Pennsylvania Department of Education

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

Charter Annual Report

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

Entity: La Academia-The Partnership Charter School
Address: 30 N Ann St
Lancaster, PA 17602

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2010 - 2011

Name of School: La Academia-The Partnership Charter School

Date of Local Chartering School Board/PDE Approval: 07/01/1998; 08/01/03

Length of Charter: 5 years, up for renewal 2008 **Opening Date:** August 1998

Grade Level: 6-12 **Hours of Operation:** 8:30-2:45 M,T,R,F; 8:30-1:30 W

Percentage of Certified Staff: 80% **Total Instructional Staff:** 10

Student/Teacher Ratio: 10/1 **Student Waiting List:** 40

Attendance Rate/Percentage: 91.25%

Summary Data Part II

Enrollment: 105 **Per Pupil Subsidy:** 7550.71/ 16377.68SE

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	7
Hispanic:	90
White (Non-Hispanic):	8
Multicultural:	0

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 18

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	180	180	180	540
Instructional Hours	0	0	0	990	990	990	2970

SECTION I. EXECUTIVE SUMMARY

Educational Community

La Academia: Partnership Charter School is located in the volatile southeast section of the city of Lancaster PA and serves a high need population of 100 students in grades 6 through 12, most living within walking distance of the school. The student body is comprised of Latinos (92%), African Americans (5%), and Caucasians (3%) with students ranging in age from 11 to 18. La Academia is an educational alternative for students who live in at-risk conditions and may have multiple needs such as academic deficits, language barriers, social and emotional issues, discipline issues, and other needs. The School District of Lancaster, community agencies and parents make referrals to La Academia. Referred students have the following characteristics: attendance problems and truancy; dropouts; social and emotional behaviors; language issues; academic deficits and others.

La Academia was opened in 1998 to provide services to school dropouts that represent a high percentage of minorities in the city of Lancaster. The school provides an education to students that are living in at-risk conditions and that are experiencing social, cultural, behavioral and/or linguistic differences that may prevent them from succeeding in a mainstream environment. It was the hope of the school founders that the school could help reduce significantly the number of dropouts by understanding the population needs and differences and providing appropriate curriculum and a support structure that could motivate them to learn and to maximize their success.

Mission

La Academia: Partnership Charter School is a neighborhood school that was founded in 1998 by a partnership of local community based organizations and parents. La Academia is a small learning community that accepts students of all abilities and provides them with a rigourous academic foundation using a holistic approach. Based on our community resources, we help students to discover and cultivate their unique talents while challenging them to excel and acquire the knowledge and skills that they will need to be successful in college.

Vision

- **Parents** who work cooperatively with the school; support the school's rules, plicies and expectations; provide the time and support at home for their child's academic work; promptly inform the teacher/school of any pertinent medical, family, home and learning problems, and ensure that their child attends school daily, on time, in uniform and ready to learn.
- **Students** who are responsible, abide by all rules and expectations of behavior; treat adults, other students, school property, and others with respect; participate in class, complete and turn in class work and homework; are highly motivated; engage in meaningful activities; are able to work independently and in groups, and engage in the social and political world.
- A **Professional Community** that uses reflective dialogue; develops relationships among teachers and are mentors and advisors for students; has professional collaborations; shares norms and values where professionals meet to identify what they have in common; and has a collective focus on student learning where the priority is placed on activities which promote student growth.
- A **School Community** in which Students, Teachers, Administrators, Parents and Community members are all learners; share common values, ideas and commitments; and embrace a multicultural perspective and a collaborative approach with local resources to maximize student success.
- **Curriculum & Instruction** that provides for small classroom size; individualized instruction; academic rigor with an emphasis in standards-based learning; emphasis in reading and writing across content areas; proper assessments to verify progress; lively discussions and critical thinking; relevant, real-world context; active problem finding and problem solving; national best practices, and character development and increased social skills.
- A **Climate** that is safe and supportive; welcoming and caring; collaborative; exciting; multicultural; filled with school pride; respectful; and high in its expectations.

Shared Values

La Academia is committed to the education of the whole person with the following objectives:

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

8. To offer opportunities for community service and experiences wherein students will learn to be sensitive and caring toward others.
9. To promote character development, respect for others, and self-respect.
10. To encourage respect and appreciation of the individual differences among students and their cultural and linguistic background.
11. To encourage respect for every student's right to learn and every teacher's right to teach
12. To nurture developing skills as well as foster the discovery of hidden talents and leadership potential.
13. To meet the needs and interest of the students through innovation and technology.
14. To energize school spirit offering extracurricular activities.

Academic Standards

The school's curriculum includes exemplary programs and national best practices, effective for our student population and includes areas such as math, reading, writing, and listening, ESL, social studies and science. The Charter School utilizes individualized, interactive, integrated active learning that matches the needs of each student.

Strengths and Challenges

The following goals have been identified based on the charter school's program strenghts and areas needing improvement:

Goal One: To maintain the present level of student participation at 100% measured through PSSA participation rates for the 2005-2006 and 2006-2007 assessments.

"Participation" Statement: La Academia presently meets the PA threshold of 95 % participation for Adequate Yearly Progress (AYP). The 2004-2005 assessment revealed 100% reading participation and 100% math participation. La Academia will continue to make a diligent effort to administer the PSSA to all students. The school communicates testing dates to all parents and students at the start of each school year. During the year, regular communication from the principal and teachers provides parents with updates on assessment dates and expectations. Information is also available through advisory council meetings, PSSA school reports, School Board meetings, and IEP teams plans for student participation. Teachers and the principal create schedules to facilitate and require test make-ups for students who are absent during designated test dates.

Goal Two: To improve the 86% attendance rate from school year 2004-2006 to 90% or higher by school year 2014.

"Attendance" Statement: La Academia attendance rate for 2004-2005 was 86%. The attendance rate was below the PA threshold of 90% but we made Adequate Yearly Progress (AYP) by increasing attendance 4%. The school staff developed, established, and enforces a school-wide attendance policy for all students. Parents and students are informed of attendance expectations through enrollment interviews, PTA meetings, home visits, and school mailings at each new marking period. Teachers review expectations in all classrooms. The principal reviews policies with parents at Open House/Orientation Nights. Productive and cohesive enforcement of attendance policies are facilitated through conversations with the district magistrate and the school district.

Goal Three: To increase the percentage of all students proficient in Reading to at least 54% and 45% for Mathematics, as measured by the annual PSSA state assessments in 2005-2006 and 2006-2007

Actions	Timeline	Responsible Person(s)	Materials/Resources	Evidence/Documentation
Planning Phase a) Analysis of data available	Spring 2004 Fall 2004 Spring 2005 Fall 2005 Spring Summer Fall 2006-2007	**For Reading** **Principal, Communication Arts, Special Education, and ELL teachers** **For Math** Principal, Consultant, Math teachers, After School Teachers, Americorps Volunteers	A number of assessments for math and reading	**PSSAs, Corrective Reading** (decoding), San Diego test for Comprehension, Standford Reading Test-ELL test, University of Michigan test-ELL test, Math tests, PSSA study books, Monthly Reports
b) Identify needs	Spring 2004 Fall 2004 Spring 2005 Fall 2005 Spring Summer Fall 200-2007	**For Reading** **Principal, Consultant Communication Arts Teachers, Special Education, and ELL teachers** - **For Math** Principal, Math teachers, Consultant, Americorps volunteers.	**Staff development & coaching in Reading across subject areas** **Staff development and coaching in Math** **Curriculum materials appropriate for students** Innovative teaching methods and incentives to increase interest in students for math and reading After School Activities	**Discussions with staff** **Used of national best practices-Researched books and curriculum materials with experts in the field** Discussions, coaching, research based printed materials and strategies Grades, PSSAs

Actions	Timeline	Responsible Person(s)	Materials/Resources	Evidence/Documentati
Establish goals	Spring	**For Reading**	Funds from Comprehensive Reform Grant	Letters of commitment

Hire consultants	2004 Fall 2004 Spring 2005 Fall 2005	**Principal, Communication Arts, Special Education, and ELL teachers** - **For Math** Principal, Math teachers		
Select curriculum/technology/manipulatives Implementation of the programs	Fall 2004 Spring 2005 Fall 2006 Spring 2006 Summer 2006 Fall 2006	**For Reading** **Principal, Communication Arts, Special Education, Technology and ELL teachers** - **For Math** Principal, Math teachers, Consultant, Technology teacher	**Scientifically based instructional curriculum, Literacy-anchors assessments:** Shining Star ELL, Side by Side-basic level, ELL Corrective Reading and assessments, TeenBiz subscription, Novels and stories (high reading interest -low reading level), Jamestown Series, Math-anchor assessments: Everyday Math, Impact Math, Contemporary Mathematics in Context Integration of Technology in both areas	**Purchase orders —** Part of the Comprehensi Reform Grant

PROBLEM AREA: Math scores on the PSSA revealed only 4% of students were proficient in Math. A locally administered assessment revealed only 7% knew basic skills in Math. Therefore, a whole school focus on the development of math skills has been initiated.

Implementing scientifically based instructional strategies and curriculum that increase student learning. Through the Middle and High School Level Redesign, La Academia is implementing:

· Math. La Academia, has adopted the *Everyday Math* and *Impact Math* programs to provide students with spiraling math curriculum that focuses on conceptual thinking and problem solving. Students use manipulatives to work out math concepts and discover multiple ways of solving math problems. Dialogue is encouraged to help students learn to “talk through” problems and explain their work. Teachers use *Everyday Math, Impact Math,* and their own formative classroom assessments to identify student learning needs and guide daily instruction. School-wide, we use PSSA, and local assessments to track progress, identify needs and drive professional

development. With the support from CSR, for the high school students, we will purchase the exemplary research-based math integrated program *Contemporary Mathematics in Context,* developed with funding from the National Science Foundation. This innovative program engages students in investigation based, multi-day lessons organized around big ideas. Important mathematical concepts are developed in relevant contexts by students in ways that make sense to them. In addition, we need to purchase carts, students books and other tools such as manipulatives for our three math teachers so that they have all the necessary math materials.

La Academia Partnership Charter School has taken the first steps in a multipart strategy for raising math skills for its students in all grades. The first step has been careful thought about the reasons for this weakness. Testing revealed almost universal weakness in basic calculation skills. Conversations with teachers, and classroom observation have been used to fill out the picture. The funds for school improvement will be used for remediation/acceleration in the regular school day and in the after school program.

Three important factors have been identified as underlying the difficulties that almost all students in the school experience in math:

(1) **Students lack arithmetical foundations for high school math**. The great majority of students have not mastered basic math facts, cannot do two and three step division or multiplication, and are completely unprepared to do simple word problems. (While some of this weakness can be solved through the use of calculators, students at this level often do not know which operation is required, or how to evaluate answers.).

(2) **The response of students to this level of confusion has been to give up on math**, to stop paying attention, to react with anxiety to questions, to "forget" operations from one day to the next. This anxiety and inability to follow simple instructions cannot be ignored when devising an instructional strategy. Students' ability to learn has been severely compromised by previous negative experiences with math.

(3) **There is an underlying language problem, which must be addressed**. While almost all students are fluent in conversational English, they are less familiar with the language of math, or even many of the "common" words that are required to understand math. Tenth grade students studying graphing, for example, did not know the words "steep" and "slope."

All three of these issues have to be kept in mind in order to develop an effective long- term plan for building math skills in La Academia students. The following is an outline of the beginning steps taken so far in the classroom and the after-school program. It should be kept in mind that this problem will require a sustained response over several years, and the program devised below represents just the first steps.

1**) Teacher Training/Mentoring**: Classroom teachers need training in teaching techniques, classroom management, and curriculum design for this population. A consultant was hired to provide support and training through classroom observation, demonstration lessons, training workshops, and the development of a lesson-planning format specifically for each teacher. The following areas are of particular concern:

- Implementation of a systematic lesson planning strategy that includes:
    - Vocabulary instruction
    - Arithmetic review
    - Step by step instruction in new skills
    - Hands on small group practice of new skills
    - Simple clear daily homework assignments

- Training in how to work with second language learners and how to diffuse student anxiety.
- Training in how to use classroom space — using posters of key vocabulary words and concepts, displaying student work, sophisticated use of blackboard space.
- Training in how to supervise student paper work to build maximum comprehension

SUCCESS EXPERIENCED TO DATE: A consultant was hired to provide close mentoring of regular term math staff and also provide training workshops for after school staff. Teachers are beginning to simplify vocabulary and organize space and student paper work.

2) Curriculum Design: This is a particularly pressing concern for the llth and 12th grader students. Staff needs help in revising curriculum to give students key grade appropriate skills at the same time as they put in place a remedial program. Even the lower grades need review of such skills as fractions/decimals/percents and the use of negative numbers in order to be able to do grade appropriate work. Each math teacher has been asked to develop an outline of key skills to be taught at each grade level in this first year of this remedial program. By next year and the year after, lower school students should not need this kind of revised curriculum.

SUCCESS EXPERIENCED TO DATE: The net result has been that math curriculum has been more targeted to ability levels of the students with less frustration experienced. A slower progression through math skill areas has yielded more success for students.

3) Tutorial Remedial Instruction: As of the second marking period Middle School students will be required to attend a math-focused after-school program three days a week. High school students have been invited to attend, and a few do. Eleventh, twelfth, and sixth graders will have an extra period of remedial math a day for the next two and a half months. The last months have been spent in designing and implementing the after- school program. Including six volunteer tutors, the program uses 8 adults working with approximately 40 students. Students spend half their time doing math homework, and half time on games and activities specifically designed to build fundamental calculation skills. The program meets on Monday, Tuesday, and Thursday afternoons. Wednesday afternoons are devoted to staff development, including some limited training in math activities and tutorial teaching techniques. On Friday afternoons after-school and classroom staff met to coordinate activities. The after- school coordinator is in daily communication with classroom teachers. Within the next few weeks individual students identified as needing extra help are scheduled to receive one to two personal tutorial sessions a week during the after school program.

SUCCESS EXPERIENCED TO DATE: After school teachers are regularly receiving skill level assignments for students to complete targeted to their classroom instruction. Regular communication has increased the ability of the students to perform their assigned tasks. Better communication among teachers has also made maximum use of planning time.

4) Assessments. In order the determine student progress as a result of the math-focused extended-day instruction that students are receiving, teacher-devised performance-based assessments are being done on a quarterly basis. This will also serve to determine mastery of the subject and serve to be exit criteria on a skill level. The first results will be available within the next two weeks.

SUCCESS EXPERIENCED TO DATE: From preliminary indications, the consensus among after-school teachers is that progress is being made and students are mastering content. This will be further validated through the planned periodic assessment.

Long Term Needs: La Academia has some long-term math related needs that have not been met yet due to limited funds. These include:

- **Tutorial Training and Curriculum**: After school staff very much needs more training and a tutorial curriculum package to implement through-out the year.
- **Continuing Staff Development**: Classroom teachers could use continuing mentoring and training through out the school year.
- **Assistant Teacher:** The high school math teacher could use a part time assistant especially in his 11thj/12th grade and 9th grade classrooms. One of the most successful strategies for working with this population is to individualize instruction. Both the teacher and his assistant should then be trained in how to make maximum use of small group and individual instruction to diffuse student anxiety and teach for full student comprehension.
- **Tutorial Assistance**: Increased staffing would make possible more individualized instruction for students. Tutors/Assistant teachers could be college students or community members.
- **Whole School Strategy**: Work with History/Social Studies, Science, Technology, and Art teachers to integrate math into all aspects of school life.
- **Budget for After School Supplies**: Supplies are needed so that the after school program can continue to attract students and provide them with interesting activities.

· **Literacy:** Our comprehensive literacy framework is based on the reading needs of **our** students. Instruction is geared to meet students where they are, whether it is 4 years below grade level or right on target, and provide them with the acceleration and instruction they need to move forward. As students master skills, flexibility within the literacy framework allows literacy instruction to grow with the students. For our most at-risk readers, in 2005-06, we will start to use the scientifically based program *Corrective Reading.* For ESL students we have purchased a selection of the research based and standards driven curriculum *Shining Star. Shining Star* is a differentiated instruction program specifically designed for English language learners in grades 6-12. This curriculum starts with introductory basic, intermediate and advanced reading, and gives students all the support they need to master reading, writing, literature, and content, within a systematic language development framework. *Shining Star* provides explicit reading and writing instruction, expository content readings, a wide variety of literature selections, and academic skills and strategies to succeed in the mainstream classroom. For the high school levels we are also providing high-interest, high-quality literature with emphasis in critical thinking and questioning skills and critical analysis of text. Teachers will use *Corrective Reading* and their own classroom assessment to continually monitor student progress. Throughout the year, as students achieve literacy skills, they move from Corrective Reading and Shining Star to the novel-based approach. We will also use PSSA and local assessments to measure achievement school-wide and pinpoint gaps in instruction.

· **Science.** Science instruction also emphasizes critical thinking and scientific thinking/investigation through the use of Middle School *FOSS* science kits and other equipment to facilitate hands-on, inquiry-based learning. Teachers allow frequent opportunities for student-led exploration and support students in using the scientific method to research their own science-related questions. Teachers also integrate math and literacy skills into science projects and experiments, requiring students to write formal lab reports and explain how they arrived at certain calculations. We primarily use the school assessments and formative teacher-made assessments to measure student learning in science. We will purchase the High School exemplary research based science curriculum program *Biology: The Dynamics of Life*. This program combines the best of research on reform curricula with the best of traditional curricula, incorporating more active involvement on the part of students in making sense of important scientific idea. It also includes opportunities for inquiry, scientific discussions, debates and problem solving; as well as offering a variety of instructional materials including intervention and remediation supplements, hands on lab, daily interventions and it is a great program for ELL students with resources in English and Spanish. In addition, we will purchase the exemplary research based programs *Active Physics* and *Active Chemistry*, which include material kits with everything the teachers

need to successfully conduct the activities. These programs places chemistry and physics in the context of everyday experiences relevant to the students' lives**.**

"Extended Learning" Statement:

Increasing extended learning opportunities to provide students with the extra time and differentiated learning experiences they need to achieve at high levels. This reform strategy is to provide at-risk students and struggling learners with the extra time and instruction they need to meet standards. We will pay teachers to provide after-school extended learning opportunities (ELO) for students who need additional support. All teaching and learning will be directly aligned with the instruction students received during the regular school year and will focus on acceleration—not remediation. That is, teachers will increase the intensity of instruction and provide students with extended learning time and differentiated strategies in order to accelerate their learning, rather than provide them with more of the same instruction (or *less* challenging instruction) they received during the school day. Additionally, by years 2 and 3 of the grant we will incorporate off-site learning experiences into the ELO program. For example, students may visit local colleges or universities, hospitals, factories or environmental centers to learn more about how classroom learning ties into real world situations. All off-site learning will be directly connected to extended-day instruction and will emphasize college and career awareness and preparation.

"Resources and Technology" Statement:

Putting high-quality resources and technology in the hands of students and staff to support project-based and individualized learning. In addition to focused, sustained professional development, teachers and students must have access to high quality instructional materials. We will purchase additional standards-based classroom resources including: reading and writing workshop supplies; *Corrective Reading* materials; hands-on manipulatives to support our *Everyday Math* and *Impact Math* programs; *FOSS* science kits and equipment for inquiry-based science projects and experiments; social studies materials such as books, maps and globes; technology education supplies; as well as art supplies. We will purchase authentic literature and research materials that directly align with classroom learning, and support independent reading, research and inquiry in content areas. Students and parents will have access to these books, creating a culture of literacy and exploration in school *and* at home. We will also make our school Internet accessible and be able to subscribe to TeenBiz. This is an Internet research- based program that is effective in improving reading skills. It focuses on the cognitive skills of comprehension and vocabulary. This program provides differentiated instruction. Students can work in any core academic subject at their own reading level and paces but all cover the same material; this helps to foster discussion and build self-esteem. Each day's reading assignment is a news article. Topics include national or world events, science, technology, trends, and sports. Staff will use the computers to develop thematic, problem-based units that cut across the subject areas and involve students in real-world, collaborative learning projects. The technology, paired with our problem-based learning approach, will help teachers tailor specific projects to target the interests and learning needs of individual students and implement active and cooperative strategies aimed at deep learning. Real-world web sites and problem solving activities will make learning relevant and interesting to our students, increasing their engagement and achievement. Technology will also aid teachers in individualizing instruction to meet the needs of all of our students; some students will spend extra time mastering basic concepts while other students take classroom learning deeper. La Academia staff will receive ongoing support from external professional development providers, as well as TeenBiz.

Goal Four: To improve the school environment by reducing violence, assaults, and discipline referral by 25% and by developing character traits by 2005-2006.

Actions	Timeline	Responsible Person(s)	Materials/Resources	Evidence/Documentation
Development of a comprehensive safe-school plan	Summer 2004	Principal- collaboration from the staff	Comprehensive Safe School Plan	Please see attachment
Development of New Discipline Policies and procedures- In addition to policy implementation	Summer 2004 Fall 2004 Spring 2005 Fall 2006	Principal, Safe School Coordinator, Consultant	Please see attachment- Student Handbook	Please see attachment
Development of Memorandum of Understanding between law enforcement office and La Academia	Summer 2004	Principal, Safe School Coordinator, Consultant	Please see attachment	Please see attachment
Hired Bilingual Therapist	Fall 2004	Principal	Funds came from CRG	School schedule- group intervention, individual and family counseling, parenting skills training (bilingual)
Implementation of the plan and discipline policies	Fall 2004 Spring 2005 Fall 2005 Spring 2006	Teachers, Safe School Coordinator, Principal, Counselor	Training to staff and students	Monthly Reports/discipline and behavioral reports/Violence and weapon report PDE-360
Implementation of character development Implementation of pro-social skills interventions and peer mediation and conflict resolution	Spring 2005- ***Spring 2006*** Fall 2006	Bilingual Therapist, and Counselor Bilingual Therapist, and Counselor	Positive Action Program ***Skill Streaming Program***	School schedule Reports Student feedback Teachers feedback Parents feedback Reports

	Spring 2007		Peers Making Peace	Attendance records Discipline referrals
Implementation of security measures	Summer 2004 Fall 2004 Spring 2005 Fall 2006	Board approval Principal Safe School coordinator	Video intercom system-cameras	Violence and weapon report Discipline referrals Observation

"Truancy and Safety Issues in the School" Statement:

La Academia has worked hard in developing a safe-school plan to create an environment where students can learn and teachers can teach. During this reform we have seen significant changes from 2002-03 to 2003-04 but our goal in 2004-05 is to reduce the behavioral and violence incidents at least 25% more. In 2002-03, our students had 22 truancy policy violations, 23 incidents of fighting, 4 incidents of illegal drug and alcohol use, 5 arrests and 1,310 behavioral incidents. 22% of our students were on probation and thirty percent were involved in delinquent activities. In 2003-04 our students had 16 truancy violations, 487 behavioral incidents reported by teachers in the classroom, 101 resulting in suspensions from 1-10 days. Our students had 13 incidents involving violence on students and staff. We had 11 arrests and fines related to school incidents. Approximately thirty-three percent of our students were involved in delinquent behaviors. In 2004-2005 our students had 11 truancy violations, 360 behavioral incidents reported by teachers in the classroom resulting in 87 suspensions from 1-10 days. In 2005-2006 we had 10 truancy violations.

We hired a bilingual counseling who is providing guidance to the students and their families and who is making necessary referrals to mental health clinics. In addition, we hired a bilingual home visitor to increase communication between home and school. These services are new services to the school. They are necessary to effectively help students be successful in academics and also in life.

Goal Five: To enhance connections between school and family by increasing attendance at PTA meetings, student and teacher conference and student parent workshops by at least 15% each year from a baseline of 8% participants in 2004-2005.

Actions	**Timeline**	**Responsible Person(s)**	**Materials/Resources**	**Evidence/Documentation**
Hired a part time Bilingual Parents Activities Coordinator	Fall 2004	Principal	**Job description**	Reports on activities and parental training
Development and distribution of bilingual educational materials that explain what are standards, anchor assessments, PSSA information, school	Fall 2004 Spring 2005 Fall 2005	Bilingual Parents, Activities Coordinator, Bilingual Home School	**Printed materials**	Printed materials

policies and procedures	***Spring 2006***	Coordinator, Principal, School Staff		
Promote parent awareness of the School Improvement Plan	2004-2006	Principal, Parent Coordinator, Home School Coordinator	Printed summary of goals and purpose (bilingual)	Printed materials
PTA activities Parents as Partners Program Year book Family Fun Nights **Family Movie Nights** Fundraising	2004-2006	Parent Coordinator, President of the PTA, Home School Visitor, Teachers, Principal	Copies of Programs Printed materials	School Calendar Meeting programs
Parenting Education Program Adult education program ESL and Math	Fall 2004 Spring2005 Fall 2005 Spring 2006	Bilingual Counselor Teachers	STEP(Systematic Training for Effective Parenting) ESL and Technology materials	Program Educational Materials Attendance roster Surveys

"Parent and Community Involvement" Statement:

Parental Involvement Goal: Increase attendance at PTA meetings, student and teacher conference, and student-parent workshops by at least 15% each year from a baseline of 8 participants in 2004-05. The whole idea is to create a community school. Research underscores the commonsense connection among school, home, family, community and student achievement. Barton (2003) identified 14 factors that correlated with student achievement. Six of the 14 factors relate to the school environment, such as rigor of the school curriculum, teacher preparation, and school safety. The remaining eight factors speak of the importance of family and community to student success and include parent availability and support, student watching TV, student mobility, and parental involvement. As we were redesigning the school, La Academia staff and parents identified barriers to home/school communication. The group found two primary concerns. First, parents with limited ability in English were expected to conform to the expectations of the school, even though these parents often didn't know or understand these expectations. Second, staff want to communicate with parents and they did many times, but they have language and cultural barriers and often the communication is extremely difficult. A bilingual home-school visitor was hired to build a bridge between teachers and culturally diverse parents by helping parents to understand attendance policies (problem area), uniform policies (problem area), standards (parents don't have any understanding), importance of PSSA testing (another area in which parents need to be educated), behavioral issues (inappropriate and non-acceptable behavior) and literacy and math education (two areas in which students are behind from three years or more). The home-school visitor set up appointments to visit the families at

home, will call parents when the students are not in school and will be in direct contact with the parents when students are showing behavioral changes or behavioral issues. The home-school visitor also facilitates Parents as Partners Program in which parents meet every week to learn reading and math strategies, and to talk about what the students are learning and address any homework issues in the core content areas. Teachers will also be invited to attend these meetings and will have the opportunity to talk to the parents about their teaching strategies and about the content area.

We need to increase our outreach efforts to include traditionally non-active parents. We've had meetings with parents (PTA and others) during the spring to involve them in planning the reform as well as to get feedback about the school. To have better attendance, we will offer food, babysitting, and transportation. We will also publicize the meetings and workshops in advance and recruit parents to bring their friends and neighbors. Through meetings and workshops, we will keep parents informed and seek their input on the implementation and evaluation of the reform. In terms of community engagement, we will continue to work with the School District of Lancaster, IU 13,Spanish American Civic Association, Neighborhood Services, HAAC, Millersville University, and Franklin & Marshall College to establish mutually beneficial relationships that provide both middle and high school students with unique learning opportunities. Next September we will be funded by AmeriCorps and will be working with local colleges and universities to bring student volunteers to the school to support our students and staff in providing after-school tutoring and enrichment to La Academia students. We will continue to strengthen these relationships and initiate new partnerships with other community organizations.

Goal Six: To provide teachers with ongoing training and in-class support (coaching) to implement new strategies and hands-on activities to improve quality of teaching.

Actions	**Timeline**	**Responsible Person(s)**	**Materials/Resources**	**Evidence/Documentation**
Training of all staff on knowledge and use of grade level Anchor assessments and eligible content statements	Initial training-2004 Develop and maintain through 2005 and 2006	All teachers, Curriculum leader	In-service time **Grade level anchor assessments** All teachers and principal	Teacher evaluation, Reports from in-service
Training of all staff on differentiating instruction within the classroom	2005-2006	All teachers, Principal	**Consultant and/or teacher facilitator** All teachers and principals	Teacher evaluation, Reports from in-service
Training, coaching and modeling in Reading, Math and Science	2004-2007	Communication and Arts teachers, Math and Science teachers	Consultants	Reports, Teacher evaluation, Educational materials provided
All teaching staff will participate in	Summer2004-2005 and	All teaching staff and	School District of Lancaster (SDoL)	Attendance records from the School District

SDoL content institutes and grade level training — summer programs	2006 IU- All year 2004-2005	support staff	and IU	
All teaching staff will participate in monthly training meetings: ELL, classroom management, reading across content areas, teaching children cultural diversity, how to conduct advisories, misc	2004-2006	All staff	La Academia-consultants	Every Wednesday afternoon we have staff development programs-Consultants, PDE staff, Partners in areas such as Mentoring, Drug and Alcohol Prevention, HIV, instructional strategies.

"Professional Development" Statement:

Based on the student achievement data, as well as classroom observations and reflections in their own practice, our staff has realized that they need coaching and training, and that previous and current methods of instruction are not meeting the diverse needs of our increasingly diverse student body. However, because of limited resources, our teaching staff has not had the necessary support and professional development to successfully implement rigorous, engaging, standards-based instruction. Nor have teachers had the time or opportunities to develop strong skills in employing multiple strategies to meet the learning needs of all students. La Academia has also experienced extremely high rates of teacher turnover every year. Consequently, teaching and learning varies from classroom to classroom, with teachers still relying on more traditional methods.

Rigorous and engaging instruction is further undermined by a lack of resources and materials. La Academia has laid a foundation for core materials through community donations, and reallocating budgets to purchase basic materials. However, our move to a standards-based system has left gaps in resources, particularly in the types of resources that engage students in high levels of learning and support individualized, differentiated instruction.

Providing teachers with the ongoing training and in-class support they need to implement new strategies is one of the key components of our school-wide reform. Through this program, staff will be engaged in intensive and sustained professional development with several external providers. Much of this work will be funded through the school budget and external partners such as the National Council of La Raza. This is an integral part of our school wide reform. To support deep and sustained professional leaning, La Academia has adopted a modified permanent schedule that provides all teachers with at least 2.5 hours of professional development time each week. Additionally, teachers who are teaching the same academic core will receive the same hours of release time so that they can collaborate, attend training, and plan instruction *together.* This structure creates a strong and supportive culture of professional learning. Within this structure, professional development opportunities will include:

Ø **Math**. All La Academia math teachers will receive *at least 40 hours a year* of intensive professional development from consultant Margaret Burton. Ms. Burton is the Assistant Director of Harrisburg University Science and technology high school at the Harrisburg School District and consultant with the Capital Area Institute for Math and Science for PSU. She will assist the La Academia math program by focusing on: deepening math content knowledge; implementing change and reform in the classroom; and using informal assessments and student work to better understand students as learners.

Ø Literacy. La Academia staff will deepen their work with literacy expert Pat Conahan of Scranton, in order to increase their skill and expertise in using a wide range of differentiated strategies to address the wide range of student learning needs. Conahan will help communication arts teachers at least 40 hours a year tailor *Corrective Reading, Shining Star,* and novel-based reading programs to create a fluid system of instruction that grows and adapts to students' changing literacy needs. Professional learning will emphasize specific strategies, projects and literature to increase teens' interest and engagement in reading and writing. Pat Conahan will support La Academia staff in designing extended learning opportunities (ELO) that accelerate student mastery of literacy standards. She will help all teaching staff to integrate reading in all the core academic areas.

Ø Science. Margaret Burton will also provide 40 hours of intensive training to La Academia staff in developing hands-on, inquiry-based projects that engage students in scientific thinking and scientific investigation. Burton will also support staff in curriculum mapping, connecting science concepts with math, social studies and literacy instruction, and integrating technology into science learning.

In addition to these site-based middle level and high school level training opportunities, La Academia teachers and leaders will also participate in a number of training sessions that will be provided by the IU 13 and the SDOL, including:

· School District of Lancaster Content Institutes and Grade-Level Trainings held over the summer and provide our staff with content knowledge and PA standards-based instruction and assessment skills in literacy, math, science and the arts.

· On-site coaching, modeling, and teacher articulation in math and literacy.

· Monthly trainings and meetings with external experts in areas such classroom management, discipline, differentiated instruction, ELL strategies, reading across the content areas, data analysis, and teaching culturally diverse learners.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Since La Academia is a school of choice, enrolled students and their parents/guardians are participants in the strategic planning process. For example, the school handbook was prepared, written and approved by the school administrators, school students and staff, PTA, and the School Board of Trustees. Staff meets on a weekly basis, trustees on a monthly basis and jointly once a year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aida Ceara	Millersville University	Board Member	Maritza Robert
Carlos Graupera	SACA	Board Member	Maritza Robert
Dave Detzel	La Academia: PCS	Administrator	Maritza Robert
Guillermo Barroso	La Academia: PCS	Ed Specialist - School Counselor	Maritza Robert
Jessica Benito	La Academia: PCS	Middle School Teacher	Maritza Robert
Maritza Robert	La Academia: PCS	Administrator	Maritza Robert
Mayra Serrano	Americorps	Administrator	Maritza Robert
Melissa Hoffman	La Academia: PCS	Secondary School Teacher	Maritza Robert
Mike Klunk	HACC	Board Member	Maritza Robert
Stacey Stokes	La Academia: PCS	Special Education Representative	Maritza Robert
Tom Dever	La Academia: PCS	Secondary School Teacher	Maritza Robert
Zulma Pabon	Americorps	Parent	Maritza Robert

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

Statement of Quality Assurance

There is currently no data saved for this section.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance Email- no signature required

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What is our Philosophy about Rigorous Teaching and Learning?

Teaching and learning are two sides of the same coin. For students to learn, teachers must create learning environments which support learning. Teachers need to provide prompt feedback to students so that students understand the challenges they face and what they must do to improve. Teachers also need to encourage active and collaborative learning, because this helps to engage students and puts them in charge of their own learning. Students, too, have their distinct responsibilities in the teaching and learning enterprise. Students need to read the assignments, prepare for class, work together, and

seek out their teachers for consultation and guidance. The result is a vibrant school community committed to academic excellence.

I am pleased to present you with a statement of "Academic Rigor" from La Academia's point of view. We know there are many good examples of rigorous teaching and learning at the school. Students come to us with many deficiencies and they show the capacity they have for learning through the years at La Academia.

Rigorous Teaching Definition

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. Excellence should pervade in the entire atmosphere of the school, in the teaching and learning, curriculum resources and materials, evaluation of students and faculty, outreach efforts, consistency of policies and procedures, enrollment process, career and social emotional counseling, and the school environment. Staff at La Academia encourage and support <u>all</u> students.

Rigorous Teaching

Rigorous teachers are role models for the behaviors and accomplishments that the school seeks to promote. They demonstrate a high level of professionalism and commitment to the school and their discipline. They inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding curriculum and well-prepared classes.
- Use Pennsylvania Academic Standards consistently in the classroom.
- Make instruction relevant to students' lives.
- Emphasize reading and writing for learning across the curriculum. Example: Use journals across the curriculum.
- Use research-based teaching strategies. Example: Use critical thinking and project- based learning in the classroom and strategies that are conducive to intellectual discussion. .

- Help students meet elevated expectations.
- Use of word walls to develop vocabulary.
- Encourage student-teacher contact in school and after school and offer conscientious advise. Be available.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Rigorous Learning

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and requires a lifestyle conducive to achieving excellence. School is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A high school diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.

- Approach each class in a professional manner. Know exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

Teaching all students a rigorous academic core

All students must have access to challenging academic courses. The recommended academic core is the following:

- Four credits in college preparatory/English.

- Four mathematics credits, including Algebra I, geometry, Algebra II.

- Three science credits at the college preparatory level.

- Three years of social studies.

- Mathematics in the senior year.

Summary of some outstanding practices

Providing a rigorous English/language arts curriculum and emphasizing reading and writing for learning across the curriculum- Schools that make reading and writing a way of life are the ones reaping rewards in improved student achievement. These schools use reading and writing strategies in all classrooms, not just in English/language arts. In doing so, they deepen students' use of language and their understanding of academic and technical concepts and vocabulary. These schools believe that students learn academic

and technical subjects by reading, comprehending, analyzing, writing, and talking about the content of the field. The best way to master the content of a subject matter field is to master the language of the field. Students in these schools use reading, writing and speaking as keys to unlock learning in all of their courses.

Improving the mathematics curriculum, instruction and student achievement- In achieving schools, math teachers use mathematics as a tool for greater learning in science classes, career/technical classes and all other subjects. Most schools incorporate problem solving activities into the daily curriculum and keep records of how students are doing in learning mathematics concepts in their classrooms. In some schools students write about mathematics problems and orally defend their solutions. In other schools the approach is to create a support system with many opportunities to receive tutoring. Some schools are using curriculum mapping to ensure all students are taught identical concepts at the same high level.

Improving the science curriculum, instruction and achievement- Schools in this category are teaching science curriculum in an engaging way that motivates students to learn. They are emphasizing reading and mathematics in science classes, linking science to real life, getting students to write and talk about their laboratory findings, and showing how science forms the basis for many career/technical fields. Some schools are requiring a science-based senior project that demonstrates what they have learned in four years at the

Providing support and personal relationships for students

These schools are not just spouting rhetoric when they say they truly believe every student deserves to learn at a high level. More teachers in more classrooms at these schools expect students to achieve and are willing to go the extra mile to help students meet high course standards.

Raising standards and providing extra help-When schools raise standards, they often find they need to step up their extra-help activities to enable students to keep pace with rising requirements. Students need to know that teachers are available to provide extra

help before, during and after school. Good programs show connections between extra help and gains in student achievement.

Improving transition from middle grades to high school- If students have weak academic skills when they enter ninth grade, they are more apt to lose interest in school and even drop out before graduating. High schools increasingly are taking the initiative to identify and provide special catch- up courses for incoming freshmen who are unprepared for challenging high school studies. Also schools have recognized the need to teach many at risk students how to study and how to mange their time in pursuit of their goals.

What curriculum does your charter school utilize?

The school developed a curriculum framework for Communications Arts, Math, Social Studies and Science. The curriculum is aligned with the PA Standards. The core subjects: Math, Communication Arts, Social Studies, and Science are taught daily and during 2004-2005 instructional time was increased in these areas. Teachers use as many instructional materials and resources that are culturally relevant to the students as possible. Students are provided with semester long integrated projects with applied activities based on the subject area PA Standards. Students have individualized career plans. Students do service-learning projects.

Types of teaching strategies used to actively engage students in learning process included: Field trips to businesses, industry, health care and higher education learning institutions. Representatives from those institutions coming into the classrooms and providing information and activities. Hands on service learning projects within the community and within the classrooms ie., working relationships have been developed with community assets which provide students with opportunities for learning in real world situations.

Teachers are expected to use teaching strategies that require students to think, explain and arrive at possible solutions to real world daily problems in the areas or subjects that are being dealt with that day, week, month, or semester. Where possible, activities,

materials, and resources used by the teachers are culturally relevant to the students. Learning styles of students are important and the teachers find it challenging to design their lesson to meet the various learning styles of their students. Students and teachers interact throughout the day and teachers are encouraged to listen to what students are saying to them and to each other ie., student watching. Student praise is to be done in an appropriate manner and student work is posted throughout the classroom. Students are rewarded for a job well done as well as appropriate behaviors.

Strategies and Methods for Student Learning and Instruction.

To address the needs and meet the goals described above, La Academia has implemented a comprehensive reform around the following strategies:

Implementing scientifically based instructional strategies and curriculum that increase student learning. Through the Middle and High School Level Redesign, La Academia is implementing:

- **Math.** La Academia, has adopted the *Everyday Math* and *Impact Math* programs to provide students with spiraling math curriculum that focuses on conceptual thinking and problem solving. Students use manipulatives to work out math concepts and discover multiple ways of solving math problems. Dialogue is encouraged to help students learn to "talk through" problems and explain their work. Teachers use *Everyday Math, Impact Math,* and their own formative classroom assessments to identify student learning needs and guide daily instruction. School-wide, we use PSSA, and local assessments to track progress, identify needs and drive professional development. With the support from CSR, for the high school students, we purchased the exemplary research-based math integrated program *Contemporary Mathematics in Context,* developed with funding from the National Science Foundation. This innovative program engages students in investigation based, multi-day lessons organized around big ideas. Important mathematical concepts are developed in relevant contexts by students in ways that make sense to them. In addition, we are in the process of purchasing carts, students books and other tools such as manipulatives for our three math teachers so that they have all the necessary math materials.

- **Literacy.** Our comprehensive literacy framework is based on the reading needs of our students. Instruction is geared to meet students where they are, whether it is 4 years below grade level or right on target, and provide them with the acceleration and instruction they need to move forward. As students master skills, flexibility within the

literacy framework allows literacy instruction to grow with the students. For our most at-risk readers, in 2004-05, we started to use the scientifically based program *Corrective Reading*. For ESL students we have purchased a selection of the research based and standards driven curriculum *Shining Star*. *Shining Star* is a differentiated instruction program specifically designed for English language learners in grades 6-12. This curriculum starts with introductory basic, intermediate and advanced reading, and gives students all the support they need to master reading, writing, literature, and content, within a systematic language development framework. *Shining Star* provides explicit reading and writing instruction, expository content readings, a wide variety of literature selections, and academic skills and strategies to succeed in the mainstream classroom. For the high school levels we are also providing high-interest, high-quality literature with emphasis in critical thinking and questioning skills and critical analysis of text. Teachers will use *Corrective Reading* and their own classroom assessment to continually monitor student progress. Throughout the year, as students achieve literacy skills, they move from Corrective Reading and Shining Star to the novel-based approach. We also use PSSA and local assessments to measure achievement school-wide and pinpoint gaps in instruction. With support from CSR, we are purchasing carts, books and writing tools for all communication arts classes so our teachers will have all necessary materials for reading and writing workshops in each class.

- **Science.** Science instruction also emphasizes critical thinking and scientific thinking/investigation through the use of Middle School *FOSS* science kits and other equipment to facilitate hands-on, inquiry-based learning. Teachers allow frequent opportunities for student-led exploration and support students in using the scientific method to research their own science-related questions. Teachers also integrate math and literacy skills into science projects and experiments, requiring students to write formal lab reports and explain how they arrived at certain calculations. We primarily use the school assessments and formative teacher-made assessments to measure student learning in science. With the support of CSR we are purchasing the High School exemplary research based science curriculum program *Biology: The Dynamics of Life*. This program combines the best of research on reform curricula with the best of traditional curricula, incorporating more active involvement on the part of students in making sense of important scientific idea. It also includes opportunities for inquiry, scientific discussions, debates and problem solving; as well as offering a variety of instructional materials including intervention and remediation supplements, hands on lab, daily interventions and it is a great program for ELL students with resources in English and Spanish. In addition, with the funds of CSR we will purchase the exemplary research based programs *Active Physics* and *Active Chemistry*, which include material kits with everything the teachers need to successfully conduct the activities. These programs places chemistry and physics in the context of everyday experiences relevant to the students' lives.

2) Putting high-quality resources and technology in the hands of students and staff to support project-based and individualized learning. In addition to focused, sustained professional development, teachers and students must have access to high quality instructional materials. With CRS funds we purchased additional standards-based classroom resources including: reading and writing workshop supplies; *Corrective Reading* materials; hands-on manipulatives to support our *Everyday Math* and *Impact Math* programs; *FOSS* science kits and equipment for inquiry-based science projects and experiments; social studies materials such as books, maps and globes; technology education supplies; as well as art supplies**.** Our CSR grant also supported the development of our library resources. We purchased authentic literature and research materials that directly align with classroom learning, and support independent reading, research and inquiry in content areas. Students and parents have access to these books, creating a culture of literacy and exploration in school *and* at home. We also have used CSR funds to make our school Internet accessible and be able to subscribe to TeenBiz. This is an Internet research- based program that is effective in improving reading skills. It focuses on the cognitive skills of comprehension and vocabulary. This program provides differentiated instruction. Students can work in any core academic subject at their own reading level and paces but all cover the same material; this helps to foster discussion and build self-esteem. Each day's reading assignment is a news article. Topics include national or world events, science, technology, trends, and sports. Staff will use the computers to develop thematic, problem-based units that cut across the subject areas and involve students in real-world, collaborative learning projects. The technology, paired with our problem-based learning approach, will help teachers tailor specific projects to target the interests and learning needs of individual students and implement active and cooperative strategies aimed at deep learning. Real-world web sites and problem solving activities will make learning relevant and interesting to our students, increasing their engagement and achievement. Technology will also aid teachers in individualizing instruction to meet the needs of all of our students; some students will spend extra time mastering basic concepts while other students take classroom learning deeper.

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

We developed a curriculum framework with the assistance of Beth Ann Haas (Curriculum coordinator). The curriculum is standards based and followed assessment anchors and meets Chapter 4 content standards and all requirements. Documentation is available upon request.

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

The curriculum framework is organized by content area, and grade. Each grade level and content area includes content standards, performance indicators, essential questions for assessment, key vocabulary and a space for project- based learning activities.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills? How does the charter school promote in-depth and inquiry-based teaching and learning?

Strategies used to accelerate academic performance of students include; individual tutoring by staff members, small class sizes for those who need more individual attention, increased time for literacy and math skills, and targeted academic support using mentors and volunteers to assist students in need of additional support. A special education teacher assists students with IEP's etc. ELL instruction was provided to students needing such support.

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

The evidence that supports the methods that have been used in the charter school are presented in this section and come from several kinds of research investigations. They emphasized classroom characteristics and practices and school characteristics and practices of effective schools. The research investigations that support the best practices included in this section are identified underneath of each sub-section. They include:

- **School effectiveness research**: Studies of whole schools undertaken to identify school wide practices that help students learn

- **Teacher effectiveness research**: Studies of teachers and students in the classroom to discover effective practices

- **Research on instructional leadership**: Studies of principals and other building leaders to determine what they do to support teaching and learning

- **Curriculum alignment and curriculum integration research**: Examinations of alternative methods of organizing and managing curriculum to determine effective approaches

- **Program coupling research**: Inquiries into the interrelationships among practices used at the district, school building and classroom levels

- **Research on educational change**: Studies to identify conditions and practices that promote significant, durable change in educational programs.

The following are specific classroom characteristics and practices of effective schools that will be used in the charter school:

1. CLASSROOM CHARACTERISTICS AND PRACTICES

Teachers and students work together over time to extend and refine each learner's knowledge and skills. Through careful preplanning, effective classroom management and instruction, positive teacher-student interactions, attention to equity issues, and regular assessment, teachers and students can achieve success.

1.1 PLANNING AND LEARNING GOALS

1.1.1 Teachers Use a Preplanned Curriculum to Guide Instruction.

Teachers:

a. Develop and prioritize learning goals and objectives based on district and building guidelines, sequence them to facilitate student learning, and organize them into units or lessons.

b. Establish timelines for unit or lesson objectives so they can use the calendar for instructional planning.

c. Identify instructional resources and teaching activities, match them to objectives and student developmental levels, and record them in lesson plans.

d. Identify alternative resources and activities, especially for priority objectives.

e. Review resources and teaching activities for content and appropriateness and modify them as needed to increase their effectiveness in helping students learn.

f. Arrange daily, weekly, monthly, and yearly activities on the calendar to assure that resources are available and instructional time is used wisely.

Behr and Bachelor (1981); Brophy and Good (1986); Byra and Coulon (1994); Callaway (1988); Denham and Lieberman (1980); Edmonds (1979a,b); Glatthorn (1993); Kallison (1986); Leithwood and Montgomery (1982, 1985); Mortimore, et al. (1988); Mortimore and Sammons (1987); Rosenshine (1976, 1983); Rosenshine and Stevens (1986); Sammons, Hillman, and Mortimore (1994); Sarason (1971); Shann (1990); Stallings (1985a, 1986); Venezky and Winfield (1979)

1.1.2 Teachers Provide Instruction that Integrates Traditional School Subjects, As Appropriate.

Teachers:

a. Use thematic units as the organizing principles for instruction in agreed-upon areas.

b. Include student input when determining themes around which to organize instruction.

c. Engage students in projects requiring knowledge and skill across several traditional content areas.

d. Make use of other resources, including hands-on materials, in addition to textbooks.
e. Organize themselves into teams to plan and deliver instruction.
f. Use performance assessments that allow students to demonstrate knowledge and skills from several traditional subject-matter areas.

Aschbacher (1991); Brophy and Alleman (1991); Friend (1985); Greene (1991); Henderson and

1.2 CLASSROOM MANAGEMENT AND ORGANIZATION

1.2.1 Teachers Form Instructional Groups That Fit Students' Academic and Affective Needs.

Teachers:
a. Use whole group instruction when introducing new concepts and skills.
b. Form smaller groups as needed to make sure all students learn thoroughly. They place students according to individual achievement levels for short-term learning activities; they avoid underplacement.
c. Monitor their instructional approaches, so that students in lower groups still receive high-quality instruction.
d. Review and adjust groups often, moving students when achievement levels change.
e. Form small groups for instruction and practice in the use of higher-order thinking skills.
f. Make use of heterogeneous cooperative learning groups, structuring these so that there are both group rewards and individual accountability.
g. Set up peer tutoring and peer evaluation groups to use time effectively and to ensure that students receive the assistance they need to learn successfully.
h. Ensure that learning groups exhibit gender, cultural, ability-disability, and socioeconomic balance.

Bossert (1985, 1988a); Calfee and Brown (1979); Cohen, E. C. (1986); DiPardo and Freedman (1988); Fantuzzo, et al. (1989); Fielding and Pearson (1994); Garcia, E. E. (1990); Glatthorn (1989); Hallinan (1984); Hawkins, Doueck, and Lishner (1988);

Johnson, Johnson, and Scott (1978); Johnson, et al. (1981); Katstra, Tollefson, and Gilbert (1987); Lazarowitz, et al. (1988); Lumpkins, Parker, and Hall (1991); Madden, et al. (1993); Medley (1979); Rosenshine (1979, 1983); Rosenshine and Stevens (1986); Shann (1990); Sindelar, et al. (1984); Slavin (1987a, 1988a, 1989a, 1989-90, 1991, 1994); Sorensen and Hallinan (1986); Stallings (1985); Webb (1980)

1.2.2 Teacher Make Efficient Use of Learning Time.

Teachers:

a. Allocate time to different content areas based on district and school goals.

b. Keep non-instructional time to a minimum by beginning and ending lessons on time, keeping transition times short, and managing classrooms so as to minimize disruptive behavior.

c. Set and maintain a brisk pace for instruction that remains consistent with thorough learning. They introduce new objectives quickly, and provide clear start and stop cues to pace lessons according to specific time targets.

d Ask focused questions, provide immediate feedback and correctives, and engage students in discussion and review of learning material.

e. Maintain awareness of the rest of the class when working with individuals or small groups and take action as necessary to keep all students on task.

f. Present learning activities at a level that is neither too easy nor too difficult for the majority of students, making adaptations to serve the needs of faster and slower learners.

g. Keep seatwork activities productive through careful preparation, active supervision, and provision of assistance to students in such a way that others are not disturbed.

h. Encourage students to pace themselves. If students do not finish during class, teachers request that they work on lessons before or after school, during lunch or at other times so they keep up with what is going on in class.

i. Work with slower learners to reduce the amount of time needed for learning, e.g., by teaching them effective study skills, etc.

j. Give short homework assignments to elementary students to build good study habits and longer (45-120-minute) assignments to secondary students to reinforce learning.

They check homework for completion and to diagnose learning needs, but do not generally assign grades.

Anderson, L. W. Anderson, L. W. (1980, 1985); Berliner (1979); Bielefeldt (1990); Brookover and Lezotte (1979);

1.2.3 Teachers Establish Smooth, Efficient Classroom Routines.

Teachers:
a. Plan rules and procedures before the school year begins and present them to students during the first few days of school.
b. Begin class quickly and purposefully, with assignments, activities, materials and supplies ready for students when they arrive.
c. Require students to bring the materials they need to class each day and assign storage space as needed.
d. Establish routines for handling administrative matters quickly and efficiently, with minimum disruption of instructional time.
e. Make smooth, rapid transitions between activities throughout the class period or school day.
f. Circulate around the room during seatwork activities, keeping students on task and providing help as needed.
g. Conduct periodic review of classroom routines and revise them as needed.

Allen, J. D. (1986); Anderson, L. M., et al. (1980); Armor, et al. (1976); Bain, Lintz, and Word (1989); Bielefeldt (1990); Brophy (1979; 1986); Brophy (1983a); Brophy and Good (1986); Brown, McIntyre, and McAlpine (1988); Doyle (1986); Edmonds (1979a); Emmer, et al. (1980a,b, 1982); Evertson (1982a,b, 1985); Evertson and Harris (1992); Evertson, et al. (1982, 1985); Gersten and Carnine (1986); Good and Brophy (1986); Hawkins, Doueck, and Lishner (1988); Hawley, et al. (1984); Kounin (1977); Leinhardt, Weidman, and Hammond (1987); Medley (1979); Rosenshine (1983); Rosenshine and Stevens (1986); Sanford, Emmer, and Clements (1983); Sanford and Evertson (1981); Wang, Haertel, and Walberg (1993-1994)

1.2.4 Teachers Set Clear Standards for Classroom Behavior and Apply Them Fairly and Consistently.

Teachers:

a. Set standards which are consistent with or identical to the building code of conduct.

b. Let students know that there are high standards for behavior in the classroom, and explain rules, discipline procedures, and consequences clearly.

c. Provide written behavior standards and teach and review them from the beginning of the year or the start of new courses.

d. Establish rules that are clear and specific; they avoid vague or unenforceable rules such as "be in the right place at the right time."

e. Provide considerable re-teaching and practice of classroom rules and procedures for children in grades K-3.

f. Involve older students in helping to establish standards and sanctions.

g. Apply consistent, equitable discipline for all students, making certain that sanctions are clearly linked to students' inappropriate behavior.

h. Teach and reinforce positive, prosocial behaviors and skills, including self-control skills, especially with students who have a history of behavior problems.

i. Stop disruptions quickly, taking care to avoid disrupting the whole class.

j. Focus on students' inappropriate behavior when taking disciplinary action not on their personalities or histories.

k. Handle most disciplinary matters in the classroom, keeping referrals to administrators to a minimum.

l. Participate in training activities to improve classroom management skills.

Allen, J. D. (1986); Anderson, L. M. (1980); Bain, Lintz, and Word (1989); Bielefeldt (1990); Brophy (1979, 1983a, 1986a); Brophy and Good (1986); CEDaR/PDK (1985); Cotton (1990b); Doyle (1986); Emmer and Evertson (1981a,b); Emmer and Aussiker (1989); Emmer, et al. (1982); Evertson (1985, 1989); Evertson and Harris (1992); Gettinger (1988); Good and Brophy (1986); Gottfredson, Gottfredson, and Hybl (1993); Hawkins, Doueck, and Lishner (1988); Kounin (1977); Leming (1993); Mayer (1993); Medley (1978); Render, Padilla, and Krank (1989); Rutter, et al. (1979);

Sanford and Evertson (1981); Solomon, et al. (1988); Teddlie, Kirby, and Stringfield (1989); Vincenzi and Ayrer (1985)

1.3 INSTRUCTION

1.3.1 Teachers Carefully Orient Students to Lessons.

Teachers:

a. Communicate enthusiasm for learning.

b. Help students get ready to learn. They explain lesson objectives in simple, everyday language and refer to them throughout lessons to maintain focus.

c. Post or hand out learning objectives to help students keep a sense of direction and check periodically to assure that objectives are understood.

d. Explain the relationship of a current lesson to previous study, calling attention to key concepts or skills previously covered.

e. Arouse students' interest and curiosity about the lesson content by relating it to things of personal relevance to them.

f. Challenge and inspire students to learn, particularly at the start of difficult lessons. They make certain that students know in advance what's expected and are ready to learn.

g. Use techniques such as advance organizers, study questions, and prediction to prepare students for learning activities.

h. Make students aware that they are expected to contribute to classroom discussions and other participatory activities.

Block and Burns (1976); Bloom (1976); Brophy (1987); Brophy and Good (1986); Evertson (1986); Gersten and Carnine (1986); Good (1984); Good and Grouws (1979 a,b); Kooy (1992); Lumpkins, Parker, and Hall (1991); McGinley and Denner (1985); Mitchell (1987); Porter and Brophy (1988); Rosenshine (1976, 1983); Rosenshine and Stevens (1986); Slavin (1994); Snapp and Glover (1990); Stahl and Clark (1987); Stallings (1985c); Streeter (1986); Tomic (1989); Weade and Evertson (1988)

1.3.2 Teachers Provide Clear and Focused Instruction.

Teachers:

a. Review lesson activities, give clear written and verbal directions, emphasize key points and instructions, and check students' understanding.

b. Give lectures and demonstrations in a clear and focused manner, avoiding digressions.

c. Take note of learning style differences among students, and, when feasible, identify and use learning strategies and materials that are appropriate to different styles.

d. Give students plenty of opportunity for guided and independent practice with new concepts and skills.

e. Provide instruction in strategies for learning and remembering/applying what they have learned, as well as instruction in test-taking skills.

f. Use validated strategies to develop students' higher-level thinking skills.

g. Select problems and other academic tasks that are well matched to lesson content so student success rate is high. They also provide varied and challenging seatwork activities.

h. Provide computer-assisted instructional activities which supplement and are integrated with teacher-directed learning.

Bain, Lintz, and Word (1989); Bennett (1991); Brophy (1979); Brophy and Good (1986); Chilcoat (1989); Corno and Snow (1986); Crawford, et al. (1975); Dunn (1984); Evertson (1989); Gall, et al. (1990); Gersten, et al. (1984); Gersten and Carnine (1986); Gleason, Carnine, and Boriero (1990); Good and Grouws (1977; 1979a,b); Haller, Child, and Walberg (1988); Kulik and Kulik (1987); Levine (1982); Levine and Stark (1982); Madden, et al. (1993); Medley (1978); Metcalf and Cruickshank (1991); Mevarech and Rich (1985); Nickerson (1988); Okey (1985); Paradise and Block (1984); Paris, Oka, and DeBritto (1983); Porter and Brophy (1988); Rosenshine (1979, 1983); Rosenshine and Stevens (1986); Rutter, et al. (1979); Samson (1985); Saracho (1984); Scruggs, White, and Bennion (1986); Slavin (1994a); Snyder, et al. (1991); Stallings (1985a); Stennett (1985); Wang, Haertel, and Walberg (1993-1994); Waxman, et al. (1985); Weade and Evertson (1988); Weinstein and

Meyer (1986); Weinstein, C. E., et al. (1988-1989); Woodward, Carnine, and Gersten (1988)

1.3.3 Teachers Routinely Provide Students Feedback and Reinforcement Regarding Their Learning Progress.

Teachers:
a. Give students immediate feedback on their in-class responses and written assignments to help them understand and correct errors.
b. Acknowledge correct responses during recitations and on assignments and tests.
c. Relate the specific feedback they give to unit goals or overall course goals.
d. Give praise and other verbal reinforcements for correct answers and for progress in relation to past performance; however, teachers use praise sparingly and avoid the use of unmerited or random praise.
e. Make use of peer evaluation techniques (e.g., in written composition) as a means of providing feedback and guidance to students.
f. Provide computer-assisted instructional activities that give students immediate feedback regarding their learning performance.
g. Assign homework regularly to students in grade four and above and see that it is corrected and returned promptly either in class by the students or by the teacher.
h. Train students to provide each other feedback and reinforcement during peer tutoring activities.

Brophy (1980, 1987); Brophy and Good (1986); Broughton (1978); Cannella (1986); Cohen, Kulik, and Kulik (1982); DiPardo and Freedman (1988); Gettinger (1983); Gorrell and Keel (1986); Gottfried and Gottfried (1991); Hawkins, Doueck, and Lishner (1988); Hawley, et al. (1984); Kastra, Tollefson, and Gilbert (1987); Kearns (1988); Kulik and Kulik (1987, 1988); Lysakowski and Walberg (1981); Madden, et al. (1993); Mortimore, et al. (1988); Page (1992); Porter and Brophy (1988); Rosenshine and Stevens (1986); Rupe (1986); Sammons, Hillman, and Mortimore (1994); Schunk (1983, 1984); Schunk and Swartz (1993); Slavin (1979a,b); Stennett (1985); Stevens (1985); Teddlie, Kirby, and Stringfield (1989); Tenenbaum and Goldring (1989)

1.3.4 Teachers Review and Re-teach as Necessary to Help All Students Master Learning Material.

Teachers:
a. Introduce new learning material as quickly as possible at the beginning of the year or course, with a minimum of review or reteaching of previous content. They review key concepts and skills thoroughly but quickly.
b. Use different materials and examples for reteaching than those used for initial instruction; reteaching is more than a "rehash" of previously taught lessons.
c. Reteach priority lesson content until students show they've learned it.
d. Provide regular, focused reviews of key concepts and skills throughout the year to check on and strengthen student understanding.
e. Select computer-assisted instructional activities that include review and reinforcement components.
f. Address learning style differences during review and reteaching.

Bain, Lintz, and Word (1989); Block (1983); Block and Burns (1976); Block, Efthim, and Burns (1989); Bloom (1976); Brophy (1986b, 1987, 1988b); Brophy and Good (1986); Burns (1979); Dalton and Hannafin (1988); Darter and Phelps (1990); Dewalt and Rodwell (1988); Dillashaw and Okey (1983); Gillingham and Guthrie (1987); Good (1984); Guskey and Gates (1986); Johnson, G., Gersten, and Carnine (1987); Kinzie, Sullivan, and Berdel (1988); Rosenshine (1976, 1979, 1983); Rosenshine and Stevens (1986)

1.3.5 Teachers Use Validated Strategies to Help Build Students' Critical and Creative Thinking Skills.

Teachers:
a. Help students to understand that critical and creative thinking are important for success in our rapidly changing world.
b. Provide instruction in study skills, such as paraphrasing, outlining, developing cognitive maps, and using advance organizers.

c. Teach strategies for problem solving, decision making, exploration, classification, hypothesizing and provide students opportunities to practice and refine these skills.
d. Work with older students to develop metacognitive skills, so that they can examine their own thinking patterns and learn to make changes as needed.
e. Ask higher-order questions and give students generous amounts of time to respond.
f. Use instructional strategies such as probing, redirection, and reinforcement to improve the quality of student responses.
g. Incorporate computer-assisted instructional activities into building thinking skills such as verbal analogy, logical reasoning, induction/deduction, elaboration, and integration.
h. Maintain a supportive classroom environment in which students feel safe experimenting with new ideas and approaches.
i. May use specific thinking skill development programs and/or infuse thinking skill instruction into content-area lessons, since both approaches have been shown to be effective.

Bangert-Drowns and Bankert (1990); Barba and Merchant (1990); Baum (1990); Bransford, et al. (1986); Crump, Schlichter, and Palk (1988); Freseman (1990); Gall, et al. (1990); Haller, Child, and Walberg (1988); Hansler (1985); Herrnstein, et al. (1986); Horton and Ryba (1986); Hudgins and Edelman (1986); Kagan, D. M. (1988); Matthews (1989); MCREL (1985); Norris (1985); Pearson (1982); Pogrow (1988); Riding and Powell (1985, 1987); Ristow (1988); Robinson (1987); Snapp and Glover (1990); Sternberg and Bhana (1986); Tenenbaum (1986); Wong (1985)
1.3.6 Teachers Use Effective Questioning Techniques to Build Basic and Higher-Level Skills.

Teachers:
a. Make use of classroom questioning to engage student interaction and to monitor student understanding.
b. Structure questions so as to focus students' attention on key elements in the lesson.
c. Ask a combination of lower-cognitive (fact and recall) and higher-cognitive (open-ended and interpretive) questions to check students' understanding and stimulate their

thinking during classroom recitations.
d. Ask lower-cognitive questions that most students will be able to answer correctly when helping students to acquire factual knowledge.
e. Ask a majority of higher-cognitive questions (50 percent or more) of students above the primary grades during classroom recitations.
f. Allow generous amounts of "wait-time" when questioning studentsùat least three seconds for lower-cognitive questions and more for higher-cognitive ones.
g. Continue to interact with students whose initial responses are inaccurate or incomplete, probing their understanding and helping them to produce better answers.
h. Make certain that both faster and slower learners have opportunities to respond to higher cognitive questions and are given sufficient wait-time.

Atwood and Wilen (1991); Brophy (1986b, 1987); Brophy and Good (1986); Ciardiello (1986); Cotton (1989a); Gall (1984); Good (1984); Honea (1982); Hoxmeier (1986); Johnston, Markle, and Haley-Oliphant (1987); Redfield and Rousseau (1981); Riley (1986); Samson, et al. (1987); Slavin (1994a); Stevens (1985); Swift and Gooding (1983); Swift, Swift, and Gooding (1984); Tobin and Capie (1980, 1981); Winne (1979)

1.3.7 Teachers Integrate Workplace Readiness Skills into Content-Area Instruction.

Teachers:
a. Communicate to students of all age/grade levels that developing employability skills is important for everyone.
b. Focus on developing the higher-order skills required in the modern work place problem-solving and decision-making skills, learning strategies, and creative thinking.
c. Provide learning activities to foster the development of qualities such as dependability, positive attitude toward work, conscientiousness, cooperation, adaptability, and self-discipline.
d. Provide classroom environments for secondary students that replicate key features of real work settings.

e. Assign tasks like those carried out by people in real work settings.
f. Function as facilitators and coaches rather than lecturers or order givers, giving older students much of the responsibility for their own learning.
g. Base learning activities on students' learning needs and styles, rather than adhering rigidly to textbooks or lesson plans.
h. Teach the value of employability skills inductively, by having students experience how group projects are affected by the presence or absence of these skills.
i. Use work-based learning experiences to reinforce basic skills.
j. Select workplace problems to illustrate how basic academic skills are applied in real-world settings.
k. Demonstrate the relevance of learning material by showing how it relates to other courses and to workplace applications.
l. Organize the secondary curriculum around broad occupational themes/categories.

Beach (1982); Berryman (1988, 1991); Cotton (1993a); Evans and Burck (1992); Foster, D. E., Engels, and Wilson (1986); Gregson (1992); Gregson and Bettis (1991); Gregson and Trawinski (1991); Hamilton (1990); Hull (1993); Meyer and Newman (1988); Parnell (1994); Stasz (1990, 1993); Stemmer, Brown, and Smith (1992); Stone, et al. (1990); Stone-Ewing (1995); Voc. Ed. Weekly (1993); Wentling (1987)

1.4 TEACHER-STUDENT INTERACTIONS

1.4.1 Teachers Hold High Expectations for Student Learning.

Teachers:
a. Set high standards for learning and let students know they are all expected to meet them. They assure that standards are both challenging and attainable.
b. Expect all students to perform at a level needed to be successful at the next level of learning; they do not accept that some students will fail.
c. Hold students accountable for completing assignments, turning in work, and participating in classroom discussions.
d. Provide the time, instruction, and encouragement necessary to help lower achievers

perform at acceptable levels. This includes giving them learning material as interesting and varied as that provided for other students, and communicating warmth and affection to them.
e. Monitor their own beliefs and behavior to make certain that high expectations are communicated to all students, regardless of gender, socioeconomic status, race, or other personal characteristics. Teachers avoid unreliable sources of information about students' learning potential, such as the biases of other teachers.
f. Emphasize that different students are good at different things and reinforce this by having them view each other's products and performances.

Bain, Lintz, and Word (1989); Bamburg (1994); Berliner (1979, 1985); Block (1983); Block and Burns (1976); Bloom (1976); Brookover, et al. (1979); Brophy (1983, 1987); Brophy and Good (1986); Cooper and Good (1983); Cooper and Tom (1984); Cotton (1989c); Edmonds (1979a,b); Gersten, Carnine, and Zoref (1986); Good (1982, 1987); Hawley, et al. (1984); Keneal, et al. (1991); Marshall and Weinstein (1985); Mortimore, et al. (1988); Paredes and Frazer (1992); Patriarca and Kragt (1986); Porter and Brophy (1988); Pratton and Hales (1986); Rosenshine (1983); Sammons, Hillman, and Mortimore (1994); Saracho (1991); Slavin (1994a); Stevens (1985); Teddlie, Kirby, and Stringfield (1989); Woolfolk and Brooks (1985)

1.4.2 Teachers Provide Incentives, Recognition, and Rewards to Promote Excellence.

Teachers:
a. Define excellence by objective standards, not by peer comparison. They establish systems for consistent recognition of students for academic achievement and excellent behavior.
b. Relate recognition and rewards to specific student achievements and use them judiciously. As with praise, teachers are careful not to use unmerited or random rewards in an attempt to control students' behavior.
c. Provide incentives and rewards appropriate to the developmental level of students, including symbolic, token, tangible, or activity rewards.
d. Make certain that all students know what they need to do to earn recognition and

rewards. Rewards should be appealing to students, while remaining commensurate with their achievements, i.e., not too lavish.
e. Present some rewards publicly and others privately; some immediately and some delayed to teach persistence.
f. Make some rewards available to students on an individual basis, while allowing others to earned by groups of students in some cooperative learning structures.

Bain, Lintz, and Word (1989); Brophy (1980, 1986a,b, 1987, 1988b); Brophy and Good (1986); Cameron and Pierce (1994); Canella (1986); Emmer and Evertson (1980, 1981a); Evertson (1981); Evertson, Anderson, and Anderson (1980); Gettinger (1983); Good (1984); Gottfried and Gottfried (1991); Hawley, et al. (1984); Lysakowski and Walberg (1981); Morgan (1984); Rosenshine and Stevens (1986); Rosswork (1977); Rutter, et al. (1979); Slavin (1980, 1984, 1988a, 1989a, 1991, 1994a)

1.4.3 Teachers Interact with Students in Positive, Caring Ways.

Teachers:
a. Pay attention to student interests, problems, and accomplishments in social interactions both in and out of the classroom.
b. Encourage student effort, focusing on the positive aspects of students' answers, products, and behavior.
c. Communicate interest and caring to students both verbally and through such nonverbal means as giving undivided attention, maintaining eye contact, smiling, and nodding.
d. Encourage students to develop a sense of responsibility and self-reliance. They give older students, in particular, opportunities to take responsibility for school-related activities and to participate in making decisions about important school issues.
e. Share anecdotes and incidents from their experience as appropriate to build rapport and understanding with students.

Agne, Greenwood, and Miller (1994); Allen, J. D. (1986); Anderson, C. S. (1985); Bain, Lintz, and Word (1989); Bain and Jacobs (1990); Cooper and Good (1983);

Cooper and Tom (1984); Cotton (1992a); Doyle (1986); Edmonds (1979a,b); Emmer and Evertson (1980, 1981a); Glatthorn (1989); Good (1987); Good and Brophy (1984); Gottfried and Gottfried (1991); Hawkins, Doueck, and Lishner (1988); Kearns (1988); Kohn (1991); Marshall and Weinstein (1985); McDevitt, Lennon, and Kopriva (1991); Midgley, Feldlaufer, and Eccles (1989); Mills (1989); Mortimore and Sammons (1987); Mortimore, et al. (1988); Pecukonis (1990); Rutter, et al. (1979); Taylor, S. E. (1986-87); Teddlie, Kirby, and Stringfield (1989); Wang, Haertel, and Walberg (1993-1994); Weinstein and Marshall (1984); Woolfolk and Brooks (1985)

1.5 EQUITY

1.5.1 Teachers Give High-Needs Students the Extra Time and Instruction They Need to Succeed.

Teachers:

a. Use approaches such as tutoring, continuous progress and cooperative learning with young children to reduce the incidence of later academic difficulties.

b. Monitor student learning carefully to maintain awareness of students having frequent academic difficulty; they note problems and arrange for help as needed.

c. Communicate high learning and behavioral expectations to high-needs students and hold them accountable for meeting classroom standards.

d. Provide high-needs students with instruction in study skills and in the kinds of learning strategies used by successful students (e.g., summarizing, questioning, predicting, etc.).

e. Give high-needs students additional learning time for priority objectives whenever possible; students spend this time in interactive learning activities with teachers, aides, or peer tutors.

Anderson, L. W. (1983); Bamburg (1994); Brophy (1986b, 1988); Brown, B. W., and Saks (1986); Cooper, Findlay, and Good (1982); Cooper and Tom (1984); Cotton (1989c, 1991b); Crawford (1989); Druian and Butler (1987); Gall, et al. (1990);

Gettinger (1984, 1989); Good (1987); Griswold, Cotton, and Hansen (1986); Lumpkins, Parker, and Hall (1991); Madden, et al. (1993); Sammons, Hillman, and Mortimore (1994); Seifert and Beck (1984); Slavin (1980, 1984, 1987b, 1988a,b, 1989a); Slavin, Karweit, and Madden (1989); Slavin, Karweit, and Wasik (1994); Slavin and Madden (1989a,b); Stein, Leinhardt, and Bickel (1989); Waxman, et al. (1985)

1.5.2 Teachers Support the Social and Academic Resiliency of High-Needs Students.

Teachers:

a. Communicate warmth and encouragement to high-needs students, comparing their learning with the students' own past performance rather than making comparisons with other students.

b. Work together to assure that each high-needs student has an ongoing supportive relationship with at least one school staff member.

c. Create opportunities for these students to develop supportive peer relationships and serve as peer resources to one another through activities such as youth service, cooperative learning, and peer and cross-age tutoring.

d. Teach problem-solving skills and provide opportunities for students to practice real-life application of these skills.

e. Help each student to develop an internal locus of control by calling attention to the relationship between individual effort and results.

f. Encourage family members and other key persons in the lives of high-needs students to continually express high expectations for their behavior and school achievement.

g. Encourage key people in these students' lives to involve them in making real and meaningful contributions to the family and community.

Benard (1993a Bernard (1993 a,b); Glaser, et al. (1992); Grossman, et al. (1992); Kalkowski (1995); Linquanti (1992); Luthar (1991); Midgley, Feldlaufer, and Eccles (1988)

1.5.3 Teachers Promote Respect and Empathy Among Students of Different Socioeconomic and Cultural Backgrounds.

Teachers:

a. Work to ensure equity in learning opportunity and achievement for all socioeconomic and cultural groups.

b. Communicate positive regard for students of different groups by holding high expectations for all students and treating them equitably.

c. Provide multicultural education activities as an integral part of classroom learning.

d. Make use of culturally heterogeneous cooperative learning structures in which there is individual accountability and group recognition.

e. Provide learning activities designed to reduce prejudice and increase empathy among cultures, races, genders, socioeconomic levels, and other groups. These include use of print, video, and theatrical media which dramatize the unfairness of prejudice and present various groups in a positive light.

f. Teach critical thinking skills in relation to intercultural issues, e.g., they make students aware that prejudicial thinking is replete with fallacies of reasoning, such as overgeneralization.

g. Contribute to the development of students' self-esteem by treating them with warmth and respect and offering them opportunities for academic success.

h. Avoid using practices known to be detrimental to intercultural relations, such as long-term ability grouping and attempting to change attitudes through exhortation.

Allport (1954); Byrnes (1988); Cotton (1991a, 1992b); Davis (1985); DeVries, Edwards, and Slavin (1978); Gabelko (1988); Gallo (1989); Gimmestad and DeChiara (1982); Hart and Lumsden (1989); Mabbutt (1991); McGregor (1993); Moore (1988); Oakes (1985); Pate (1981, 1988); Roberts (1982); Rogers, Miller, and Hennigan (1981); Ruiz (1982); Slavin (1979a, 1985, 1987, 1988b, 1989a, 1990); Swadener (1988); Walberg and Genova (1983); Warring, Johnson, and Maruyama (1985)

1.6 ASSESSMENT

1.6.1 Teachers Monitor Student Progress Closely.

Teachers:

a. Monitor student learning regularly, both formally and informally.

b. Focus their monitoring efforts on early identification and referral of young children with learning difficulties.

c. Require that students be accountable for their academic work.

d. Carefully align classroom assessments of student performance with the written curriculum and actual instruction.

e. Are knowledgeable about assessment methodology and use this knowledge to select or prepare valid, reliable assessments.

f. Use routine assessment procedures to check student progress. These include conducting recitations, circulating and checking students' work during seatwork periods, assigning and checking homework, conducting periodic reviews with students, administering tests, and reviewing student performance data.

g. Review assessment instruments and methods for cultural, gender, and other bias and make changes as needed.

h. Use assessment results not only to evaluate students, but also for instructional diagnosis, to find out if teaching methods are working, and to determine whether classroom conditions support student learning.

i. Set grading scales and mastery standards high to promote excellence.

j. Encourage parents to keep track of student progress.

Bain, Lintz, and Word (1989); Block, Efthim, and Burns (1989); Bloom (1974); Brookover (1979); Brophy and Good (1986); Cohen, S. A. (1994); Cohen, S. A., et al. (1989); Costa and Kallick (1992); Dillashaw and Okey (1983); Engman (1989); Evertson, et al. (1982, 1986); Fuchs and Fuchs (1986); Fuchs, Fuchs, and Tindall (1986); Good and Grouws (1979); Howell and McCollum-Gahley (1986); Mortimore, et al. (1988); Natriello (1987); Porter and Brophy (1988); Rosenshine (1983); Rosenshine and Stevens (1986); Sammons, Hillman, and Mortimore (1994); Slavin, Karweit, and Madden (1989); Stiggins (1991); Tomic (1989); Walberg, Paschal, and Weinstein (1985)

1.6.2 Teachers Make Use of Alternative Assessments as well as Traditional Tests.

Teachers:

a. Participate in staff development activities that prepare them to develop rubrics, establish standards, and design tasks.

b. Communicate to students and parents that assessments involving performances and products are the best preparation for life outside of school.

c. Begin by using alternative assessments on a small scale. They recognize that the best assessments are developed over time and with repeated use.

d. Plan assessments as they plan instructionùnot as an afterthought.

e. Develop assessments that have instructional value as well as assessing student learning.

f. Teach children the scoring systems that will be used to evaluate their work and allow them to practice using these systems for self- and peer assessment.

g. Secure input from older students for establishing performance criteria.

h. Involve students in peer assessment activities, such as peer editing.

i. Collect assessments used profitably by others and use or adapt these for their own classrooms.

Arter, et al. (1994); Belk and Calais (1993); Fuchs and Deno (1994); Goldberg (1995); Herman (1992); Lazzaro (1995); McTighe and Ferrara (1994); Schnitzer (1993); Shavelson and Baxter (1992); Sperling (1994); Stiggins (1994)

These are school characteristics and practices of effective schools that will be used in the charter school:

2. SCHOOL CHARACTERISTICS AND PRACTICES

The qualities of the school as a whole can either enhance or detract from the learning environment. Key factors in support of student success include efficient planning and clear goals, validated organization and management practices, strong leadership and

continuous improvement, positive staff and student interactions, a commitment to educational equity, regular assessment, support programs, and positive relationships with parents and community members.

2.1 PLANNING AND LEARNING GOALS

2.1.1 Everyone in the School Community Emphasizes the Importance of Learning.

Administrators and teachers:
a. Have high expectations for student achievement; all students are expected to work hard to attain priority learning goals.
b. Continually express expectations for improvement of the instructional program.
c. Emphasize academic achievement when setting goals and school policies.
d. Develop mission statements, slogans, mottos, and displays that underscore the school's academic goals.
e. Focus on student learning considerations as the most important criteria for making decisions.

Andrews and Soder (1987); Armor, et al. (1976); Austin and Holowenzak (1985); Bamburg (1994); Bamburg and Andrews (1987, 1991); Berliner (1979); Brookover and Lezotte (1979); Edmonds (1979a); Edmonds and Frederiksen (1979); Fullan (1994); Good (1987); Good and Brophy (1986); Hoy (1990); Keedy (1992); Larsen (1987); Levine (1990); Lezotte and Bancroft (1985); Little (1982); Madden, Lawson, and Sweet (1976); Murphy and Hallinger (1988); Paredes and Frazer (1992); Pavan and Reid (1994); Peng (1987); Purkey and Smith (1983); Rosenholtz (1985, 1989a,b); Rutter, et al. (1979); Sammons, Hillman, and Mortimore (1994); Shann (1990); Wang, Haertel, and Walberg (1993-1994); Weber (1971); Wilson, B. L., and Corcoran (1988)

2.1.2 Administrators and Teachers Base Curriculum Planning on Clear Goals and Objectives.

Administrators and teachers:
a. Define learning goals and objectives clearly and display them prominently. They use

building curriculum and district curriculum resources, when available for instructional planning.
b. Establish clear relationships among learning goals, instructional activities, and student assessments and display these in written form.
c. Engage in collaborative curriculum planning and decision making, focusing on building continuity across grade levels and courses; teachers know where they fit in the curriculum.
d. Work with each other, the students, and the community to promote understanding of the curriculum and the priorities within it.
e. Conduct periodic curriculum alignment and review efforts to ensure congruence with school and district goals.

Behr and Bachelor (1981); Berliner (1985); Block (1983); Bossert (1985); Cohen, S. A. (1994); Corcoran (1985); Deal and Peterson (1993); DeBevoise (1984); Edmonds (1979a); Engman (1989); Everson, et al. (1986); Good and Brophy (1986); Griswold, Cotton, and Hansen (1986); Hawley, et al. (1984); Hord (1992a); Larsen (1987); Leithwood and Montgomery (1982, 1985); Levine and Lezotte (1990); Lezotte and Bancroft (1985); Peng (1987); Rosenholtz (1985, 1989a,b); Sammons, Hillman, and Mortimore (1994); Sarason (1971); Schau and Scott (1984); Scott (1984); Stevens (1985); Venezky and Winfield (1979); Vincenzi and Ayrer (1985)

2.1.3 Administrators and Teachers Integrate the Curriculum, as Appropriate.

Administrators and teachers:
a. Explore the feasibility of integrating traditional subject-area content around broad themes, and identify areas where this approach is appropriate.
b. Arrange time for teacher teams to work on integrating curriculum, plan instructional strategies, and develop assessments.
c. Make other resources available for use in integrated curriculum units in addition to textbooks.
d. Pursue curriculum integration gradually, so that staff can make adjustments, gain feelings of ownership, and evaluate the success of each effort.

e. As with any innovation, inform parents and community of the research and experience supporting curriculum integration and engage their support.

Aschbacher (1991); Brophy and Alleman (1991); Caine (1991); Friend (1985); Gehrke (1991); Greene (1991); Henderson and Landesman (1992); Herman (1992); Hough (1994); Ladewig (1987); Lake (1994); Levitan (1991); Martinez (1992); McCarthy and Still (1993); Meckler (1992); Slavin, et al. (1993); Vars (1987); Vye (1990); Willett (1992); Williams, D. (1991)

2.1.4 Administrators and Teachers Provide Computer Technology for Instructional Support and Workplace Simulation.

Administrators and teachers:
a. Receive training to enable them to use computer-assisted instruction effectively.
b. Use computer-assisted instruction as a supplement toùnot a replacement forùtraditional, teacher-directed instruction.
c. Provide computer activities that simulate workplace conditions and tasks to build employability skills for all students.
d. Make use of computers and word processing software to foster the development of writing skills.
e. Provide high-interest drill-and-practice programs to support learning, especially with students requiring skill remediation.
f. Provide computer-assisted instructional activities for chronically misbehaving students and students with negative attitudes toward traditional learning methods.

Bangert-Drowns (1985); Bangert-Drowns, Kulik, and Kulik (1985); Bahr and Rieth (1989); Bennett (1991); Bialo and Sivin (1980); Braun (1990); Capper and Copple (1985); Darter and Phelps (1990); Dickinson (1986); Ehman and Glen (1987); Fletcher, Hawley, and Piele (1990); Gore, et al. (1989); Keuper (1985); Kinnaman (1990); Kulik and Kulik (1987, 1991); Liao (1992); Mevarech and Rich (1985); Robertson (1987); Roblyer (1989); Rodrigues and Rodrigues (1986); Rupe (1986); Ryan (1991); Stennet (1985); Woodward, Carnine, and Gersten (1988)

2.1.5 Administrators and Teachers Include Workplace Preparation Among School Goals.

Administrators and teachers:

a. Recognize the importance of developing employability skills in all students, regardless of their postsecondary plans.

b. Include age-appropriate activities to develop workplace readiness skills at all levels, K-12.

c. Ensure that students develop the higher-order skills in demand in the modern workplace problem-solving and decision-making skills, learning strategies, and creative thinking.

d. Give special emphasis to the development of qualities required for workplace success dependability, positive attitude toward work, conscientiousness, cooperation, adaptability, and self-discipline.

e. Provide, for secondary students, learning environments that replicate key features of real work settings.

f. Give older students tasks which approximate those performed by people in real work settings.

g. Ensure that teachers have considerable autonomy in establishing learning activities, classroom design, and instructional approaches.

h. Assist secondary students in preparing and updating their written career plans to identify their future educational and occupational directions.

I. Help students to reflect on their school- and community-based learning experiences.

Beach (1982); Berryman (1988; 1991); Carnevale, Gainer, and Meltzer (1988); Cotton (1993a); Foster, Engels, and Wilson (1986); Gregson (1992); Gregson and Bettis (1991); Gregson and Trawinski (1991); Lankard (1990); Packer (1992); Parnell (1994); Poole (1985); SCANS Report (1991, 1992); Stacey (1994); Stasz (1990, 1993)

2.2 SCHOOL MANAGEMENT AND ORGANIZATION

2.2.1 A School-Based Management Team Makes Many of the Decisions Regarding School Operations.

Team members:

a. Have the support of the district to make school-level decisions, provided these are in keeping with legal mandates and district goals.

b. Are broadly representative, including supportive administrators, teachers, other school staff, parent and community members, and students.

c. Communicate to constituents what school-based management is and secure their support.

d. Receive district-sponsored training in legal requirements, school operations, and group process skills.

e. Assume decision-making responsibility gradually, i.e., in one governance area (curriculum, instruction, budget, etc.) at a time.

f. Function as a true decision-making body rather than merely an advisory one, e.g., the principal does not have veto power over team decisions.

g. Involve teacher participants in decision making about their areas of expertise (curriculum and instruction) and avoid involving them in relatively trivial administrative matters.

h. Receive recognition for the increased effort that school-based management requires of participants.

Arterbury and Hord (1991); Bachus (1992); Caldwell and Wood (1988); Cistone, Fernandez, and Tornillo (1989); Conley and Bacharach (1990); David (1989); Hord (1992b); Jackson and Crawford (1991); Levine (1991); Levine and Eubanks (1992); Louis and King (1993); Malen, Ogawa, and Kranz (1990a,b, 1991); Mojkowski and Fleming (1988); Odden and Wohlstetter (1995); Short and Greer (1993); Taylor and Levine (1991); White, P. A. (1989); Wohlstetter, Smyer, and Mohrman (1994)

2.2.2 Administrators and Teachers Group Students in Ways That Promote Effective Instruction.

Administrators and teachers:

a. Place students in heterogeneous groups for required subjects and courses; they avoid underplacement of students.

b. Make use of instructional aides and grouping strategies to keep the student/adult ratio low, especially during instruction aimed at priority objectives.

c. Provide in-class instruction in small groups for low achievers whenever possible to promote academic success and avoid the stigma often associated with pull-out classes.

d. Make certain that ability groups, when used, are short term and that student placement is reviewed frequently for appropriateness.

e. Avoid the practice of long-term academic tracking, which research has shown to have negative effects on the achievement and attitudes of the majority of students.

f. Are aware of the many social and academic benefits of multiage (nongraded) grouping, especially for primary-level children, and at least explore the possibility of implementing this structure.

Abadzi (1984, 1985); Affleck, et al. (1988); Brookover and Lezotte (1979); Brown, K. S., and Martin (1989); California SDE (1977); Cohen, E. C. (1986); Cotton (1993b); Eames (1989); Evertson (1992); Gamoran (1987, 1992); Gamoran and Berends (1987); Garcia (1990); Gutierrez and Slavin (1992); Haller (1985); Hallinan (1984); Hawley, et al. (1984); Levine and Lezotte (1990); Miller, B. A. (1990); Oakes (1985, 1986a,b); Oakes, et al. (1990); Pavan (1992a,b); Peterson, P. L., Wilkinson, and Hallinan (1984); Schneider (1989); Slavin (1987a,b, 1993, 1994b); Slavin, et al. (1993); Sorenson and Hallinan (1986); Webb (1980); Winsler and Espinosa (1990)

2.2.3 Administrators and Teachers Assure That School Time is Use for Learning.

Administrators and teachers:

a. Schedule school events so as to avoid disruption of learning time.

b. Emphasize the importance of protecting learning time when interacting with each other and with parents and students.

c. Allocate school time for various subjects based on school and district goals and monitor time use to make certain allocations are followed.

d. Organize the school calendar to provide maximum learning time. They review potential new instructional programs and school procedures for their likely impact on learning time prior to adoption.
e. Keep unassigned time and time spent on noninstructional activities to a minimum during the school day; they keep loudspeaker announcements and other administrative intrusions brief and schedule them for minimal interference with instruction.
f. Ensure that the school day, classes, and other activities start and end on time.
g. Participate in in-service to improve their skills in making appropriate time allocations, managing students' behavior, and increasing student time on task.
h. Keep student pull-outs from regular classes to a minimum for either academic or nonacademic purposes, and monitor the amount of pull-out activity.
i. Provide extra learning time outside of regular school hours for students who need or want it.
j. Establish and enforce firm policies regarding tardies, absenteeism, and appropriate classroom behavior to maximize instructional time.

Anderson, L. W. (1983); Berliner and Cassanova (1989); Brookover and Lezotte (1979); Brophy (1988); Denham and Lieberman (1980); Evertson (1985); Fisher, et al. (1980); Fisher and Berliner (1985); Karweit (1984, 1985); Larsen (1987); Levine and Lezotte (1990); Mazzarella (1984); Peng (1987): Sanford, Emmer, and Clements (1983); Sanford and Evertson (1983); Slavin and Madden (1989b); Stallings (1980, 1985b); Strother (1985); Wiley and Harnischfeger (1974)

2.2.4 Administrators and Teachers Establish and Enforce Clear, Consistent Discipline Policies.

Administrators and teachers:
a. Provide a written code of conduct specifying acceptable student behavior, discipline procedures, and consequences. They make certain that students, parents and all staff members know the code by providing initial trainings and periodic reviews of key features.
b. Work to create a warm, supportive school environment. The principal, in particular,

is visible and personable in interactions with staff and students.
c. Administer discipline procedures quickly following infractions, making sure that disciplinary action is consistent with the code and that all students are treated equitably. They take action on absenteeism and tardiness quickly normally within a day.
d. Deliver sanctions that are commensurate with the offense committed.
e. Make certain that students understand why they are being disciplined, in terms of the code of conduct.
f. Carry out discipline in a neutral, matter-of-fact way, focusing on the student's behavior rather than personality or history.
g. Develop and use methods for providing positive reinforcement for appropriate behavior, particularly for those students with a history of behavior problems.
h. Assist students with behavior problems to develop social interaction, self-control, and anger management skills.
i. Avoid expulsions and out-of-school suspensions whenever possible, making use instead of in-school suspension accompanied by assistance and support.
j. Engage in problem solving with each other and with students to address discipline issues, focusing on causes rather than symptoms.
k. Strike agreements with parents about ways to reinforce school disciplinary procedures at home.
l. Adapt any commercial discipline programs used so that they match local circumstances and needs.
m. Develop and implement, as needed, projects to prevent violence and gang activity.
n. Engage in training activities to improve skills in prevention and remediation of violence and other discipline problems.

Bain, H. P., and Jacobs (1990); Block (1983); Boyd (1992); Brookover and Lezotte (1979); Cantrell and Cantrell (1993); Corcoran (1985); Cotton (1990b); Doyle (1989); Duke (1989); Edmonds (1979a,b, 1982); Edmonds and Frederiksen (1979); Fenley, et al. (1993); Good and Brophy (1986); Gottfredson, D. C. (1987); Gottfredson, D. C., Gottfredson, and Hybl (1993); Hawley, et al. (1984); Lasley and Wayson (1982); Leach

and Byrne (1986); Leming (1993); Levine and Eubanks (1989); Levine and Lezotte (1990); Madden, Lawson, and Sweet (1976); Render, Padilla, and Krank (1989); Rutter, et al. (1979); Sammons, Hillman, and Mortimore (1994); Short (1988); Staub (1990); Wayson and Lasley (1984); Weber (1971); Wilson and Corcoran (1988); Wilson-Brewer, et al. (1991)

2.2.5 Administrators and Teachers Provide a Pleasant Physical Environment for Teaching and Learning.

Administrators and teachers:
a. Arrange for physical facilities to be kept clean and reasonably attractive; damage is repaired immediately.
b. Arrange for hallways and classrooms to be cheerfully decorated with student products, seasonal artwork, posters depicting positive values and school spirit, etc.
c. Provide classroom, meeting, and storage space sufficient for teaching and learning, conferences, inservice activities, etc.
d. Secure staff and student input periodically on facilities needsùrepair, replacement, refurbishing, temperature, cleanliness, etc.
e. Subdivide large facilities into smaller sections to facilitate communication and reduce isolation.

Anderson, C. S. (1985); Boyd (1992); Darder and Upshur (1992); Glatthorn (1989); Good and Brophy (1986); Hawley, et al. (1984); Hess (1987); Levine and Lezotte (1990); Little (1982); Peng (1987); Rutter, et al. (1979); Sammons, Hillman, and Mortimore (1994); Shann (1990); Teddlie, Kirby, and Stringfield (1989); Wilson, B. L., and Corcoran (1988)

How this Pedagogy Enhance Student Learning?

The classroom characteristics and practices that will be used are those used by effective schools and are being implemented in the charter school.

2. Professional Development

Professional Development Goal: 100% participation rate for all content-appropriate, site-based, middle and high school level professional development opportunities included in our Reform Plan. As noted in the first section and our needs assessment, "providing teachers with the ongoing training and in-class support they need to implement new strategies" is one of the key components of our school-wide reform. Through this program, staff are engaged in intensive and sustained professional development with several external providers. Much of this work is funded through the school budget and external partners such as the National Council of La Raza. This is an integral part of our school wide reform. To support deep and sustained professional leaning, La Academia has adopted a modified permanent schedule that provides all teachers with at least 2.5 hours of professional development time each week. Additionally, teachers who are teaching the same academic core will receive the same hours of release time so that they can collaborate, attend training, and plan instruction together. This structure creates a strong and supportive culture of professional learning. Within this structure, professional development opportunities will include:

- ***Math.*** *With the support of CSR all La Academia math teachers are receiving at least 40 hours a year of intensive professional development from consultant Peggy Reiman. Mrs. Reiman is assisting La Academia math program by focusing on: deepening math content knowledge; implementing change and reform in the classroom; and using informal assessments and student work to better understand students as learners.*

- ***Literacy.*** *La Academia staff has been working with literacy expert Pat Conahan of Scranton, in order to increase their skill and expertise in using a wide range of differentiated strategies to address the wide range of student learning needs. With the support of CRS, Conahan is helping the communication arts teachers at least 40 hours a year tailor Corrective Reading, Shining Star, and novel-based reading programs to create a fluid system of instruction that grows and adapts to students' changing literacy*

needs. Professional learning will emphasize specific strategies, projects and literature to increase teens' interest and engagement in reading and writing. Pat Conahan will support La Academia staff in designing extended learning opportunities (ELO) that accelerate student mastery of literacy standards. She will help all teaching staff to integrate reading in all the core academic areas.

- ***Science.*** *With the support of CSR, Margaret Burton also provides 40 hours of intensive training to La Academia staff in developing hands-on, inquiry-based projects that engage students in scientific thinking and scientific investigation. Burton also support staff in curriculum mapping, connecting science concepts with math, social studies and literacy instruction, and integrating technology into science learning.*

In addition to these site-based middle level and high school level training opportunities, La Academia teachers and leaders have participated in a number of training sessions be provided by IU 13 and the SDL, including:

- *School District of Lancaster Content Institutes and Grade-Level Trainings held over the summer and provide our staff with content knowledge and PA standards-based instruction and assessment skills in literacy, math, science and the arts.*

- *On -site coaching, modeling, and teacher articulation in math and literacy.*

Monthly trainings and meetings with external experts in areas such classroom management, discipline, differentiated instruction, ELL strategies, reading across the content areas, data analysis, and teaching culturally diverse learners.

The Charter School and School District of Lancaster agreed to work together to provide professional development for the staff of the Charter School for 2002-2003 to 2006. We used the School District of Lancaster Professional Development Plan as a basis for the Charter School. We are also providing staff development through IU 13 and we had many staff development programs in- house.

Since the inception the school had been part of the professional development of the School District of Lancaster. Recently, we developed a professional development plan that was approved by the PA Department of Education to be used in 2006-2007.

Staff Development — In house

a) Reading Specialist Pat Conahan- Provided 32 hour of training and individualized coaching to Lynelle Kreider, Stacey Stokes, and Olga Bowers.. She also provided training to all staff in how to use reading strategies across the content areas.

b) Jay Cannon from the Bureau of Career Education, Department of Education, provided training in the area of career counseling. The training was related to the importance of approaching career counseling across the subjects areas and strategies of how to do it. .

c) Sonia Nieto came and talked to the staff about her experiences in urban school districts and her book "What Keeps Teachers Going?"

d) Eduardo Garcia and Pete Bermudez from the National Council of La Raza came to observed classroom instruction. They also spoke to the students and staff about the plans to transform the school in a national project.

e) Mike Elby, Bob Monzon and Garth Smallwood- Members of Alternative Rehabilitation Communities located and contracted by the Harrisburg School District to run their Alternative Education School came to the school to observed classroom

instruction and classroom management. They provided feedback to the staff about discipline issues, classroom management and also provided with copies of forms they use to do behavioral referral and contracts with students that are showing multiple behavioral issues.

f) Cory King provided training in Understanding Post-traumatic Stress- Course 101- Coming again in 25th for Course 102-Strategies to use with students with post-traumatic stress

g) Mike Elby and Garth Smallwood provided training in Safety and Crisis Management- Three hours of training were provided- Second training in August in August 26.

i) Dr. Carol Sperry, Millersville University Professor- provided staff development sessions on Wednesday afternoons.

h) Summer Program- Offered various opportunities for staff development including IU 13, Millersville University, Lancaster School District, National Council of La Raza

Rigorous Instructional Program - Attachments

- Induction Plan
- Professional Development Plan

English Language Learners

We offer the combination of two types of programs:

The ESL Pull Out Instruction : English language learners are given ESL classes at Beginner level (two hours every day), Low Intermediate level (one hour a day)

Sheltered English — This approach utilizes the simplification of the English language to teach subject-area content. Sheltered English permits ELLs to acquire state standards in comprehensive English. The actual content is the same, although key concepts and vocabulary are at lower academic level, targeted to fit the ESL student's proficiency level in the English language.

English Language Learners - Attachment

- ESL Report 2006- 2007

Graduation Requirements

Graduation Requirements

Student entering 9th grade in 2005-2006 and graduating 2009 will be expected to meet the following district requirements for graduation.

4 course credit in communication arts
4 credits in math
4 credits in science
4 credits in social studies
3 credits in world language/ or technology
1 credit in wellness
4 elective credits

Complete a culminating project designed to illustrate the student's ability to apply, analyze, integrate and evaluate information and express his/her understanding of the process involved.

High School Core Curriculum Courses —Toward Arts and Humanities-High School Demonstration Project

9th Grade	10th Grade	11th Grade	12th Grade
Communication Arts I	Communication Arts II	Communication Arts III	Communication Arts IV
Algebra/Geometry I	Algebra/Geometry II	Advanced Math	Advanced Math
Modern American History- Government	Government	World History	World History
Biology or Foundations of Science	Biology or Foundations of Science	Chemistry	Physics
World Language or Technology-Graphic design-Web design	World Language or Technology- Graphic Design- Web Design	World Language or Technology-Graphic design-Web design	World Language or Technology-Graphic design-Web design
Wellness	Wellness	Art	Theatre

Special Education

Accommodations of Students with Disabilities or Special Needs

The special needs of the students that are enrolled in the charter school call for a variety of innovations in services, several of which are described below:

- Needs assessment instruments are used to determine special needs of the students.

- The entire staff is trained to recognize different learning styles and to use appropriate instructional strategies fro each style.

- Certified special education teacher was hired and she has been in the school for the last five years.

- The school adhere to the Pennsylvania Department of Education Regulations and Standards.

- Teachers aides/ Americorps members are utilized to ensure increased one on one instruction.

Although public charter schools are afforded some level of exemption from state or local laws or requirements, we are conforming to all federal laws and

regulations including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act

(ADA). The school operator does not discriminate in admissions and accept every student who applies or hold a lottery if there are more applicants than the school can accommodate. Recruitment and admissions are addressed in a set of questions and answers regarding the application of federal civil rights laws to public charter schools published by the U. S. Department of Education's Office of Civil Rights (2000). Since charter schools may not discriminate on the basis of a disability in determining eligibility for admission, our considerations for students with disabilities are to be the same as for students without disabilities.

The charter school request records from the child's previous school to ensure the IEP requirements are implemented. The school contact the special education office of the previous LEA to secure the records. PDE Special Education Office is contacted if the school is not able to obtain a response from the previous school or LEA.

In following the federal requirements we are abiding with the state of Pennsylvania charter school law and regulations regarding faculty licensure. Changes to IDEA in 2004 require that special education teachers meet the "highly qualified" standards of NCLB. However, although special education teachers must have full certification and hold a license in the state to teach as a special education teacher, the law makes an exception: "the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; (H.R. 1350 §

602(10)(B)(i). The charter school operator abide with the requirements the state of Pennsylvania has established. The school operator understands that the school needs to abide by the decisions of the IEP Team that has identified the type of services the child will need and consider the staffing implications for delivering those services.

Depending on the needs of the students in the school identified in their IEPs, the charter school is creative and flexible in designing staffing loads. A few of the options include hiring faculty with dual licensure (in special and general education), hiring consultants on an hourly basis, or contracting for special educators via a collaborative agreement with the local school district or other (private or charter) schools.

It is typically not appropriate for the school to suggest that the needs of a student with a disability may be better met in another school. During the course of student recruitment, it is expected that the school staff and representatives share information with prospective students and families on the school's curriculum and services. It would also be

appropriate to discuss the services and supports currently provided to students with disabilities and to explore potential strategies for meeting the needs of the prospective student. The initial focus is on understanding the needed supports and services and identifying strategies for delivering them within the context of your school's framework. All issues about the appropriateness of the child's placement are taken up with the child's IEP team.

Special Education - Attachments

- Special Ed Report
- Special Education Practices & Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stacey Stokes	1.0	Learning Support	La Academia	18	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Intermediate Unit 13	as needed	psychological services	La Academia: Partnership Charter School	1	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
n/a	n/a	n/a

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
n/a	n/a	n/a

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Not Applicable	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

Local assessments indicated that students are three to eight grade levels behind standards in reading, writing, and math. Although our school start in sixth grade the majority of the students don't start in sixth grade with us. Many parents see the school as the last resource and they come is because this is the last alternative. The deficits are greater when the students come in high school.

PSSA-8th grade

PSSA	Below Basic	Basic	Proficient	Advanced
PSSA Reading 2000	77.4%	16.1%	3.2%	3.2%
PSSA Reading 2001	90%	0%	10%	0%
PSSA Reading 2002	58.3%	33.3%	0%	8.3%
PSSA Reading 2003	12.5%	75%	12.5%	0%
PSSA Reading 2004	33%	33%	33%	0%
PSSA Reading 2005	33%	7%	33%	27%
PSSA Reading 2006	54%	15%	31%	0
PSSA Math 2000	96.3%	9.7%	0%	0%
PSSA Math 2001	100%	0%	0%	0%
PSSA Math 2002	50%	50%	0%	0%

PSSA Math 2003	50%	33.3%	8.3%	8.3%
PSSA Math 2004	89%	0%	11%	0%
PSSA Math 2005	53%	40%	7%	0%
PSSA Math 2006	75%	15%	8	0%

PSSA-11th grade- Only PSSA results available--First 11th grade class

PSSA data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
PSSA-Math- 2002	100%	0%	0%	0%
PSSA Math - 2005	100%	0%	0%	0%
PSSA Math-2006	83%	17%	0%	0%
PSSA- Reading -2002	87.5%	12.5%	0%	0%
PSSA- Writing- 2002	56.6%	33.3%	11.1%	0%
PSSA- Writing-2005	0%	0%	100%	0%

➢ *How these results influence development of new or revised annual measurable goals and targets. PSSA results, graduation rates, grades, attendance rates, promotion, discipline reports are considered when developing annual measurable goals.* ***Decision making is data driven. We also used surveys to students, parents, and staff to determine specific needs such as academic challenges and others. Our school improvement plan is based on collected data. We also used the effective school research to determine areas of strengths and areas we need to improve. All school community participates in the completion of surveys. Information is tabulated and analyzed at the end of thee school year. Information is provided to school community and board members.***

➢ ***If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making. We have a***

literacy plan, ESL plan and a math plan that is based on—assessment results, teacher observations and overall student performance. Plan is developed according to the specifics needs of our student population

- ***Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress. Student progress is determined by different factors. The student received an assessment in math and literacy at the beginning of the school year. Information is tabulated and analyzed to determine individual plans. At the end of each marking period we evaluate the student data, including assessments, attendance, student participation, effort, and homework. We used teacher observations, portfolios and other data available. We also correlate data with after-school program staff. We also speak with the students to get feedback of specific needs that the student may have. Parent conferences are held three times a year to discuss student progress.***

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Strategies used to accelerate academic performance of students include; individual tutoring by staff members, small class sizes for those who need more individual attention, increased time for literacy and math skills, and targeted academic support using mentors and volunteers to assist students in need of additional support. A special education teacher assists students with IEP's etc. ELL instruction is provided to students needing such support. We also have extended learning opportunities and a summer program.

There are currently no supporting documents selected for this section.

Teacher Evaluation

The teaching staff at La Academia: Partnership Charter School is evaluated based on the Danielson model of teacher observation. This model evaluates teachers on four domains: planning and preparation, classroom environment, instruction, and professional responsibilities.

Instructional I teaching staff is observed four times per year, with three of these observations being preplanned. Instructional II teaching staff is observed two times per year with one of these observations being preplanned.

The instrument used in the observations is attached and is based on PDE 426 form.

David Detzel, assistant principal, is responsible for the evaluations. He holds a Pennsylvania Administrative II certification (received 2003, Secondary Principal), a Pennsylvania Administrative I certification (received 2003, Elementary Principal), and a Pennsylvania Instructional II certification (received 1993, Health and Physical Education

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Professional development for the evaluator emphasizes differentiated instruction and English as a Second Language instructional techniques. This is due to the student population of La Academia, which is over 90% Latino, with approximately 76% of the students qualifying as English language learners. Additionally, the school is organized by grade level, meaning that there are students of significantly different academic abilities in most if not all classes.

Teacher Evaluation - Attachment

- Observation Report

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Dr. Maritza Robert became the CEO/ Chief academic Officer in December 1, 2004. Dr. Robert has many years of experience as a Special Education Teacher and worked in the Pennsylvania Department of Education as the Bureau Director of Community and Student Services for several years. Mr. Dave Detzel became the assistant principal in October 2005.

Board of Trustees

Name of Trustee	Office (if any)
Aida Ceara	President
Dr. Michael Klunk	Treasurer
Dr. Mike Curley	n/a
O. Juan Ramos	Secretary
Scott J. Sheely	n/a
C. Ted Darkus	n/a
Carlos Graupera	n/a
John H. Sigler	n/a
Dominic DeFilippo	n/a

Professional Development (Governance)

The Board of Trustees had a retreat in April 2006 and the Chief Academic Officer, shared three articles about Board guidance from the annual Coalition of Charter School conference.

Coordination of the Governance and Management of the School

The business and affairs of the Corporation are managed by its Board of Trustees ("Board of Trustees" or "Trustees"). Trustees are appointed to serve a two (2) year term. Trustees may be appointed to any member of successive terms. Each vacancy created by the resignation or expiration of a Trustee at Large is filled by the majority vote of the

remaining Trustees at the next regular or special meeting of the Board of Trustees; provided, however, that so long as the total number of Trustees shall not fall below fifteen (15), the Board of Trustees may elect not to fill each not to fill such vacancy, in which event, the number of Trustees shall be reduced in number accordingly. Any Trustee elected to fill an unexpired term shall serve for the remainder of said term. .

The annual meeting of the Board of Trustees is held every year during the summer. .Written notice of every regular meeting of the Board is given to each Trustee at least five (5) days prior to the day named for the meting. For the purposes of transacting business, the board needs quorum as defined in the bylaws of the corporation. There is an Executive Committee of the Board, which have full power and authority to act on behalf of the Board between regular and special meetings of the Board; provided, however, that the Executive Committee may not (i) dissolve, liquidate, or merge the Corporation, (ii) purchase or sell any corporate property having a value in excess of $100, or (iii) borrow funds on behalf of the Corporation in excess of $100. The Executive Committee consist of the President and Secretary of the Corporation and the Chairman of each Committee appointed by the Board unless the Board shall vote to exclude a Committee chairman from the Executive Committee. The affirmative vote of a majority of all the members of the Executive Committee shall be deemed as the actions of the Executive Committee. The executive committee held regular meetings each month.. The Executive Committee also meet at any scheduled meeting of the Board at which a quorum has failed to appear with thirty (30) minutes after the appointed time for such meeting. All acts of the Executive Committee are subject to approval by the Board.

Trustees receive no salary for their services as such. A Trustee may be a salaried officer of the Corporation. A Trustee may be removed from office by a majority vote of the Trustees then in office for failure to' perform his or her duties as outlined in the Charter School Law, as amended, the Pennsylvania Nonprofit Corporation Law, as amended, or any other applicable law. A Trustee may be removed from office, without assigning and cause, by the vote of two-thirds (2/3) of the Trustees then in office. The votes for any such removal shall be taken at any meeting of the Board for which at least five (5) days *notice* has been given to all Trustees notifying them that the removal of such Trustee will

be discusses and possibly acted upon at such meeting. In case anyone or more Trustees are so removed, new Trustees may, in accordance with Section 5.3 of Article V, be elected at the same meeting to serve for the remainder of the unexpired term of each removed Trustee.

The Corporation has a President, Vice President, Secretary and a Treasurer. The officers shall have such authority and shall perform such duties as are provided by the Bylaws and shall from time to time be prescribed by the Board. The President has the responsibility that Jill orders and resolutions of the Board are carried into effect, subject, however, to the right of the Board to delegate any specific powers (except such as may be by the statute exclusively conferred on the President) to any other officer or officers of the Corporation; shall execute bonds, mortgages and other documents requiring a seal, under the seal of the Corporation and where properly approved by the Board or the Executive Committee in accordance with these Bylaws; and shall be ex-officio a member of all committees and shall have general powers and duties of supervision d management usually vested in the office of the President The Vice President, in the absence or incapacity of the President, can exercise all power and authority of the President and perform all duties of the President. The Secretary attend all sessions of the Board of Trustees and act as a clerk thereof, and record all the votes of the Corporation and the minutes of all its transactions in a book to be kept for that purpose; perform like duties for all committees of the Board, when required give notice of all meeting of the Board; perform such other duties as may be prescribed by the Board or President, under whose supervision he be; and keep in safe custody the corporate seal of the Corporation, and, when authorized by the Board, affix the same to any instrument requiring it. In the absence or incapacity of the Secretary, an Assistant Secretary is appointed by the Board to perform all duties of the Secretary.

The Board of Directors allowed the CEO to operate the school. They meet every month basically deal with what boards deal with and allowed the principal and staff to operate the school. They accept the input from stakeholders when it is appropriate to do so.

There appears to be mutual respect and support between the School District of Lancaster Board of Directors and those of the Charter School.

The Charter Board of Director's fully support and encourage input and involvement of all stakeholders in the school's activities and programs, ie. some directors are volunteers and mentors. All board meetings are open to the public and parents are also board members.

Major Reports Provided To Charter School Board of Trustees:

Renewed Charter by School District of Lancaster of La Academia: The Partnership Charter School dated 17th day of June 2003.
Attendance reports
Discipline reports
Graduation
Grades
PSSAs report
Annual report
Budget and finances reports
Chief Academic Officer Report every month and annual report
Copy of grants and grant reports

Pennsylvania Department of Education Reports

PDE-4674 Pupil membership/ Child Accounting Reports
PDE 4059 Charter School Instructional Time Summary. Chartering School District Board of Directors-
PDE-4059 Charter School Instructional Time Summary
PDE-4034 % of enrollment from low-income families
PDE-4079 Public School Dropout Survey
PDE-4035 Public School Enrollment Report
PDE-5018 Elementary/Secondary Professional Personnel
ESPP Elementary/Secondary Professional Personnel
PDE-4037 High School Graduation Rate

PDE 360 Violence and weapon Report

PDE-361 Supplemental Charter School Enrollment

PDE-4038 Secondary Level Course Enrollment

General Fund Budget

Annual Financial Report

Charter School Annual Report

Program reports such as school improvement planning and report, grants reports

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule 0607

Community and Parent Engagement

The Board of Trustee's invites community members and parents to all school functions.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Partnership Charter school participates in the Educational Improvement Tax Credit Program and is assisted in its mission by local corporations who are generous with their contributions. As in past years, the Charter School intends to fully utilize the EITC Program for next year.

Fiscal Solvency Policies

The Partnership Charter School is assisted in its finance by a fund balance that can be utilized for emergencies, shortfalls, or delays in receiving monies.

Accounting System

The school uses Great Plains Dynamics computerized accounting systems, and all accounting is done according to GAAP. The chart of accounts complies with the state public school requirements, and all PDE reports are completed using information from the system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Disclaimer
- Preliminary Statement for Annual Report

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

Attached is the audit of La Academia: Partnership Charter School for academic year 2005-2006 from Beard Miller Company LLP, dated June 30, 2006. The academic year 2006-2007 is still in the auditing process, with a report expected in October.

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

- La Academia: Partnership Charter School 2005-2006 Audit
- La Academia: Partnership Charter School 2005-2006 Audit

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

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

La Academia purchased new tables and chairs for the Family and Community Center, as well as two Smart Boards for classrooms, a projector, and 10 dry erase boards.

Future Facility Plans and Other Capital Needs

The Charter School rents classroom and administrative space from the SACA Development Corporation at 30 North Ann Street in Lancaster, PA. There are plans to add a student and family center for next year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The required 10 fire drills were conducted by the Lancaster Fire Department #33; all required occupancy inspections and certificates are up to date.

A School District of Lancaster nurse came throughout the year to ensure that all students health records and immunizations were kept up to date.

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

- Student Wellness

Current School Insurance Coverage Policies and Programs

Insurance Type	Carrier	Limits
Commercial Property Coverage	Westfield Insurance Co.	30,000.00
General Liability Coverage	Westfield Insurance Co.	1,000,000.00
Business Auto Coverage	Westfield Insurance Co.	1,000,000.00
Umbrella Coverage	Westfield Insurance Co.	1,000,000.00
Commercial Crime	Travelers Propery Caualty	100,000.00
Errors & Omissions	Tudor Insurance Co.	1,000,000.00
Health Insurance	Health Assurance PA	All FT employees
Life, LTd, Dental	Guardian Life Ins Co.	All employees
Workers Compensation	Westfield Insruance Co.	All employees

There are currently no supporting documents selected for this section.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Most of the teaching staff have less than three years of teaching experience. Teacher turnover is a problem area for the school as a whole ie, only one classroom teacher out of seven has been with the school for five years. This will be her sixth year.

Most of the Charter School's classroom teachers accept other positions within a year or two. At-risk students are a challenge to teach and inexperienced teachers have difficulty their first year or so. Additionally, the salary and benefits provided by the Charter School, don't equal those of other School Districts in the area. The Charter School's budget in the past few years doesn't allow for the funding of the supports in staff and programs that the teachers feel are needed to provide them with the support they feel are needed when teaching at-risk students.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

The Charter School is a public school open to all students that apply. Students are accepted based on openings and completion of the application packet and interview process. All the attendance and enrollment procedures and policies comply with state and federal laws. During the 2006-2007 school year the Charter school served 105 students in grades 6th through 12th. We were not able to accomodate some students because the school has a cap of 82 students. These students were placed on a waiting list.

Of the 105 students this past year, 87 started with us on the 1st day of school, 17 were added during the year, and 24 dropped during the academic year. A breakdown is as follows:

6th grade:	7 initial, 1 add, 0 drop
7th grade:	19 initial, 2 add, 6 drop
8th grade:	14 initial, 5 add, 2 drop
9th grade:	16 initial, 6 add, 6 drop
10th grade:	14 initial, 1 add, 5 drop
11th grade:	14 initial, 2 add, 4 drop
12th grade:	6 initial, 0 add, 1 drop

Eighty one students completed the 2006-2007 school year. Approximately 50 are enrolled for return in September 2007. We are still waiting to hear from the rest of the students and are receiving applications every day. The number of students who left as a requirement of the school was 3 for non-attendance. The other 21 students that left chose to leave for relocation, need to work to support themselves or others, and to enroll in alternative education opportunities.

There are currently no supporting documents selected for this section.

Transportation

Only two students required transportation during the 2006-2007 academic year. One student living in the district, was provided transportation by the district, because they lived more than two miles from the school, and the other student living outside of the district was provided transportation from her district of residence. There were no major problems with transportation other than that the transportation pick up and drop off times did not always coincide with our school start/finish time. The student's schedules were adjusted accordingly.

Food Service Program

The Charter School participated in the free and reduced lunch (FRL) program. The Charter School had an agreement with The School District of Lancaster to prepare and deliver to the site, breakfast and lunch for the students attending the school. Approximately fifteen breakfasts and 90 lunches were served daily.

Student Conduct

The Charter school's discipline policy complies with chapter 12 and 13 of the public school code. The Charter school policies were developed using various School District discipline policies as models. Due process is complied within the policies and practices of the school.

During the academic year we had 0 expulsions and 80 suspensions, 67 related to violation of student code of conduct and 13 of a violent nature. The majority of the incidents, 62 occurred with the high school students.

Student Conduct - Attachment

- Handbook: Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The La Academia-The Partnership Charter School within Lancaster-Lebanon IU 13 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2010 - 2011 Annual Report for Pennsylvania Charter Schools

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The La Academia-The Partnership Charter School 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.

There is currently no contact information saved.

There are currently no supporting documents selected for this section.