Pennsylvania Department of Education

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

Charter Annual Report

Tuesday, May 07, 2013
(Last Accepted: Friday, May 25, 2012)

Entity: Career Connections CHS
Address: 4412 Butler St
Pittsburgh, PA 15201

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2012 - 2013

Name of School: Career Connections CHS

Date of Local Chartering School Board/PDE Approval: 3/21/2007

Length of Charter: 5 Years **Opening Date:** 8/30/1999

Grade Level: 9-12 **Hours of Operation:** 8:10-2:45

Percentage of Certified Staff: 95.24 **Total Instructional Staff:** 27

Student/Teacher Ratio: 8.5 **Student Waiting List:** 0

Attendance Rate/Percentage: 86.74

Summary Data Part II

Enrollment: 230 **Per Pupil Subsidy:** Reg Ed - $13,047.17 - Special Ed $15,508.20

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	171
Hispanic:	2
White (Non-Hispanic):	50
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84.19

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 66

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	190	190
Instructional Hours	0	0	0	0	0	1086.10	1086.10

SECTION I. EXECUTIVE SUMMARY

Educational Community

After a comprehensive planning process initiated in 1998 the Boys & Girls Clubs of Western Pennsylvania, a highly respected youth development agency with roots tracing to 1888, proposed to establish a high school with a unique strategy to help students make a successful transition from school to career. The proposed school was approved by the Pittsburgh Public Schools and Career Connections Charter High School opened its doors for a class of ninth grade students. One grade level was added each year and in 2003 the first group of graduates moved on to the next phase of their life with a good understanding of their interests, aptitudes and opportunities. Some of these students went on to post-secondary education, some became gainfully employed and some entered apprecenticeip programs.

The school is located in the Lawrenceville section of Pittsburgh and the majority of students matriculate from the Pittsburgh School District. However, during the 2011-2012 school year students from eleven other school districts also enrolled.

Career Connections has always served a high percentage of low income students and this proved to be true in 2011-2012 with approximately 80% of students eligible for free or reduced lunch. A large percentage of students enter Career Connections with a history of attendance problems, below grade level skills and low motivation. A large percentage of students come from single parent families and many of these families are transient in nature.

These students face a unique set of challenges and Career Connections has a track record of success in helping students avoid high risk behavior and improve academically. This success can be seen in improved school attendance, the make-up of failed courses from a prior school, improved life skills and an enhanced awareness of and focus on career options. Parent and student surveys confirm a high level of satisfaction with the school. One indication of this is the fact that over the last three years 98% of the underclassmen enrolled on the last day of one school year came back for the next school year.

Mission

The mission of Career Connections Charter High School is to provide a safe learning environment that prepares all students for a productive life. The teaching of skills that help to achieve career goals will be accomplished through a strong teacher-parent-student partnership. Through small classes, an interdisciplinary curriculum, innovative teaching techniques and an internship component, our students will be prepared to make informed vocational choices.

Vision

Career Connections Charter High School will provide students with a safe and structured environment that is conducive to learning. Staff will stress the relevance of subject matter by relating academic content to career options. Students will have an awareness of their aptitudes and interests and how these relate to career options. The instructional program will utilize technology, innovative teaching, differentiated instruction and meaningful assessments. The school will foster open communication with students, parents and the community to achieve strong support. Graduates will demonstrate personal and civic responsibility, will make informed decisions and will function productively in a rapidly changing technological society.

Shared Values

- We believe that all students can learn.
- We believe that as an organization we can continuously improve.
- We believe that a safe, healthy and clean school environment enhances learning.
- We believe that high expectations are appropriate for all students.
- We believe in developing a school culture that motivates students and recognizes their accomplishments.
- We believe it is essential to treat all individuals with dignity and respect.
- We believe all students should have equal access to educational opportunities.
- We believe that schools, parents and the community are partners in the educational process.

Academic Standards

Since 2007-2008 the curriculum for all core subjects was based on the foundation of Lincoln Interactive through which all courses are aligned with the Academic Standards in Chapter 4. Beginning with the 2011-2012 school year the school started to revise the curriculum using Understanding By Design. This is a curriculum framework for improving student achievement by clarifying learning goals, developing revealing assessments and utilizing effective and engaging

learning activities. Through this framework Career Connections will ensure that its curriculum is aligned with the common core standards.

Concurrent with the Understanding By Design initiative all course descriptions and manuals were updated. As a result of these activities:

- Curriculum maps are in place for all courses.
- Academic standards are addressed.
- There is a link to careers in all courses.
- Enrichment opportunities are identified for all courses.
- Differentiated instruction strategies exist for all courses.
- Effective assessments are utilized to measure student progress.

Strengths and Challenges

Career Connections serves a high percentage of low income students (approximately 80% eligible for free and reduced lunch in the 2011-2012 school year) and many of these students come to the school with a history of attendance problems, tardiness problems and behavior problems. Many of these same students have math and reading levels far below their grade level and, in the instance of the students who transferred from other high schools, have credits to make up. In spite of these challenges Career Connections has been highly effective in meeting the needs of its students as determined by a variety of measuresments.

These successes are a result of the school's many strengths which include:

- A student behavior managment plan which includes a wide variety of student motivation and recognition provisions.
- A revised table of organization and revised job descriptions which have clarified staff expectations and the chain of command.
- A caring staff who form supportive relationships with students.
- A mentoring program that assigns every student to an academic mentor and a daily schedule that affords every mentor time with their mentees.
- Small class sizes (average of eleven) that give students more opportunities for individual attention.
- A safe, controlled and orderly school environment.
- A technology rich school environment.
- Supportive and collegial relationships between teachers.
- Many opportunities for students to participate in extra-curricular activities.
- A comprehensive career guidance, exploration and development program that starts with all ninth grade students and culminates with an internship program or dual enrollment for all twelfth grade students.
- A comprehensive classroom support program for special education students.
- A school calendar that is ten days longer than the typical school calendar.
- Math and reading labs for students in need of remediation.
- Proven resources for the math and reading labs (Apangea Math and Read 180).
- A dedicated staff member for data analysis.
- A dual enrollment program through which students can earn up to 30 college credits.
- Expansive course offerings through on-line electives.
- An electronic portfoloio program for all students utilized from ninth grade through twelfth grade.
- A careers mentoring program for eleventh grade students utilizing a variety of business professionals.
- Extensive co-teaching and teacher push-in opportunities to enhance student learning.

- A collaboration with a local non-profit organization, Community Learns, to provide after school tutoring and credit make-up services.
- A collaboration with the Boys & Girls Club for youth entrepreneur activities.
- Extensive communications with parents.
- A collaboration with the Pittsburgh Job Corps program.
- A strong and engaged School Board.
- A good and improving level of community support.
- A large and varied network of internship partners.
- An annual job shadow day.
- An annual careers fair.
- Annual mock job interviews.
- Frequent and open communications with all staff.

The staff at Career Connections believe in the concept of continuous improvement and have identified several opportunities for improvement as on-going priorities:

- Utilization of testing data to shape and modify instructional strategies.
- Motivating students to reach their full potential.
- Enhancing the school's physical environment and technology resources.
- Improving teacher and other staff effectiveness through targeted training and a properly focused performance review system.

During the 2011-2012 school year significant progress was made on various initiatives that had been identified as opportunities for improvement. These include:

- A revised bell schedule that increased instructional time and reduced transition problems.
- Various facility upgrades.
- The creation of additional student motivation programs.
- Completion of the first phase of the school library.
- A revised space utilization plan to better locate various classrooms and the room for in-school suspension.
- A revised teacher schedule to allow more time for grade level and content area meetings.
- Improved school culture and student relations through the creation of the student liaison position.
- A better basis for conducting performance reviews by revising job descriptions to more specifically describe expectations for all the positions.

For the 2012-2013 school year the priorities for opportunities for improvement will be as follows (new and continuing):

- Utilization of a new standardized test for assessing student progress. This is the measures of academic progress (MAP) from the Northwest Education Association.
- On-going refinement of the staff performance review system.
- Development of an additional student motivation program, the Career Connection Pledge. Through this initiative students can earn valuable tools and resources aimed at enhancing their high school experince by meeting various benchmarks. Examples of the products that can be received include E-Readers such as Nook or Kindle, high level calculators, digital cameras and internet tablets.
- Establishment of various certification programs for students.
- Development of enrichment, non-credit courses for students.
- Creation of a new position to provide additional support for the creation and management of programs and activities that foster improved student behavior, enhanced school culture and better student outcomes.

- An enhanced work plan for the AMC Program (Academic Mentoring Component).
- Enhancing the learning objectives that are established for all internships.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

On March 1, 2011 Timothy M. McElhone assumed the position of Chief Executive Officer replacing a management firm that had been in place since the 2007-2008 school year. During March and April of 2011 one-on-one meetings were held with every full-time employee and the information gathered continues to influence strategic planning activities. This also served as the start of an assesssment of all school functions and processes. This assessment continues to be part of the Strategic Planning activities and has resulted in:

- Improved quality control measures.
- Heightened acceptance of a culture of continuous improvement.
- Heightened recognition of individual achievement that supports organizational goals.

The overarching question that fuels strategic planning is "How do we move from being a good school to a great school"? To answer this question we have been integrating sound organizational management strategies with educational best practices.

Meetings of the admnistrative team, most of whom are also on the strategic planning committee, are held every two weeks. The development and implementatin of plans and activities are infused into these meetings. Other meetings are convened that include those strategic planning committee members unable to attend the bi-weekly meetings mentioned above.

In a general sense the common thread to this process is the identification of opportunities for improvement. These opportunities are carefully evaluated based on their congruence with the school's core mission, vision, values and plans. Priorities, action steps and time lines are then established. In broad terms the focus is on curriculum, teacher effectveness, student behavior and motivation and the "machinery" of school operations (e.g. pupil services, facility management, career guidance, etc.).

During the 2011-2012 school year the most significant initiatives have been:

- Enhancing the curriculum by utilizing the Understanding By Design curriculum format.
- Enhancing staff effectiveness through a revised performance review system.
- Improving student outcomes through a variety of behavior modification and student motivation initiatives.
- Enhancing the utilization of Student testing data through the newly established curriculum and assessment liaison staff position.

This activity will continue through the 2012-2013 school year. Other initiatives will include:

- Establishment of various certification programs for students.
- Enhancing the internship program by, among other things, making the student learning objectives more rigorous.
- Transitioning to a new standardized test for assessing student progress.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Boyd, Vanessa	CCCHS	Community Representative	C.E.O.
Copeland, Beth	Vice Principal	Administrator	Peers
Ferguson, George	CCCHS	Administrator	C.E.O.
Jeff Kelly	CCCHS	Board Member	CEO
Lockley, Gregory	CCCHS	Administrator	C.E.O.
Marc DeHart	CCCHS	Other	CEO
McCloy, Robert	CCCHS	Special Education Representative	C.E.O.
Mike Hepler	Boys & Girls Club	Business Representative	Board
Pete Simpson	CCCHS	Administrator	CEO
Sharon Zaborowski	CCCHS	Other	CEO
Timothy McElhone	CEO	Administrator	Administration/Board

Goals, Strategies and Activities

Goal: Academic Rigor: Improve Student Achievement

Description: Improving Student Achievement will continue to be a primary focus of the school.

Strategy: Engage in remediation of basic skills

Description: Remediation will be provided to students not performing at a proficient level.

Activity: Math and Reading Lab Instructors to Push-In Classroom For Team Teaching

Description: To improve student achievement Math and Reading Lab instructors will push-in to core academic classrooms to team teach and improve related skills. Starting in 2011-2012 several other teachers will push-in.

Person Responsible	Timeline for Implementation	Resources
Copeland, Beth	Start: 8/29/2011 Finish: Ongoing	-

Status: Complete

Activity: Renew Apangea Math Lab and Read 180 Reading Lab Licenses/Program

Description: Continue to use the Apangea Math Lab and Read 180 Reading Lab Program for additional remediation in Math and Reading.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 8/29/2011 Finish: Ongoing	-

Status: Complete

Activity: Sustain Math and Reading Labs

Description: Continue to provide Math and Reading Labs for additional academic support.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	$50,000.00

Status: Complete

Date	Comment
7/28/2008	Completed

Activity: Target practices which impact PSSA scores

Description: Focus will be to increase PSSA scores using practices determined from analyzed data. Math and Reading labs and teacher push-ins will also impact PSSA scores.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Strategy: Improve the quality of instruction

Description:

Activity: Continue the electronic portfolio system

Description: Continue the electronic portfolio system

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Activity: Promote the use of differentiated instruction

Description: Promote the use of differentiated instruction in the classroom.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Activity: Renew Read 180 licenses

Description: Annual renewal of Read 180 licenses

Person Responsible	Timeline for Implementation	Resources
Marc DeHart	Start: 8/2/2010 Finish: Ongoing	$54,000.00

Status: Complete

Strategy: Ongoing Assessment of Achievement

Description: Increase PSSA Reading and Math Scores by 5%. demonstrate ongoing growth with Terra Nova, Forsight exam and student portfolios.

Activity: Continue to use the Forsight Assessment tool.

Description: The Forsight Assessment tool will continue to be used to show student achievement.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	$4,000.00

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Utilze the measures of Academic Progress (M.A.P.) assessment tool from the Northwest Evaluation Association in place of the 4Sight Assessment tool

Description: It is expected that testing data from M.A.P. will give staff a better starting point for reviewing data, gaining an understanding of each students current academic level, where they need focused instruction and the extent of their progress.

Person Responsible	Timeline for Implementation	Resources
Jessica Wenner	Start: 8/27/2012 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Data Driven Desicion Making

Description: Strategies are in place and are being developed to increase data driven desicion making.

Strategy: Provide a forum for teachers and administration to collaborate on student achievement and curriculum needs.

Description:

Activity: A Curriculum and Assessment Liaison position will be developed

Description: A Curriculum and Assessment Liaison position will be added to assist in classroom observations, evaluating lesson plans and curriculum maps and reviewing teacher designed assessments.

Person Responsible	Timeline for Implementation	Resources

Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Activity: Appoint representatives from each subject content area and grade level.

Description: Staff leaders will assist in analyzing data and decision making.

Person Responsible	Timeline for Implementation	Resources
Pete Simpson	Start: 7/1/2011 Finish: Ongoing	$8,000.00

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Begin meeting in September and then again each month or on an as needed basis. They will review the results of testing data, curriculum maps and current textbook information. They will determine the effectiveness of the current curriculum materials.

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/18/2008 Finish: Ongoing	-

Status: Complete

Activity: Conduct formal observations walkthroughs observations to ensure that the recommendations of the instructional cabinet are being executed by the instructional staff.

Description: The administration will conduct formal observations and walkthroughs.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Almost fully implemented

Activity: Minutes and meeting summaries will be presented to the Leadership/Management team. The minutes will be analyzed for relevance to charter's mission and the focus student achievement, instructional quality and rigor. Maintained for future reviews.

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done

Goal: Professional Development

Description: Professional development activities will be designed to meet the needs of the school.

Strategy: The professional development plan will be followed to meet the needs of the Career Connections Charter High School.

Description: The approved professional development plan will be followed and trainings/conferences will focus on staff needs.

Activity: 8. Continue the use of a schedule which permits professional development within the school day

Description: Continue the use of a schedule which permits professional development within the school day

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done for 08-09

Activity: The new PD plan will be implemented.

Description: The new PD plan will be implemented.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2011 Finish: Ongoing	$100.00

Status: Complete

Date	Comment
7/28/2008	Done

Activity: The professional development committee will be convened

Description: The professional development committee will meet on a regular basis.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 9/1/2011 Finish: Ongoing	-

Status: Complete

Activity: The professional development committee will review the existing professional development plan approved by PDE and determine what issues found in the needs assessment must be addressed by professional development activities not currently in the plan.

Description: The professional development committee will review surveys and provide insight to the administration for determining staff needs.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Instructional Cabinet

Goal: We will engage in a curriculum renewal process

Description: Curriculum will continue to be evaluated and modified as needed.

Strategy: We will enhance the rigor of the curriculum by renewing our existing academic programs, designing innovative educational opportunities, that clearly fulfill the mission of our charter and meet all PA Academic Requirements as described in Chapter 4

Description: Curriculum tasks completed. However, new tasks are emerging.

Activity: Continue a summer remedial and enrichment instructional program

Description: Summer school will be provided.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2008 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Continue to have a Career Education Column in curriculum maps.

Description: CCCHS will have a Career Education column in the curriculum maps.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 8/15/2011 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Provide curriculum support for the faculty and assign workshops/trainings as needed.

Description: Support will be provided to all teachers to determine their understanding of the curriculum. Workshops and trainings will be provided as needed.

Person Responsible	Timeline for Implementation	Resources
Timothy McElhone	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Completed at start of 07-08

Activity: Utilize the Understanding By Design curriculum framework to clarify learning goals, develop enhanced assessments and establish effective and engaging learning activities.

Description: All teachers will begin re-writing their curriculum using the Understanding By Design framework.

Person Responsible	Timeline for Implementation	Resources
Jessica Wenner	Start: 8/24/2011 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:
Jan Sinopoli - Pgh.-Mt. Oliver IU 2
June 10, 2011

Statement of Quality Assurance - Attachment

- School Improvement Assurance.11.12

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Lincoln Interactive has served as the curriculum foundation for all core subjects and teachers have added content as needed. Starting with the 2011-2012 school year the curriculum is being re-written using the Understanding By Design framework. Through this process learning goals are to be clarified, classroom based assessments are to be improved and engaging learning activities are to be utilized.

Staff training for the Understanding By Design process and the on-going monitoring and support has been handled through the Liaison for Curriculum and Assessment. This position was added for the 2011-2012 school year and has been instrumental for instructional support and curriculum development. As a direct result of creating this position we have experienced.

- An increase in informal walk-throughs for evaluating instructional performance.
- A higher level of staff coaching.
- An increase in the frequency of evaluations of lesson plans and curriculum maps.
- Increased usage of summative and formative assessment data.
- Increased usage of differentiated instruction.

To further enhance rigor we have broken down several courses into sections. For example, ninth grade Algebra has a college prep section as well as general and adapted sections for lower performing students. This has also been done with tenth grade Geometry, eleventh grade Algebra II, ninth grade English, tenth grade English, eleventh grade English and twelfth grade English.

The instructional program is also enhanced by:

- Dual Enrollment program for eleventh and twelfth grade students at Community College of Allegheny County.
- Dual enrollment program for twelfth grade students through the LaRoche College Scholars program.
- A large selection of electives available through an on-line service.

Rigorous Instructional Program - Attachments

- Professional Development Report Verification

- Induction/PD

English Language Learners

ENGLISH LANGUAGE LEARNERS NARRATIVE

PROGRAM OUTLINE

1. Goals and Objectives
   Provide site based instruction for ESL learners and comply with the directives of PASCH.

2. Student and parent orientation procedures.
   Students and parents will be oriented at the initial meeting at the school unless an interpreter is needed. If an interpreter is needed, a follow-up meeting will be scheduled. At the orientation our curriculum as well as school policies, procedures and programs will be explained. The manner in which the ELL student will be serviced will also be explained.

3. Identification and Placement
   a. Before entering Career Connections Charter High School each parent and student is required to participate in an individual family orientation. During the orientation parents and student complete the Home Language Survey. If it became apparent that the parent was not proficient in English, we would request interpretation services. However, if needed we would utilize the services of Allegheny County Center for English as a Second Language.

   If any answers on the survey indicate that English is the second language, the student will be provided with additional assessments. The Woodcock Johnston Reading Inventory will be utilized to identify the level of reading decoding and comprehension. The student will be asked to provide a writing sample from a picture prompt and will read orally a list of age appropriate vocabulary words.

   b. Students will be evaluated as to progress by utilizing classroom based assessments, as well as the norm referenced exams: Terra Nova. The PSSA will be given level and demonstrate a youngsters progress in each academic area.

4. Instructional Program
   a. Description
   The ESL program as well as all academic program are standards based. The type of program will be dependent on the needs of the individual student. In most cases, a push in program utilizing ESL personnel from Intermediate Unit 3 would be implemented. If warranted, students will be provided with daily direct instructional time.

   b. In order to achieve academic standards, students will be scheduled in content area classes with support from and ESL teachers, peers, and regular academic staff.

   c. The following amounts of daily instructional time will be utilized: for non-English speaking students 2 to 3 hours; beginner — 2 hours; intermediate — 1 to 1 hours; and advanced — 1 hour. The remainder of the time will be spent in content classes. After exiting the program the student's progress will be monitored for at least one year.

5. Student participation in related and extracurricular activities.
   ELL students will be permitted to participate in all programs available within Career Connections Charter High School for which they qualify. Students will have access and will be encouraged to participate in all aspects of the academic and extracurricular opportunities at the school. All of our students are involved in two club activities during each week as these clubs take

place in the middle of the day. We do not have sports activities.

6. Pupil personnel services.
   a. Counseling — All students at Career Connections Charter High School are assigned to a mentor teacher, who has the responsibility of assisting that student educationally, emotionally and socially throughout their time at Career Connections Charter High School.
   b. ELL students will be eligible for special education services once it is determined that a disability exists and this disability is not solely due to lack of instruction or proficiency in the English language.
   c. All of our students are provided with business mentors who help students understand the expectations of the workplace and provide them with 11th grade internships.

7. Staff development related to program
   a. ESL/Bilingual Staff
   b. Content Area Staff
   c. Support Staff

The staff members at Career Connections Charter High School are involved in professional development sessions for at least one four hour session per month. In addition funding is available for staff members to participate in sessions away from the school site and at conferences. If we do have ELL students at the school, staff development will be targeted to the needs of the students. We will utilize staff from IU3 to provide the sessions.

8. Community Involvement
   a. Parents will be involved in planning on an as needed basis. If a family enrolls an ELL student, that family will have input into developing an individual plan for their child.
   b. Communication with the student and the family will be provided in a language or mode preferred by the parents. This will be accomplished by utilizing the translation services provided by staff and by the Allegheny County Center for English as a Second Language.
   c. The advisory committee will consist of one Career Connections Charter High School administrator, two teachers, an ESL teacher and a parent.
   d. Complaints will be handled through the advisory committee.

9. Program evaluation procedures.
   The program will be evaluated annually. Data will be collected comparing the language skills of the student at the entry to Career Connections Charter High School and the skills at the end of the school year. ELL parents will complete a satisfaction survey each year. Documentation will be made of dates for the initiation and implementation of individual student programs. Data will be collected and maintained on the student data base.

English Language Learners - Attachment

- ELL11.12

Graduation Requirements

Graduation Requirements:

Course Offerings and Credits Awarded

The graduation requirements for Career Connections Charter High School (CCCHS) are aligned with the Chapter 4 Regulations for high school graduation as referenced under Section 4.2422 Pa. School Code. Students are enrolled in a program of studies that encompasses an integrated academic and career education curricula which meets the instructional and assessment standards required by the Pennsylvania Department of Education and the school officials.

Courses at CCCHS will be offered on a semester basis and awarded credits as designated upon successful completion. Graduation requirements at CCCHS are being increased to exceed state requirements and prepare students for the 21st century workforce. The graduation/promotion matrix details the graduation requirements which were approved in 2010. The matrix can be found as an attachment in the academic rigor section. (Attachments can not be made in this section of the software.)

In addition to fulfilling the course and credit requirements, students must successfully complete a Senior Graduation Project.

During the senior year, students also have the opportunity to earn additional elective credits through an extensive range of on-line course offerings in language arts, social sciences, humanities, fine arts, and other selected areas of study.

PSSA State Assessment of Academic Standards

As students acquire the course requirements towards graduation, they are gaining knowledge and skills that will be measured on the PSSA state assessments. Students will not receive a diploma or graduate without demonstrating proficiency on the PSSA exams and/or proficiency on the local school assessment in reading, writing, and mathematics administered in the eleventh and twelfth grades. Students who qualify for special education services may meet graduation and assessment standards based on their Individual Education Plan (IEP) where applicable.

Special Education

Since CCCHS houses only grades nine to twelve, most of our students with special needs (eligible students and gifted students) have already been identified prior to entrance. The in-house screening includes a complete review of all records by the guidance counselors prior to admission. Referrals by the classroom teachers who have students that experience difficulty in the classroom are forwarded through the guidance counselors for SAP intervention. Students who have been referred for SAP intervention are staffed by the SAP team. If SAP intervention is not successful, a formal special education referral is made. Also, parents may request an evaluation of their child, which will trigger a formal referral.

The instructional strategies are determined at the IEP meeting. All classroom teachers attend the IEP meetings and there is a sharing of information. Teacher and appropriate staff discuss what might work in the classroom as well as areas of need. Staff development training was provided in differentiating instruction for gifted and special needs students. Staff evaluations consist of classroom observations, session reviews and end of the year portfolio reviews. Accommodations for advanced and students with special needs are reviewed. The use of differentiated instruction in all classrooms supports both students with disabilities and gifted students. Charter schools are not required to provide gifted instruction but every attempt is made to challenge the students in the general education setting.

Special Education - Attachments

- Alt Assessment Policy
- Student Records
- Behavioral Support Obligations Policy
- Section 504

- Special Education
- Child Find Annual Notice 2011.2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Melanie Karpinski	1	learning support	CCCHS	12	n/a
Melanie Karpinski	1	emotional support	CCCHS	4	n/a
Paula Fredland	1	emotional support	CCCHS	1	n/a
Shannon Langer	1	learning support	CCCHS	10	n/a
Shannon Langer	1	emotional support	CCCHS	2	n/a
Rebecca Udon	1	emotional support	CCCHS	2	n/a
Rebecca Udon	1	learning support	CCCHS	13	n/a
Paula Fredland	1	learning support	CCCHS	14	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Mt. Oliver Intermediate Unit	.20 (as needed for initial evaluations and Reevaluations)	School Psychologist	CCCHS	25	n/a
Mt. Oliver Intermediate Unit	.20 (as needed for speech therapy)	Speech Therapist	CCCHS	1	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
Robert McCloy	Supervisor of Special Education	1
Tracey Ebaugh	Instructional Aide	1
Vanessa Boyd	Student Affairs Liaison	1
Jason Cappa	Instructional Aide	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Public Agency	Office of Vocational Rehabilitation (OVR)	As needed for OVR meetings and IEP conferences
IU	Mount Oliver IU, Licensed Psychologist	as needed throughout the 2010-2011 school year for initial Evaluations and Reevaluations
Organization	Addison Behaviorial Care	One hour per week

Public Agency	LifesWork	3 days per week
Organization	Mercy Behaviorial Health	Three hours per week
IU	Mount Oliver IU, Licensed Speech Therapist	As needed for speech therapy, 1 day a week, 30 minutes for each student

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	**K**	**1**	**2**	**3**	**4**	**5**
None	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

For the 2011-2012 school year a new position, Liaison For Curriculum and Assessment, was created. This person administered all standardized testing and was responsible for reviewing test results. These results were used to focus on individual student needs and modify instruction as needed.

A. All eleventh grade students take the required PSSA exams. In addition, the 4Sight assessment is given three times during the year to grade levels nine, ten and eleven.

The school has endeavored to enhance its curriculum by re-writing it using the Understanding By Design framework. The emphasis of Understanding By Design is on backward design. Through this method staff identify the desired outcomes and then design curriculum units, performance assessments and classroom instruction. The assessment information serves as the foundation for developing the instructional strategies needed to engage students and promote learning.

B. The school continues to support students not making reasonable progress through Math and Reading labs, teacher push-ins, after school tutoring and academic mentoring. Staff use the information system Performance Tracker to monitor individual achievement based on content assessments. These are aligned to the Standards Aligned Assessment system.

Student Assessment - Attachment

- 4Sight Data11.12

Teacher Evaluation

A) For 2011-2012 significant changes were made to the evaluation system that had been used in 2010-2011. The overview is as follows:

- Each teacher completes a self-evaluation of their general performance characteristics. Five equally weighted domains make up the general performance characteristics. This part of the process, which speaks primarily to effort, counts 20% toward the overall evaluation.
- Each teacher completes a self-evaluation of their performance relative to the specific responsibilities identified in their job description. Different weighting is applied to each of these responsibilities. This part of the process, which speaks primarily to results, counts 80% toward the overall evaluation.
- Each teacher will identify opportunities for improvement.
- The self-evaluations are reviewed by the direct supervisor who meets with each employee and reconciles their ratings with those of the employee.
- The reconciled ratings are reviewed by the C.E.O. and either approved or sent back for revision.

B)Internal:

Mr. Pete Simpson - Principal - has Administrative Certification

Mrs. Beth Copeland - Vice Principal - has Administrative Certification

Mr. Timothy McElhone - C.E.O. - Does not have Administrative Certification

Teacher Evaluation - Attachment

- Merit Pay 11.12

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Timothy M. McElhone was hired as Chief Executive Officer effective March 1, 2011 and continues in that role. Effective December 5, 2011 Evans Moore became the School Board Vice President. There were no other changes in Board membership or in the Officers of the Board.

Board of Trustees

Name of Trustee	Office (if any)
Gary Roberson	none
Mike Hepler	Treasurer
Jeff Kelly	President
Lawrence Rosen	none
Sr. Gregory Schessler	none
Edward Seifert	Vice President
Alice Warfield	none

Norman Mekkelsen	none
Evans Moore	none

Professional Development (Governance)

The Board's Solicitor provides training on legal matters and guidance on important changes to the school code. At each Board meeting the C.E.O. and the Principal provide reports focused on important school issues, most of which had been identified through the Strategic Planning process. Between meetings the Board receives update reports designed to keep the Members properly informed and better positioned to raise pertinent questions and identify professional development needs.

Coordination of the Governance and Management of the School

In January 2011 the Board decided that it wanted to employ the services of a full-time Chief Executive Officer rather than extending the contract with a management firm that had been in place for approximately five years. Timothy M. McElhone was hired and assumed the position on March 1, 2011. He continues to hold the C.E.O. position.

The Board is committed to being active in the improvement of the school and ensuring that the school stays true to its mission and vision. Mr. McElhone supports the Board's objectives by bringing focus to the school's policy, structural, procedural and personnel issues. This is facilitated through reports at Board meetings, communications between Board meetings and the sharing of data.

Coordination of the Governance and Management of the School - Attachment

- 11.12 Board Meeting Dates

Community and Parent Engagement

To make the community and parents more aware of school activities and more inclined to participate the mailing list of the school newsletter was significantly expanded to include local businesses, government representatives and civic leaders. Also, news releases are sent to local media outlets when there are interesting developments or activities at the school. Student accomplishments are frequently highlighted.

The impact on community and parent engagement resulting from the efforts of the Student Affairs Liaison, a relatively new position at C.C.C.H.S., has been significant. This person has been very effective in facilitating student involvement in extra-curricular activities and in securing greater parent involvement.

The Title I Coordinator, Special Edcuation department and School Wellness Committee also had a positive impact on community and parent engagement.

Events and activities held during the 2011-2012 school year which promoted parent and community engagement include:

- New student orientation - August 23, 2011

- Parent teacher conferences - October 17, 2011
- Mentoring event - November 2, 2011
- Girls leadership group retreat - December 6, 2011
- School skating party - December 14, 2011
- Pep rally - December 16, 2011
- C.C.C.H.S. vs. Secret Service basketball game - December 22, 2011
- Boys and girls basketball games - December 2011, January/February 2012
- Concert at C.C.C.H.S. - January 18, 2012
- Senior night for boys - February 2 2012
- Job Shadow Day - February 2, 2012
- Senior night for girls - February 6, 2012
- Ethnic food day - February 16, 2012
- Cold Earth Project - February 27, 2012
- Careers fair - March 22, 2012
- Jobs fair - May 2, 2012
- National Honor Society Induction Ceremony - May 24, 2012
- Mentor appreciation luncheon - June 14, 2012
- Science Olympiad - March 28, 2012
- School to work program at Deloitte Consulting - April 20, 2012
- Breast Cancer Awareness Month - Various fund raising activities during October, 2011
- Parents Acting to Connect for Kids (P.A.C.K.) - Various events throughout the school year.
- Pay It Forward - Various activities during April and May 2012
- Mock interviews - May 4 and May 11, 2012
- Financial aid nights - November 9, 2011 and February 23, 2012
- Manchester Charter School Open House - October 23, 2011

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school does not conduct fund raising events but has, in the past, received a variety of foundation and Government grants. In the 2011-2012 school year the school was a grantee of the City of Pittsburgh for a summer youth employment program. The value of this grant was approximately $23,500.

More than 90% of school income comes from the per student subsidy earned for each student served. The vast majority of students are from the Pittsburgh School District but during the 2011-2012 school year students from Wilkinsburg, Woodland Hills, Penn Hills, Shaler, Sto-Rox, Fox Chapel, Clairton, Duquesne, Allegheny Valley, Bethel Park and South Park were also served. Because student subsidies are such a significant part of the school budget a great emphasis is placed on satisfying the needs of students. This results in a high student retention rate and is a factor in the attainment of enrollment goals. Students and parents must make a conscious decision to choose Career Connections so a market driven approach is required.

Fiscal Solvency Policies

An inherent difficulty in drafting a school budget in the spring for submission to the Department of Education by June 30 is the fact that enrollment and the per student subsidy rates are not yet known. Because of this risk a conservative approach is taken for estimating revenues and planning expenditures.

Fiscal solvency is directly related to the development of an effective Strategic Plan and the successfull implementation of the plan initiatives. A charter school that is achieving positive outcomes will be better positioned to attract students and generate resources. When these resources are properly utilized the outcomes are improved even more and the school's capacity to attract students and generate resources is greater yet.

For this reason key strategic initiatives are assessed in developing the school budget. This gives the school a basis for allocating resources in a way that provides the best opportunity to achieve the desired results.

Accounting System

The school uses an accounting software product called Blackbaud. The Pennsylvania State Chart of Accounts is used and generally accepted accounting principles are followed. The accounting system is maintained on an accrual basis and includes cash receipts and disbursement journals, a payroll system, a monthly trial balance and a monthly general ledger. An income and expense statement comparing actual results to budget and prior year results is prepared each month. A balance sheet is prepared quarterly and detailed lists of expenditures are presented at each Board meeting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Revenue/Expense 11.12

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

Audit Firm:

Grossman Yanak & Ford LLP
Certified Public Accountants

Three Gateway Center, Suite 1800, Pittsburgh, PA 15222

Date of Last Audit:
The date of the last audit was May 2, 2012 and covered the period July 1, 2010 to June 30, 2011. There were no findings from the audit.

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

- Audit Letter.11.12

Citations and follow-up actions for any State Audit Report

A state audit was conducted in the Fall 2007. One citation was received for not having all ethic forms on file. However, as noted on the management reply all forms for proceeding and subsequent years were filed by the same board members. The solicitor drafted a policy to address this issue.

SECTION VII. FACILITY RESPONSIBILITIES

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

In the 2011-2012 school year purchases were made to replace computers used by students and staff. In addition, a display case was constructed in the school lobby and carpeting was replaced in the second and third floor hallways.

Future Facility Plans and Other Capital Needs

It is expected that in the 2012-2013 school year more computers will need to be replaced and new carpeting will be installed in the lower level hallway.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school complies with all regulations pertaining to fire prevention and fire safety. Escape routes are posted in every room, fire extinguishers are deployed throughout the building and the extinguishers are inspected annually.

The school has a full time nurse to manage the health and immuization needs of the student body. The nurse maintains hard copies of all pertinent records and, since the 2007-2008 school year, has utilized an electronic records system.

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

- Wellness Policy
- Health Report 10.11

Current School Insurance Coverage Policies and Programs

	Coverage	Policy Number	Company
1.	General Liability	PHPK846444	Philadelphia

2. Property Inc EDP & Crime PHPK846444 Philadelphia
3. Automobile PHPK846444 Philadelphia
4. Workers' Compensation10000012630111 Amerihealth
5. Umbrella BE84144950 Nat'L Union Fire
6. Fiduciary Liability 105590321 Travelers
7. Directors and Officers 105638520 Travelers
8. Club Unemployment Bond 929338854 Western Surety
9. Accident SRG9105288 Nat'l Union Fire
10. Educators Professional 81609485 Federal
11. School Unemployment Bond 104394021 Travelers

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Declorations and Accords 11.12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 33 professional staff members in the 2011-2012 school year including one new teacher. All of these individuals were with the school for the entire school year and it is expected that all of these individuals will return for the 2012-2013 school year. For the 2011-2012 school year 100% of all core academic teachers were certified or Highly Qualified by the Commonwealth of Pennsylvania.

During the school year a secretary and the school nurse resigned to take positions with other schools. In these instances the individuals left because the new positions were much closer to their homes rather than because of dissatisfaction with their position at C.C.C.H.S. In prior years teachers who left did so to take positions with other school districts. Reasons cited were convenience and job security. The job security concern is due to the fact that the Charter Renewal process is sometimes highly politicized.

Quality of Teaching and Other Staff - Attachment

- PDE 414 - 2011-2012

Student Enrollment

The overall population of Pittsburgh and most surrounding communities has been declining. The population of school age children has declined at a rate greater than the general population. These trends have had a negative impact on enrollment at C.C.C.H.S.

Student enrollment at the start of the 2011-2012 school year was 248. At the end of the school year enrollment was 230, a net decrese of 7.26%. the net enrollment decrease for 2010-2011 was 7.11% and for 2009-2010 it was 11.03%. The ninth grade started the 2011-2012 school year with 39 students and finished with 36. For the tenth grade it was 75 and 74, for the eleventh grade it was 72 and 63 and for the twelfth grade it was 62 and 57. It is expected that 171 of the 173 underclassmen will return for the 2012-2013 school year.

Students required to leave - 21

Others who left voluntarily - 35

Student Enrollment - Attachment

- Enrollment Procedures

Transportation

Students who attend Career Connections Charter High School receive the same transportation that is available to them in their home district. Special Education students that need adapted transportation or transportation to an outside placement are provided with that transportation.

Food Service Program

During the 2011-2012 school year the school participated in the Free and Reduced Lunch Program.

Student Conduct

The Board of Trustees of the Charter School has the authority to make reasonable and necessary rules governing the conduct of students in school. The Board of Trustees of the Charter School is committed to creating a safe and positive learning environment wherein students recognize their rights and responsibilities, as well as those of other students, teachers, parents, administrators, and members of the school community.

No students were expelled in the 2011-2012 school year.
125 students were involved in 420 suspension incidents.

Student Conduct - Attachment

- Student Code Book.11.12

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Career Connections CHS within Pittsburgh-Mt Oliver IU 2 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**

2012 - 2013 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 Career Connections CHS 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: Timothy M. McElhone **Title:** CEO
Phone: 412.682.1816 **Fax:** 412.784-1486
E-mail: tmcelhone@ccchs.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Jeff Kelly **Title:** President
Phone: 412.682.1816 **Fax:** 412.682.6559
E-mail: .

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

Identify the charter school's Special Education Contact Person.
Name: Robert McCloy **Title:** Acting Director of Special Education
Phone: 412.682.1816 **Fax:** 412.682.6559
E-mail: rmcloy@ccchs.net

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages 11.12