Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 07, 2011
(Last Accepted: Monday, February 07, 2011)

Entity: Youth Build Phila CS
Address: 1231 N Broad St
3rd Floor
Philadelphia, PA 19122

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Youth Build Phila CS

Date of Local Chartering School Board/PDE Approval: July 14, 1997

Length of Charter: 6 years **Opening Date:** September 1997

Grade Level: 12th Grade **Hours of Operation:** 7:30-3:30

Percentage of Certified Staff: 77% **Total Instructional Staff:** 9 Teachers

Student/Teacher Ratio: 18:1 (average) **Student Waiting List:** Not applicable

Attendance Rate/Percentage: Not available; school year not yet completed

Summary Data Part II

Enrollment: 280 **Per Pupil Subsidy:** Regular Ed @ $8,183.52; Special Ed @ $17,788.68

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	0.70%
Black (Non-Hispanic):	84.50%
Hispanic:	7.39%
White (Non-Hispanic):	0.70%
Multicultural:	6.69%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84.64% (YouthBuild does not participate in the FRL Program)

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 25

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	184	184
Instructional Hours	0	0	0	0	0	996.77	996.77

SECTION I. EXECUTIVE SUMMARY

Educational Community

YouthBuild Philadelphia Charter School (YBPCS) reconnects high school dropouts, ages 18-21, to a successful future through rigorous academic instruction, hands-on vocational training and wrap-around support services.

Our learner-centered education model, specifically designed to meet the educational needs of young adults who have dropped out of high school, offers students a year or more of academic coursework combined with hands-on occupational training in a high demand industry (construction, technology or healthcare), intensive case management, career development and transition planning, leadership development and service learning. All students at YBPCS are 12th graders. Our curriculum provides students with the necessary resources and tools to effectively transition to either post-secondary education or meaningful employment.

Mission

The mission of YBPCS is to provide high school dropouts from Philadelphia with the broadest range of tools, supports and opportunities needed to become self-sufficient, responsible and productive citizens in their community. YBPCS's target population is young men and women, ages 18-21, who are low-income high school dropouts. We are committed to serving the full spectrum of high school dropouts, making a special effort to reach those most in need. Many of our students have experienced multiple academic failures, lack stable families and housing and have young children who depend on them. Recruitment efforts are citywide, and our facility is

centrally located and easily accessible by public transportation so that we are able to serve youth throughout the city. Most students come from distressed neighborhoods in Philadelphia, where unemployment and poverty rates are three times national averages. A review of our three year program data indicates that at enrollment, 68% of YBPCS students had been expelled or suspended from their previous school, 23% had been through juvenile court, and nearly 10% had been referred to drug and alcohol treatment programs. Approximately a third of our students have dependent children and over half of our participants are women. Our students are typically 85% African American, 5% Hispanic, 5% Multi-racial, 3% Asian and 2% Caucasian. YBPCS works with these vulnerable young adults to take them off the streets, give them the training they need to be able to advance in a high demand industry and place them in meaningful employment or continuing education.

Because our students are above high school age, there is an urgency to prepare them for post secondary and employment. Our work-based training provides an avenue for transformation in work and post secondary readiness. Students enrolled in YBPCS spend one portion of the program in the classroom, where they build academic skills and fulfill the academic course requirements to earn a high school diploma. Students spend the alternating sessions at a vocational worksite, where they develop hands-on work and job-readiness skills. The majority of students participate in our Construction Training program, learning hands-on carpentry skills as they complete the full-gut rehabilitation of a dilapidated property to sell to a low-income first-time homebuyer. A small number of students spend their work-based learning time at a technology worksite refurbishing computers for community organizations and public schools. An additional small group of students spend their work-based learning time working towards a Certified Nurse Aide certification while providing volunteer services in hospitals and long-term care facilities.

YBPCS follows a competency-based curriculum. Our school is based on the philosophy of judging academic performance not on what students know, but rather on what they can do with that knowledge. At YBPCS we focus on providing students with all of the supports and experiences needed to successfully transition to work or post-secondary education. In order to graduate from the program, students must demonstrate competency in each area of instruction, including academic and non-academic goals.

The "Academic Standards" section of this report provides detailed information on students' academic objectives, but the following non-academic goals are critical supplements to our academic instruction:

- Through our work-based construction training program all students master vocational skills that include: safe handling and proper use of materials and tools; demolition and cleanout; replacement of structural members such as concrete slabs and foundation walls; interior and exterior masonry; framing of walls and ceilings; floor preparation and finishing; installation of doors and windows; preparation of interior walls and windows including insulation and drywall; and interior finishing.
- Students enrolled in the Information Technology track master the following skills as they refurbish donated computers for use by public schools and community based organizations: diagnosis of hardware and software; troubleshooting, repair, formatting and loading of software; operation and navigation of software programs; preparation for industry recognized MicroSoft Office certification; help-desk skills; and mastery of business and design applications including Adobe PhotoShop and Microsoft Word, Publisher, PowerPoint and Access.
- Students in our healthcare training program complete an intensive six-week course that includes 152 hours of Nurse Aide training taught by a Certified CNA instructor (74 hours of lecture, 22 lab hours, and 56 hours of hands-on clinical training), and 40 hours of additional clinical volunteer service. At the end of the course, students take a course competency exam and the State CNA Exam that results in a nationally recognized CNA

certification. After the intensive training, all students participate in a hands-on six-week internship at a local hospital, healthcare clinic or long-term care facility. Through this internship, students can explore the real-world work environment and make valuable employment connections, in addition to acquiring hands-on experience. The program prepares students for entrance into secondary education/training programs and careers in the healthcare profession as they provide valuable healthcare service.

- Through hands-on job skills training, Career Development class, school workshops and trainings, YBPCS students improve their job-readiness by enhancing “soft-skills” through lessons in interviewing, teamwork, dependability, punctuality, perseverance and preparedness.
- All students work one-on-one with a Transition Services Counselor to develop an Individual Transition Plan to set short and long term career goals and lay out the necessary steps to achieving those goals.
- All YBPCS students improve their life-management skills, receiving training in the following life skills: (a) coping, anger-management, and time-management skills; (b) personal health training in issues such as nutrition, sexual health, and substance abuse; and, (c) personal development training in areas such as manhood and parenting.
- Each student must complete 675 hours of community service.

Vision

YBPCS only serves young adults, 18 to 21, who have previously dropped out of Philadelphia public high schools. YouthBuild serves as a last chance opportunity for these young adults to earn a high school diploma. The approach to learning at YBPCS is designed specifically to be effective with the out-of-school population who are very often returning to school after multiple experiences with academic failure and years away from the classroom. Each student is given intensive one-on-one case management and individual transitions guidance to ensure success in the program and in the future. Students receive training in employability skills to help them succeed after graduation.

It is our vision that YouthBuild Philadelphia Charter School will provide an outstanding alternative education that demonstrates the capacity of all students to learn, achieve and grow. YBPCS will be recognized as a model of authentic experiential learning, not just among programs serving out of school youth, but among all high achieving schools and youth programs in the country.

High expectations, a nurturing climate, personalized culture and rigorous real world learning experiences will ensure that graduates are primed for life-long learning and career advancement. YBPCS graduates will emerge as highly accomplished, self-sufficient, self aware and socially conscious citizens. Graduates will be energized about their futures and build support networks for their personal, social and emotional health and well-being.

YBPCS will maintain strong connections to its surrounding community, and to the civic infrastructure, economy and government of the City of Philadelphia. It is part of the vision to base the organization in a facility that provides a permanent physical and emotional home for the students and staff.

YouthBuild Philadelphia Charter School will maximize its capacity to engage each student’s passion, tap into their individual potential and provide them with real opportunities for personal and professional transformation.

Shared Values

YBPCS is based on the following principles: individuals are inquisitive and sense-making; they learn best through solving meaningful problems; and, effective schools maximize students time-on-task, require them to take responsibility for learning, and establish high expectations for students and teachers.

YBPCS has adopted 3 core values: Excellence, Perseverance, and Respect. These values are reinforced among students and staff throughout the year. Inherent in our mission is the idea that the ultimate success of our school depends on the success of our graduates, and we therefore provide all graduates with access to transition services through wrap around support services, career development, job placement and alumni activities.

Academic Standards

YBPCS addresses PA state proficiency requirements for reading, writing and mathematics as set forth under Chapter 4 by using the following state-approved local assessments to determine graduation eligibility:

- Written work by students
- Other demonstrations and projects by students related to specific academic standards.
- Examinations developed by teachers to assess specific academic standards.
- Diagnostic assessments
- Evaluations of student work related to achievement of academic standards.

While we strive to provide the broadest range of experiences and education, we know that we cannot offer four years of high school content in one year, so we focus on critical academic concepts and work to align our goals with the world of work and post secondary.

Students must pass each academic and enrichment class and their worksite training (70% minimum proficiency in each class) in order to graduate from our program. The core academic classes which are Math, Language Arts, Science and Social Studies are balanced with enrichment classes that include Life Skills, Career Development, Service Learning and Academic Support. Students demonstrate proficiency through project-based assessment, competency exams and cooperative learning. All of YBPCS' assessments are a means for students to demonstrate the following competencies before they graduate, in accordance with the PA Dept. of Education's Academic Standards:

- Read and understand essential content of informational texts and documents in all academic subject areas.
- Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those strategies that were most effective in learning from a variety of texts.
- Write complex informational pieces (research papers, analysis, evaluations, essays) using primary and secondary sources.
- Maintain a written record of activities, course work, experiences, honors and interests.
- Use various forms of media to elicit information to make a student presentation and to complete class assignments and projects.
- Develop and use computational concepts, operations, and procedures with real numbers in problem-solving situations.
- Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.
- Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems.
- Use appropriate technology to organize and analyze data taken from the local community.

- Design and conduct scientific experiments that demonstrate knowledge and understanding of scientific method. Experiments will demonstrate understanding of biology and the human organism.
- Demonstrate the ability to analyze and explain issues of cultural diversity, social historical influences and government.

Strengths and Challenges

In the 2009-2010 school year, YBPCS continued to serve a high-needs population, representing the full range of high school dropouts, and staff successfully helped students resolve issues that were impediments to success. The kinesthetic nature of our work-based training component provided a setting for students who had not experienced success in traditional classroom environments. A large number of students showed significant improvements on such indicators as incidents of truancy and suspensions compared with their performance at their previous high schools. Our low student-staff ratio, combined with the fact that we retained a high percentage of talented and qualified staff, allowed us to maintain an intimate setting —allowing fewer students to drop through the cracks. By providing an array of in-house wrap around support services and individualized attention, we continued to maintain our strong and positive program culture that has significant student buy-in.

Through a variety of program changes in the 2009-10 school year, we increased time in the program from 10-months to a minimum of one full year. (**Please note:** our 2009-10 school year does not officially end until August 27, 2010 - therefore this report has incomplete graduation, retention and attendance data as the school year is still in progress). The additional Summer Session is used to provide additional academic instruction to students who need more skill development, and to provide a post-secondary experience to students that have already met all the the academic requirements through dual enrollment programs with the Community College of Philadelphia, Lincoln Technology Institute and Thaddeus Stevens College of Technology. YBPCS has also made a deliberate effort to infuse math and literacy skills development into all aspects of the program, and students are block scheduled into extended math and language arts classes during the academic portion of the program.

Extending the program to a full year gives us more time to prepare students to be successful in their post-program placements, whether they choose to pursue full-time employment, post-secondary education or job training programs. We are continually balancing the need to retain students who have missed out on multiple years of education for longer time in our program with their need to support themselves and their families financially and connect to the post-secondary opportunities that are vital to success. In order to support all students as they rise to these new personal and academic challenges, we have emphasized several forums for one-on-one support. We provide additional academic support through before and after school tutoring with teachers and AmeriCorps members, a volunteer tutoring program, one-on-one case management and transition services counseling and a small academic support class with one-on-one assistance. In addition, we also provide students with additional emotional support and encouragement through case management, an in-house mentoring program and an external volunteer mentoring program. We believe that implementing a more rigorous and challenging academic curriculum and setting higher graduation standards allows our students to be more prepared for post-secondary education and full-time employment after graduation.

In the 2010-11 program year, we will be able to better anticipate the challenges faced with increased graduation standards and have put into place numerous academic and case management supports to improve retention. We will continually strive to meet the unique needs of 18-21 year olds with very real financial responsibilities - balancing the need for them to move on to the next phase of their lives with the need to teach them as many of the skills they missed out on as we can in one year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

YBPCS is committed to improving all aspects of the school in order to positively impact student outcomes. As a school that believes in the holistic development of young adults, we know the importance of integrating all elements of the school effectively, and each year strive for improvement. YBPCS has adopted an Outcomes-Based Performance Model that emphasizes assessment, accountability, improvement and responsiveness to feedback. In addition, YBPCS embarked on a new strategic plan (conducted by an independent consulting firm completed in October 2008) that further identified areas of strength as well as potential strategic directions and next steps for YBPCS (we have already implemented all the recommendations from the previous five year plan). The following are some important steps we will take over the five years to enhance the quality of our school:

- Continue to refine school curriculum and ensure that it continues to be responsive to the needs of the students. YBPCS is a sub-grantee of the Gates Foundation in an initiative that is expected to improve student achievement outcomes and better prepare all students for transition to post-secondary education.
- Support graduates as they continue in post secondary education programs and see them through to post secondary credential attainment.
- Increase the scope of supportive services offered to each student so that students are emotionally, personally and socially prepared to succeed.
- Explore suitable instruments for measuring pre and post program gains made by students.
- Increase the capacity of the transition services department to methodically explore and research career pathways and post-secondary opportunities, and to provide supports to graduates as they take the first steps in post-secondary education or employment
- Provide all of the supports and services necessary to ensure that graduates are post-secondary ready and career-ready.
- Strengthen the service learning component of our program so that graduates are more civic-minded.

YBPCS's annual assessment includes extensive feedback from staff and students that allows the management team to discuss and develop an improvement plan for the current and upcoming year. All students complete an end of year survey evaluating program components and making suggestions for program improvement. We recognize that our mission of taking young people who have dropped out of high school and connecting them to career and post secondary success is unchartered territory and requires us to document and incorporate lessons learned very quickly. To ensure communication and continuity across the program, YBPCS staff hold weekly inter and intra department meetings to review student progress, and discuss program and operational successes and challenges.

Senior staff collects and analyzes information from the weekly meetings and each month, submit reports on objectives for key program areas to the Executive Director. She in turn submits a quarterly program report to the Board of Trustees. For the annual evaluation, which occurs in September, the management team compiles data from program reports and graduate evaluations of the program. This information is discussed and augmented by the staff at our end-of-year retreat, and a final report is reviewed by the Board who meet with key staff, graduates, and community partners to confirm self-assessment. In addition, Youth Congress members meet with the Board to provide student feedback. Both semi-annual and annual evaluations are used to adjust school direction to more effectively meet objectives, so that lessons-learned can be quickly incorporated in the future activities of the school.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anthony Fullard	Millenium 3 Management	Board Member	Erin Horvat
Brian Leffler	YouthBuild Philadelphia Charter School	Administrator	Erin Horvat
Cindy Skinner	David A. Biche Custom Construction	Board Member	Erin Horvat
Don Pinkney	YouthBuild Philadelphia Charter School	Administrator	Erin Horvat
Erin Horvat	Temple University	Board Member	Simran Sidhu
Garder-Geier, Ariesha	YouthBuild Philadelphia Charter School	Administrator	Simran Sidhu
John Gallery	Urban Partners	Other	Erin Horvat
Meredith Molloy	YouthBuild Philadelphia Charter School	Other	Erin Horvat
Richard Gitlen	Lutheran Children Family Service	Board Member	Erin Horvat
Simran Sidhu	YouthBuild Philadelphia Charter School	Administrator	Erin Horvat

Goals, Strategies and Activities

Goal: Career Development and Placement

Description: Enhancing the education and work-based learning of disadvantaged young adults so that 80% of graduates are placed in jobs or enter continuing education programs within six months of graduation.
As part of our job readiness emphasis:
All students will obtain basic identifying documentation needed to secure employment (e.g., birth certificate, Social Security card, etc.).
All income-eligible students will secure health insurance.
70% of students will undergo physical examinations and dental examinations.
All students will maintain an overall attendance rate of at least 80% (and 85% in the final six weeks of school).
All students will cooperate with, and follow the directions of their instructors (supervisors) at least 95% of the time.
All students will learn about dressing appropriately for different work situations.

Strategy: Transition Services

Description: Providing a comprehensive and intensive graded career development classes and transitions curriculum as well as career counseling and guidance.
Emphasizing job readiness throughout school curriculum.
Providing assistance with job searches, college applications and financial aid applications.

PERFORMANCE INDICATORS: Career Development grades. Student attendance records. Student files indicating identification, health insurance information and attendance records.

RESULTS/PROGRESS: As the school year will not be complete until the end of August, our students have not yet been placed into post secondary or employment. In the 2008-09 school year, six months after graduation, 77% were placed into full time jobs, post secondary programs or job training programs and currently 75% of the class of 2009 are working or enrolled in post secondary.

Activity: Career Counseling

Description: To provide guidance and assistance to students who are transitioning from school to positive placements (i.e. college, job, trade school, etc.). In addition to one-on-one counseling and developing and an Individual Transition Plan for each student, Transitions Counselors help the students use the on-line tool, Career Cruising, to create a portfolio, explore career options, research post secondary options and learn about financial aid.

Person Responsible	Timeline for Implementation	Resources
Imperato, Michael	Start: 8/24/2009 Finish: Ongoing	$30,000.00

Status: Not Started — Overdue

Activity: College Placements

Description: Assist students with post secondary applications, FAFSA completion, SAT registration, COMPASS registration and college essays.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/28/2009 Finish: Ongoing	$150,000.00

Status: Not Started — Overdue

Activity: Job/Internship Placements

Description: Assist students in search for meaningful job shadow, internship, and job placements in field of interest by providing training in researching and relationship building. Build relationships with communtity partners.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/28/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Enrollment

Description: Providing a rigorous occupational skills training and academic program to 225 young adults who have dropped out of high school each year.

Strategy: Recruitment

Description: City-wide recruitment of young adults, ages 18-20, who have dropped out of high school. Provision of orientation and motivation screening for all applicants.
PERFORMANCE INDICATOR: Enrollment Data.
RESULTS/PROGRESS: YBPCS enrolled 218 students in the 2009-2010 school year. This was a deliberate decision on the part of the management team and Board in order to maintain low staff-student ratios and program intimacy and therefore ensure high retention and graduation rates for the student population. YBPCS's recently completed strategic plan determined that a smaller school size is most desirable to keep the "family" atmosphere.

Activity: Orientation/Interviews

Description: Hold information orientations and interviews for applicants to introduce them to the unique program and determine whether they meet eligibility requirements (age 18-20 as of enrollment date, high school dropout) and screen for motivation to be a student in the program.

Person Responsible	Timeline for Implementation	Resources
Brian Leffler	Start: 7/15/2008 Finish: 7/31/2008	-

Status: Complete

Goal: Graduate Support

Description: Sustaining young adults' participation in the workforce through alumni support programs, so that 80% of YBPCS graduates remain employed one year later. Sustaining young adults' interest in continuing their education so that 35% of graduates enroll in college or continuing education programs in the year after graduation.

Strategy: Services

Description: Providing Alumni Services.
Tracking Alumni progress.
PERFORMANCE INDICATOR: Alumni Tracking Reports.
RESULTS/PROGRESS: The Class of 2010 will be graduating from the program on August 27, 2010 at a commencement ceremony at Enon Tabernacle. More than 50 current students have been accepted to post secondary insititutions to date. 77% of graduates of the Class of 2009 were placed into full-time employment, post-secondary education or job training programs within six months of graduation. 67% remained in positive placements one year after graduation. In addition, 75% of 2009 are currently working or enrolled in post-secondary education.

Activity: Career Counseling and Placement Services

Description: To provide guidance and assistance to students who are transitioning from school to other environments (i.e. college, job, trade school, etc.).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/28/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Non-Academic Goals

Description: Providing all students with a work-based occupational training program so that 100% of graduates either complete a minimum of five modules of the NCCER certification demonstrating mastery an array of construction skills, receive a globally recognized Microsoft Office certification demonstrating mastery of baisc computer skills or pass the nationally recognized Certified Nurse Aide certification exam, demonstrating mastery of written and skills based nursing skills.

Strategy: Skills

Description: Providing students with hands-on, real-world opportunities to learn work based construction, technology or nursing skills.
PERFORMANCE INDICATORS: Student daily grades. Trimester Report Cards. Competency test grades.
RESULTS/PROGRESS: In the 2009-10 school year, 100% of graduates earned a certification in their field of vocational instruction. To date, 121 out of 164 enrollees (74%) have successfully completed the work-based construction training program and completed the NCCER certification program demonstrating mastery of construction skills (as of July 1, 2010). In addition, 20 out of 25 (80%) students achieved competency in YBPCS' technology component as demonstrated through the Microsoft Office Certification exam. 20 of 30 (67%) students in the healthcare training program have received their Certified Nurse Aide certification to date, and 8 of 8 (100%) of students in our Home Health Aid training received the certification. Full completion information will be available after our school year has been completed.

Activity: Training Programs

Description: To provide students with hands-on occupational skills training that culminates in industry recognized certifications in the high demand industries of: healthcare, information technology, or building trades.

Person Responsible	Timeline for Implementation	Resources
Carmon, Candace	Start: 8/24/2009 Finish: Ongoing	$1,865,000.00

Status: Not Started — Overdue

Goal: Parent Involvement

Description: Engage active family members and friends in encouraging students to be successful in the program

Strategy: Open House

Description: Hosting of Annual Parent Open House. Case managers engage parents in helping students resolve issues/obstacles when appropriate.
PERFORMANCE INDICATOR: Attendance at Open House.
RESULTS/PROGRESS: Because our students are 18+ years of age, we involve parents as we have permission to do so. Parent participation remained stable in the 2009-2010 program year as evidenced by the fact that 80 parents or family members representing approximately 50 students attended the YBPCS annual open house this year.

Activity: Open House

Description: Invite family and friends of students to come learn about the program and meet the teacher and administrators of the school.

Person Responsible	Timeline for Implementation	Resources
Brian Leffler	Start: 9/24/2009 Finish: 9/24/2010	-

Status: Not Started — Overdue

Goal: Service Learning

Description: Engage students in meaningful discussions about their community and the world around them, participate in meaningful service activities on a regular basis, and reflect on all service experiences through discussion and journaling.

Strategy: Learning Opportunities

Description: Multiple meaningful opportunities to engage in service. Appropriate staffing and resources for service learning.
PERFORMANCE INDICATOR: Tracking record of students' service hours.
RESULTS/PROGRESS: All YBPCS graduates must participate in a minimum of 675 hours of community service (including their vocation tracks) during the 2009-2010 school year. Our students collectively contribute more than 130,000 hours of community service each year.

Activity: Community Service Projects

Description: Weekly service learning classes to identify, discuss and explore community issues important to our students. Weekly service projects in the community connected to class discussion. Three day-long service projects throughout the year in observance of Make a Difference Day, Martin Luther King Day of Service and Global Youth Service Day.

Person Responsible	Timeline for Implementation	Resources
Rambo, Lark	Start: 8/28/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Special Education

Description: Providing thorough special education evaluations and services to students who are referred to the special education department by teachers, referred through TABE test scores, or flagged as special education in the School District system.

Strategy: Resources

Description: Special education coordinator; special education teachers; School Psychologist: Resource room; IEPs; Hands-on kinesthetic curriculum provided to all students; Case management provided to all students; Intensive one-on-one counseling provided as needed.
PERFORMANCE INDICATORS: Report Cards. Progress Notes.
RESULTS/PROGRESS: All students identified as having special needs were provided with services in keeping with the federal IDEA statue. YBPCS' special education audit resulted in five commendations for the school and no findings.

Activity: Classroom Activities

Description: Language Arts, Math, Science and Social Studies course work, as well as enrichment classes such as academic support, service learning, life skills and career development.

Person Responsible	Timeline for Implementation	Resources
M. Nicole LaVerde	Start: 8/24/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Staff and Teacher Professional Development

Description: Ensuring that staff receive the most appropriate training and guidance so that they are able to provide the best possible services to our student population.

Strategy: Training

Description: YBPCS offers 50% tuition reimbursement for all staff furthering their education. Fifteen days are specifically set aside in the school calendar for professional development. All staff encouraged to attend outside training, and we provide in-service trainings as well. YBPCS solicits ongoing and end of year feedback and all staff are evaluated bi-annually by their supervisors.
PERFORMANCE INDICATORS: Professional development hours. Tuition reimbursement schedule. Feedback from staff and students.
RESULTS/PROGRESS: All staff were trained in CPR, and all staff attended multiple in-service professional development days. YBPCS sent various staff off-site for professional development

conferences, as appropriate. Construction Instructors were trained in Home Builders Institute - PACT and NCCER curriculum.

Activity: Professional Development Trainings

Description: All staff members engage in mandatory computer training in School Minder and Grade Quick, technology training on Microsoft programs, discipline training from the Glasser Institute and International Institute for Restorative Practices, CPR training from a certified professional, teaching strategies training. Staff members also attend individualized professional development trainings through Webinars, conferences and continuing education programs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/17/2009 Finish: 6/14/2010	$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	15	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
YouthBuild Philadelphia Charter School	• Non-profit organization • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain skills in organizing grades and student feedback, as well as better tracking student information. They will also develop teaching, classroom management strategies, and restorative discipline strategies.	The Program Director surveys all staff bi-annually and meets with Program Directors montlhy to determine professional development needs.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-

making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Career Education and Work

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey

Status: Not Started — Overdue

Goal: Student Attendance

Description: (No specific goals stated)

Strategy: Activities

Description: YBPCS has an in-house mentoring program to help make meaningful connections with students. In addition, case managers make phone calls to students who do not come to school and provide on-going supports with personal barriers to success. We provide incentives for students who have high attendance, and extracurricular activities engage students after hours. Our nurturing school environment and strong "family" culture at school provide a home for students who do not have a stable homelife.
PERFORMANCE INDICATORS: Daily attendance records. Weekly attendance reports distributed to all staff.
RESULTS/PROGRESS: As the 2009-10 school year is not yet complete (school year ends on August 27, 2010), we do not yet have outcome information for average attendace for graduates (however, each graduate must maintain a minimum average of 80% in order to successfully complete the program). The average attendance for all graduates over the last five years was 80.6%, and we can project that the 2009-10 attendance data will be similar. Average attendance for graduates has been on the rise at the school for the last eight years.

Activity: Sign-In/Sign Out Logs

Description: Create sign in/sign out log for staff and visitors to ensure safety.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/28/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Student Diploma Attainment

Description: Motivating young adults to complete a challenging academic program so that 70% of entering students graduate and receive a high school diploma within one year.

Strategy: Resources

Description: Provision of special education resources. Low student-teacher ratios. Case management to help resolve life issues that keep students from academic success. Motivating

and engaging curriculum. Retention strategies including student incentives and extracurricular activities.
PERFORMANCE INDICATOR: Trimester Report Cards/Student Progress Meetings.
RESULTS/PROGRESS: The 2009-10 school year is not yet complete, and therefore we do not have this data at this time. Our current retention rate as of July 1, 2010, is 84%. 151 out of 218 (69%) enrolled in the 2008-09 program year earned high school diplomas. 134 out of 212 (63%) enrolled in the 2007-2008 program year earned high school diplomas. In the 2007-08 school year, YBPCS retained 148 students, representing a retention rate of 70%. Over the past three years we have worked steadfastly to ensure that our graduation standards match the entry requirements of local post secondary institutions. To this end, we have strengthened these standards and provide students with tutoring and support that reaches even past the traditional one year length of program. These students persevere with us, and many meet requirements and graduate as late as December. This has meant that our graduation rates are not captured on the PIMS system according to cohort enrollment.

Activity: Student Incentives

Description: Students maintain high attendance are rewarded with a laptop computer, cash awards, certificates, etc.

Person Responsible	Timeline for Implementation	Resources
Brian Leffler	Start: 8/24/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Student Test Scores

Description: We did not state any test score goals in our renewal application. However we are currently in the process of researching testing options for our student population.

Strategy: TABE

Description: We administer the Test of Adult Basic Education (TABE) at the beginning and end of the year in order to track academic progress.
PERFORMANCE INDICATOR: Test of Adult Basic Education (TABE).
RESULTS/PROGRESS: In the 2009-10 school year, we administered the TABE electronically several times throughout the school year to get students comfortable with the format of electronic testing. The electronic results give detailed feedback on the skill areas that students need improvement, and students were counseled on their TABE results. Teachers used the TABE data to individualize academic instruction. The majority of YouthBuild Philadelphia Charter School students with valid TABE scores made gains on the TABE.

Activity: Pre/Post Tests

Description: Students are administered an on-line version of the TABE (Test of Adult Basic Education) three times a year to evaluate skills improvement in Reading and Math. Teachers use individual and group results reports to gather information about individual students' skills areas so that instruction can be focused to meet the needs of each student. Reports can be run by attendance, teacher, grade level, etc to find trends and assess needs for group instruction and to key in on skill building needs for individual instruction.

Person Responsible	Timeline for Implementation	Resources
Grace Cannon	Start: 8/24/2009 Finish: Ongoing	$20,000.00

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- AYP Statement - 2010

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

YouthBuild Philadelphia Charter School (YBPCS) was chartered in 1997 to meet the unique needs of young people in Philadelphia who have dropped out of high school. We have done this by providing a comprehensive and rigorous year-long academic and vocational training program. Over the last 13 years, 1331 former high school dropouts have earned their high school diploma. YouthBuild Philadelphia Charter School is a locally and nationally recognized alternative education program, providing vital education and job training to out of school youth. We are considered a flagship program in the YouthBuild movement and are one of the few accredited YouthBuild programs in the country. YouthBuild Philadelphia scores “Excellent” or “Very Good” in each of YouthBuild USA’s Affiliated Network Performance standards, and consistently meets program outcomes for more than five major funding sources. We are a Gates Leader School, recognized by the Gates Alternative High School Network for our “personalized culture” and ‘future focus.” Our key staff have been called upon to provide advice and guidance to many direct service organizations and institutions that work with the out-of-school population, and staff have been invited to participate in a number of local and national task forces and conferences intended to improve opportunities for out-of-school youth.

Our customized curriculum is designed specifically to meet the needs of the out-of-school population and is keyed to industry demand, student interest and Pennsylvania standards. The skill level of our students in reading and math can range from elementary-school to post-high-school levels, and we therefore implement a wide range of curriculum tools and teaching methods. All students receive basic skills training, as well as college prep and college exposure. Teachers develop lesson plans focusing on topics that are interesting and engaging to our student population and we are constantly evaluating and improving to make sure students are meeting the highest academic standards. Each curriculum component has project-based learning and is directly tied to life skills.

The YBPCS education model is student-centered. It is based on the philosophy that students learn best when they are fully and actively engaged in solving problems when the learning is relevant and meaningful to their lives. YBPCS has designed curricula to incorporate students' personal histories, their sense of who they are in the world, and their visions of what they can and want to do with their lives. The objective of YBPCS's education model is to create an effective and meaningful learning environment aimed at improving students' basic skills and increasing their critical thinking capacity. This serves to foster understanding, defined as the ability to apply knowledge to new situations. Teachers maximize learning by using assessment rubrics that give specific feedback in areas including content and understanding, reflection, and presentation skills. Students gain perspective on their work by receiving constructive comments from both teachers and peers. Through this process they begin to understand how they learn. Ultimately, students discover how revision of their work and collaborating with peers are natural parts of real-world work.YouthBuild's on-going assessments evaluate not just what students know but what they can do with that knowledge. Along with on-going analysis of skills tests, test scores, portfolio assessments, academic progress, grades and attendance, we incorporate class observation, as well as writing and reading activities to develop a full picture of each student's basic skills progress. We provide students with contextual feedback on their skill level and progress. These evaluations provide YouthBuild staff with multiple opportunities to examine progress, as well as student concerns, needs and performance. The small size of the school and family atmosphere make it possible to provide fine-grained, individual feedback (in areas of growth, strength or functional deficiency) to students through one-on-one progress reports, report card conferences and frequent meetings with teachers and case managers.

YBPCS addresses PA state proficiency requirements for reading, writing and mathematics as set forth under Chapter 4 by using the following state approved local assessments to determine graduation eligibility:
· Written work by students
· Other demonstrations and projects by students related to specific academic standards.
· Examinations developed by teachers to assess specific academic standards.
· Diagnostic assessments
· Evaluations of portfolios of student work related to achievement of academic standards.

The PDE's letter, dated 1/31/2007, approving YouthBuild Philadelphia's Professional Development Plan is attached. We have not received any other communication indicating approval (or disapproval) of the Plan we submitted subsequently.

We also have not received any other communication indicating approval (or disapproval) of the Teacher Induction Plan we submitted last year.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Induction Plan
- YB Transmittal Letter for Induction Plan

English Language Learners

YouthBuild Philadelphia did not have any ELL students in 2009-2010. However, if we were to have ELL students,YouthBuild would implement the following program:

YouthBuild implements its program based upon a variety of models to address the specific needs of its LEP/ ELL students. It primarily uses an ESL program model that teaches ELL social and academic language skills, as well as cultural aspects of the English language, necessary for the student to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading and writing skills at appropriate developmental and proficiency levels with little or no use of the student's native language. LEP/ELL students are graded on a pass/fail basis. Grades are reported on a standard YouthBuild report card, but the information on the report card is provided in the language read and understood by the students' parents. Planned instruction in ESL includes listening, speaking, reading and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards will be addressed and objectives developed for ESL classes at all levels depending upon the individual students' levels of language development and proficiency. ESL is integrated into language-arts and English instruction. Students will be scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Teachers must adapt courses of study to meet student needs. Content area instruction will be aligned with the corresponding academic standards. At YouthBuild Philadelphia, ESL replaces the English requirement for graduation. Determining when a student is ready to proceed from one proficiency level to another, or from an ESL program or a transitional bilingual education program, will be done by using multiple measures that provide information on the students' listening, speaking, reading and writing proficiency. A record of all ELLs and their English proficiency levels are maintained in the students' permanent records. YouthBuild administers the Annual State English Language Proficiency Assessment to all ELLs who are receiving instruction in an ESL/Bilingual education program.

English Language Learners - Attachment

- Accuracy Certification - LEP System2010

Graduation Requirements

YBPCS grants a competency-based diploma, and YBPCS' team of teachers provide rigorous and engaging academic and vocational instruction. Each core course (mathematics, Language Arts, science and social studies) and enrichment courses (career development, life skills, academic support and service learning) help students develop academic, leadership and soft skills. Students acquire skills and knowledge through direct instruction, individual/group projects and independent research. To meet the expectations of today's job market, teachers integrate technology into all courses, with skills ranging from basic word processing and PowerPoint presentations to Internet research.

Our work-based education helps students develop specific hard skills for carpentry, healthcare or technology, as well as the soft skills necessary to hold any job. YBPCS' Director of Curriculum works to develop, review and update construction, healthcare and technology curricula in a way that is continually responsive to industry, market and academic needs. Teachers and vocational instructors use the industry-informed curriculum to reinforce math and reading skills throughout the program. Key academic skills taught in the classrooms are fully integrated into vocational instruction, and the math and literacy concepts learned in the vocational training are reinforced in academic classes. On the worksite, students practice reading and writing skills through journal entries and technical material, and learn math concepts with vocation-based manipulatives such

as lumber and tiles. Teachers and instructors meet at least weekly to discuss student progress, challenges, and achievements, and to strategize about ways to refine curriculum and support services across departments.

Over the past five years, our primary concern has been bridging the gap between students who left school without mastering basic skills and the needs of post secondary institutions and employers. With that in mind, each year we have made graduation requirements more stringent and held students to strong academic, vocation and behavior competencies. We believe that YouthBuild's occupational and academic program prepares graduates to succeed in post-secondary education or meaningful employment. Our high graduation standards (all YBPCS graduates must: maintain a minimum of 80% attendance throughout the school year; score over 70% in each subject/training area; complete a certification in their field of occupational training; pass a comprehensive transformation interview; perform 675 hours of community service; complete all components of their individual transition plan; complete components of their personal goal plan; and demonstrate gains on the TABE test) directly impact our high placement outcomes. YouthBuild's supports (i.e. one-on-one case management, individualized on-going transition planning, family atmosphere) allow students to persevere and attain a high school diploma and certification. Specific academic supports (before and after school tutoring, individualized instruction and teaching to student interest and skill level) and a custom designed curriculum help students make numeracy and literacy gains. All of our program activities are directly linked to student success.

Special Education

YouthBuild Philadelphia Charter School educates all Special Education students in accordance with the regulations under both the 2006 Federal IDEIA and the PA Code Chapter 711. The type and level of service are determined by formal (re-)evaluations of all eligible students. Although an Itinerant level of service (i.e., the least restrictive environment) is preferred, the level of service afforded to each student is determined by that student's educational needs. Accordingly, this past year, services were offered at the Itinerant and Part-time levels. Moreover, within each level of service, instruction is either accommodated or modified--again, based of his/her educational needs--in order for each student to make educational progress and achieve his/her IEP goals.

Special Education - Attachments

- Special Education Manual-- Part I
- Special Education Manual - Part II

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Laina Latta	1.00	Learning Support	YouthBuild Phila. C.S.	7	Ms. Latta provided part-time Learning Support services in Math for an average of approx. 7 students.
Brian Flynt	1.00	Learning Support	YouthBuild Phila. C.S.	7	Mr. Flynt provided part-time Learning Support services in Language Arts and Math for an average of approx. 7

					students.
M. Nicole LaVerde	1.00	Learning/Emotional/Behavioral Support	YouthBuild Phila. C.S.	14	Ms. LaVerde functioned as both the Special Education Coordinator and an Itinerant Teacher for students in need of Learning-, Emotional- and Behavioral-Support services within Regular-Education classes.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	n/a	n/a	n/a	0	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	YouthBuild Phila. CS	.20

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Shalom, Inc.	Counseling Services	28 hours

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
Test of Adult Basic Education (TABE)	No	No	No	No	No	No	Yes

Student Assessment

Due to the special nature of our mission and enrollment, YBPCS does not participate in the PSSA or PASA assessments. Rather, YBPCS uses the Test of Adult Basic Education (TABE) to measure the academic skill levels of its students. Upon admission, the Test of Adult Basic Education (TABE) is administered to all YBPCS students as an individual screener for skill levels

in mathematics and reading. This provides administrators with information to best determine student instructional groupings. The TABE results are also used as a screener for referrals for possible Special Education and related support services. Staff analyzes post-test results and determines strategies to improve scores and maximize student buy-in to this test.

YouthBuild's assessments evaluate not just what students know but what they can do with that knowledge. Along with on-going analysis of skills tests, test scores, portfolio assessments, academic progress, grades and attendance, we incorporate class observation, as well as writing and reading activities to develop a full picture of each student's basic skills progress. We provide students with contextual feedback on their skill level and progress. These evaluations provide YouthBuild staff with multiple opportunities to examine progress, as well as student concerns, needs and performance. The small size of the school and family atmosphere make it possible to provide fine-grained, individual feedback (in areas of growth, strength or functional deficiency) to students through one-on-one progress reports, report card conferences and frequent meetings with teachers and case managers. Because many of our students have had negative experiences in schools, particularly in the area of assessment, we have established a culture where assessment is a positive tool, and model this by asking them to regularly assess us. Students evaluate their classes, teachers, staff and the school through a formal evaluation several times a year. YBPCS' philosophy is to make student evaluation an integral part of the learning experience.

TABE test scores, classroom observation and authentic reading and writing activities that use writing samples and books geared toward student interest are all used to place students in level-appropriate classes and training. From the first day, we coach test-taking skills in order to minimize fears around testing. Staff members are trained in proctoring the tests in a way that reduces anxiety. We establish an ideal testing environment by providing breakfast, having reassuring staff available and maintaining appropriate room temperature and lighting. Instructors use writing activities such as journaling, to get students to demonstrate what they know and allow them to make the connection between their knowledge and the term/label for that skill. All YBPCS staff receive professional development training on how to coach students on test-taking skills, and develop strategies around youth cognitive development.

Academic goal plans are determined based on TABE results, classroom observation and authentic assessments, and teachers implement learning strategies focused on each student's individual needs. Where appropriate, students are grouped by basic skill level so that they are in classes with students on similar academic levels. Frequent assessments and observation allow students to be moved into higher or lower level classes based on their demonstrated skill. In 2007, YBPCS began administering a computerized TABE test in recognition of the trend of computer testing in everything from the driver's exams to college entrance exams. The on-line results provide detailed analysis of test scores in each section, highlighting specific weaknesses and strengths in math and English skills that are of great benefit to teachers developing lesson plans, as it clearly details which area of focus each student needs for improvement. The CNA and Microsoft Office skills certifications are also on-line exams that provide feedback for students to evaluate, with practice tests available to help students determine their weakest areas. Extensive computer use during classes, for practice tests and assignments gives less computer-literate students more ease with this form of testing as the year progresses. All test results are evaluated and monitored by the Director of Curriculum and Instruction, who provides individual counseling and feedback to students highlighting their str

YBPCS strives to meet the needs of each student so that they will be able to succeed in the school program and in post-secondary education. To address these needs individually, YBPCS implements a number of proven strategies to ensure academic and behavioral progress and to catch faltering students early in the school year:

- Each student receives individual attention to progress through academic support, mentoring, case management and tutoring.
- Individualized Education Plans are developed for each student that has been determined to be an eligible student after a comprehansive evaluation.
- C-SAP Behavior plans are developed for individual students with behavioral issues.
- Staff members arrange “teamings” for students who begin to show signs of faltering attendance, poor academics or problematic/out of character behavior.
- One on one tutoring from teachers and outside volunteers is available to all students before and after school.
- Attendance is tracked and monitored on a daily basis by case managers who follow-up with absent students.
- Individual report card conferences are scheduled at the end of each quarter with the student and his/her teachers, case manager, mentor, and the Director of Curriculum & Instruction to keep the student constantly aware of academic standing and attendance/behavior problems.
- All students attend an Academic Support class, where they can complete work from their core classes with one-on-one tutoring.
- Transition plans are created for students to guide them through steps they need to take throughout the year to enter into the workforce or continuing education setting of their choice.
- A Transitions team follows up on student achievement for a minimum of three years after graduation.

Student Assessment - Attachment

- Aggregate TABE Data 2009-2010

Teacher Evaluation

a.) **List the main features of the school’s teacher evaluation plan**.
Teachers are evaluated largely on the quality of their instructional delivery and student engagement in learning projects. Evaluations are based on the following: monthly observations; teacher preparation; curricular selections; lesson plans; student assessment activities; and, quality of student assignments, classroom management, and student feedback. Teachers are evaluated each month and annually through a process of self and supervisor evaluation

b.) **List entities/individuals who are responsible for teacher and staff evaluation**.
Simran Sidhu, Executive Director (all staff)
Grace Cannon, Director of Curriculum and Instruction (teachers)
Brian Leffler, Director of Programming (all department managers)
Areisha Geier, Director of Case Management (case managers)
Martin Molloy, Transition Services Director (transition coordinators)
Candace Carmon, Director of Vocational Programming (vocational instructors)
Emilia Gorbulsky, Fiscal Director (fiscal assistant)
Meredith Molloy, Development Director (communications coordinator, grants and data manager)

YouthBuildPhiladelphia hired a part-time evaluator with an Administrative K-12 certificate to perform all academic teacher evaluations in the 2009-10 school year. That consultant partnered with our Director of Curriculum and Instruction who has more than 13 years of experience in teaching, program design and technical assistance in alternative education programs, and has developed curriculum and project evaluation for multiple education programs, but does not hold an administrative or supervisory certificate.

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school.

Describe **professional development for the evaluators:**

The overall success of any academic program truly rests on the ability and the commitment of its instructors. We have a diverse and talented team of educators and administrators with extensive experience with the out-of-school population. To help our teachers, instructors and case managers meet the diverse and challenging needs of our students, we invest considerable resources in professional development initiatives as well as provide on-going feedback through classroom observations and individual conferences.

To ensure that teachers and other staff have the training and resources they need to perform effectively, we have done the following:

- Set aside dedicated funds in YBPCS's operating budget for professional development.
- Set aside 15 days in the school calendar for professional development activities.
- Send staff and teachers to training sessions and retreats throughout the school year.
- Regularly send members o f the special education team to PATTAN-hosted training sessions and workshops.

Our Special Education teachers receive special trainings throughout the year and work closely with the Director of Curriculum and Instruction and our School Psychologist. In the 2009-10 school year, the members of the Special Education team received the following trainings and then relayed important information back to staff (as indicated in the parenthesis) through staff trainings:

- **Special Education Policies and Procedures at YouthBuild** (all staff): All staff at YBPCS were instructed on the Policies and Procedures for Special Education at YouthBuild including the process of identifying, evaluating, implementing the IEP (Individualized Education Plan), and monitoring progress for students entering YouthBuild who have already received specially designed instruction or students who were suspected of needing specially designed instruction to access YouthBuild's curriculum.
- **Working with Students Identified with Specific Learning Disabilities in Mathematics** (Math Teachers and certain Construction Staff): Staff received training on how to work with students identified with Specific Learning Disabilities in Mathematics and the various accommodations and modifications necessary when working with students experiencing difficulties with math. This training included classroom set up and management strategies to aid all students who struggle in mathematics.
- **Working with Students Identified with Specific Learning Disabilities in Reading** (Teachers and certain Construction Staff): Staff received training on how to work with students identified with Specifi c Learning Disabilities in Reading and the various accommodations and modifications necessary when

working with students experiencing difficulties with reading. This training included classroom set up and management strategies to aid all students who struggle in reading.

- **Hundred Book Challenge** (Language Arts teachers): Staff were instructed on the Hundred Book Challenge program and how to incorporate the system with students experiencing difficulties with reading.
- **Reading Rewards Program** (Language Arts teachers): Staff were informed of the benefits of the Reading Rewards Program and its successes when utilized in the Special Education Language Arts Classroom.
- **Working with Students Identified with Emotional Disabilities** (all staff): Staff were trained in using effective behavior management techniques when working with students identified as having emotional disabilities. The training included a presentation and example of accommodations a staff might employ with a student with emotional disabilities. Staff were given excerpts from the PRIM (Pre-Referral Intervention Manual) that staff could utilize when confronted with troubling behaviors.
- **Working with Students Identified with Attention Deficit / Hyperactive Disorder (AD/HD)** (all staff): Staff were trained in using effective techniques when working with students who suffer from AD/HD. Staff were equipped with a list of interventions that will help improve the focus of students with Attention Deficit and or Hyperactive Disorder.
- **Understanding and Implementing the Behavior Support Plan** (all staff): Staff were briefed on how to implement a basic behavior support plan (BSP) for students identified as benefiting from such a plan. Further, staff were instructed on how to utilize the individualized BSPs of students in attending classes and worksite.
- **Understanding and Implementing the IEP** (most staff): Staff\ were instructed on how to interpret a nd utilized the IEP of students in their class.
- **Using the WIAT** (special ed. staff) The Special Education teacher was trained on how to use the WIAT (Wechsler Individual Achievement Test) to access student's academic levels.
- **Collecting data and writing the IEP** (special ed. staff): The Special Education teacher was trained on how to collect data for the IEP as well as how to write the IEP. The training included how to read and understand the Evaluation Report, collect data from mother staff, the student and his or her parent(s), and how to develop a comprehensive transition plan.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In the 2009-10 school year, the senior management team (which includes the Executive Director, Director of Programming, Development Director, Fiscal Director and Director of Construction and Business Development) and Board Leadership (which includes Cynthia Skinner as Chair, Richard Gitlen as Vice Chair, Anthony Fullard as Secretary and Patrick McKenna as Treasurer) remained stable from the previous year. In the 2010-11 school year, all leadership will remain the same except for Board Treasurer, which will be taken over by Board and Fiance Committee member, Tim Daniel. Patrick McKenna will continue to serve on the Board and the Finance Committee.

Board appointments 2009-2010 (inducted June 2010):
Howard Steinberg, Onion Flats, LLP
Robert Totaro, Brandywine Financial Services Corporation
Matthew Axlerod (visiting scholar from U Penn)

Board terms expired in 2009-10 (stepped down June 2010):
Jay Feldstein
Shardell Martin
Adam Birnbaum (visiting scholar from U Penn)

Board of Trustees

Name of Trustee	Office (if any)
Marty Brigham	Director
Jahi Davis	Director
James Davis	Director
Anthony Fullard	Secretary
Richard Gitlen	Vice Chair
Todd Marzolf	Director
Patrick McKenna	Director
Michael McPhilmy	Director
Samuel Olshin	Director
Cynthia Skinner	Chair
Robert Totaro	Director
Timothy Daniel	Treasurer
Howard Steinberg	Director
Karen Williams	Director
Charles Esser	Director
Joanne Lewers	Director
Alfred Essandoh	Director

Professional Development (Governance)

When appointed, Board members are given a detailed description of the school and its programs, as well as Board responsibilities. Orientation materials that include:

- Senate Bill 123
- Sunshine Act
- School Code 309

- Student Handbook
- Board Meeting Schedule
- Board Meeting Minutes
- School Calendar
- "Job Duties" of Board and Committee members

All new board members meet with the Executive Director and Board officers as well as spend a day visiting the school and construction sites and talking with management staff. In addition, an annual Board Retreat occurs each February, where Board members participate in a day long professional development training.

Coordination of the Governance and Management of the School

The YBPCS board meets quarterly and its executive, finance, development and program committees meet on a regular schedule between board meetings. The Board coordinates the governance and management of the school through the Executive Director and the Senior Management Team. Regular reports to the Board ensure that they are kept abreast of both on-going as well as new issues as they come up. All senior management staff are invited to attend and present at board meetings. Members of the Board are also involved in key hiring decisions—usually through a specially appointed search committee. The Board of Trustees has final authority on approving several aspects of the Charter School operations, including: approving budgets and expenditures, approving the mechanism for teacher and staff evaluation, and approving strategic directions or changes in program direction.

The Board's philosophy on resolving difficult issues is based on the assumption that difficult issues must be resolved with input from all affected stakeholders, and has ensured that they have access to the Board. The staff has ready access to the Board through Board Personnel and Program Committees and a problem-resolution/grievance procedure that allows for the formation of an Appeals Committee that includes one member of the Boards' Executive Committee.

Students have access to the Board via the Youth Congress, the student governing body, and student representatives attend Board meetings to give updates and reports. The student representatives are selected by their peers and act as channels for students' needs, ideas and opinions as well as participating in the long-term improvement of YouthBuild. Youth Congress members may voice their concerns to the Board through the Chief Administrative Officer, and the Board meets with the Youth Congress at least once a year to address students' concerns and suggestions. Two YBPCS alumni currently sit on the Board of Trustees.

The Board has and continues to designate members with particular expertise (e.g., legal, human resource, financial, etc.) to review and evaluate personnel issues on behalf of the board as a whole. For example, Board members with a human resource, legal or other personnel-related background were asked to participate in the revision of the YouthBuild Philadelphia Charter School's personnel policies.

In overseeing the financial health of the organization, the following safeguards are followed:

- Budget versus actual results are reported to the Board of Trustees and/or the Executive Committee on a quarterly basis. Significant actions, if any, are reviewed and authorized by the Board.
- All checks in excess of $15,000 are signed by both the Executive Director and a Board Officer.
- Adequate segregation of duties exists with the business office.

- An independent auditor audits YBPCS annually. In addition to the financial audit, YBPCS is subject to OMB A-133a guidelines, which deal with contracting/funding compliance and internal control issues.
- The Fiscal Director discusses the Management Letter with the Board of Trustees.
- The Fiscal Director reviews all payment requests and approves them prior to getting a signature by the Chief Administrative Officer. The comptroller does not have signatory authority; only the Chief Administrative Officer has this authority.

YBPCS has had a positive relationship with the charter granting authority. YBPCS's Chief Administrative Officer and Director of Programming have attended charter school meetings organized by the School District of Philadelphia's Office of Charter Schools. In addition, they have worked with School District of Philadelphia officials to coordinate the provision of multiple options to young adults who have dropped out of school across the city.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule 2010-2011

Community and Parent Engagement

The YBPCS Board of Trustees has made specific efforts to engage parents and the community in school activities. The Board's philosophy is based on the assumption that difficult issues must be resolved with input from all affected stakeholders. The following strategies are included to increase parent and community involvement in the school's governance:

- All Board of Trustees meetings are advertised and open to parents, students, staff and the public.
- There are always at least two graduates who serve on the Board of Trustees.
- Since YBPCS students are young adults (between 18 and 21), communication with parents is limited legally. However, for the 2009-2010 school year, YBPCS hosted a successful and two well-attended Open Houses in September, through which we were able to strengthen the relationship between parents, students' guardians, staff and school leadership. More than 80 family members came to learn more about our program and meet student's teachers.
- Families are invited to attend fun celebrations and ceremonies, such as the Student Winter Break Activity and the Graduation Ceremony, and they are also invited to attend teamings and IEP meetings.

The mission of YBPCS centers around the community, and naturally requires an abundance of community involvement. As part of the program, YBPCS students each serve 675 hours of community service throughout the school year. Through the vocational training portion of our program in the 2009-10 school year, students rehabilitated two dilapidated homes to sell to low-income, first time homebuyers, refurbished 150 computers to donate to local schools and charities, and performed more than 200 hours of service at long-term care facilities and hospitals. In addition, students engage in a weekly service-learning class, where the research, identify, discuss and act on a community issue that is important to them. This year, classes focused on violence, hunger, health and education and partnered with local non-profit agencies to perform service in the community each week to address these issues. YBPCS students and staff also lead three large-scale, day-long service projects in the community for Make A Difference Day, Martin Luther King Day of Service and Global Youth Service Day. We invite community members, business leaders, Board members and corporations to participate in all of our service projects, and often have involvement from companies such as Deloitte, DMI Partners, and

Wyeth. YBPCS has hosted the "signature project" for MLK Day of Service for the last five years, and in 2009, YBPCS was awarded the Harris Wofford Active Citizenship Award for our years of exemplary and extensive dedication to service in the city.

In addition, YBPCS engages community members from local colleges, businesses and churches in the day-to-day operations of our program, actively seeking volunteers to tutor students after school and in our Saturday School program, and to serve as on-going mentors to current students and graduates. In 2009, YBPCS acquired a Volunteer Coordinator through the AmeriCorps VISTA program who was able to recruit and engage more than 150 community volunteers. Approximately 25 of those volunteers participated in YBPCS activities on a weekly or monthly basis throughout the year.

Local employers provide YBPCS with training guidance, feedback on placement and retention strategies, as well as graduate access to emerging opportunities in the industry through our Business Advisory Councils. Each of these industry-specific councils is led by a YBPCS board member who is an industry leader. For example, the CMO of Keystone Mercy Health Plan (the largest regional MA healthcare provider) heads the Healthcare advisory council. He convenes senior management from other key employers (Aetna and Jefferson Health Systems) to discuss industry trends and open doors for graduates who want to pursue careers in the healthcare field. YBPCS has similar councils for construction and technology, as well as a council on college access. We also partner with many local companies who provide internships, job shadowing, and employment opportunities for YBPCS students.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Throughout the year, YBPCS submits grant proposals to the Federal, state and local government, as well as private foundations. An annual appeal to individual donors and corporations is mailed once each fall and once in the spring. In the 2009-10 program year, Board and Fundraising Committee members hosted "parlor meetings" to introduce their contacts to YouthBuild with the goal of fostering new contacts, relationships and donations for the program. In the 2010-11 school year, YBPCS plans to host a fundraising reception to raise awareness about the school in our community, as well as to raise funds.

Fiscal Solvency Policies

YBPCS' commitment to performing with the highest ethical standards is reflected in all departments and ensures quality and accountability in every facet of the program. Finances are managed independently and in a cost-effective manner. The fiscal management system uses checks and balances recommended and overseen by an independent auditor, with an annual audit conducted under OMB Circular A-133 by an independent accounting firm. An 18 member Board of Trustees, consisting of education and business leaders in our community, oversees the direction, operation and fiscal responsibility of the program. The Board meets quarterly, and its finance and executive committees meet monthly, to approve cost allocation plans, ensure sound fiscal practices, responsible budgeting and contract compliance.

The budget is developed using the following: prior year vs. actual results; a planning session with the Chief Administrative Officer and senior management; and, inflation research to develop salary figures, canvassing major vendors to determine significant increases in costs, e.g. audit, insurance etc. We have a $400,000 line of credit from The Reinvestment Fund for emergencies, shortfalls and delays in receiving monies.

Accounting System

For Fiscal Year 2009-2010, YBPCS used MAS90 Accounting Software. All budgeting and accounting transactions are reported on a GAAP basis. There is no requirement that we comply with Pennsylvania DOE Chart of Accounts. Our accounts structure allows us to adequately report activity on the annual AFR.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenues, Expenditures & Fund Balances - Expenditures
- Preliminary Statement of Revenues, Expenditures & Fund Balances - Revenues

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

The last completed audit is for Fiscal Year 2009 (our year end is June 30), was clean, with no material findings. YBPCS's independent auditing firm was Stanley N. Booz, LLC, located at 252 West Swamp Road, Suite 39, Doylestown, PA 18901.

The Fiscal Year 2009-2010 audit will again be completed by the independent auditing firm Stanley N. Booz, LLC, who began in July 2010. A full report is expected to be available in October 2010.

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

- Audit 2009

Citations and follow-up actions for any State Audit Report

Other than the annual financial audit conducted by an independent firm, YBPCS did not receive any state audit report during the current school year. YBPCS has gone through State audits in the past, but our most recent was in October 2004, when our Special Education Program went through a State audit by the Bureau of Special Education. Through this rigorous audit, the YBPCS Special Education Program received several corrective action measures (including developing a staff survey to determine interests and needs for professional development and to review all folders of all identified children to assure that Community Agencies, when appropriate, are invited to IEP meetings) which were evaluated successfully in a follow up audit in April 2005.

The program also received 5 commendations through this process:

- The Charter School is commended for the positive attitude of its teachers and the policy of accountability required of its students.
- The Charter School is commended for providing a curriculum that fosters and encourages self-esteem in its students.

- The Charter School is commended for its active pursuit of grants to supplement and enrich its programs for students.
- The Charter School is commended for providing an opportunity for students to learn practical skills that will enable them to be productive citizens.
- The Charter School is commended for the follow-up of graduates that it conducts.

SECTION VII. FACILITY RESPONSIBILITIES

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

In the 2009-2010 program year, YBPCS remained at our current location at 1231 N. Broad Street, 3rd Floor (a leased property). We acquired some second-hand furniture, such as file cabinets and chairs, and began leasing additional space on the 5th floor of the 1231 N. Broad Street facility.

Future Facility Plans and Other Capital Needs

Our Board of Trustees created a Board Facilities Committee to focus on a facilities evaluation and search in 2008. In the spring of 2010, the Committee came to the decision that YBPCS should continue renting less the perfect opportunity (free/very inexpensive property in an ideal location) arises. We recognize that what we do is different from other charter schools - we are not eligible for Title I or free and reduced lunch, and more than $3 million of our $5 million budget are leveraged funds to put directly toward student services. We do not want our desire for a facility to take away from student needs or students services, therefore the Facilities Commitee is charged with looking for an appropriate facilty in a central location at an affordable price.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Health and Safety Requirements

YouthBuild has an emergency evacuation plan and holds fire drills.

YouthBuild is located on the third and fifth floors of an office building which houses various human-service organizations. The building management maintains a security guard in the lobby while the building is open for business and is responsible for waste removal. The building is accessible for persons with disabilities.

Student Health Services Requirements

YouthBuild provided the mandated vision and growth screens; they were done under the supervision of a PDE-certified school nurse.

Maintenance of Health Records:
All student health records--immunization records and results of health screens-- are maintained in a dedicated section of the students' official school records.

Immunization Assessment:
School personnel verify that each incoming student has received the required immunizations

both by obtaining each student's immunization records from The School District of Philadelphia's student database (via their School Computer Network).

Wellness Policy

YouthBuild does not participate in the Federal Free and Reduced Meal Program and so is not required to develop or implement a Local Wellness Policy under Section 204 of P.L. 108-265. Nonetheless, YouthBuild includes in its educational program discussions of student wellness, including physical activity and nutrition education.

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

- Report of School Health Services
- Re Wellness Policy

Current School Insurance Coverage Policies and Programs

YouthBuild Philadelphia offers all of its employees and their families a generous package of health insurance coverages that is 100% employer-funded.

The school is also in full compliance with all of the insurance-coverage mandates of The School District of Philadelphia.

Insurance Coverage	Carrier
Employee Medical	Keystone Blue Cross Blue Shield Independence Blue Cross Blue Shield
Employee Dental	Guardian
Professional Liability, Umbrella Policy, General Liability, Auto	Philadelphia Indemnity Insurance Co./Markel Insurance from 4/7/10
Workmen's Compensation	State Workers Insurance Fund/Companion Property and Casualty Insurance from 5/16/10

Current School Insurance Coverage Policies and Programs - Attachment

- Certificate of Insurance 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total Number of Professional Personnel currently employed (as of 6/1/2010): 13

Teachers	9
Administrator (Principal)	1

Administrator (Dir. of Curr. & Instr.) 1
School Psychologist 1
School Nurse (contractor) 1

Returning Staff from 2008-09 School Year: 11
Teachers 7
Administrator (Principal) 1
Administrator (Dir. of Instruction) 1
School Psychologist 1
School Nurse (contractor) 1

Total Number of Professional Personnel employed throughout the entire 2008-09 School Year: 13
Teachers 9
Administrator (Principal) 1
Administrator (Dir. of Instruction) 1
School Psychologist 1
School Nurse (contractor) 1

The professional staff at YouthBuild Philadelphia CS has been very stable in recent years.

HQT status is 100%.

Quality of Teaching and Other Staff - Attachments

- PDE-414 Verification Form2010
- Accuracy Certification Statement LEA Staff Profile
- HQT, Course Instructor and Course Enrollment ACS

Student Enrollment

YouthBuild has a three-stage admissions process which each applicant must attend (and this process is posted on the school's website: www.youthbuildphilly.org):

1. General program orientation
2. Individual interview
3. "Mental Toughness" (an intensive 8-day group orientation which mirrors the regular YouthBuild school day)

YouthBuild uses the two charter-permitted screening criteria—punctuality and motivation—to determine whether an applicant moves forward in the admissions process from one step to the next. To be enrolled in YouthBuild, applicants must successfully complete all three stages.

YouthBuild does not otherwise discriminate on the bases of race, ethnicity, gender, sexual orientation, intellectual abilities, or academic achievement.

For the 2009-10 school year, YouthBuild was not required to use a lottery. It accepted all of the applicants remaining at the end of the admissions process.

YBPCS is a 12th-Grade-only school and so does not offer Kindergarten or First Grade.

Student Enrollment History for 2009-10:

§ Grade provided: 12th Grade only

§ Number initially enrolled (new): 219

§ Number of returning students from 2008-09: 61

§ Highest enrollment in 2009-10: 280

§ Number who were dropped during 2009-10 (Sept.-Aug.) for 10 consecutive, unexcused absences: 38

§ Number added: 0

§ Number transferred out: 1

§ Number permanently expelled: 1

§ Number of graduated students: Not available because school year is still in progress as of 8/3/2010.

§ Number of students who completed this school year but did not graduate: Not available because school year is still in progress as of 8/3/2010.

Provide the number of students who completed the 2009-2010 year who are currently enrolled to return in September:

Not available because school year is still in progress as of 8/3/2010.

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

§ Students who were formally expelled: 1

§ Students who left voluntarily: 38 (dropped from enrollment after 10 consecutive, unexcused absences)

Trends in school attendance and retention:

	2004-05	*2005-06*	*2006-07*	*2007-08*	*2008-09*	*2009-10*
Attendance:	75.3%	77.9%	78.8%	74.3%	73.6%	---
Retention:	79.4%	78.0%	77.2%	69.2%	76.7%	82.2%

In 2008-09, YouthBuild Philadelphia extended its school year by 6 weeks-- to 11 months (September to August). In addition, we have required each student to earn a vocational certification in the area of their vocational training. Our attendance rate for 2009-10 is not available because school year is still in progress as of 8/3/2010.

Reasons why students chose to return to YouthBuild or not:

Students chose to return to YouthBuild to earn their high school diploma.

Students chose to leave YouthBuild for a variety of reasons which include:

- Personal issues
- Lack of motivation/ commitment
- Domestic instability
- Had to work
- Child issues
- Disliked school
- Legal issues
- Pregnancy

YouthBuild Philadelphia is neither under- nor over-enrolled.

Student Enrollment - Attachment

- Enrollment and Admissions Procedures

Transportation

As a high school for 18-21 year old former high school dropouts, YouthBuild does not have a transportation program. Those students that qualify for SEPTA student trans passes receive them, and those that do not qualify are supplied with tokens free of charge, as more than 90% of our students are low-income.

Food Service Program

- YouthBuild does not offer food services.
- YouthBuild students are not eligible for the FRL Program because all of them are at least 18 years old.

Student Conduct

YouthBuild expects each student to work to the best of her/her ability and to cooperate with the other students and school staff in maintaining a safe, healthy, and orderly learning environment. A proper learning environment must be free from disruptive, threatening, and dangerous behavior that interferes with the excitement and challenges of teaching and learning. YouthBuild's student discipline policy mirrors Chapter 12 of the Public School Code, including the due-process rights for students.

YouthBuild has adopted the restorative-justice model of discipline and has seen the number of suspensions decrease over the past few years.

Suspensions/ Expulsions
34 unduplicated students (out of an enrollment of 219) were involved in 38 suspension incidents and two expulsion incidents.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.
Name: Simran Sidhu **Title:** Executive Director
Phone: 215.627.8671 **Fax:** 215.763.5774
E-mail: ssidhu@youthbuildphilly.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Cynthia Skinner **Title:** Board Chair
Phone: 215.279.2500 **Fax:** 215.247.1240
E-mail: cindy.skinner@comcast.net

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

Identify the charter school's Special Education Contact Person.
Name: M. Nicole LaVerde **Title:** Special Education Coordinator
Phone: 215.627.8671 **Fax:** 215.763.5774
E-mail: nlaverde@youthbuildphilly.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance for Compliance Signature Page
- Assurance for Operations Signature Page