Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report

Monday, April 22, 2013
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2012 - 2013

Name of School: City CHS

Date of Local Chartering School Board/PDE Approval: Charter Renewal - March 21, 2012

Length of Charter: 5 Years **Opening Date:** September 2002

Grade Level: 9 through 12 **Hours of Operation:** 7:45 AM - 3:45 PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 59

Student/Teacher Ratio: 575/59 = 9.75 to 1 **Student Waiting List:** As of 7/12/12 - 43 in 9th grade

Attendance Rate/Percentage: 94.39%

Summary Data Part II

Enrollment: 2011-12 as of July 12, 2012 - 575 students **Per Pupil Subsidy:** PPS Reg. Ed. = $13,047 Special Ed.= $28,555

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black (Non-Hispanic):	302
Hispanic:	10
White (Non-Hispanic):	219
Multicultural:	41

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 62.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 83

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	185	185
Instructional Hours	0	0	0	0	0	1170	1170

SECTION I. EXECUTIVE SUMMARY

Educational Community

City Charter High School (City High), located in the New Clark Building in downtown Pittsburgh, has just completed its tenth year of operation. City High was originally granted a five year charter from the Pittsburgh Public Schools encompassing the school years 2002 — 2007. Charter renewals have been approved encompassing the school years 2007 — 2012 and 2013 - 2017. Funding for the school comes from the home school district tuition payments of its students as well as subsidies from the Pennsylvania Department of Education. EDSYS, Inc. (dba City Charter High School), a 501 (c)(3) non-profit corporation, is governed by a nine-member Board of Trustees that meets monthly.

During the 2011 — 2012 school year, City High served approximately 614 ninth, tenth, eleventh and twelfth grade students. 80% of the students attending City High are from the Pittsburgh School district and the rest from 22 surrounding suburban districts. A majority of the students previously attended their assigned neighborhood public schools. A significant number of students attended other charter schools, magnets, parochial or private schools. The demographics of the student population as of September 2011 were: White Males (18.9%), White Females (18.7%), African-American Males (19.5%) and African-American Females (33.7%). Approximately 8.6% of the student body fell into the Other category. Approximately 62% of the students are eligible for free and reduced lunch. 83 special education students (13.0%) were enrolled during the year.

City Charter High School is a model 21st century high school that dramatically alters traditional learning environments. The school design is based on educational best practices, industry and academic partnerships, organizational innovations and technological advances. The school differs from traditional comprehensive public high schools in its academic program, workforce orientation and organizational structure.

Academically the school offers a rigorous program with students taking four years of Mathematics, Science, English Language Arts, Social Studies and Research. Traditional content areas are grouped into four clusters — Scientific Literacy (Mathematics and Sciences), Cultural Literacy (Reading, Writing, Listening, Speaking, Arts and Humanities, Social Studies, World Languages), Work-skills Literacy (Career Education, Business Education, Computer Applications and Multimedia Technologies) and Wellness Literacy (Health, Safety and Physical Education). Clustering the curriculum provides opportunities for interdisciplinary instruction.

An extended school day (8 hours) and year (trimesters) supports project-based learning. Exemplary instructional materials are chosen based on their interdisciplinary and project-based orientation. Each student and staff member has a laptop computer and access to resources from both home and school. The school provides a wireless networked environment with high speed Internet access. Instruction is student-centered, thrusting the teacher into the role of facilitator and assessor. Annual norm-referenced assessments (Explore/PLAN/ACT) require students to articulate their understanding and mastery of core academics.

City Charter High School takes advantage of the rich community resources available in Pittsburgh's downtown area. The school uses the downtown Carnegie Library. All students are provided with a membership in the Downtown YMCA. Field trips to downtown museums, theaters, corporations and non-profits are commonplace.

The workforce orientation of the school is unique. City Charter High School partners with local companies, universities and community organizations to implement a program of study that provides students with a 13 week, 130 hour workplace internships. Students participate in industry certification programs, become proficient with information technologies and take courses at the local community college. Each student has a plan of study that aligns his or her academic experience with career opportunities.

The school is a model for innovative organizational structures such as extended days, year-round schooling, student and teacher continuity, new funding mechanisms to support school-based research and industry partnerships. This year, City Charter High School embarked on a program of dissemination of its innovative practices to the greater education community. Towards that end, the school contracted with Catherine Awsumb-Nelson to create case studies in the following areas: Looping, Cultural Literacy, Full Inclusion, Workforce Culture, Competency-Based Promotion and 1-to-1 Computing. These case studies are available on our website and in hard copy. The school conducted a national conference which was attended by 75 educators to disseminate these practices.

Finally, after 10 years at its original location, City Charter High School moved to a new building in downtown Pittsburgh. The move allowed the school to increase its floor space by 33%, increase its student capacity by approximately 50 students, upgrade its science labs, develop a state-of-the-art breakfast/lunch program and have access to an auditorium. The school has a new 10 year lease through 2022.

Mission

The MISSION of City Charter High School, a technology infused public school, is to graduate students who are academically, technologically, personally and socially prepared to succeed in

post-secondary education or training. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

Vision

City Charter High School's vision is incorporated into its Mission Statement and Shared Values.

Shared Values

Individual responsibility for learning. Academic success is dependent on students taking an active role in their learning.

Continuous challenge. A curriculum constructed with multiple levels of challenge and aligned to the Pennsylvania Standards best meets the academic needs of individual students.

Connections to the real world. Career focused curriculum and related experiences convince students that what they do at City High impacts their future.

Personal Academic Connections. Success relies strongly on each student feeling connected to one or more adults at City High.

Safe and caring environment. A safe and caring environment — physical, emotional, intellectual — is essential to active classroom engagement.

Collaboration. A student's ability to collaborate is essential in today's work environment.

Academic Standards

City Charter High School Academic Standards/Graduation Requirements

City High maintains high academic standards that are reflected in the school's graduation requirements. The school's academic standards consist of four components.

COMPONENT I. SUCCESSFULLY COMPLETES CITY HIGH COURSE REQUIREMENTS

Rubric for Evaluation of Student Work	
A	Graduation with Distinction: The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.
B	Graduation with Proficiency: The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.
C	General Graduation: The student has nearly achieved the learning standards at the Proficient level. The student needs to improve in some area of knowledge or process in order to graduate with the Seal of Proficiency.

D	Does not Graduate: The student needs significant improvement before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.
E	Does not Graduate: The student has not engaged in the learning process.

COMPONENT II. ACHIEVES PENNSYLVANIA ACADEMIC STANDARDS

To be eligible for graduation, students must achieve Pennsylvania's academic standards. This can be demonstrated by some combination of proficiency on the Pennsylvania System of School Assessment (PSSA) Exam, and/or the City Charter High School Standards Based Examinations. Proficiency on the state standards will be annotated for each student and available to the student, parent and staff on the student's career and academic plan.

PSSA Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the PSSA exams offered in March of eleventh grade or as a makeup in October of twelfth grade.

City Charter High School Standards Based Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the City Charter High School standards based exams.

Using item anchors and released tasks from the state PSSA assessments, City Charter High School has created assessments for Reading, Mathematics, Writing and Science that align with state standards and local curriculum. Like the PSSA, these local assessments will be broken down into subtests according to content. Multiple examination forms will be used to guarantee test security.

1. Subtests will be administered as part of the City High curriculum.

2. A specific subtest will be given after students complete the related curricular unit. Thus City High students will be given an opportunity to demonstrate proficiency throughout their four years at City High while studying the relevant material.

3. The subtests will be administered in the content area classes. Once a student is found to be proficient on the subtest, he/she will be considered to have achieved that standard.

A student's English, Mathematics and Science teachers are responsible for keeping accurate records (on a spreadsheet) that contain the student's current standing regarding achieving the standards. Students may take the subtests

(multiple forms) repeatedly until proficiency is attained. Once a student demonstrates proficiency on all subtests, he/she will be eligible for graduation.

<u>COMPONENT III</u>. SUCCESSFULLY COMPLETES 130 HOUR CITY HIGH INTERNSHIP

<u>COMPONENT IV</u>. SUCCESSFULLY COMPLETES CITY HIGH AND PDE MANDATED CULMINATING GRADUATION PROJECT

PA§ 4.24. High school graduation requirements

a) Each school district (including charter schools) shall specify requirements for graduation in the strategic plan under §

4.13 (relating to strategic planning). Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-3 school year students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under §

4.52 (relating to local assessment system) at the proficient level or better in order to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

b) Beginning in the 2002-3 school year, students who attain a score at the proficient level or better on State assessments in reading, writing and mathematics administered in grade 11 or 12 shall be granted a Pennsylvania Seal of Proficiency. Students with disabilities who meet the required proficiency level on State assessments with appropriate accommodations shall be granted a Pennsylvania Seal of Proficiency.

c) Beginning in the 2002-3 school year, students who attain a score at the advanced level of proficiency on State assessments in reading, writing and mathematics administered in grade 11 or 12 shall be granted a Pennsylvania Seal of Distinction. Students with disabilities who meet the required proficiency level on State assessments with appropriate accommodations shall be granted a Pennsylvania Seal of Distinction.

d) State Seals of Proficiency or Distinction shall be affixed to diplomas and noted on student transcripts.

e) Each school district (including charter schools) shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsection (a).

f) Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet all requirements of this chapter. Children with disabilities who meet the required proficiency level on State assessments shall be granted the appropriate Seal of Proficiency or Distinction.

Strengths and Challenges

STRENGTHS

(1) <u>Student-centered school design</u>

Based on ten years of data collection (including annual student, faculty, and parent surveys, analysis of grades, attendance, and assessment data, and intensive case studies tracing the academic development of individual students in the first graduating class), the school's evaluation team believes that the following are the strengths of City High's model. By strengths we mean the elements that most differentiate City High from a traditional high school and that most contribute to student success:

a) Student/faculty cohorts stay together for 4-year cycle(looping);

b) Year-round calendar (trimesters) and longer school day (8 Hour);

c) Solid grounding in research and presentation skills, culminating in senior project (200 hours);

d) Career preparation with workplace visits, career investigation, mentoring, and a 130+ hours internship in the selected field;

e) Technology integration in academic subjects; instruction in advanced technology (MOS certifications, every student has a laptop);

f) Heterogeneous Grouping: all students participate in the same academic classes, with opportunities for extra support and differentiation as needed;

g) Student-centered instructional approach: extensive use of project-based, problem solving and other interactive forms of learning. Students are rarely sitting and listening - they are doing;

h) Full Inclusion Special Education program that provides substantial support for students in the mainstream classrooms.

(2) <u>Culture of rigor balanced with relationships</u>

The design elements cited above enable a culture which balances challenging expectations with supportive, caring relationships. The cohort model is particularly crucial, allowing faculty to know each learner extremely well and both challenge and support them based on that specific knowledge of their capabilities. Our research shows steady increases in both the level of classroom challenge and the sense of trust and caring experienced by students the longer they are at City High.

(3) <u>Student ownership of learning</u>

The City High experience supports what research (particularly in Gates Foundation supported small high schools) has demonstrated: in an environment that balances rigor with relationships, students take ownership of their own learning, the underpinning for success. Both teacher ratings and students own attitudes and actions demonstrate increased ownership over their own learning as they advance through City High.

(4) <u>Student success</u>

To measure success in achieving its mission and living its values, City High uses a multi-dimensional indicator framework. After graduating its seventh class in 2012, these are some of their outcomes:

Academic Achievement

- Met AYP on the 2012 PSSA in reading (85%) and writing (95%) in aggregate and with all subgroups.
- Met AYP on the 2012 PSSA in mathematics (78%). This was a substantial improvement from previous years scores.
- The class of 2013 showed exceptional improvement on annual assessments (Explore/PLAN/ACT) from the American College Testing service.

Workforce Skills

- 135 seniors had 427 Microsoft Office Specialist certifications, with 52 Microsoft Masters.
- All graduating seniors successfully completed an internship of 130+ hours.
- 95% of workplace mentors rated student internship performance as excellent or above average.

Transitions

- 93% graduation rate for the 2011 graduating class.
- 109 out of 116 graduating seniors from the Class of 2012 (94%) were accepted into a 4 year, 2 year, or tech programs.
- Student ratings of their preparation for college, ability to use technology, and developing clear career goals and workplace skills exceeded national averages.

Parent Satisfaction

- 95% of surveyed parents gave City High an overall grade of A or B (national average is 69%)

(5) School Success

City High tracks graduating seniors as they attend post-high school educational opportunities. Our information from the National Clearinghouse indicates that 70-75% of City High graduates are on track to complete their four year degree within six years as as compared to 57% nationally. This level of success, especially considering the schools demographics, suggests that we are fulfilling our mission to prepare students for life after high school.

The school has received a number of external commendations that also suggest it is succeeding at its mission.

- In 2009, City High received an Effective Practice Incentive Community (EPIC) award from New Leaders for New Schools, recognizing it as one of the six top performing charter high schools in the country.
- For five consecutive years (2008-12) City High was ranked by US News and World Report as one of the leading high schools in the nation.
- City High was accredited in 2007 by the Commission on Secondary Schools of the Middle States Association. The school received a seven year accreditation.

- In 2007, City High was accepted into the Schools That Can national network of high performing urban charter and independent schools.
- In 2012, City High was granted a third five year charter by the Pittsburgh School District.

(6) <u>Research in Practice Conference</u>

In June, 2012 City Charter High School conducted a Research in Practice conference to disseminate information about the school model. The school's outside evaluator, Dr. Catherine Nelson, just completed 6 Best Practice studies on the school. The topics of these studies are: 1 to 1 Computing, Looping, Inclusion, Workforce Development, Competency Based Promotion and Cultural Literacy. These case studies are published on our website. The conference had 30 attendees from foundations, other charter schools, public schools and education policy groups. The conference focused on the cases studies and provided attendees with opportunities to meet and observe with administration, faculty and students.

AREAS NEEDING IMPROVEMENT - Middle States Accreditation Goals

City High uses data to identify areas for improvement, target resources and provide staff development. During our Middle States Accreditation process we identified a number of strategic areas needing improvement.

(1) Building the buy-in of all students, but especially 9th graders, to the school's academic culture: City High's approach demands that students take increased ownership of their own learning, a challenging transition for many students. Nationally, 9th grade students fail (especially in urban settings) at an alarming rate. Local and national data indicates that students who fail 9th grade dramatically increase their probability of dropping out of school. As a result of our looping program, constant use of data, implementing an advisory program, support structures and early warning systems our 9th grade success rate is vastly improved. ***We believe that we have achieved this goal.*** 9th grade students who are at risk of failing have dropped from a high of 38% at risk in the 9th grade (5 years ago) to 4% in the current 9th grade.

(2) Continuous Improvement in Student Achievement: City High educates students heterogeneously in the same classrooms. Our special education program is full inclusion. Teachers at City High must work to create access to a challenging curriculum for struggling students while continuing to stretch stronger students.

Current data indicates that we are performing at an extremely high level in Reading (85%) and Writing (95%). The scores in aggregate and for sub-groups are high. In fact, in Reading and Writing the racial and SES achievement gap has almost been eliminated.

A three year (2009-2011) analysis of student achievement in Mathematics as measured by the PSSA exam indicated that our scores were not improving. In fact, the scores in mathematics were low in aggregate and for sub-groups (although they are not low compared to districts with similar demographics). These low scores placed us in School Improvement with respect to AYP.

Last year, in the process of developing our School Improvement Plan, we noticed some significant differences in our programming between Reading and Mathematics. Students spend approximately 720 hours/yr. reading and writing in Cultural Literacy, Research, Career and Technology classes over three trimesters. In contrast, students spend only 120 hours/yr. in mathematics (over only two trimesters). This time disparity is clearly affecting achievement. In addition, the current IMP mathematics curriculum focuses on concept development and problem solving. The curriculum is well aligned with PDE standards, but it is not providing enough practice

on skill development. Towards that end, our School Improvement Plan called for adding an additional trimester of mathematics in both 9th and 10th grade. The course to be taught will focus on developing strong algebra and number skills. This will increase time in mathematics classes to 180 hours/yr. and will provide for year-round mathematics instruction. The course was implemented at the start of the 2011-12 school year. This course will not effect our PSSA scores until 2014.

However, this year's mathematics scores showed a huge improvement. 78% of the students were proficient or advanced. We believe this occurred due to a three year effort by this team to work on skills more closely aligned with the PSSA, having mathematics get reinforced in science and technology class and having the teacher provide curriculum in addition to our IMP textbook.

This year's scores indicate that we are achieving the goal of continuous improvement in student achievement.

(3) Independent Learners: Independent Learning is an overall school goal that is manifested in each classroom in all content areas. City High defines Independent Learners as *students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.* Current data, both from student grades and anecdotal evidence, indicates that City High students excel in their classrooms when monitored by caring educators. After two years of effort in this area, we are beginning to see growth in students' ability to work independently. A number of independent learning activities were piloted in the senior year, specifically in the Cultural Literacy classes. Senior teachers who have looped back to 9th grade are implementing these strategies in the 9th grade.

Additionally, this year we implemented an "independent learning structure" in the 12th grade. Each student had their own "office" with a desk, chair and filing cabinet. Students went through a series of learning experiences similar to college - lectures, seminars, study groups, individual meetings with teachers. All senior classes were taught in this manner. The goal is to provide a capstone "independent learning" experience that will provide needed skills for our graduating seniors. This 12th grade independent learning space is part of the new facility we moved into on January 2012. The next stage of our independent learning emphasis is to find a way to assess Independent Learning and determine whether students are achieving at high levels while also becoming more independent.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

City Charter High School's original strategic planning process occurred during the authoring of its charter application to the Pittsburgh Public Schools in 2002. The first five years of operation were consistent with that strategic plan.

The next strategic planning process occurred in 2007. This process included a self evaluation that informed both the rechartering process (another 5 year charter) and the accreditation process (a 7 year accreditation.) The school applied for and received a five-year charter renewal from the Pittsburgh Public Schools (PPS) for the years 2007-12. The school also completed a self-analysis and strategic plan that was submitted to the Commission on Secondary Schools of the Middle States Association (MSA). After a site visit by a Middle States validation team, the school was granted a 7 year accreditation until 2014. Thus City High's strategic planning process was comprehensive and validated by both PPS and MSA. In 2009 City High conducted a Middle States Mid-term review that was approved by MSA.

In 2010 City High conducted an in-depth review of achievement data as part of state requirements due to PSSA results in mathematics. City High submitted a school improvement plan that was developed in November of 2010. The SIP was approved in April of 2011 and will be implemented during the 2011-12 school year.

Date	PPS Re-Chartering	MSA Accreditation
Feb, 2006		Application Fee submitted Application for Candidacy submitted
May, 2006		Obtain intern to help manage the MSA process
May, 2006		CCHS accepted as a Candidate for Accreditation by CSS-MSA
June, 2006	Create MSA committee with teachers, administrators, parents, community members and board members. Create Planning Committee	
July, 2006	Send planning committee to PA Governor's Institute — Getting Results: PA roadmap for school improvement planning. Analyze the original charter, survey data and "school report card." Determine any changes (if any) that should be considered in the mission statement or statement of beliefs. Create 2-4 Measurable Student Performance Objectives that address gaps in student achievement.	
July, 2006	Write the annual report.	Meet with the Middle States committee on July 25. Reach consensus on mission, statement of beliefs and objectives. Create subcommittees.
August, 2006	August 1: Turn in annual report to PDE August 15: Turn in annual report and letter of intent to renew charter to PPS	Subcommittees meet August 24.
Sept, 2006	Sept. 15: PPS requests additional information necessary for re-chartering. CCHS provides the information.	Subcommittees meet September 15.
October, 2006	Preliminary Board Hearing on PPS rechartering.	Subcommittees meet October 20.
Nov, 2006	**PPS Board Approves City Charter High School charter through 2012.**	Subcommittees meet November 17.
Dec, 2006		Subcommittees meet December 5.
Jan, 2007		Subcommittees meet January 19.
Feb, 2007		Action Plans Completed — Middle States Action Plan Finalized and submitted to CSS-MSA
March, 2007		Site Visit — Week of March 5, 2007 **MSA Validation Team "will be pleased to recommend the accreditation for City**

Date	PPS Re-Chartering	MSA Accreditation
		Charter High School."
Sept, 2009	CCHS prepares its Middle States mid-term report.	Committee met and prepared report.
Dec, 2009	CCHS submits its mid-term report to Middle States	December 11, 2009
Dec, 2009	CCHS mid-term report is approved by MSA	December 22, 2009
Nov, 2010	CCHS develops Strategic Improvement plan in response to PSSA results.	Developed by City High Leadership Team. Submitted to PDE.
April, 2011	SIP approved by PDE.	With support of AIU.
Sept, 2011	CCHS implements actions outlined in the SIP	CCHS math and English departments
Feb, 2012	CCHS evaluates progress made through implementing SIP	Reviewed by City High Leadership Team
July, 2012	CCHS refines and rewrites SIP in response to 2011 PSSA results	Developed by City High Leadership Team.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Welch	City Charter High School	Administrator	Richard Wertheimer, CEO/Principal
Armstrong, Shelly	City Charter High School	Other	Richard Wertheimer, CEO
Chad Rucker	City Charter High School	Secondary School Teacher	Richard Wertheimer
Cristine Watson	City Charter High School	Secondary School Teacher	Richard Wertheimer
Darlene Terry	PCTV	Community Representative	Fiore Londino
Donna Schwartz	City Charter High School	Secondary School Teacher	Richard Wertheimer
Fiore Londino	City Charter High School	Board Member	Board of Trustees
Heather Bossert	City Charter High School	Secondary School Teacher	Richard Wertheimer
Judith Hallinen	City Charter High School	Board Member	Richard Wertheimer
Juriga, Jen	City Charter High School	Secondary School Teacher	Master Teacher Committee
Karl Ohrman	Coordinated Financial Services	Business Representative	Fiore Londino
Ken Kaleida	City Charter High School	Ed Specialist - School Counselor	Richard Wertheimer
Kristine Subasic Nichols	City Charter High School	Parent	Fiore Londino

Linda Savido	City Charter High School	Secondary School Teacher	Richard Wertheimer
Lou Tamler	City Charter High School	Secondary School Teacher	Master Teacher Committee
Mario Zinga	City Charter High School	Administrator	Richard Wertheimer, CEO/Principal
Maureen Anderson	City Charter High School	Secondary School Teacher	Richard Wertheimer
Maxine Klimasara	City Charter High School	Administrator	Richard Wertheimer
Patrice Johnson	City Charter High School	Administrator	Richard Wertheimer, CEO/Principal
Patti Kretschman	City Charter High School	Business Representative	Fiore Londino
Ryan Oliver	City Charter High School	Secondary School Teacher	Richard Wertheimer
Sofo, Ron	City Charter High School	Administrator	Richard Wertheimer, CEO

Goals, Strategies and Activities

Goal: CREATING INDEPENDENT LEARNERS

Description: By the year 2014, 90% of (students) at City Charter High School will demonstrate independent learning skills as measured by the attached performance criteria. Each criteria represents a key independent learning activity in the City Charter High School academic program.

Strategy: Modifying Curriculum, Programming and Procedures

Description: An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee, charged with creating independent learners, will be to develop aligned action plans in each content area. City High defines Independent Learners as students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.

This objective, and this accompanying action plan, builds on four years of data analysis of students' abilities to successfully manage independent learning tasks (especially student's graduation projects). Early attempts suggest that all subject areas need to scaffold independent learning over a student's four year City High career. Thus most of the activities in the action plan pertain to modifications in curriculum to allow for scaffolding of independent learning. All content areas will use a common rubric to focus students on what are the elements to successfully working independently.

Activity: Career Research - Internship

Description: 1. Develop consistent internship policies and enforcement.
2. Inform staff and students of policies
3. Provide online Dashboard feedback on internship progress
4. Reduce scheduling constraints
5. Better evaluate potential "at risk" internships
6. Decrease miscommunication
7. Establish procedures for terminating internships

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Activity: English

Description: 1. Develop a common rubric
2. Modify curriculum in all grades to include independent reading

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	All English classes are designed to move students along a path that ends with them being independent readers and learners.

Activity: Mathematics

Description: 1. Develop a common rubric
2. Define success
3. Build staff capacity
4. Analyze student work
5. Analyze trends and build a feedback loop

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/14/2011	Common rubric has been developed. Common finals are being developed. Staffing improvements have been made. Plans for analyzing student work are in place.

Activity: Research Action Plan

Description: 1. Develop Common Rubric
2. Modify curriculum to include independent writing objectives in each grade of the Research class
3. Modify curriculum to include independent oral objectives in each grade of the Research class
4. Address Technology needs.

Person Responsible	Timeline for Implementation	Resources
Linda Savido	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Activity: Science

Description: 1. Develop common rubric
2. Construct experimental design rubric
3. Define and analyze grade level learning objectives and assessments
4. Implement a scaffolded program of independent learning at each grade level.
5. Put a program of teacher support into place.

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Social Studies

Description: 1. Develop a common rubric.
2. Define senior 'Ideas in Action Project'
3. Modify grade level curriculums to scaffold independent learning opportunities
4. Pilot, revise and implement Senior Ideas in Action curriculum

Person Responsible	Timeline for Implementation	Resources

Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Professional Development

Description: Add Goal Statement here..

1. Develop the skills and competencies teachers need to help students become independent learners.

2. Develop the skills and competencies teachers need to deliver course content at all grade levels.

3. Develop the skills and competencies teachers need to help students graduate on time.

4. Develop an individual staff-development plan for each City High staff member.

5. Develop an on-going review process to monitor and adjust the staff-development goals.

Strategy: Individual Staff-development Plan

Description: Annual self appraisal, evaluation and goal setting.

Activity: Curriculum Development Training

Description: Teachers will work with the Chief Education Officer of City High on a weekly basis for the first two trimesters of 2012 - 2013 to receive training in developing curriculum and scope and sequences that are aligned with state and national standards and the goals and mission of City High.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 7/2/2012 Finish: 3/29/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	20
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to develop curriculum that will be aligned with state and national standards.	All curriculum is required to be aligned with state and national standards.	*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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• (Review of developed curriculum)

Status: Not Started — Overdue

Goal: STUDENT ACHIEVEMENT

Description: An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee charged with increasing student achievement in mathematics and reading will focus on strengthening the teaching skills of City High's faculty. City High's strategy is based on the underlying assumption that the primary strategy for improving student performance is through constant growth in teacher expertise.

This action plan builds on early thinking at City High regarding supporting growth of teachers

through pairing of experienced with developing teachers. It considers how to efficiently share expertise where it is most needed. It also uses the lessons learned in the first five years of City High's development.

Strategy: Improving the Collection, Dissemination and Use of Data

Description: City High is committed to using data to make decisions. As we move forward this commitment will be strengthened by deepening understanding of the significance of the data we use and ensuring that an ever increasing number of City High staff become familiar with the data.

Activity: Building a Data Management System

Description: 1. Analyze data to determine whether current assumptions hold true in the long run.
2. Identify and train data anaysis experts on each grade level team.
3. Develop and implement plans to share relevant data-based information with each grade level team.
4. Share school wide data with entire faculty.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	City High has and continues an extensive system of analyzing and sharing data. Each grade level team has a team member assigned to assisting the team in utilizing external data to inform instructional decisions. 1/4 of the instructional coach's position is dedicated towards analyzing and sharing data. All teachers are provided with professional development in utilizing data.

Strategy: Increasing Capacity to Define and Share What Works

Description: City High has an interest in providing professional development in house whenever possible for a number of reasons:
1) Quality Control
2) Control of the message
3) Integration of professional development (PD) to City High goals, structures and needs
4) Developing skills of City High staff charged with organizing and/or presenting the professional development.

There is recognition of the occasional limitations of this approach and a willingness to utilize outside resources when necessary. The notion of increasing in house capacity is tied to the idea of moving from Good to Great.

Activity: Grade Level Retreat

Description: These 2 day long mini retreats occur in two parts, one day at the end of a school year and the other at the beginning of the following school year. They are facilitated by a City High administrator and give each grade level team a chance to review and consider data, successes and challenges from the previous year and develop goals, objectives and strategies for the coming year.

Person Responsible	Timeline for Implementation	Resources
Sofo, Ron	Start: 7/29/2011 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Identifying and Sharing Internal Expertise

Description: Spending the next 4 years developing a network of local experts and mechanism for sharing their knowledge. 1. Goal Setting 2. Master Teacher Development 3. Pilot Group 4. Reporting Out 5. Criteria Review 6. Teacher to Teacher Observation Training 7. Teacher to Teacher Observations 8. Expansion 9. In-house Professional Database 10. Peer to Peer Presentations

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/14/2011	Portions of this plan are complete, others are in progress, still others are in flux. City High has brought in an instructional coach that supports individualized professional development and is able to both identify in house expertise and connect individual teachers to others who can support their professional growth. Teachers are trained to do observations by joining members of the administration on observations. There are no longer plans to keep an in-house professional database, as having an instructional coach fills that need.

Strategy: Targeted Professional Development

Description: City High staff members will design an Individual Professional Development Plan (IPDP) reviewed by City High leaders and evaluated to determine whether goals have been met. City High apprentice and journeymen teachers will be paired with City High master teachers or administrators to support them in implementing their IPDP's. All City High faculty and staff, including master teachers and administrators, are required to put together an IPDP. IPDP's of master teachers and administrators will be public documents. While the Individual Professional

Development Plan does not preclude utilizing outside workshops, conferences or courses, the focus of the IPDP is on using City High resources and colleagues to improve teaching and learning.

Activity: Raising achievement of at-risk students.

Description: Develop and Implement an Independent Professional Development Program to Increase Student Achievement

1. Program Planning
2. Program Pilot
3. Program Rollout
4. Oversight Committee

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2010 Finish: 7/25/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	6	56

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills pertaining to student achievement, particularly as related to at-risk populations. Areas to be addressed include: - student self efficacy - test taking strategies - student buy-in - early warning systems	Use of the Professional Literature regarding self efficacy and successful program with urban, at-risk and minority populations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan

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

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 • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

Status: Complete

Date	Comment
7/14/2011	Professional Development program is driven by goals set at meetings with individual teachers and the school CEO and is informed by student achievement data and needs identified through end of the year surveys. Oversight committee is led by the school's instructional coach and an assistant principal and includes members of the City High leadership team.

Strategy: Themes and Language for Moving City High in a Common Direction

Description: Develop and Implement a Conceptual and Organizational Framework for both staff and student growth.

Activity: City High Advisory Program: Helping Students Move from "Good to Great"

Description: Develop a quality advisory program for students that transitions them to successful careers post high school. The time frame for completion of the program is over the next 4 years.
1. Technology Support
2. Schedule Review
3. Goal Setting
4. Observation
5. Promotion Criteria
6. Evaluation
7. Curriculum Writing
8. Professional Development
9. Hire college/transition counselor

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/14/2011	City High continues to work to strengthen it's advisory program. Transition coordinators have been hired. Curriculum has been writing and is being implemented. Mentoring students is part of the promotion criteria. Advisory periods have been observed, but not as part of official performance reviews.

Activity: Develop a Conceptual and Organizational Framework for Staff Growth

Description: This is an ongoing activity over the next year to consider developing a professional development program that incorporates the techniques and language outlined in Teach Like a Champion 1. Develop a Common Language 2. Debrief 3. Committee Work 4. Professional Development Workshops 5. Teach Like a Champion working groups 6. Organizational Support 7. Reporting Out

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 6/1/2012 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/14/2011	While City High continues a committment to a rigorous and highly individualized professional development program, the language of "good to great" has not caught on and become part of the City High culture. Rather than try to force it, City High administration continues on a path to promote excellence within each team through continual support, analysis and reflection that follows a similar trajectory to the path outlined in the description of this activity.

Goal: SUCCESSFUL TRANSITIONS FROM 9TH GRADE TO 10TH GRADE

Description: By 2014 students completing the ninth grade year will demonstrate the academic and behavioral characteristics required to succeed at and graduate from City Charter High School.

Strategy: Building Systems and Routines for Early Monitoring and Intervention

Description: Use of technology to collect, analyze and share data.

Activity: Communicating Changes

Description: Sharing of successes and challenges in using at risk data to make decisions. This will occur at the 9th grade team meetings.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	City High school counselors attend 9th grade team meetings on a weekly basis to support teachers as they develop strategies to help at risk students. City High administrators are connected with at risk students that can benefit from additional attention. City High grade level advisors are responsible for involving parents and marshalling additional resources to provide support, as well as sharing information about progress of at risk students with the rest of the team.

Activity: Data Analysis

Description: Establish criteria and thresholds for inclusion on the early warning system.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/13/2007 Finish: 9/13/2007	-

Status: Complete

Date	Comment
7/14/2011	City High uses results of Explore and PLAN exams, compared to student performance measured in QPA to determine which students need early intervention. City High is beginning to use data from the PVAAS system to make this process even more robust. This PVAAS data has only been available for one year, but will now be available on a continuing basis.

Activity: Support for using the Data

Description: Training of team members to use at-risk data in decision making.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/28/2007 Finish: 12/31/9999	-

Status: Complete

Date	Comment
7/14/2011	Continual support provided to teams to develop skills in working with at risk students.

Activity: Technological Support

Description: Develop online Dashboard early warning system to show all students falling below identified thresholds and/or meeting at-risk criteria.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2007 Finish: 12/3/2008	$12,000.00

Status: Complete

Date	Comment
7/14/2011	System has been developed, using PLAN data and QPA to identify at risk and borderline students.

Activity: Using Data

Description: Developing and monitoring targeted interventions.

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Diagnose Structural Causes of Student Buy-In and Provide Appropriate Interventions

Description: Ongoing strategic analysis and planning.

Activity: Implementation of Changes

Description: Gradual implementation of scheduling/staffing/interventions identified as possible and of value.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Activity: Potential Changes

Description: Consideration of what potential changes are possible given logistical constraints.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	Continual re-evaluation of program is part of the cultures or City High. Changes made

as part of this re-evaluation include the addition of electives to the 9th grade program and moving the PE schedule for 9th graders.

Activity: Structural Review

Description: Midterm and end of year analysis of impact of City High core scheduling/staffing/interventions on 9th grade achievement.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	End of year review by outside evaluator. Mid year review in house.

Strategy: Improving 9th Grade Advisory

Description: Provide students with an improved advisory program in 9th grade.

Activity: 9th Grade Specific Curriculum

Description: Providing input from ninth grade team to advisory curriculum writers.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/19/2011	The 9th grade curriculum is complete. We are having a great deal of success with our 9th grade program and students moving to 10th grade.

Activity: Accountability Analysis

Description: Develop a plan for holding students accountable for advisory activities.

Person Responsible	Timeline for Implementation	Resources

Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/19/2011	The advisory program has been refined and implemented.

Activity: Rolling Out Accountability Changes

Description: Implement accountability plan

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Student Mentoring

Description: Reestablishment of the City High 12th grade mentor program

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	Advisory assistants program continues. Alumni program has been developed and is in its third year.

Activity: Trimester by Trimester Goals

Description: Develop goals and methods for assessing advisory group development each trimester.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009	-

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Providing Appropriate Academic Support and Challenge

Description:

Activity: Consideration of Additional Support Mechanisms

Description: Resources designed to allow students with academic deficits to catch up to higher achieving students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/14/2011	City High provides additional support with programs such as its after school tutoring program. In addition, City High paraprofessionals are instructed to spend much of their time with struggling students. City High identified support of what we defined as "Bubble Kids", students who are achieving at levels below where their academic abilities suggest they should achieve, as a primary focus of team efforts for 2010/2011.

Activity: Data Analysis

Description: In depth review of entering student academic skill level.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	Through Explore, PVAAS and report cards.

Activity: Professional Development

Description: Use the City High Professional Development Program to strengthen ability to differentiate instruction, improve practice and increase student achievement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/22/2007 Finish: 8/22/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	48

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Pedagodical skills pertaining to Differentiating Instruction, Classroom Management, Use of Technology, Assessment. Teachers choose and are assigned to appropriate workshops based on needs identified through meetings with CEO.	Workshops developed using work done by Doug Lemov, Caroline Tomlinson, Jay McTighe and Grant Wiggins.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers	• High school

- Principals / asst. principals (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring	• Student PSSA data • Participant survey

Status: Complete

Date	Comment
7/14/2011	Program has evolved. While no longer using the terminology "Good to Great", it still focuses on developing teacher ability to differentiate instruction and ensuring that academic content is student centered and makes connections to student's lives and interests.

Strategy: Supporting Teacher Transition to 9th Grade

Description: Helping teachers get oriented to the challenges of working with 9th graders. Develop plans and procedures for the coming year. Identify support mechanisms. Document successes and challenges.

Activity: Documentation of Successes and Challenges

Description: Formative and Summative analysis of strengths and weaknesses of current team approach.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/14/2011	Ninth grade develops strategies and sets goals for the upcoming year during a week long facilitated retreat. At the end of the year, they review progress and report on progress to the entire faculty.

Activity: Support Mechanisms

Description: Identification of resources available to maximize chances for success of the new 9th grade team including professional development planned by outgoing 9th grade team with incoming 9th grade team.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 5/20/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Resources for a successful 9th grade year.	Planning Time based on observations, data collection/analysis and local school experts.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis

on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • History • 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	• Student PSSA data • Standardized student assessment data other than the PSSA

Status: Complete

Date	Comment
7/14/2011	12th grade team meets with 9th grade team at end of the year mini-retreats. 9th grade team reports successes and challenges.

Activity: Transition Process

Description: Outgoing 12th grade team to develop plans and procedures for 9th grade. 3 days of post graduation staff time, input from outgoing 9th grade team, Evaluation team report on 9th grade student attitudinal data. This should include observation and possible team teaching with current 9th grade staff.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 7/19/2007	-

Status: Complete

Date	Comment

7/14/2011 Every 12th grade team goes on a week long retreat to plan for 9th grade. Prior to, and beyond the retreat, 12th grade teachers work with and observe 9th grade teachers to prepare for the challenges of the upcoming loop. 9th grade and 12th grade teachers will meet in facilitated discussions at the end of the school year.

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:
We spoke with Janet Sinopoli and Tamia Larken at IU#2. These phone conversations and one onsite meeting occurred during the first two weeks of January, 2011.

PDE is asking that our current School Improvement Plan be completed by August 30, 2012. This updated plan will be approved by the appropriate individuals at that time. Consequently, the new Statement of Quality Assurance is not available as of yet for this annual report.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

A) Curriculum and Alignment with Chapter 4 Standards

The course-of-study at City Charter High School provides a rigorous academic curriculum as well as a comprehensive grounding in work skills. The schedule, calendar, curriculum, staffing and organizational structure of the school provide an institutional effort that focuses on student success.

The educational program is built on a clustering of the Pennsylvania Chapter 4 academic standards. This clustering allows for flexibility in scheduling and staffing as well as providing a common-sense approach to interdisciplinary project-based learning. Although educators commonly talk about interdisciplinary learning or the value of student projects, the schedule seldom reflects the importance of these concepts. Through clustering and block scheduling, City Charter High School institutionalizes interdisciplinary and project-based learning.

All courses at City Charter High School have a curriculum that is articulated in a scope and sequence. The scope and sequence provides a course outline, set of resource materials and correlation with Chapter 4 content standards. These scopes and sequences are maintained by faculty and kept under the Education Manager's supervision.

Cultural Literacy

The Cultural Literacy team includes a grade level English, Social Studies, Special Education teacher as well as a teaching assistant. This team co-teaches in a common room with a common team of students. The curriculum is thematic, using the social studies theme as the driving force. Four years of English and Social Studies are required. In 9th grade, 19th and early 20th century US History drives the curriculum. Social Studies classes use primary sources, the library, the Internet and various multimedia to study their topics. In 10th grade, modern US History, civics and government drives the curriculum. In 11th grade, the classes study World Cultures. And in 12th grade, Global Studies electives including anthropology, sociology, economics and philosophy drive the curriculum.

The English classes use literature that pertains to the Social Studies themes. Various genres are used to teach reading, writing and language skills. Students use novels, short stories, essays, plays and film to develop their English Language Arts skills. The teaching of English Language Arts in conjunction with Social Studies provides opportunities to study topics in an integrated manner which encourages both depth and breadth of knowledge. Cultural Literacy classes meet for two hours and five minutes daily for two trimesters. Cultural Literacy teachers are given two hours and five minutes common planning time daily. In addition to English and Social Studies, the Cultural Literacy team also provides a growing arts program as well as an exploratory Spanish curriculum.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Cultural Literacy	Reading, Writing, Speaking and Listening	8 trimesters English Language Arts 9 — 12 Electives - Reading Strategies - Creative Writing - Public Speaking - Text to Film - Drama - Poetry
	Social Studies — Civics and Government, Geography, Economics, History	8 trimesters Social Studies - US History 9 and 10 - World Cultures 11 - Politics and Civics 12 Electives - Mock Trial - Model UN - Costa Rica Trip
	Arts and Humanities	1 trimester (minimum) Arts elective - Digital Music I, II, III - Art — Graphic Design I and II - Digital Photography - Art — Studio I and II - Digital Media I, II - Desktop Publishing I, II - Digital Music I, II, III - Chorus - Guitar - Drumming
	World Languages	Spanish I-IV

Scientific Literacy

The Scientific Literacy team includes a grade level Mathematics, Science, Special Education teacher and teaching assistant. This team co-teaches in adjoining rooms with a common team of students. The curriculum promotes student engagement, problem solving and conceptual understanding. Four years of Mathematics and Science are required.

The mathematics program uses the Interactive Mathematics Program (IMP) — a four year college preparatory textbook series published by Key Curriculum Press. The program engages the student in thematic units that promote conceptual understanding, skill development and problem solving. In 12th grade, students choose either IMP IV and/or Calculus.

The science classes are lab based and promote active student engagement. The 9th grade Physics course uses the Active Physics series published by It's About Time, Herff Jones Education Division. The 10th grade course is lab based using the Science and Sustainability textbook published by Lab-Aids. The 11th grade course is a rigorous Biology course that is lab-based and college preparatory in nature. In 12th grade, students choose between Forensics, Anatomy/Physiology and College Physics.

Mathematics and Science classes meet for one hour and five minutes each for two trimesters. (In 9th and 10th grade, students neet for one hour and five minutes each trimester. This is a 30% increase from the previous itiration of the Mathematics program.) Scientific Literacy teachers are given two hours and five minutes common planning time daily. The Scientific Literacy cluster also includes technology and family and consumer science. These courses bridge to the Workforce Literacy curriculum as well.

City Charter High School offers a technology program that is state of the art. Every student receives a laptop for four years. The school provides wireless access to the school's network as well as the Internet. The laptop contains Microsoft Office, Adobe programs, an encyclopedia, thesaurus, dictionary and various other productivity programs. All students at City Charter High School obtain Microsoft and Adobe certifications and are proficient at technology use. In addition, students take two mandatory consumer science classes where they learn about small business management and financial competency.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Scientific Literacy	Mathematics	10 trimesters Mathematics - Integrated Mathematics 9 - 11 - Integrated Mathematics 12 or Advanced Algebra or Calculus - Applied Math 9-10 Elective - Mathematical Modeling - Probability and Statistics - SAT/ACT Prep
	Science and Environment and Ecology	8 trimesters Science - Physics 9 - Science and Sustainability 10 - Biology 11 - Forensics or Physics Elective - How things work? (Engineering) - Ecology - Anatomy and Physiology - Nutrition

	Technology	6 trimesters Technology - 9th grade Technology Applications - 10th grade Web Applications, Digital Media - 11th grade Digital Media 2 - Advanced Certifications (Microsoft, Adobe) Technology Electives (minimum 2 required) - FIRST Robotics - Intro to Programming - Programming I, II, III - Advanced WEB I, II
	Family and Consumer Science	3 trimesters Consumer Literacy - 9th grade Enterprise Development - 10th grade Financial Literacy Elective - Small Business - Marketing - Finance - Economics

Wellness Literacy

All ninth and tenth graders take physical education as well as health. All students are provided with a membership to the Downtown YMCA. 11th and 12th graders may take physical education as an elective.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Wellness Literacy	Health, Safety and Physical Education,	2 Trimesters Physical Education 2 Trimesters Health YMCA membership for all students

Workforce Literacy

All students take a three year sequence of courses in Career readiness (see attached career brochures). All students research careers, make presentations, conduct job interview simulations, simulate the application process for colleges and jobs and create a career portfolio. This leads to a 13 week, 2.5 hour daily internship at local companies. Successfully completing the internship is a City Charter High School graduation requirement.

Another graduation requirement is successful completion of a research based graduation project (see attached graduation brochure). This is the end result of a four year course of study in research methodology.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Workforce Literacy	Career Education and Work	4 trimesters Career Readiness - Career Readiness 9 and 10 - Career Planning 11 - Internship 11 or 12

	Research	7 trimesters Research - Research/Writing (2) - Research/Writing (2) - Graduation Project (1) - Graduation Project (2)

B) Students' developmental and academic needs

City Charter High School programs its classes based on full inclusion. All students are in the same classes and are presented with the same curriculum. Accommodations are made for various students based on individual needs. Teachers are provided with professional development pertaining to learning styles and how to differentiate instruction in heterogeneous classrooms. This often takes the form of offering different texts of varying difficulty for a given assignment. Grading is adapted when required.

Students who want to challenge themselves academically are encouraged to take **honors classes**. Honors classes are conducted as a supplement to the mainstream curriculum. Honors students are provided with additional assignments, more rigorous requirements on assignments and often are given more challenging materials to work with. Honors students meet weekly in their classes to go over their assignments. Students may opt into City Charter High School Honors classes based on a willingness to work hard and engage in more challenging work. Students who enroll in Honors classes have a 4 week probation period during which they can learn about the course and decide whether they want to participate. They may withdraw from the honors course and enter the regular course during the first 4 weeks of the trimester. Students will be given honors weighting on their GPA if they successfully complete honors (A or B) courses.

C) Student-centered instructional design

The pedagogy that is implemented at the school is constructivist in nature. City Charter High School believes that students learn best when actively engaged in project based learning. In all areas of the curriculum, students are asked to work on extended projects and learning activities. These often result in oral presentations, Powerpoint presentations, long range written projects and/or multimedia demonstrations. Both the curriculum and technology at the school encourage student-centered learning.

D) At-Risk Students

City Charter High School defines an at-risk student as one that enters with issues pertaining to mental health, family concerns, poor school experiences, limited content area skills, low self-efficacy and/or a lack of motivation to apply his/her self. The City Charter High School overall program provides a number of support mechanisms to help these students. These programmatic supports include our Wellness Center, Teacher Advisors, Mentors, after school study sessions and lunch time study support groups. In addition the school has a number of support personnel including paraprofessionals, administrators and social workers who work closely with at-risk students.

E) Professional development

Unlike most public schools, City Charter relies heavily on professional development that is embedded in a teacher's workday. A number of programmatic design features contribute to this approach, most notably teacher teaming, looping, the master/apprentice career ladder, and long planning periods each day. Since the teachers school day extends to 4:15 pm and school is in session year round, the quality and appropriateness of the embedded professional development

opportunities takes on greater import for teachers' continuous growth. Teachers have 130 minutes daily for teacher preparation/collaboration.

In addition to the daily time for professional development, the school provides 7 half-day workshops, 7 full-day workshops and 4 clerical days. The workshops include team meetings, curriculum development, professional development, assessment analysis and student staffings. City Charter High School also has a unique opportunity to provide teachers with intensive professional development after they have graduated their cohort of students. These teachers have one month of time (July of the senior year) to attend a planning retreat and attend appropriate workshops offered by universities and Intermediate Units.

On an end-of-year faculty survey, teachers were asked to rate the extent to which the school offered adequate growth opportunities in each of 13 professional skill domains. On average, 66% of the teachers agreed or strongly agreed that there were substantial opportunities for growth at City High.

Act 48 Plan

City Charter High School is a PDE approved Act 48 provider of Professional Education. The school's Act 48 plan provides 7 clear goals to be addressed in its professional development.

- Goal 1: Improve staff ability to educate all students in heterogeneously grouped classrooms.
- Goal 2: Guide and support staff to grow as educators via promotion and certification.
- Goal 3: Seek continuous growth of staff's knowledge of content.
- Goal 4: Seek continuous growth of staff's knowledge of technology.
- Goal 5: Seek continuous growth of staff's knowledge of adolescent developmental psychology.
- Goal 6: Assist in the professional education needs of staff who work with LEP learners.
- Goal 7: Offer CPR training on site at least once every three years.

The school's Act 48 plan is consistent with the needs articulated in survey data and will be used as a roadmap for future professional development activities. The plan was approved from September 11, 2008 through September, 2011. The approval letter is uploaded with this report.

A new Act 48 plan was submitted. It was returned because the Act 48 Committee affiliations had to be corrected. This was done and the revised plan was re-submitted. The revised plan is still in review at the state level.

3. Teacher Induction

The school's Teacher Induction plan approval is attached. All teachers are provided with both a mentor teacher to help with managing the procedures and administrative aspects of the school. They are also provided with a master teacher for support with content, pedagogy and issues of promotion. Finally, new teachers are observed and evaluated a minimum of twice a year by either the Education Manager or the CEO. The school's revised Induction Plan has been approved by PDE through September, 2014.

Rigorous Instructional Program - Attachments

- Act 48 Professional Development Approval Letter
- Induction Approval Letter
- Career Program

- Career Program
- Graduation Project Brochure

English Language Learners

Currently, there are no students at City Charter High School who require LEP services.

ELL 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 polices, 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 City Charter High School each parent and student is required to participate in an individual family orientation. During the orientation parents and students complete the Home Language Survey. If it became apparent that the parent was not proficient in English, we would request interpretation services. Our first source for those services would be within the staff as several staff members are bilingual. However, if needed we would utilize the services of the 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.

   b. Students will be evaluated as to progress by utilizing classroom based assessments, as well as the norm referenced exams: EXPLORE (9TH), PLAN (10TH) AND ACT(11TH). The PSSA will be given in Grade 11. Growth portfolios are required at each grade level and demonstrate a student's progress in each academic area.

4. Instructional Program

   a. Description: The ESL program as well as all academic programs 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 2 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 ESL teachers, peers, and the 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 ½ 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 City 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 City Charter High School are assigned to an advisor teacher, who has the responsibility of assisting that student educationally, emotionally and socially throughout their time at City High. Additional counseling is available through the SAP program and our mental health partnership with Mercy Behavioral.

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 internship 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 City Charter High School are all involved in professional development sessions. 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 IU2 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 City High administrator, two teachers, an ESL teacher from IU2 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 City 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

- 2011-2012 ELL Report

Graduation Requirements

City Charter High School Graduation Requirements

I. SUCCESSFULLY COMPLETES CITY HIGH COURSE REQUIREMENTS (note course list below)

Rubric for Evaluation of Student Work	
A	Graduation with Distinction: The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.
B	Graduation with Proficiency: The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.
C	General Graduation: The student has nearly achieved the learning standards at the Proficient level. The student needs to improve in some area of knowledge or process in order to graduate with the Seal of Proficiency.
D	Does not Graduate: The student needs significant improvement before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.
E	Does not Graduate: The student has not engaged in the learning process.

II. ACHIEVES PENNSYLVANIA ACADEMIC STANDARDS

To be eligible for graduation, students must achieve Pennsylvania's academic standards. This can be demonstrated by some combination of proficiency on the Pennsylvania System of School Assessment (PSSA) Exam, and/or the City Charter High School Standards Based Examinations. Proficiency on the state standards will be annotated for each student and available to the student, parent and staff on the student's Graduation Status Report. (The Report is begun when a student enters City Charter High School and is kept up to date through graduation. The Advisor meets with the student's parents twice a year, at Parent Conferences, to review the Graduation Status Report.) PSSA Exam Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the PSSA exams offered in April of eleventh grade or as a makeup in October of twelfth grade.

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the City Charter High School standards based exams. Using item anchors and released tasks from the state PSSA assessments, City Charter High School has created assessments for Reading, Mathematics, Writing and Science that align with state

standards and local curriculum. Like the PSSA, these local assessments will be broken down into subtests according to content. Multiple examination forms will be used to guarantee test security.

1. Subtests will be administered as part of the City High curriculum.
2. A specific subtest will be given after students complete the related curricular unit. Thus City High students will be given an opportunity to demonstrate proficiency throughout their four years at City High while studying the relevant material.
3. The subtests will be administered in the content area classes.

Once a student is found to be proficient on the subtest, he/she will be considered to have achieved that standard. A student's English, Mathematics and Science teachers are responsible for keeping accurate records (on a spreadsheet) that contain the student's current standing regarding achieving the standards. Students may take the subtests (multiple forms) repeatedly until proficiency is attained. Once a student demonstrates proficiency on all subtests, he/she will be eligible for graduation.

III. SUCCESSFULLY COMPLETES 130 HOUR CITY HIGH INTERNSHIP

An internship at City Charter High School is a unique career exploration that integrates study with planned and supervised career-related work experience. Students are involved as non-paid "authentic employees" receiving academic credit for work experiences. The purpose of the program is to develop and strengthen the student's educational and career preparation. An internship will expose the student to the interpersonal relationships a job requires, both with co-workers and supervisors that are essential in obtaining a successful, satisfying career. Internships enable employers to assist the high school students in preparing them to work in today's business environment.

IV. SUCCESSFULLY COMPLETES CITY HIGH AND PDE MANDATED CULMINATING GRADUATION PROJECT

City Charter High School students are required to take the Research Seminar - Graduation Project class during their 11th and 12th grades to design a project that will provide opportunities to exhibit their initiative as well as the numerous developed skills of problem solving and decision-making, technology, and independent research as they investigate a self-selected specific area of interest. This project allows students to propose and design an independent, personalized hands-on learning experience, presented through a culminating exhibition of a quality product.

Five major components are required for project completion:

1. Research Component

2. Written Component

3. Technological Component

4. Tangible (End-Product) Component

5. Oral Component

City Charter High School Course Requirements

Cultural Literacy

8 trimesters English Language Arts

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12

7 trimesters Research

- Research/Writing (2) — Cultural Literacy 9
- Research/Writing (2) — Scientific Literacy 10
- Graduation Project (1) — Research 11
- Graduation Project (2) — Production 12

8 trimesters Social Studies

- US History 9
- US History 10
- World Cultures 11
- Global Issues 12

Scientific Literacy

10 trimesters Mathematics

- Integrated Mathematics 9 (3 trimesters)
- Integrated Mathematics 10 (3 trimesters)
- Integrated Mathematics 11
- Integrated Mathematics 12 or Calculus

8 trimesters Science

- Physics 9
- Science and Sustainability 10
- Biology 11
- Forensics or Physics

Workskills Literacy

3 trimesters Consumer Literacy

- 9th grade Enterprise Development
- 10th grade Financial Literacy 1
- 11th grade Financial Literacy 2

6 trimesters Technology

- 9th grade Technology Applications
- 10th grade Web Applications
- 11th grade Advanced MOS & Electronic Portfolio

4 trimesters Career Readiness

- Career Readiness 9
- Career Readiness 10
- Career Planning 11
- Internship 11 or 12

Wellness Literacy

Fitness and Health (2 trimesters)
Fitness/Health 9
Fitness/Health 10

Electives (10 Trimesters required)
Students may carry forward, from 9th and 10th grade, one elective.

Technology

Database
A+ Certification I,II
FIRST Robotics
Intro to Programming
Programming I, II, III
Advanced WEB 1,2
Publisher

Arts

**courses may be used as a either an Art or Technology elective*

Digital Music I, II, III	Art — Graphic Design I and II
Digital Photography I, II	Art — Studio I and II
Digital Media I,II	Desktop Publishing 1,2
Chorus	Drumming and Hand Bells

Other

Spanish I, II, III, IV
College Course
English, Science, Mathematics or Social Studies Electives
Fitness
Small Business
Economics
Marketing

Special Education

Students are identified as needing special education services initially through the PA Charter School Enrollment Form. Parents are asked to indicate on that form whether or not the student receives special education services based on an IEP. During the course of the year, other students are identified as needing additional assistance through grade level staffings and/or parent requests. Before deciding to evaluate a student the team of teachers implements adaptations/ modifications to the curriculum and instructional techniques. The reading specialist completes a thorough reading assessment of the student. Additional supports are also provided during designated enrichment periods and an extended day program one/two days per week. The student's staff advisor manages the intervention process and works with the student to become academically and behaviorally successful. Sometimes a referral is also made to the SAP team. Achievement is closely monitored. If the interventions do not result in academic improvements, a formal staffing that includes the parent and student is held and a decision is made as to whether an evaluation is appropriate.

All students with disabilities are provided with inclusive services at City High. Each special education teacher has a case load of 10 to 15 students (all

in the same grade level.) In addition, one teaching associate per grade level works with students receiving special education services. Special education personnel work directly with the content area teachers and their students in the regular education classrooms. Instructional, curricular and assessment accommodations are made as directed through each student's IEP. The special education teachers collaborate with the classroom teachers on lesson plans and assessments. Individualized transition planning begins in 9th grade and is carried through to graduation and beyond. The special education teachers work closely with the school's Transition Manager and Internship manager on transition planning.

The school's special education program is supervised by the CEO/Principal and the Assistant Principal.

Eighty-six (86) special education students attended City Charter High School during the 2011-2012 school year. According to primary disability:

- Sixty-three (63) students required Learning Support due to having learning disabilities;

  - Of those sixty-three (63) students, twelve (12) students also had secondary disabilities in which they required additional support:
    Two (2) students required Autistic Support.
    Two (2) students required Emotional Support.
    Two (2) students required Speech and Language Support.
    Six (6) students required support for Other Health Impairment.

- Seven (7) students required Emotional Support;

  - Of those seven (7) students, four (4) students had secondary disabilities in which they required additional support:

    Three (3) students required Learning Support.

    One (1) student required support for Other Health Impairment.

- Ten (10) students required support for Other Health Impairment;

  - Of those ten (10) students, three (3) students had a secondary disability in which they required additional support:

    Three (3) students required Learning Support.

- Two (2) students required Speech and Language Support only.
- One (1) student required Vision Support only.

- Two (2) students required Autistic Support;

  - Of those two (2) students, one (1) student required Speech and Language support.

- One (1) student required Learning Support due to being identified as Intellectually Disabled.

This year, City High contracted additional special education services through Therapy Source. The services contracted include: certified school psychologists for evaluations and re-evaluations, speech and language therapy, occupational therapy and a social skills group. The therapists provided by Therapy Source attended the IEP meetings of the students who required these services. The Allegheny Intermediate Unit was also contracted to provide vision services.

PDE approved City Charter High School's special education program on June 7, 2005. The attached documents articulate the school's Special Education Policies and Procedures. Also, the Bureau of Special Education monitored the City Charter High School special education program during the 2010-2011 school year. City High was commended for providing a strong and supportive special education program for the students with disabilities, comprehensive professional development for school staff, appropriate training and information for parents and also thorough transition planning and IEP development for students. Please see attached executive summary for additional information.

Special Education - Attachments

- 2011-2012 Annual Public Notice and Child Find
- Special Education Policies and Procedures 2011-2012
- Compliance Monitoring Executive Summary

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Henry	1.0	Inclusion Support	City Charter High School	5	Full Inclusion Services
Opat	1.0	Inclusion Support	City Charter High School	7	Full Inclusion Services
Ringold	1.0	Inclusion Support	City Charter High School	12	Full Inclusion Services
Schwartz	1.0	Inclusion Support	City Charter High School	11	Full Inclusion Services
Baranowski	1.0	Inclusion Support	City Charter High School	10	Full Inclusion Services

Feicht	1.0	Inclusion Support	City Charter High School	13	Full Inclusion Services
Zappa	1.0	Inclusion Support	City Charter High School	12	Full Inclusion Services
Hanna	1.0	Inclusion Support	City Charter High School	12	Full Inclusion Services

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ACLD Tillotson School	Full time	Learning Support	Tillotson-Pittsburgh	1	Learning Support and Transportation

Special Education Program Profile - Chart III

Title	Location	FTE
Principal	City Charter High School	.05
Asst. Principal	City Charter High School	.05
Asst. Principal - Special Education	City Charter High School	1
Teaching Associate	City Charter High School	3

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit	Vision Support	1 hour
Therapy Source	Speech and Language	5 hours
Therapy Source	Occupational Therapy	2 hours
Therapy Source	Social Skills	1 hour
Therapy Source	Psychologist - Evaluations	4-6 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

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

Local Assessment - Explore Exam (ACT, Inc.)	No	No	No	Yes	No	No	No
Local Assessment - PLAN Exam (ACT, Inc.)	No	No	No	No	Yes	No	No
Local Assessment - ACT Exam (ACT, Inc.)	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No

Student Assessment

City Charter High School uses two types of standardized assessment with all students. The state mandated, criterion-referenced PSSA tests are given in the spring to 11th graders. The EXPLORE/PLAN/ACT norm-referenced examinations are given in 9th/10th/11th grades respectively and provide annual growth measurements.

I. **PSSA RESULTS**

It should be noted that this annual report is being submitted prior to our receiving final data regarding AYP from the state. All statistics provided are from running our own analysis. Please note that seven years of data are provided below.

Student PSSA assessments at City Charter High School during the 2011 - 2012 school year indicate that student achievement in Reading and Writing is at a very high level. As a class, this year's 11th grade met AYP and was the highest in the school's history in Reading proficiency (85%) and among the highest in Writing (94%). This year's 11th grade had the highest percentage of students reaching advanced (39%) in Reading in City High's history. Our early analysis shows that all subgroups met proficiency levels as well allowing the school to meet AYP in Reading even considering the new, higher (81%) cutoff, although our African American scores will meet AYP through considering confidence intervals.

Student achievement in mathematics this year was heartening. It indicates that efforts made to boost achievement are working. The aggregate score (78% proficient) is the highest in City High history and will meet the new cutoff in mathematics (78%). The African-American cohort (68% proficient) was also the highest in our history, and made AYP through confidence interval and safe harbor. We nearly doubled the percent of African American students who were proficient or above as compared to 2010 - 2011. This turnaround, if sustained over time, is in part a result of changes implemented after analyzing reasons behind previous low scores including:

1. TIME: In contrast to our reading program, mathematics is only taught for 120 hours during two of three trimesters. Considering the low level of achievement in mathematics that our students enter City High with in 9th grade, this amount of time is not sufficient.
2. CURRICULUM: City High's mathematics program uses the IMP - Interactive Mathematics Program - as its curriculum. This curriculum is strong in problem solving, conceptual development, reading/writing about mathematics and discovery. Clearly, the PSSA results suggest more time and effort must be placed on basic skill development, vocabulary and symbol manipulation.

Two consecutive years of low PSSA scores in mathematics had placed City High in School Improvement I. The past two year's School Improvement Plans have been submitted to PDE. The plans provide for an additional mathematics course in 9th and 10th grade for all students that will increase the time spent on mathematics by 62 hours and will emphasize the skills previously mentioned. We believe this will align our program with state standards and increase student achievement. Since City High met AYP this year, our status is now "Making Progress: in School Improvement II".

The school is working quite hard to increase mathematics achievement. However, it should be noted that, even in our lowest years, our results surpassed schools with similar demographics in the state.

II. EXPLORE/PLAN/ACT Norm Referenced Examinations

City Charter High School uses the Explore/Plan/ACT sequence of tests to measure student achievement year to year. Students receive a standard score that should remain the same year to year if they grow at the same rate as the national norm group. Each assessment becomes more difficult based on learning that should occur during the academic year. The Explore, which provides us with a benchmark for each entering student in regard to incoming academic strengths and weaknesses, is given in September of the 9th grade year. The Plan is given during October of the 10th grade year and the ACT is given during June of the 11th grade year. Subscores are provided in English, Mathematics, Reading and Science. For this analysis, matched composite test scores were used. This means that only students who took the ACT, Plan and Explore in the current 11th grade or 12th grade were analyzed. This allows the school to see progress for students who attend City High the entire four years. In all cases, the students analyzed were demographically representative of the entire student group. Students who were not included were those who did not take all the exams because they were not enrolled at the school at the time. Seven years of comparative scores are presented.

This longitudinal study of Explore/Plan/ACT scores present a counterbalance to the PSSA scores. Positive growth occurred on the mean Explore/PLAN/ACT scores for all of the student cohorts over a 7 year period. This positive growth is apparent in all subgroups including race. We would suggest this consistent year-to-year growth is attributable to the curriculum and the “looping” concept of teachers staying with students throughout their career at City High. We would also suggest the increase with all students is due to heterogeneous grouping in classes. However, it should be noted that this is a composite score that combines achievement in English, Reading, Mathematics and Science.

City Charter High School consulted with ACT, Inc. to discuss the accuracy of the results and conclusions being drawn. They suggested a more sophisticated approach to analyzing program effect. ACT calculates “program effect” by measuring growth not by percentage but by standard deviation. The table also shows growth using standard deviation as the unit of measure[1]. Dr. Robert Ziomek, statistician for ACT, Inc., stated that effect size greater than .25 is considered a moderate program effect and greater than .50 is considered a substantial program effect. Average growth for the most recent cohort as measured by standard deviation was .25 SD from Explore to PLAN and .44 SD for PLAN to ACT. This data suggests that City Charter High School is producing positive year-to-year growth over and above that expected in the normed group. This is attributable to program effect. Using the EXPLORE/PLAN/ACT year to year measurement is an attempt to get a "value-added" measure of student achievement. City Charter High School’s student academic performance is an indicator that students who move from 9th through 12th grade with their cohort achieve at a very high standard and show rates of growth higher than they would at the average school.

III. Other Measures

Measures of workforce readiness such as MOS certification exams, successfully completed internships (130 hours), graduation projects (all students) and acceptances to post high school educational programs (91%) confirm this success. City High is proud of its students who have obtained Core and Expert MOS certification in MS Word, Excel, Powerpoint, Access, and Outlook. A MOS Master is an individual that has obtained four MOS certifications.

- Class of 2012 - 135 students have 427 certifications, 52 MOS MASTERS
- Class of 2011 - 129 students have 419 certifications, 41 MOS MASTERS
- Class of 2010 - 126 students have 369 certifications, 13 MOS MASTERS
- Class of 2009 - 99 students have 402 certifications, 18 MOS MASTERS
- Class of 2008 - 117 students have 417 certifications, 4 MOS MASTERS
- Class of 2007 - 95 students have 196 certifications, 3 MOS MASTERS
- Class of 2006 - 111 students have 310 certifications, 7 MOS MASTERS

City High Totals 812 students => 2540 Certifications, 138 MOS MASTERS

The attached documents provides additional data pertaining to longitudinal analysis of PSSA and Explore/PLAN/ACT scores broken down by subgroup.

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[1] It could be stated that a .30 effect means “as a whole the tenth grade class increased by 3/10 of a standard deviation during the time between the Explore and Plan exams. This effect is attributable to the educational program.”

Student Assessment - Attachments

- 2012 PSSA Longitudinal
- Explore/Plan/ACT Class of 2013
- School Improvement Plan I

Teacher Evaluation

City Charter High School provides a well-articulated career path for its education staff. Teachers move from Apprentice, to Journeyman, to Expert, to Master Teacher, to Administrator based on achieving proficiency on components of teaching, education leadership and administrative leadership. Moving between levels is solely based on proficiency on the components listed below and is not based on time served or budget limitations.

All teaching staff is observed repeatedly throughout the year. Teachers receive their annual review at the opening goal setting meeting in the beginning of the school year. Each teacher meets with an administrator in the beginning of the year to review last year's work and plan for the new year. Apprentice and Journeyman teachers are assessed on the 13 components listed below. Expert teachers are assessed on an additional two (2) pedagogical components. Master teachers are assessed on an additional four (4) components of education leadership. Each component is assessed on a four point scale (Advanced, Proficient, Nearly Proficient and Needs Significant Improvement). The entire evaluation rubric is attached as a file. In addition, specialized rubrics for Special Education Teachers and Paraprofessionals are attached as well.

The goal of the annual review is to provide the individual teacher with an assessment of their performance as well as a road map for improvement. When a teacher believes their performance is proficient on all components they are ready to begin the formal promotion process. Salary increments occur only through promotions.

The individuals responsible for teacher and staff evaluation are

- Richard Wertheimer, CEO and Principal - Secondary Principal Certified, Curriculum, Instruction and Assessment
- Mario Zinga, Education Manager - Secondary Principal Certified, Curriculum
- Patrice Johnson, Assistant Principal - Secondary Principal Certified, Student Support Services
- Angela Welch, Assistant Principal - Seconday Principal Certified, Special Education

In addition a new teacher coach, Louis Tamler (Master Teacher, Secondary Principal Certified), provides additional support for City High teachers working to improve their practice. The creation of this position has nearly tripled the number of teacher observations done at City High. On average the school conducts 26 observations a month.

A best practice brief that articulates the process of evaluation and promotion is attached to this annual report.

The Board of Trustees is responsible for the annual evaluation of the CEO/Principal. The CEO/Principal is evaluated in September by a committee of the Board. Evaluations are based on the rubric and the Annual Report that is submitted to PDE. The components for professional growth below are the outline of the Promotion Evaluation Rubric.

Components for Professional Growth	
Apprentice/Journeyman Components	**Master Teacher Components**
1. Lesson Planning	16. Promotes School Philosophy and Objectives
2. Unit Planning	17. Education Decision Making
3. Curriculum Implementation	18. Classroom Observation
4. Assessing Student Learning	19a. Instructional Support
5. Instructional Methodology	19b. Curricular Support
6. Classroom Management	
7. Student Achievement	

8. Collaboration 9. Special Education 10. Professional Development 11. Mentoring Students 12. Participation in School Culture 13. Communication with Parents	
Expert Teacher Components 14. Child Development 15. Differentiated Instruction	**Administrative Components** 20. Student Success 21. Student Support 22. Programming 23. Financial Management 24. Personnel Management 25. School Management 26. Strategic Planning 27. Leadership 28. Compliance

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Special Ed Teacher Evaluation Rubric
- Paraprofessional Evaluation Rubric
- Best Practice Brief - Promotion

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Administration: Past

Since the opening of City Charter High School in 2002, there was one leadership change in 2007. At that time the CEO/Principal (Maxine Klimasara) retired and was replaced by Dr. Richard Wertheimer. Mr. Mario Zinga (master teacher and co-founder) replaced Wertheimer as the Education Manager.

Administration: Present

At the beginning of the 2011 - 2012 school year, Dr. Wertheimer announced to the Board that he would be retiring at the end of the school year. The Board and Dr. Wertheimer put together a job description and responsibilities document. In the fall of 2011, the Board interviewed possible search firms to manage the transition process. In January, 2012, prior to conducting a national search, a local candidate surfaced. The board interviewed the candidate and conducted a thorough credential review. In March, 2012 the Board hired Dr. Ron Sofo to be the new CEO/Principal of the school for the 2012 - 2013 school year. Dr. Sofo has been the Asst. Superintendent and Superintendent of the Freedom Area School District for 19 years. He was a past member of the Board of Trustees of City Charter High School. In order to have a smooth transition, Dr. Sofo started work at City High in June, 2012 and will have a two month overlap with Dr. Wertheimer.

Board Changes

The City Charter High School Board of Trustees is a very stable board. The President, Vice-President and Treasurer have served in these positions since the opening of the school. Annually a new parent representative joins the Board. This past year, two trustees retired from the board and were replaced. The current board has a full contingent of 9 members.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Stanley Herman	Vice-President
Mr. David Lehman	N/A

Mr. Fiore Londino	President
Ms. Judith Hallinen	N/A
Mrs. Valerie Njie	N/A
Ms. Karen White	Parent Representative
Mr. William Stayduhar	Treasurer
Dr. Shula Nedley	N/A
Dr. Derrick Lopez	N/A

Professional Development (Governance)

The Board of Trustees has a number of methods to maintain up to date information regarding governance. First, the Board retains the services of a Solicitor, Wayne DeLuca, who attends every Board meeting. Mr. DeLuca's expertise is in Municipal and School Law. Second, Mr. DeLuca's partner, John Eddy, provides the Board with his services regarding Real Estate Law.

The Board Vice-President, Stanley Herman, is an ex-Superintendent of the Woodland Hills School District and is experienced at Governance and Compliance issues.

The Board President, Fiore Londino, meets with new members elected to the Board to provide induction into the rules, regulations and responsibilities of a Trustee.

In addition, once a year, the Board of Trustees conducts a Strategic Planning retreat that is facilitated by a consultant/facilitator. This retreat allows the Board to keep current with City Charter High School's current achievement and future direction.

Coordination of the Governance and Management of the School

There are currently nine (9) trustees on the EDSYS, Inc. (dba City Charter High School) board. As per the bylaws of EDSYS, Inc., officers are elected annually. At the February Board Meeting, the current officers were elected for another annual term.

The Board of Trustees had three changes during the 2011 - 2012 school year.

1. The parent position on the Board changed.
2. One trustee retired in February and was replaced immediately.
3. One trustee resigned his position and the position was filled.

The Board currently has 9 elected trustees, thus there are no vacancies.

The officers of EDSYS, Inc. dba City Charter High School during the 2011 - 2012 school year were:

CEO and Principal, Richard Wertheimer
Education Manager, Mario Zinga
Treasurer, William Stayduhar
Secretary, Patrice Johnson

The Board of Trustees meets monthly to tend to the affairs of City Charter High School. The Board President, CEO and Secretary craft the board agenda one week prior to the meeting. The meeting agenda, minutes of the previous meeting and associated materials are emailed to all

Board members to read one week in advance. The dates of all meetings are posted both in the newspaper and on the City Charter High School website. Board Resolutions are also posted on the school website (http://cityhigh.org/governance/). Minutes of Board Meetings are available for public review by request at the school and on the Board website. There were no Board Meetings during August, December and April due to a lack of business to conduct.

The board meetings are chaired by the President of the Board. The president of the board is Fiore Londino. In attendance are the board members, officers of EDSYS, legal counsel for EDSYS and any interested parties. All meetings of the Board of Trustees comply with the state Sunshine Law. The Board receives guidance regarding issues of compliance through its legal counsel. The Board receives guidance regarding issues of budget and finance from its treasurer, a certified public accountant.

The Board of Trustees provides guidance and management of the school through voting approval for the annual budget, annual evaluation of the CEO/Principal, setting policies, modifying by-laws, approving large expenditures, providing input on personnel issues and overseeing student discipline hearings.

A quorum was present at all board meetings this year (minimum 5 trustees). All City Charter High School Board of Trustee Meetings are on the second Wednesday of the month at 6:00 P.M. The meetings are on the 1st floor of the high school at 201 Stanwix Street, Pittsburgh, PA 15222. The attached document lists meetings, dates, times, place and the number of trustees attending the monthly board meetings. Board member that cannot attend in person have the option of calling in and participating in the meeting remotely.

The Pittsburgh Board of Education School Directors have not expressed interest in visiting with the City High Trustees. The PPS Superintendent and Directors were invited to the 10th year anniversary reception and conference. The CEO/Principal of City Charter High School, Richard Wertheimer, has reached out to the:

- Superintendent of the Pittsburgh Public Schools, Dr. Linda Lane;
- PPS liaison for charter schools, Lisa Augustin;
- PPS Director of Finance, Peter Camarda;
- PPS Director of Transportation, Ted Vasser; and
- members of the PPS annual review team.

City High provides PPS with updates as needed. For example, this year the school worked closely with the PPS Division of Facilities on the move to the new building and the Superintendent regarding transition planning for a new CEO/Principal. Members of the Board of Trustees are available to meet with representatives of the Pittsburgh Public Schools during their annual visit.

Coordination of the Governance and Management of the School - Attachment

- 2011-12 Board Meeting Attendance

Community and Parent Engagement

1. **Parent Engagement**
    1. Communications
        1. Mailings - Parents receive mailings from City High at least 6 times a year. Mailings provide information about policies, field trips, Title I,

events and general school information. Also, report cards and test results are mailed to parents in a timely fashion.

    2. WEB - General information about the school can be found at http://www.cityhigh.org/. This year the City High website was redesigned to provide parents with easier interface to obtain important documents.
    3. EDLINE - Every parent is provided with an account on the school's EDLINE system. 83% of City High parents activated their EDLINE accounts this year. EDLINE provides parents with 24/7 access to grades, assignments, schedules, current events and parent resources.
    4. Phone Calls - Student advisers and teachers keep close contact with parents through phone conversations. Every staff member has a phone and voicemail for this purpose. Teachers are evaluated on their phone communications with parents.
    5. Email - Student advisers and teachers keep close contact with parents through email. Every staff member has email. Teachers are evaluated on their email communications with parents.
2. Parent Conferences - Twice a year City High conducts parent conferences. Each parent is set up with a 30 minute appointment with their student's faculty adviser. The conferences review grades, scheduling, academic and career planning and any issues that are current. Approximately 60% of the parents/guardians attend the fall conference and 51% attended the spring conference. If a parent cannot attend a conference, they have one rescheduled or the adviser conducts a conference over the phone.
3. Title I Parent Involvement - Every fall there is a Title I parent involvement conference. This year 5 parents attended the conference on September 16. Both the Title I Parent Involvement Policy and Parent/School Compact are agreed to at that conference. The policy and compact is shared with all parents through our website and an annual mailing.
4. Parent Newsletter - The school publishes a parent school newsletter three time a year which is mailed to every parent/guardian.
5. Parent Survey - All parents are asked to participate in the annual parent satisfaction survey. The survey is administered in February at parent conferences. This survey is managed by Catherine Nelson, our outside consultant, and the results are reported out to our Board and in our Annual Report Card.
6. Strategic Planning - Parents are represented on the committee that manages the school's Middle States Accreditation process which includes: needs analysis, data collection and strategic planning.
7. Board - The Board of Trustees consistently promotes opportunities for parent/guardian engagement. This is done in a number of ways.
    1. There is one trustee position on the Board that is set aside for a current parent of a student at City Charter High School.
    2. All Board meetings are publicly advertised and interested parents are encouraged to attend.
    3. The board responds to parent requests and concerns in a timely fashion.
    4. The board approves and promotes the Title I Parent Involvement Policy annually.

2. **Community Engagement**
    1. Speakers - City High takes advantage of local experts in a variety of fields to come in and speak to classes. This has included career seminars, Holocaust survivors, University experts, politicians/elected officials, foreign visitors, board members, etc.
    2. Partnerships - The school has close partnerships with local universities, the Student Conservation Association, Venture Outdoors, the Carnegie Library, local arts organizations, the Heinz Endowments and local conservations

groups. These partnerships often result in field trips, speakers, learning opportunities, etc.

3. Simulations and Reviews - A diverse group of business, university and non-profit leaders volunteer to participate in career simulations and graduation project reviews. These are opportunities for students to interact and gain career and academic feedback from adults in the community.
4. Internships - Every student at City High participates in a 130 hour internship with a local community partner. The school has over 100 organizations that currently partner with us in this endeavor.
5. Field Trips - Students take annual field trips to Camp Kon-o-kwee, Laurel Caverns, Ohiopyle State Park, Presque Isle State Park, Teenquest, Washington DC, New York NY, Costa Rica. This is in addition to various local field trips to local resources in the downtown cultural district as well as the Pittsburgh area.
6. Simulations - City High students participate in a business simulation at Carnegie Mellon University, two business simulations at City High that involve community leaders, the Model UN program at Carnegie Mellon University, the Mock Trial program in Common Pleas Court and programming with the World Affairs Council.
7. Conferences and School Visitations - This year City Charter High School celebrated its 10th year anniversary with a Research in Practice Conference. Community leaders including the Governor, Mayor, PPS School Board and Superintendent, A+ Schools, the Pittsburgh Post-Gazette and local University Schools of Education were invited to attend. The opening night reception and presentations had 75 attendees. The conference day had 30 attendees. In addition, City High had over 20 schools and/or districts visit and learn about the program over the last school year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

City Charter High School received funding from 3 sources during the 2011 — 2012 school year.

I. Tuition

The primary source of revenue is from tuition payments from the school districts of residence of our students. These funds are used for our operating budget. During the 2011 — 2012 school year City Charter High School received $8,450,000 from tuition payments. At the end of the fiscal year, we had $205,034 in outstanding invoices to a number of PA school districts. We are appealing to these districts and/or the state for reimbursement for tuition payments.

II. Grants

A second source of revenue is from foundation grants. City Charter High School solicited support from a number of local foundations for funding during its tenth year of operation. This year the school received over $583,000 in grants and donations. This large amount was due to the need to cover costs associated with our move to a new building. The grants and donations follow:

- $30,000 from RK Mellon Foundation for recreation programs with Venture Outdoors, Three Rivers Rowing, the Student Conservation Organization and a student trip to Costa Rica.
- $100,000 individual donation for the building expansion.
- $50,000 Pittsburgh Foundation for the building expansion.

- $50,000 Pittsburgh Foundation for new science labs in the new building.
- $75,000 Pittsburgh Foundation to support the school's Peer Coach.
- $300,000 Heinz Endowment grant for the building expansion.

In addition, the school received a $280,000 grant (to be paid out at $40,000/yr for 7 years), that is designated for student post-high school scholarships. The first set of student awards were made with the current graduating class.

III. Pennsylvania Department of Education

City Charter High School receives a third source of revenue from the Pennsylvania Department of Education (PDE) for a variety of purposes. During the 2011 — 2012 school year the following were received from PDE:

- $92,144 in special education reimbursements,
- $43,639 in Social Security reimbursements,
- $62,326 in lease/rent rebates,
- $96,752 in retirement reimbursements, and
- $9,865 in nurse reimbursements.

IV. Future Funding

There are three areas of concern pertaining to future funding for the school. First, indications from the state government and PDE are that there will be a consistent decrease in funding for public schools. Last year the social security reimbursement for charter schools was eliminated. This year the school's obligation for PSERS doubled. PSERS contributions are expected to continue to go up.

Second, local charter school tuition payments are expected to decrease by 5% for the 2013-14 school year. In addition, the Pittsburgh Public Schools (the chartering district for City High), is cutting their budget, eliminating schools and laying off large numbers of staff. This too will decrease the per student tuition that City High receives.

Finally, City High just signed a new ten year lease that will increase costs by approximately $400,000 annually.

City High intends to address this shortfall using a four point strategy.

- The school has already increased the number of students by 30-40 which will increase annual revenue by $350,000.
- The school will use 5% of its $4 million cash reserve annually to buy down the cost of its increased facility costs ($200,000/yr.).
- The school intends to cut costs by $100,000 by cutting the number of paraprofessionals hired.
- The school will be debt free in one year, freeing up $140,000 in current debt service.

Fiscal Solvency Policies

The Board of Trustees in conjunction with the CEO/Principal has a conservative approach to fiscal solvency. The school has accumulated approximately $4 million in a cash reserve over ten years. 50% of the reserve has been set aside to help meet the facility needs of the school. The board planned to use this money as either a down payment on purchasing a building or as a subsidy towards future lease payments. As we have just signed a 10.5 year lease on a new facility, this part of the cash reserve will be prorated and used over the ten years. The remainder of the reserve will be used as needed for revenue shortfalls or one time costs.

Having completed its tenth year of operation, City Charter High School has achieved an extremely strong fiscal condition. Through conservative fiscal management and procedures, the school has a achieved a solid fiscal footing with a generous budget reserve. This reserve allows the school to have adequate resources for current operations, a cushion for capital needs and necessary funds for emergencies or unexpected fiscal events.

· 2005 - 2006: City Charter High School allocated a budget reserve of $450,000. In addition, the school had approximately $419,000 in accounts receivable from school district tuition payments. Finally, the school had a $77,000 account receivable in the form of a PDE Title I reimbursement for the 2005 — 2006 school year. Thus there was a carry over of approximately $950,000 into the 2006 - 2007 school year of budget reserve and accounts receivables.

· 2006 — 2007: City Charter High School ended the year with a fund balance of $1,750,519. In addition, the school had approximately $185,104 in accounts receivables from school district tuition payments, Title I receivables and grants. Thus there is a carry over of approximately $1,940,000 into the 2007 -2008 school year of budget reserve and accounts receivables. This is an increase of $1,000,000 over the previous year. The reason there was such a large carry over was the Pittsburgh Public Schools made an accounting error and paid City High (during the 2006 - 2007 fiscal year) approximately $550,000 in tuition owed. This was not accounted for in the original budget. Also the tuition rate for students from the Pittsburgh School District increased more than expected.

· 2007 — 2008: City Charter High School ended the year with a fund balance of $2,517,000. In addition, the school has approximately $81,076 in accounts receivables from school district tuition payments, Title I receivables and grants. Thus there is a carry over of approximately $2,600,000 into the 2008 -2009 school year of budget reserve and accounts receivables. The reason there was such a large carry over was the Pittsburgh Public Schools made another accounting error and paid City High an additional $200,000 in tuition owed. This was not accounted for in the original budget. Also the tuition rate for students from the Pittsburgh School District continued to increase more than expected.

· 2008 — 2009: City Charter High School ended the year with a fund balance of $3,229,685. In addition, the school has approximately $124,872 in accounts receivables from school district tuition payments. Thus there is a carry over of approximately $3,350,000 into the 2008 -2009 school year of budget reserve and accounts receivables. The school's fund balance increased by approximately $700,000. Approximately $350,000 came from increased revenue from higher tuition rates as well as less attrition than expected. The decrease in attrition is a trend that indicates the school is successful with its students and thus, there is less movement from the school. This was not accounted for in the original budget. Approximately $400,000 less in expenditures makes up for the difference. The majority of this savings comes from less than anticipated technology/furniture purchases, less than anticipated transportation costs and a savings in personnel costs due to promotions that occurred later than expected. The school's budget as submitted to PDE for the 2009-10 school year has a total estimated unreserved fund balance and budgetary reserve of $3,000,000. We currently estimate that in the coming year, the school's population will increase moderately. This year the Pittsburgh School District tuition rate began to flatten out.

· 2009 - 2010: City Charter High School ended the year with a fund balance of $3,849,712. In addition, the school has approximately $239,662 in accounts receivables from school district tuition payments. Thus there is a carry over of approximately $4,080,000 into the 2010 -2011 school year of budget reserve and accounts receivables. The school's fund balance increased by approximately $700,000. Approximately $350,000 came from increased revenue from higher tuition rates as well as less attrition than expected. Stimulus funding also provided substantial resources. The decrease in attrition is a trend that indicates the school is successful with its students and thus, there is less movement from the school. Approximately $350,000 less in expenditures makes up for the difference. The majority of this savings comes from less than anticipated technology/furniture purchases, less than anticipated transportation costs and a savings in personnel costs due to promotions that occurred later than expected. The school's budget as submitted to PDE for the 2010-11 school year has a total estimated unreserved fund balance and budgetary reserve of $3,900,000. We currently estimate that in the coming year, the school's population will remain stable.

· 2010 - 2011: City Charter High School ended the year with a fund balance of $3,614,000. In addition, the school has approximately $240,626 in accounts receivables from school district tuition payments. Thus, there is a carry over of approximately $3,854,000 into the 2011-12 school year budget reserve and receivables. The school's fund balanced decreased by approximately $225,000 over the year. The loss of Federal Stimulus funding coupled with late payments from the state for lease reimbursements affected the carryover.

· 2011 - 2012: City Charter High School ended the year with a fund balance of $3,631,000. In addition, the school has approximately $205,034 in accounts receivables from school district tuition payments. Thus, there is a carry over of approximately $3,864,000 into the 2011-12 school year budget reserve and receivables. The school's fund balanced remained unchanged from the previous year.

The Board is currently putting together an updated Investment Policy for the school. Currently our fund balance is deposited in a local bank in a sweep account. During these difficult financial times, the interest rate is extremely low.The guidelines for schools and municipalities restrict the school's opportunity for investment income.

Accounting System

City Charter High School has implemented an accounting system that is compliant with Generally Accepted Accounting Principals (GAAP) for budgeting, accounting and reporting. From a budgeting perspective, City Charter High School follows the PDE required annual budget submission. The Board of Trustees approved the upcoming 2012 — 2013 annual budget at its June Board meeting and the budget was submitted to the state in June 2012.

From an accounting perspective, City Charter High School has a part time bookkeeper that manages its day to day bookkeeping. The books are set up using the Quickbooks Pro software, with all budget lines integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. All procedures are consistent with GAAP. The Accounting System is overseen by the Board Treasurer and the CEO/Principal. The actual day to day financial operations are handled by the school's bookkeeper. A comprehensive financial report is presented to the Board of Trustees monthly.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011-12 Preliminary Revenue and Expenditure Report

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

An annual audit is performed by Maher Duessel, Certified Public Accountants, 503 Martindale Street, Suite 600, Pittsburgh, PA 15212. They can be reached via phone at (412) 471-5500 or Fax at (412) 471-5508. The CPA responsible for the City Charter High School audit is Elizabeth Krisher, CPA, CGFM. The most recent financial audit will occur in July 2012 and be presented to our Board of Trustees will be in October 2012. The audit report for 2011-12 has not been completed and is therefore not included in this annual report. It will be provided with next year's annual report.

The Audited Financial Statements and Management Letter for the 2010 - 2011 school year are attached. This was the second year we had to complete a Single Audit.

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

- 2010 - 2011 Single Audit

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions necessary from any State Audit Report this year. We have never been audited by the state.

SECTION VII. FACILITY RESPONSIBILITIES

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

FACILITY

Since its opening in 2002, City Charter High School was located in the Clark Building at 717 Liberty Ave. Pittsburgh, PA 15222. City Charter High School occupied 60,000 square feet in that building which was air conditioned, ADA compliant, had a new fire alarm system with both sprinklers and smoke alarms and had passed all inspections by the building inspector, the fire marshal and the health department. During the 2010-2011 school year, two issues were raised that concerned the school. First, building management had a series of legal problems that led the school to believe that the building was not doing well financially. This was confirmed when the

building went into receivership in 2011. Second, City High felt there was a need for increased space for its education, lunch and science programs. Finally, the school's lease went through August 30, 2012, which raised the need for a new lease.

In 2010, City Charter High School engaged a real estate broker, HFF, Inc., to identify potential properties in Pittsburgh's downtown business area for the school. City High also engaged Strada, LLP. architecture firm to analyze the school's physical needs and work on the feasibility of potential buildings. After a review of the downtown area, 6 properties were identified and reviewed. In late 2010, the Verizon Building at 201 Stanwix St. was identified as a possible fit for the School. The building was in foreclosure and a buyer, PMC, Inc. from Philadelphia, was interested in purchasing. After a feasibility study indicated that the building fit City High's facility needs, the school began negotiations with PMC to lease 80,000 sq. ft. in the building. At this point City High contracted with the KL Gates law firm to act in its behalf during the lease negotiation. In January, 2011, a letter of agreement was signed allowing the parties to begin negotiating a lease. A ten year lease was agreed to in June 2011 and renovation work began in earnest.

The lease agreement provide for a number of key elements:

- The landlord agreed to build the school to our specifications at his expense;
- The landlord agreed to comply with all relevant (local, state and federal) building codes for K12 schools;
- The landlord agreed to fund the broker fees, architecture fees, moving costs and current lease buy-out.
- City High agreed to a 10.5 year lease starting Jan 1, 2012 at a fair market rate;
- City High agreed to pay for separate metered utilities;
- City High agreed to manage the cleaning and maintenance of its premises; and
- City High agreed to provide information on its operation to allow the landlord to take advantage of New Market Tax Credits.

The school moved into this new location in December 2011 without any problems. By that point, the building had passed all inspections - building, fire, asbestos, health department and was issued an occupancy permit. Students returned for the 2nd trimester to the new school on January 6, 2012.

City High is satisfied with its new location at 201 Stanwix St., Pittsburgh, PA 15222. We have increased our capacity by 33% providing us with bigger classrooms, more meeting rooms, an auditorium, up-to-date science labs and a state-of-the-art cafeteria. The location of the school provides us with easy access to the downtown Cultural District, downtown parks and public transportation. The area is less dense then our original location, making it safer for students to enter and exit the building. In addition, the building has a historic landmark designation which provides an architecturally significant and yet modern facility. This move has raised our net rental costs by 40% annually. However, it allows us to accommodate 30-40 more students which helps to pay the increase in rent from our previous building.

City High invested $600,000 in the new school for furniture, security systems, auditorium media systems and a modern kitchen. Fundraising for this investment was successful and raised the entire amount through grants from the Pittsburgh Foundation, the Heinz Endowments and private donations. Finally, the school had saved and set aside $2 million for the possibility of purchasing a facility or for a move such as this. Due to lower funding formulas at both the state (PSERS, FICA reimbursement and PSERS reimbursement) and local level (student tuition reimbursement), the school anticipates using that $2 million to offset increases in rent, the cost of utilities and escalations in insurance and taxes. The administration and Board of Trustees consider the move to be an overwhelming success.

Technology Purchases

Every year the school purchases a large amount of technology for the new 9th grade class. In the past, the school obtained loans for this equipment and paid them off over 4 years. This provided an ongoing mechanism for the school to replenish its technology while paying for the technology over its lifespan. In 2010 we began purchasing the equipment outright rather than taking a loan. This means that at the end of next year, the school will carry no debt service for technology or the building.

City Charter High School purchased $350,000 of computer equipment during the 2011 — 2012 school year. This includes laptops for every 9th grade student and staff member, servers, printers and associated peripherals. Computer equipment is capitalized on the school's balance sheet over a 4 year time frame. The school takes advantage of federal Erate funding to subsidize phone, Internet and network costs.

All capital investments in furniture, computers, electronics and building improvements are capitalized and depreciated over their predicted lifetime.

Future Facility Plans and Other Capital Needs

City Charter High School has completed its 10 year lease at the Clark Building. In 2012, the school entered into a new 10.5 year lease at a new location, 201 Stanwix Ave. Pittsburgh, PA 15222 that will end in August 2022. Since our premises were recently renovated at the owner's expense, we believe there are no significant future capital needs from a building perspective.

One area that may need addressed pertains to furniture. Most of the classroom tables and chairs in the school are 7-10 years old. Annual replacement of worn furniture will involve some capital expense.

The only other area that might generate capital expenditures is with technology. Beyond the annual investment in laptops and teaching resources (printers, projectors, etc.), there is an ongoing need to replace network infrastructure every few years. This would include routers, servers, hubs, UPS, etc.

In summary, the school does not believe there will be any large capital expenditures in the next few years.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

City Charter High School complies with all regulations regarding fire prevention and safety standards. Our new facility has been inspected and approved by the City of Pittsburgh Fire Marshall. The entire school has an approved system of fire alarms, sprinklers, smoke alarms and signage. Escape routes are posted in every classroom. The school has monthly fire drills. The school also conducts an annual building evacuation drill. Records of the dates and times of all fire drills are kept in the City Charter High School office by security personnel. Occupancy permits are kept in the school's main office.

City Charter High School has a full time nurse to manage the health and immunization needs of the student body. The Health and Immunization records are maintained by the nurse both in hard

copy and using our online database system. Appropriate safeguards are in place to guarantee the safety and confidentiality of these records. The nurse spends the first month of the school year updating the records of incoming freshman and communicating with parents regarding immunization needs.

City Charter High School has created and implemented a Wellness Policy in compliance with recent requirements articulated by the Federal Government and Chapter 12 of the Pennsylvania code. The Wellness Policy is attached. Steps taken include:

- Representative committee formed;
- Nutrition analysis conducted;
- Health and safety analysis conducted;
- Survey conducted; and
- School improvements have begun.
- Wellness Policy Created and Board Approved

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

- Wellness Policy
- SHARRS Report 2012

Current School Insurance Coverage Policies and Programs

Insurance Coverage

***First Non-Profit Insurance Company**

Policy # — TMPC3717375 - 11 — Specialty School Package
Policy # - UXL3707090 - 11 - Umbrella Insurance

Philadelphia Insurance Companies

Policy # - PHSD648457 - Directors and Officers Insurance

Lincoln National Life Insurance Co.

Policy # CCHIGH-BL-734402 — Short/Long Term Disability & Life Insurance - same

***UPMC Health Plan**

Policy #WC100-0000174-2011A — Workers Compensation Insurance

Highmark Blue Cross/Blue Shield

Group # 01606900 — PPOT118E75ING
Group # 91372462 — Fashion Advantage - Vision
Group # 450603105 — United Concordia Dental Coverage — same

Markel Insurance Company

Policy # - 4102AH278464-0 — Student Accident Medical Insurance Program

*New companies

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate - 2011-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The roster of staff for the 2011 - 2012 school year includes 88 staff members, 55 of whom were professional staff.

Professional Staff (55)
5 — English Language Arts Teachers
5 — Social Studies Teachers
6 — Mathematics Teachers
5 — Science Teachers
3 — Spanish Teachers
3 — Business Education Teachers
4 — Technology Teachers
1 - Communications Teacher
2 — Art Teachers
8 — Special Education Teachers
1 — Title I Reading Specialists
4 — Librarian/Research Teachers
1 — Career Teachers
2 - Home/School Visitor - Social Worker
1 — Education Manager
2 — Assistant Principal
1 — Chief Executive Officer / Principal
1 — Nurse

100% of the professional staff are certified in their content area. 69% of the professional staff have Masters degree or higher. This past year, four teachers were promoted from Apprentice to Journeyman and four teachers were promoted from Journeyman to Expert.

Support Staff (33)
11 — Title I / Special Ed. Paraprofessionals
2 — Internship Managers
2 — Transition Managers
1 - Peer Coach
1 — Office Manager
2 — Security Guards
5 — Food Service Employees
3 — Custodians
1 — Clerk
1 - Outdoors Coordinator
1 — Student Information Clerk
1 — Bookkeeper

1 — SCA Intern
1 — Activities Director

The entire staff was hired as of August 2011. There was a small amount of staff turnover by the end of the year.

- One Social Studies teacher resigned and move out of state due to spouse's career.
- One Spanish teacher resigned and moved out of state due to spouse's career.
- One Science teacher resigned to raise her family.
- One Transition Counselor resigned and moved out of state due to spouse's career.
- One Mathematics Teacher resigned and moved out of state due to spouse's career.
- Five employees (Math, Science, Activities and 2 Teacher Associates) were not offered a contract for the 2012-13 school year.

Exit interviews were conducted with all staff who left the school. All positions will be filled by the start of school. Staff retention is quite high, especially for an urban high school.

Staff attendance during the year continued to be very good. 21% of the staff attended every day of school. 39% of the staff had three or less absences. There was an increase in staff absenteeism this year due to extended illnesses, maternity leaves and family emergencies. Four faculty members had maternity/sick leaves of over 10 days. In spite of these extended absences, the school's low absentee rate is caused by the professional attitude of the City Charter High School staff as well as a financial bonus for perfect attendance. Due to this low absenteeism, no substitute teachers have ever been used at City High. Absences are covered by other City Charter High School teachers and administrators.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011 - 2012

Student Enrollment

According to its charter, City Charter High School had a 624 student capacity for the 2011 — 2012 school year. The admissions policies and procedures are attached in the student handbook for this school year.

City Charter High School has open enrollment. Prospective students fill out an application and visit the school. The student and their parent attend an orientation session where the parameters of the school are articulated. Issues discussed include the academics, calendar, dress code, physical education, discipline policy, block scheduling, internships and student accountability. The purpose of the conference is to communicate clearly to both students and parents the nature of the school and its emphasis. Everyone concerned must be completely aware of the school, its programs, expectations and activities. This orientation process is most important if the school hopes to consistently provide education that focuses on workforce development and to create an academic plan that will insure that students succeed. The first orientation occurs in the beginning of October. Parents may bring their students on Tuesday or Thursday mornings for tours of the school. Prospective students may shadow students for half a day by appointment.

As students sign up for the school, their names are added to an enrollment list that is published on our website. Enrollment for siblings opens on October 1st. Open enrollment for city students occurs from November 1st through December 1st. If enrollment is over subscribed at that time, a lottery is held. Once 156 students are enrolled per grade, a waiting list is created. This

admission policy is consistent with that described in our charter as well as the Pennsylvania Charter School law. On December 1st enrollment is open to anyone in the Commonwealth.

There was no need for a lottery in preparation for the 2011 -2012 school year. After the open enrollment period closed, there were approximately 100 students signed up for 9th grade. The class filled up to 178 by late January. A waiting list was created that had as many as 100 students on it at a given time. School began with 614 students. It should be noted that the school year started with 40 more students than the previous year. This was done consciously since we knew that the school was moving to a new location that could accommodate the additional students.

As the 2011-12 table above demonstrates, enrollment went from 614 in the beginning of the year to 579 at the end of the year with an average enrollment of 599. There are a number of interesting conclusions that can be made from these membership statistics and a comparison to the previous years.

- Note that City Charter High School does not accept new students after February in any year at any grade level. This policy is due to the difficult time students have in adjusting to the academic rigor of the school. Hence students that leave after February cannot be replaced. The March, April and May statistics reflect this.
- Also note that City Charter High School does not accept new 11th or 12th graders into the school at any time. This is due to the large amount of time it takes to get a student acclimated to City High. Thus, there are significant drop offs in the later grades due to natural attrition.
- The numbers are relatively stable during the opening months of the year. This can be attributed to a number of important variables:
    -
    - Students that drop out are replaced with students on the waiting list (in 9th and 10th grade.) The majority of students who drop out in the first few months of City High are those that could not or would not make the transition to the longer day, dress code, hard work and increased discipline. They tend to go back to their feeder schools.
    - Long term analysis indicates that City High's reputation as a school for students who want to work hard is beginning to attract a population that is aligned with the mission of the school. The demographics and incoming academic abilities (as determined by the Explore exam) of the incoming students has NOT changed, but their attitudes have. Thus, in recent years, we have much less student turnover in the beginning of the year.
- There is a large disparity between enrollment in 12th grade of the class of 2009 and the 12th grade in the class of 2010 and 2011. More students are making it through the challenging curriculum offered at City High. The class of 2011 graduated a record number of students. This is a statistic City High takes great pride in and one that suggests that the school design is working. We believe this is due to incoming students being more aware of what the demands of the school are as well as the effect that going through a loop with students has on teachers.
    - The class of 2010 was the first class that had a faculty that had looped back after taking a previous cohort of students through the City High process for four years. Thus the faculty was much more aware of the school programming, student needs and what was necessary to help 9th graders succeed. This seems to be effecting subsequent cohorts in a positive way.
    - This is the third year of this "looping effect" and we once again graduated 20 more students than in the first time in the loop.

- As one can see, the school has had a steady increase in overall enrollment over the last four years. This is a result of our ability to retain and graduate a much higher percent of our incoming students.

Student Enrollment - Attachment

- Student Handbook 2011 - 2012

Student enrollment and admissions policies and procedures are contained in the Handbook.

Transportation

Students who attend City Charter High School receive the same transportation that is available to them in their home district. If the home district provides transportation for its students and they are within 10 miles of City Charter High School, they provide these students with transportation. All districts have agreed that the optimum method of doing this is to provide students with a Port Authority bus pass. This allows the students to take public transportation to downtown. Students from districts that do not bus must provide their own transportation.

Students who attend City Charter High School from districts with no transportation, either receive bus passes from their district or must pay for their own bus tickets.

Special Education students that need adapted transportation are provided with that transportation.

There are two major concerns regarding bus transportation for the upcoming 2012 - 2013:

1. The Pittsburgh Port Authority (PAT) is considering a massive cut back in routes due to budget cuts this summer. This will hurt students' ability to get to school in a timely fashion.

2. These cutbacks will put a burden on the Pittsburgh Public Schools to provide transportation for our students. The city does not want yellow school buses in the downtown area during morning or evening rush hours. The district must also take into consideration City High's year around schedule and longer day (7:45 - 3:45).

These two issues create a concern about transportation. City High closely monitors the legislature in Harrisburg, the Pittsburgh School District and the Port Authority to best meet the needs of our students. The school intends to work closely with the District to provide our students with adequate transportation.

Food Service Program

During the 2011-2012 school year City Charter High School's school lunch program was revamped from pre-cooked, reheated meals to freshly prepared meals. From the beginning of the school year to the end of November 2011, City High resumed the pre-plated lunch options provided by Nutrition Inc. due to lack of facilities. Upon moving into a new building, a vision was created for the new school cafeteria which included the following:

"City Charter High School is excited to embark on a new school lunch program for students and staff, moving from pre-plated lunches to fresh a breakfast and lunch prepared on-site in the school's kitchen. City Charter High School is following in the movement set by Chef Ann Cooper and The Lunch Box, Jamie Oliver's Food Revolution, The Salad Bar Project and Farm

to School, by offering fresh, nutritional hot and cold lunch options, and also daily fresh fruit and vegetable choices for the students. Year after year, students, parents and even teachers have reported through surveys that our school lunch program does not meet the high standards that the school holds on an academic level. It is time for City High to step up to the plate and demand a better breakfast and lunch program for the students and staff. Given the ability to create this new school breakfast and lunch program, the following goals have been established to engage in the process of change in our school's daily eating habits.
City High must:

- Provide fresh, nutritious lunch options to high school students which include daily soup, salad and sandwich options, local produce including fruits and vegetables and most importantly a daily hot meal prepared on-site;
- Create a school breakfast program that provides all students access to nutritional grab and go breakfast items such as fresh fruit, yogurt, milk, bagels, toast, granola bars and cereal and;
- Continue to provide free and reduced lunches according to the standards set by the National School Lunch Program."

Our vision in providing healthy and nutritious options for our students was implemented on January 6, 2012. Our new program currently offers full breakfast options on a daily basis which include items such as fruit and granola parfaits, breakfast sandwiches, oatmeal and fresh fruit. Lunch options include a daily hot meal, a fresh soup option, a fresh salad with multiple protein options, a wrap or a hot sandwich. Every meal is prepared with fresh ingredients and is accompanied by a fresh fruit option with a choice between 1% milk and 100% juice. All meals are prepared on-site in the fully equipped kitchen by the school chef, sous chef and three food service employees.

City Charter High School participates in the federally subsidized free and reduced lunch program. Approximately 61.3% of the students were eligible for the federal free/reduced lunch program. All meals served in the school cafeteria meet the requirements of the National School Lunch Program.

The Pittsburgh Health Department has inspected the premises including the kitchen and provided the school with a current Health Permit.

Student Conduct

City Charter High School perceives issues of behavior and discipline to be learning opportunities. Teachers are directed to meet with students individually, talk with parents, and work with administrators to resolve problems. Administrators spend a large amount of time working with students to resolve conflicts and develop maturity in their approach to both peer and adult conflicts.

Behavior/Discipline Procedures

City Charter High School has a Student Handbook and Code of Conduct (attached file) that approved by it's Board of Trustees annually. Since this school is work-skills oriented, the code was developed with our business partners in mind. It is consistent with the post-secondary environments in which our students will be working and studying. Attendance, school attire and attitude are keys to success and need to be addressed before they become issues. For this reason, the code of conduct takes a proactive approach with regards to these issues.

All student and staff discipline issues follow a consistent chain-of-command and appropriate due process. Due Process begins at the earliest possible point. Documentation is maintained from the onset. Discipline referrals are made via the online discipline referral system (EDLINE). Appropriate referrals are addressed by an administrator. The goal is to be proactive and lessen the need for formal action. The administrator will gather data, contact appropriate parties and speak to the individuals involved. The administrator develops a plan of action that includes taking advantage of support mechanisms including the school's social workers, the school's Wellness Center, parents, teachers and appropriate community resources. The administrator writes the problem up, and invites the parents and students to a meeting. After discussion a behavioral contract is created. If the problem is still not resolved, the student may have to be removed from the school via suspension.

The CEO/Principal or his/her designee is solely responsible for suspensions and/or expulsions. The student expulsion and suspension policy is predicated on the need to be proactive regarding student adjustment and behavior.

· If students are not engaged academically, if they are not vested in the process of education or do not feel part of the school community they will react negatively.

· If students are suffering through life crises, they will often exhibit counterproductive behaviors at school.

· If students are confused, disoriented or depressed, they often are unable to engage in the learning process.

If a student exhibits misbehavior that is severe, the CEO may choose to suspend the student. The following guidelines describe due process for suspensions.

3 Day Suspension — Student is given an opportunity to defend their actions. Parent comes in for a conference.

4-10 Day Suspension — An informal hearing with the parent, student and CEO is held on the third day.

Expulsion (more than 10 days) — A formal hearing with the parent, student and CEO is held before a committee of the Board of Trustees before the tenth day of the suspension. The committee hears the evidence and makes a recommendation to the full board. The student may bring legal counsel to the formal hearing. The full Board votes on expulsions during executive session at their monthly meetings. Parents are provided with information on how to appeal the ruling in Commonwealth Court.

Strategies for encouraging positive behavior.

City Charter High school encourages positive student behavior by helping students and teachers develop meaningful and appropriate bonds that focus on student achievement. These bonds, which overtime serve to let students know that there are adults they can go to at the school who both understand the challenges they are dealing with and are invested in their success, are fostered in a variety of ways. These include

1) Teacher looping. Teachers stay with their cohort of students for the four years those students attend City High.

2) Advisory Program. Teachers meet with a small group of students outside of the classroom setting at least twice a week to discuss primarily academic issues, but also non-school issues that may interfere with academic success. Teachers stay with this same small group of students for four years.

3) Wellness. The City High wellness center provides resources for teachers to utilize when student issues arise that are outside of their area of expertise or comfort. The Wellness Center consists of two full time social workers and one full time nurse.

4) Workforce Readiness. City High has a system in place for noting both positive and negative behaviors on a daily basis that often allows issues to be recognized and handled at the team level rather then sent to administration.

Discipline Data

The 2011 - 2012 school year showed an increase in the number of students suspended and the number of total suspensions from the previous year. We believe this increase is due to three reasons. The first is that our student population has increased from 500 to 624 students in the last four years. The second is that we are more rigorous at defining a suspension to include being sent home for the day. The third is that our students are finding themselves in increasing social strife outside of school - violence in their communities, family breakdowns, joblessness and mental health concerns.

- **During the 2008 - 2009 school year, 106 students had 168 suspensions. 2 students were expelled.**
- **During the 2009 - 2010 school year, 73 students had 118 suspensions. 3 students were expelled.**
- **During the 2010 - 2011 school year, 84 students had 159 suspensions, 6 students were expelled.**
- **During the 2011 - 2012 school year, 144 students had 285 suspensions, 5 students were expelled.**

City Charter High School addresses negative situations by intervening in a supportive manner before a crisis manifests itself. To do this the school provides help through counseling and referrals. The school currently has a full time Wellness Center to meet the social, emotional and physical needs of the students. Currently the school has a two full time social workers, an assistant principal in charge of pupil affairs and a full time nurse. The school will only remove a student if his/her behavior becomes a risk to the well being of other students and staff. At that point, the parents, teachers and student will be called in for a staffing. If the problem pertains to a life crisis, a referral will be made. All Due Process and Special Education laws and regulations will be followed during this process.

Student Conduct - Attachment

- Student Handbook 2011 - 2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The City 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 City 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: Richard Wertheimer **Title:** Dr.
Phone: 412-690-2489 **Fax:** 412-690-2316
E-mail: wertheimer@cityhigh.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Fiore Londino **Title:** Mr.
Phone: 412-841-3678 **Fax:** 412-291-2943
E-mail: fiore.londino@pareto-consulting.com

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

Identify the charter school's Special Education Contact Person.
Name: Angela Welch **Title:** Ms.
Phone: 412-690-2489 **Fax:** 412-690-2316
E-mail: welch@cityhigh.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2012 Assurance Letter