
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

Entity: Crispus Attucks Youthbuild CS
Address: 605 S Duke St.
York, PA 17403

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: Crispus Attucks Youthbuild CS

Date of Local Chartering School Board/PDE Approval: May 1999; renewed 2007; renewed 2011

Length of Charter: 5 **Opening Date:** August 22, 2011

Grade Level: 12 **Hours of Operation:** 7:30 A.M - 4:30 P.M.(students: 9:00-4:00)

Percentage of Certified Staff: 100% **Total Instructional Staff:** 8

Student/Teacher Ratio: 15 **Student Waiting List:** 30

Attendance Rate/Percentage: 70.45%

Summary Data Part II

Enrollment: 162 Per Pupil Subsidy: 8192.52

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	83
Hispanic:	61
White (Non-Hispanic):	10
Multicultural:	7

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
85

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1170	1170

SECTION I. EXECUTIVE SUMMARY

Educational Community

What is YouthBuild USA?

The Crispus Attucks YouthBuild Charter School located in York, Pennsylvania is currently associated with the national YouthBuild, USA program. For over 25 years, YouthBuild USA has galvanized the positive energy of unemployed young people to rebuild their own communities and their lives through work, education, responsibility, and family. Currently there are 273 YouthBuild programs. YouthBuild USA is a national nonprofit organization that supports a nationwide network. Since 1994, more than 100,000 YouthBuild USA, young people have helped rebuild their communities, transform their lives and create more than 20,000 units of affordable housing. Strong emphasis is placed on leadership development, community service and the creation of a positive mini-community of adults and youth committed to success.

A Historical Perspective - Crispus Attucks YouthBuild Charter School - York, PA

In 1996, The Crispus Attucks Association in York, Pennsylvania founded a new academic program for Youth who had dropped out of the traditional school. The Crispus Attucks YouthBuild Program began as a GED program for at risk youth between the ages of 17 — 24. This program was modeled after the first National YouthBuild USA program in Harlem New York. The objective of the program was to provide learners with an opportunity to acquire job related skills in the field of construction while simultaneously taking classes to earn a GED. The program offered GED classes one week and construction work the alternate week.

In 1999, the Crispus Attucks YouthBuild Program petitioned the York City School Board and Pennsylvania Department of Education for permission to evolve into the Crispus Attucks

YouthBuild Charter School. In 2000, the school became a state approved alternative, public charter high school accessible to all York County youth between the ages of 17 and 21. Most recently, the York City school District renewed the charter for another 5 years up to 2017.

Since 2000, with the assistance of the school's strategic planning team we have strategically and artfully used our infrastructure to systemically cultivated a continuous learning climate that addresses quality teaching, quality leadership and student achievement. Students are encouraged to believe in effort based ability and enhance their resiliency skills. The Crispus Attucks YouthBuild Charter School has evolved into a quality school with a rigorous aligned curriculum where students with potential acquire the opportunity to earn their high school diploma and accessibility to post-secondary opportunities.

Crispus Attucks YouthBuild Charter School has also participated in the national AmeriCorps program where students complete service hours in exchange for monies toward a post-secondary education. For the 2011-12 school year a graduate who completed 450 hours of service received \$1468 for post-secondary education.

Finally, students enter school through an initial transition phase called "Mental Toughness" where they are introduced to various skills and attitudes they will need to not only be successful while they are students here, but in life afterwards.

Executive Summary

The priority of the Crispus Attucks YouthBuild Charter School is Student Learning. The 2006-2009 Strategic Plan is based on the shared philosophy that all students will learn. The current plan was developed with active participation of the Crispus Attucks YouthBuild administrators, teachers, staff, parents, students, Board members, community leaders, and community representatives. The involvement of the many people enhanced the quality of this Strategic Plan. The committee used the framework established by the Pennsylvania Department of Education to facilitate an alignment of the six components of Pennsylvania's standards-aligned instructional system as defined through PDE's four lenses: quality teaching, quality leadership, artful use of infrastructure, and continuous learning ethics. These components established the foundation of our School's goals.

The 2006 -2009 Strategic Plan demonstrates the School's systemic approach to ensuring a coherent framework for all learners. Through consistent and pervasive practices, this plan will detail how Crispus Attucks YouthBuild Charter School will achieve Adequate Yearly Progress goals for all students. .

It is our purpose to provide instruction that will provide equitable post secondary opportunities for all Crispus Attucks YouthBuild students. The School is committed to this credence and will endeavor to meet and exceed the expectations laid out in our Strategic Plan. The 2006-2009 Plan is a road map of the steps Crispus Attucks YouthBuild Charter School will implement to invoke change relevant to student learning.

During the 2009-10 school year, the focus was on student achievement. NCLB goals were added to the annual report and highly qualified teachers were monitored. Professional Development activities were planned around standards alignment; anchors; improving math and reading; classroom management; wellness; and the Professional Code of Conduct. The 2010-11 strategic plan continued the emphasis on student achievement for all at risk students. More explicitly in the ar instructional delivery and data analysis to better inform instructional practices.

The 2011-12 Getting Results Continuous Improvement Plan targets the area not meeting AYP requirements.

Mission

Mission Statement

"A Student's success is only dependent upon their efforts, commitment and tenacity rather than factors outside their control. Equal opportunities require equal access to knowledge. However; opportunity without preparation is an empty promise." Crispus Attucks YouthBuild Charter School is a school for students defined to be at-risk as outlined in public school law 1703.

It is the mission of the Crispus Attucks YouthBuild Charter School, to put practices into place to ensure every student is prepared to access post high school opportunities and prepared to become productive, self-directed and a contributing member of an ever changing, global society.

This will be accomplished by providing a rigorous education that promotes continuous learning throughout life, responsible decision making, effective communication skills, and respect for self and others.

Vision

The Vision

The vision of the Crispus Attucks YouthBuild Charter School is to improve student learning through the development of a rigorous curriculum that focuses on cultivating independent learners, encourages divergent thinkers, and fosters continual learning for student and staff person.

Shared Values

Student Learning:

WE BELIEVE all students can learn.

WE BELIEVE learning must occur in an academically, emotionally and physically safe and supportive environment.

WE BELIEVE a challenging and diverse educational curriculum aligned with Pennsylvania State Standards supported by high quality resources in conjunction with frequent monitoring will enhance student learning.

WE BELIEVE all students should have equal access to post secondary opportunities.

Professional Practice:

WE BELIEVE the implementation of research based instructional strategies is paramount in ensuring student achievement for all learners.

WE BELIEVE student achievement is enhanced when professional development for administrators, teachers, and staff is continuous, persistent and driven by qualitative and quantitative data.

WE BELIEVE effective school leadership is essential in meeting and exceeding state and national expectations.

WE BELIEVE to raise standards for students, teachers, and Principals we have to use data to

inform instruction and focus on continuous improvement.

Relationship amongst Members:

WE BELIEVE in order to achieve and maintain a secure and conducive educational environment, no individual or group has the right to disrupt the educational process of any learner.

WE BELIEVE cooperation, collaboration, and commitment from the students, parents, community, administration, faculty, and support staff are essential for success in learning.

WE BELIEVE everyone within the school and community must be treated with dignity and respect and recognized for his/her uniqueness.

WE BELIEVE family and community involvement are the backbone of our educational programs.

Academic Standards

Rigorous Instructional Program

Crispus Attucks YouthBuild Charter School's curriculum is aligned with the Pennsylvania Department of Education's academic standards, anchors and eligible content. The Anchors and eligible content guides the curriculum and the curriculum guides the lesson plans. The Charter School has adopted an instructional practice that addresses essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course is coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified five best practices strategies from www.bestevidence.org, to address our goals for the 2007-2008 school year.

Strategy # 1: Assessment anchors and eligible content were identified for each content area. We are focused on students learning.

Strategy # 2: We will use curriculum mapping to measure progress, identify challenges and make adjustments as needed.

Strategy # 3: We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices. Pssa testing will start in 2009 school year.

Strategy # 4: Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.

Strategy #5: Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

The 2011-12 Getting Results Continuous Improvement Plan targets that area not meeting AYP requirements.

Special Education

The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teaches the lesson with the subject teacher. We use Response to Instruction Intervention, as well as the use of daily rubrics for progress monitoring. For those learners with

Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and previewing techniques to accelerate the student's learning curve.

ELL

The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law. All students are given the Home Language Survey. Based on the results from the survey, selected students were given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners. The assessments reflect the Code of Fair Testing Practices in Education.

Graduation Requirements

All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:

- 1) All students must successfully complete all courses with an average of 70% or above in each course.

- 2) All students must successfully complete the Senior portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

- 3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved criterion referenced assessment.

- 4) All students must complete the Research Program including the prescribed number of articles and books per year.

- 5) Selected students must take the SAT , PSSA or ACT test or the Vocational Aptitude Test.

Strengths and Challenges

Strengths:

Concern	Strengths	Challenges	Comments
	X		Most Staff and Students feel collaborative school culture.
	X		Crispus Attucks YouthBuild Charter School is a small learning community based program. 100% of our staff are Highly Qualified. All students have equal access to every Educator at our school. The students who have been identified as "at risk" within our system have two Educators per classroom.
	X		Our School uses a site based system to collect, analyze and disseminate data efficiently and expeditiously for use by the school data team.
	X		Results from formative assessments and benchmark exams are share regularly with the staff during the biweekly data dialogue meetings and quarterly with the parents and students. Students are kept abreast of their weekly course averages.
	X		The CAYBCS staff participate in weekly Professional Learning community meetings every Wednesday from 3:00 pm to 4:30 pm . The sole purpose of these weekly meetings is to examine student work and assess the fidelity of instructional practice.

	X		In addition to collaborating with local University services, the Crispus Attucks YouthBuild Charter School has subcontracted with an independent consultant to provide technical assistance to facilitate school based improvement planning efforts and support the successful implementation of those improvement plans.
	X		Crispus Attucks YouthBuild Charter School is a small school with a total of 8 teachers. Our teachers are involved with an intense data collaborative professional development process.
		X	The data from these documents indicate an decrease in enrollment for African American students. This is a root cause that is worthy of extensive dialogue. We discovered because there are a limited amount of slots for our Charter School and with the recent increase of enrollments from other York County students, the available slots were divided equally amongst all applicants.
		X	The teaching staff needs to identify best practice strategies for ALL students in math and monitor the progress of the Latino Subgroup. Perhaps review the fiction and non-fiction text to ensure students are reading a diverse selection of high interest novels where their culture is reflected.
X			Establishing excellence in serving our ELL population has become a challenge as demand for these services and funding to secure staff to keep our staff to student ratios low is not growing at the same pace of our ELL subgroup.
X			Since many of our students have been inactive in their home districts, we have encountered a challenge in acquiring the last special education paperwork. It is often difficult for home districts to locate this paperwork thus straining our 10 day window to remain in compliance to know and render services to incoming special education students.
		X	We will work towards meeting the AYP requirements as per our Getting Result Continuous Improvement Plan
		X	As our student attendance rate is not at the level we desire, we instituted a voluntary mentorship program "YouthBuild's Fortitude Crew" for our students. Those who participated this past school year have shown a better attendance rate than those students not participating in mentoring. Likewise, we also believe this will also positively affect our graduation rate.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A Clear Goal: THE FOCUS IS ON STUDENT LEARNING

The strategic planning process generated discussions around shifting from focusing on teaching to focusing on student learning. The committee used the previous annual reports and Getting Results designed for Pennsylvania School Districts to address all components relating to student learning.

This strategic plan is our roadmap for a coordinated, systemic effort emphasizing comprehensive instructional practices that will make a real difference. This blue print emphasizes accountability

for every student, teacher, administrator, staff member, parent, and the rest of our entire community of learners. It will be implemented with fidelity with the School's enduring commitment to STUDENTS FIRST. Revisions for the 2011-12 plan were based on data from pre and post tests; teacher professional development discussions; and staff and board discussions.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Blevins, Christine	Community Member	Board Member	Board
Bonnie Hastings	Teacher	Secondary School Teacher	other teachers
Byers, Jazmin	Harrisburg Community College	Business Representative	Board
Cathy Bellone	Teacher	Special Education Representative	other teachers
Donna Williams	Business Manager	Administrator	other adm.
Englerth, Tom	Board President	Board Member	Board
Fleming, Monswel	Parent	Parent	Board
Hoke, Tim	Secondary School Teacher	Secondary School Teacher	Teachers
Hubbard, LaKeysia	York City School District	Parent	Board
Jacqueline A. Martino-Miller	CEO	Administrator	self adm. assignment
Jerry Hall	Technology	Ed Specialist - Instructional Technology	board
Lakiesha Jenkins	Alumni	Community Representative	Board
Michael D. Jefferson	Assistant CEO	Administrator	Board
Michael Newsome	Business Leader	Business Representative	Board
Valerie Foreman	Case manager	Ed Specialist - Social Restoration	Board
Washington, Eugene	Principal	Administrator	Board
Watkins, Donna	Neighborhood Association	Community Representative	Board

Goals, Strategies and Activities

Goal: curriculum alignment

Description: We use PSSA results, pre and post scores in reading and math on both TABE and Gates MacGinitie assessments for student benchmarks and have teachers use the data for professional development activities

additional professional activities include:
 classroom management
 cultural diversity
 crisis management
 curriculum mapping

student work protocols
 5x5 analysis
 Classroom engagement techniques

Strategy: professional development action plan

Description: develop a comprehensive professional development plan for assessing teacher performance in improving student achievement

pre/post test analysis in math and reading
 initiating research program to enhance reading skills
 developing TIP program -Tailored Individualized Program meeting student needs in developing academic skills and professional development programs to match

Activity: workshops

Description: workshops are planned for all staff on curriculum alignment; anchors; testing; raising student achievement; wellness; classroom management; curriculum mapping; educational intervention.

Person Responsible	Timeline for Implementation	Resources
Washington, Eugene	Start: 8/9/2010 Finish: 5/11/2017	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Crispus Attucks YouthBuild Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
A series of PD sessions on the instructional initiatives we have agreed upon as a team in our shared values will enhance, introduce, and refine these necessary skills that are thought to be evident in good teaching.	All sessions are based on components outlined in the 16 best practices of HP2 schools.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> 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:

- 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
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• World Languages• Mathematics• History

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	

Status: In Progress — Upcoming

Strategy: providing professional development programs

Description: to design professional workshops for all staff programs will feature:
standards update by teachers attending PDE workshops
anchors for math and reading by PDE staff
curriculum mapping by approved consultants
crisis management by approved outside agencies
Educational Initiatives by CEO after receiving training
improving student achievement by data analysis and instructional improvement
meeting nclb goals via annual benchmarks

Activity: 3 day workshop in August

Description: Each teacher will participate in a 3 day PD camp that will re-establish the collective approach of the school in the arenas of Professional Learning Communities, Classroom

Management, Student Work protocols, Classroom Engagement, Cycle of Effective Instruction, Cooperative Learning, and Differentiated Instruction.

Person Responsible	Timeline for Implementation	Resources
Washington, Eugene	Start: 8/9/2010 Finish: 8/1/2018	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Crisis Attucks Youthbuild Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The whole staff will review the previous years PD session highlights in attempt to establish a unified front in the approaches all educators utilize in the arenas of PLC's, Classroom Management, Student Work Protocols, Classroom Engagement Techniques, Cycle of Effective Instruction, Cooperative Learning, and Differentiated Instruction.	Every topic is detailed in the 16 effective strategies used in HP2 schools.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:

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

- 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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • World Languages • Mathematics • History

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA |
|---|--|

Status: In Progress — Upcoming

Date Comment

8/31/2009 Very profitable workshop. A series of viable real time needs were developed for further professional development

Goal: Graduation Rate

Description: Crispus Attucks YouthBuild Charter School will improve graduation rates by 10% for EVERY student.

Strategy: Post Secondary Development

Description: The CAYBCS will engage all learners in hands on relevant career development work experience opportunities.

In addition all students will complete a individual exit student plan detailing the post secondary plans after earning the high school diploma.

Activity: Additional tutoring for academic deficient areas and SAT; ACT preparation

Description: Tutoring programs will be introduced on as need basis based on monthly assessments, PSSA data and Gates-McGinitie data.

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 10/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: software program to track graduation rates

Description: A data warehousing system to house information on each student's progress toward graduation

Activity: CBLE software for basic skills

Description: Intervention software will be ordered by math teacher and instructional leader. The software will compilment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2009	\$4,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 45% of all students will be demonstrate adequate yearly growth in Mathematics, as measured by the Gates McGinity state approved exam.

Strategy: Alignment of relevant skills

Description: The School's schedule will reflect a curriculum correlation between relevant classes. For example the students will travel from Math class, to Art Class (working on a similar skill) and then apply the learned skill on the worksite. (i.e. fractions and measurement)

Activity: Technology - Web-based interactive programs

Description: Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Strategy: remedial software programs

Description: Computer based learning environments that will assist in providing academic prescriptions to address student weaknesses

Activity: software to match identified anchors

Description: in service for math teacher on new software

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: Complete

Date Comment

9/16/2009	PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.
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Strategy: Webbased tutorial programs

Description: Ramp-Up Mathematics builds a supportive environment where teachers and students are active participants in the exploration of mathematical concepts
Lessons are organized around Rituals and Routines that help teachers vary activities and differentiate instruction with:

Independent work, where students are encouraged to use resources such as the Concept Book and their notes to answer their questions
 Partner and small-group work where students share and discuss ideas, strategies, and solutions
 Presentations where students share their work and ideas in a safe and supportive setting
 Whole-group discussions where students discuss solutions and strategies, and the teacher addresses the misconceptions that led to incorrect answers

When students are working independently

Activity: Additional tutoring for academic deficient areas and SAT; ACT preperation

Description: Tutoring programs will be introduced on as need basis based on monthly assessments, PSSA data and Gates-McGinitie data.

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 10/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: America's Choice - Ramp up Math

Description: Ramp Up will be used in tutoring sessions as an intervention to address student weaknesses. Students who do not respond to individualized software will be exposed to Ramp Up in small group settings.

Person Responsible	Timeline for Implementation	Resources
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Washington, Eugene	Start: 8/18/2010 Finish: 12/15/2010	\$8,000.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	2	12
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Crispus Attucks YouthBuild Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best	Designed to Accomplish
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Practices

Teachers will learn and practice the components and strategies associated with the Ramp-Up model.

Americas Choice is listed in the the best practices of what works clearing house.

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:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey

Status: No Longer Occurring

Date Comment

7/23/2012 After review, it was determined to go with PLATO for our Webbased Tutorial Programs

Activity: Technology - Web-based interactive programs

Description: Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Goal: Meeting AYP

Description: AYP graduation rate.

Strategy: Webbased tutorial programs

Description: Ramp-Up Mathematics builds a supportive environment where teachers and students are active participants in the exploration of mathematical concepts
Lessons are organized around Rituals and Routines that help teachers vary activities and differentiate instruction with:
Independent work, where students are encouraged to use resources such as the Concept Book and their notes to answer their questions
Partner and small-group work where students share and discuss ideas, strategies, and solutions
Presentations where students share their work and ideas in a safe and supportive setting
Whole-group discussions where students discuss solutions and strategies, and the teacher addresses the misconceptions that led to incorrect answers

When students are working independently

Activity: Technology - Web-based interactive programs

Description: Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Goal: PLATO

Description: The math, english, special education, and SAT prep staff was trained on the PLATO system. Each staff mentioned above is proficient in creating classes, learning paths, accessing reports and editing student demographics.

Strategy: Computer Based Intervention

Description: Personal Education Plans are created and executed for each student to address weaknesses in math and reading utilizing the PLATO learning environment.

Activity: software to match identified anchors

Description: in service for math teacher on new software

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007	\$4,000.00
	Finish: Ongoing	

Status: Complete

Date Comment

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

Activity: Software to match reading anchors

Description: teacher to select priority items for anchors

Person Responsible Timeline for Implementation Resources

Washington, Eugene	Start: 1/1/2007	\$3,750.00
	Finish: Ongoing	

Status: Complete

Date Comment

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

Goal: READING

Description: At least 54% of all students will demonstrate adequate yearly in growth in Reading, as measured by the state approve Gates McGinitiy Exam. * This school only has one grade; 12th.

Strategy: remedial software programs

Description: Computer based learning environments that will assist in providing academic prescriptions to address student weaknesses

Activity: Software to match reading anchors

Description: teacher to select priority items for anchors

Person Responsible Timeline for Implementation Resources

Washington, Eugene	Start: 1/1/2007 Finish: Ongoing	\$3,750.00
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Status: Complete

Date Comment

9/16/2009	PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.
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Activity: Technology - Web-based interctive programs

Description: Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Strategy: Students will learn and use "Before - During-After" reading strategies

Description: The following strategy is designed to stimulate use of a student's prior knowledge. Prior knowledge is a powerful resource students use to understand text. Research indicates that students with prior knowledge of particular topics remember more information than do students with little or no prior knowledge.

Students learn to use the strategies in methodical phases in a stop-start fashion before, during, and after reading. (Strategic Teaching and Reading Project, 1995)

Activity: additional instructional time in reading

Description: one extra period to be add per week

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 8/17/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

8/31/2009	The master schedule has been ammended and all students are engaging in 5 more hours of structured reading time weekly.
-----------	--

Goal: Technology in the classroom

Description: All teachers will be trained in basic operation of MicroSoft Excel

Strategy: Computer Based Intervention

Description: Personal Education Plans are created and executed for each student to address weaknesses in math and reading utilizing the PLATO learning environment.

Activity: CBLE software for basic skills

Description: Intervention software will be ordered by math teacher and instructional leader. The software will compilment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2009 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Activity: software to match identified anchors

Description: in service for math teacher on new software

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: Complete

Date Comment

9/16/2009	PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.
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Strategy: remedial software programs

Description: Computer based learning environments that will assist in providing academic prescriptions to address student weaknesses

Activity: CBLE software for basic skills

Description: Intervention software will be ordered by math teacher and instructional leader. The software will compilment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2009 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Activity: software to match identified anchors

Description: in service for math teacher on new software

Person Responsible Timeline for Implementation Resources

Donna Williams	Start: 1/1/2007	\$4,000.00
	Finish: Ongoing	

Status: Complete

Date Comment

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

Goal: TECHNOLOGY PLAN

Description: Our goals are as follows:

1. To utilize our new software package to better manage our student data, including administrative reports, class schedules, student grades, and attendance.
2. To upgrade our telephone communication system to accomodate the expansion of our charter school.
3. To upgrade our file server to accomodate the expansion of our charter school.
4. To utilize our distance learning equipment.

Strategy: Technology Plan Implementation

Description: Improve and expand our technology tools to improve the quality of the Charter School and provide more accurate and timely information.

Activity: Cable and PC expansion

Description: Category 5e or 6 cable to expand Charter School internal cabling. 1000 ft - \$95.00 per bulk cable quantity depends on expansion per rooms (estimate of 4).

Update computer equipment for expansion 50 pc computers (P4, 1gig memory, 20 gig hard drive, 10/100 network card) donation if possible (pennstate and york college).

Person Responsible Timeline for Implementation Resources

Jerry Hall	Start: 8/20/2010	\$1,200.00
	Finish: 12/15/2011	

Status: Complete

Activity: Continue to be CIPA Compliant

Description: Cipa compliant (<http://www.fcc.gov/cgb/consumerfacts/cipa.html>) - our filter software is through www.contentwatch.com CP200 (hardware) we have a service agreement until May 20, 2012 after that time we will need to pay a yearly fee for updates which estimate \$2000.00

Person Responsible Timeline for Implementation Resources

Jerry Hall	Start: 8/11/2011 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Activity: File Server for YouthBuild

Description: File Server for YouthBuild - Hardware purchase upgrades for the file server and maintenance for replacement parts that fail range in price from \$2,000.00 to \$3000.00

Person Responsible Timeline for Implementation Resources

Jerry Hall	Start: 6/7/2010 Finish: 8/12/2010	\$3,000.00
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Status: In Progress — Overdue

Activity: Software Update

Description: Update Software for YouthBuild Microsoft Office 2007 Suite or Stay with Office 2002 version - licenses can be purchased through www.techsoup.org a company that partnerships with Microsoft and other vendor's at deep discounts of software and hardware. 50 licenses Office 2007 \$1,000.00 and also Windows Server 2008 Premium \$250.00

Person Responsible Timeline for Implementation Resources

Jerry Hall	Start: 6/30/2010 Finish: Ongoing	\$2,250.00
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Status: In Progress — Upcoming

Activity: Technology Activities

Description: Install and utilize new software package, RenWeb

Person Responsible Timeline for Implementation Resources

Jerry Hall	Start: 5/1/2009 Finish: 8/31/2009	\$82,098.00
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Status: Complete

Date Comment

9/16/2009	Package was installed and in use, however the package is not approved by PDE and presents some challenges when addressing the PIMS and safe Schools reports.
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Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Statement of Quality Assurance - Attachment

- School Improvement Plan 2011-12

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

During the 2010-11 school year, the Crispus Attucks Youthbuild Charter School used a targets curriculum aligned with PA Academic Standards and Assessment anchors to meet academic targets.

Crispus Attucks YouthBuild Charter School's curriculum was aligned with the Pennsylvania Department of Education's Big Ideas, Concepts, and Competencies. The Concepts and Competencies guided the curriculum and the curriculum guides the lesson plans. The Charter School adopted an instructional practice that addressed essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course was coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified five best practices strategies from www.bestevidence.org, to address our goals for the 2009-10 school year.

Strategy # 1: Assessment anchors and eligible content were identified for each content area. We are focused on students learning.

Strategy # 2: We will use curriculum mapping to measure progress, identify challenges and make adjustments as needed.

Strategy # 3: We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices.

Strategy # 4: Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.

Strategy #5: Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

In addition, we continued monitoring the use of our adopted instructional procedures to ensure adequate growth for each student.

The CAYBCS instructional model is designed to help students become self-directed learners through active inquiry. The lessons are designed to assist students in linking prior knowledge, life experiences and external events to new information. Individual student progress is monitored and Teacher lesson plans are adjusted to meet the learner's needs.

To accelerate academic skill development, content knowledge and learning strategies of students performing below standards in reading, CAYBCS has implemented Project Read/Language Circle Balanced Reading Strategies. One on one tutoring was delivered to students who did not fair well in math.

The following teaching strategies were used to actively engage students in the learning process.

- During the 2010-11 school year, the CAYBCS continued with the constructivist problem based learning strategies.
- To encourage students to use higher order thinking skills, teachers replaced objectives with Essential Questions.
- Teachers framed tasks around cognitive activities such as analysis, interpretation, and prediction to foster construction of new meanings.
- Students were provided additional wait time to construct new meanings and develop their prior knowledge.
- Teachers used graphic organizers to encourage students to write about their own understanding of concepts prior to teaching the desired skills
- Teachers spent more time in developing vocabulary in context via graphic organizer

The 2011-12 Getting Results Continuous Improvement Plan targets that area not meeting AYP requirements.

Rigorous Instructional Program - Attachment

- Teacher Induction Plan and Professional Development Plan

English Language Learners

The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law.

1. All students are given the Home Language Survey.

2. Based on the results from the survey, selected students are given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments.
3. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners.

The assessments are based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel and periodically evaluated. The students in our ELL program are learners whose primary language is not English and are integrated into the regular educational program with support services.

There are currently no supporting documents selected for this section.

Graduation Requirements

Graduation Requirements

All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:

- 1) All students must successfully complete all courses with an average of 70% or above in each course.
- 2) All students must successfully complete the Senior portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.
- 3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved criterion referenced assessment.
- 4) All students must complete the Research Program including the prescribed number of articles and books per year.
- 5) Selected students must take the SAT , PSSA or ACT test or the Vocational Aptitude Test.

Special Education

Special Education

The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. We use Response to Instruction Intervention, as well as the use of daily rubrics for progress monitoring. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teach the lesson with the subject teacher. For those learners with Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and previewing techniques to accelerate the student's learning curve.

For the school year 2009-10, the Charter School did have a trained Para-professional to work with our certified Special Educator made possible through ARRA funds.

Special Education - Attachment

- SPECIAL EDUCATION

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Cathy Bellone	.33	Learning Support	Crispus Attucks YouthBuild Charter School	20	n/a
Cathy Bellone	.33	Emotional Support	Crispus Attucks YouthBuild	6	n/a
Cathy Bellone	.34	Mental Retardation	Crispus Attucks YouthBuild	1	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Lincoln Intermediate Unit 12	.15	School Psychologist	Crispus Attucks YouthBuild Charter School	19	They conduct Psychological Evaluation testing require to update student's IEP. Also, 1-1 counseling is provided.
Office of Vocational Rehabilitation	.10	Career Exploration Counselor	Crispus Attucks YouthBuild Charter School	11	They provided transitional services for students with IEPs who are schedule to graduate. Also, advice to staff on positive behavior support is given

Special Education Program Profile - Chart III

Title	Location	FTE
Cathy Bellone	YBCS	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
LIU 12	Psychologist Services - testing	1
OVR	Career Counseling Exploration	.5

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5

Not Applicable No No No No No No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
iii. Gates McGinnities	No	No	No	No	No	No	Yes
1. PSSA	No	No	No	No	No	No	Yes

Student Assessment

Our local state approved standardized assessment is used as a diagnostic tool and a benchmark assessment for incoming Charter School students. The results from the school year 2011-12 standardized Gates McGinitie assessment indicated growth for all graduates. CAYBCS students demonstrated more growth in reading than math. These results have led the school to implement intensive math acceleration tutoring sessions and data dialogue meetings. Staff will be trained in analyzing data to make informed decisions and adjust instructional practices.

There are many strategies in place to ensure all students are making adequate yearly progress. Students take the Gates McGinitie Diagnostic Exam at the beginning, mid-term, and end of the year. The results of this test are shared with the students and parents in mandatory conferences. Communication with students, parents or guardians is made throughout the year via conferences, phone calls, home visits, and or email. Any students at risk are encouraged to attend tutorial sessions and seek resiliency assistance from their case managers.

Data analysis protocols will be a part of ongoing professional development sessions. The analysis of all local assessments, in-house formative assessments, and past PSSA data will provide valuable input for the adjustment of direct instructional strategies to whole classrooms and to students needing intervention.

PSSA assessments were given to all students not having taken the tests at their home school districts prior to enrolling in CAYBCS beginning in October 2010.

Student Assessment - Attachment

- Pre-Post Exam Data 2011-2012

Teacher Evaluation

The Crispus Attucks YouthBuild Charter School uses PDE 426, PDE 427 and the PDE 428 to evaluate teachers. Our primary concern is "Are the students learning?" and "What does the data say?"

The main features of the school's teacher evaluation plan are:

- 1) Category I - Planning and Preparation
- 2) Category II - Classroom Environment
- 3) Category III - Instructional Delivery
- 4) Category IV - Professionalism
- 5) Category V - Student progress

The individual responsible for teacher evaluations was our instructional leader, Eugene Washington. He conducted formal and informal teacher observations, provided feedback and recommended strategies to improve student performances. Exit conferences were held with

each teacher and signed evaluations are on file for the school year.

Teachers are encouraged to use planning to collaborate with the Special Education Teacher to map out the curriculum so that previewing and acceleration instructional techniques can assist the learners demonstrating academic proficiency. The planning periods are inextricably linked to staff development that will lead to student achievement.

Teacher Evaluation - Attachments

- Organization Overview
- The Mission and Vision Statements
- TEACHER EVALUATIONS, PDE FORM 426
- TEACHER EVALUATIONS, PDE FORM 428
- TEACHER EVALUATIONS, PDE FORM 426A
- TEACHER EVALUATIONS, PDE FORM 427

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Jacquie Martino-Miller continues as CEO.

Mr. Eugene Washington was principal for the 2011-12 school year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Irene Hudson	
Robert Redman	Secretary
Christine Blevins	
Michael Newsome	
Joseph Mountain	
Edquina Washington	
Rebecca Lanzino	
Kendall Menzer	
Jazmin Byers	
Thomas Englerth II	President
Grace Quarterly	

Professional Development (Governance)

In accordance with the Public Officials Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) on a monthly basis. Professional Development was provided to the Board as follows:

Topic covered was an informational session covering various charter school issues. The information was provided to the Board by the CEO & the Board President.

Annually, the solicitor, Mark Morford, esq., reviews charter school law and board responsibilities.

Jamiel Alexander, Alumni Coordinator, detailed to the board the details of the Mental Toughness program. Other staff shared their individual school responsibilities.

In addition, at each Board meeting both the Board Treasurer and the Business Manager spend time reviewing the financial statements and providing additional financial information so that the Board members become more familiar with the financial transactions for the Charter School, including the budgeting process, audits, and reporting compliance issues.

Coordination of the Governance and Management of the School

The School Board of Trustees manages the charter school and follows the charter approved by the Board of Directors of the York City School District. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement.

In accordance with the Public Officials Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) during the following dates: Board of Trustees meetings are held the fourth Monday of each month at 6:00 pm. All meetings are held at CAYBCS in the conference room. Regular legal updates are held for the members of the Board.

Coordination of the Governance and Management of the School - Attachment

- 2011-12 Board Meeting Schedule

Community and Parent Engagement

The School Board of Trustees is an active partner in the community. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement.

As we are a Title I school, we also have a Parental Involvement Team to promote effective practices.

We instituted a mentoring program "YouthBuild's Fortitude Crew" for our students who were in weekly contact with their community mentors.

Finally, our students are engaged with various community service and school activities, most notably the Martin Luther King Day of Service.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Although the school does have "fund-raising" activities (Talent Show & Fashion Show), the school, in keeping with its mission, also has and participates in major community and team building activities. The activities during 2011-12 were as follow:

- Two Blood Drives
- Talent Show and Fashion Show
- Alumni Reunion Barbecue with current students & staff.
- Thanksgiving Cultural Activity
- Martin Luther King Day of Service

Fiscal Solvency Policies

The Charter School follows Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting the Annual Financial Report. The accounting system is maintained on an accrual basis using the Pennsylvania State Chart of Accounts for Pennsylvania's Public Schools.

Accounting System

The Charter School receives the majority of its funding through several grants, contracts with numerous School Districts, various subsidies from the PA Dept. of Education, and contributions from the community.

Monthly financial statements are prepared and reviewed by the Business Manager, Finance Committee, Executive Staff and Board of Trustees. In addition, an annual cash flow is prepared and reviewed monthly to ensure that any unbudgeted items can be handled promptly. The Charter School is currently negotiating to secure a line of credit in the event there are unanticipated changes in funding.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances as of 6/30/12

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

For the fiscal year ending June 30, 2012, the Charter School has retained the audit firm of Reinsel Kuntz Leshner, CPA's. The audit will begin the week of August 13, 2012 and it is anticipated the final audit report will be issued by October 31, 2012. Based on preliminary discussions with the auditors, it is expected that an unqualified audit opinion will be issued. The partner-in-charge of the engagement, Douglas Berman, CPA, recently left the firm of ParenteBeard and is now with Reinsel Kuntz Leshner; thus, the Charter School decided to retain the firm of Reinsel Kuntz Leshner, CPA's.

For the June 30, 2011 year-end, the audit was performed by ParenteBeard CPA's. For the fiscal year ending June 30, 2011, the Charter School's audit was issued October 31, 2011 in accordance with Government Auditing Standards and the requirements of U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations. The audit was issued with an unqualified opinion and there were no findings or questioned costs. A copy of the June 30, 2011 audit is attached.

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

- YBCS ANNUAL AUDIT, 7/1/10-6/30/11

Citations and follow-up actions for any State Audit Report

In 2008 the Charter School underwent its first audit by the Pennsylvania Auditor General's Office. The years under audit were 2004 through 2006. As a result of that audit, several findings were issued--refer to Note 9 in the previously submitted June 30, 2008 audited financial statements. The final report was issued on June 17, 2010 from the Auditor General's Office.

During our preliminary exit conference with the auditors, we discussed various issues concerning reporting and documentation; we have implemented numerous procedures to strengthen our procedures and believe we are in compliance with all requirements. Since the audit in 2008 there have been no further audits by the Pennsylvania Auditor General's Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

1. During the 2011-12 fiscal year, the Charter School did not acquire any additional furniture, fixtures and equipment.
2. The Charter School rents its classrooms and office space from Crispus Attucks Association.
3. The Charter School is continually working on a plan to increase its capacity of students over the next few years and make the facility more efficient and student-friendly. Effective July 1, 2012, the Charter School renewed its lease with Crispus Attucks Association to rent additional classrooms and office space. The lease is for a term of one-year with the option of additional renewal terms.

Future Facility Plans and Other Capital Needs

The Charter School continues to work on a long term facility strategic plan to increase its capacity for expanding the school to accommodate additional students and develop additional areas of education and training for the students.

The outcome of this process will provide direction for the future expansion of the Charter School. This strategic plan will be finalized during the 2012-13 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- The Charter School has complied with Pennsylvania Department of Welfare's 3800 regulations regarding health and safety requirements. (e.g. fire prevention, safety

standards, requirements to hold fire drills) The Charter school passed the yearly audit without any findings.

- Every potential student must provide health and immunizations records prior to being granted permission to physically enroll.
- In compliance with the new Chapter 12 wellness requirements and in collaboration with the Food Service Director, the CAYBCS's wellness policy was revised and implemented accordingly.
- We do not receive reimbursement for School Health Services due to the granting of a waiver received from the PA Department of Health dated March 6, 2008 for the school year 2007-08 and beyond.

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

- Compliance with Health and Safety Requirements

Current School Insurance Coverage Policies and Programs

The Charter School has the following employee insurance coverage in place:

- Health insurance through Keystone/Capital Blue Cross; Dental Insurance through Security Life Health; Vision insurance through Vision Benefits of America. Coverage is available to all employees at a shared-cost. Employees may obtain dependent coverage for health, dental and vision at their cost.
- Life insurance, equivalent to an employee's salary is provided by Jefferson Pilot at no cost to the employee.
- Business insurance is through the Glatfelter Agency as follows: (a certificate for this insurance coverage is attached).
 - Business property insurance for the contents of the Charter School. Insurance coverage on the building is maintained by Crispus Attucks Association. This policy is combined with the policy for the Crispus Attucks Association
 - Crime Insurance for Employee dishonesty and money and securities, both inside and outside the premises. Also includes non-compensated officers as employees.
 - Commercial General Liability Insurance with a General Aggregate Limit of Liability of \$2,000,000.00
 - Business Auto Insurance for Non-Owned and Hired Auto with a 1,000,000 limit
- Directors' and Officers' Liability Insurance with a Limit of Liability of \$2,000,000
- Commercial Excess Liability Insurance with a Per Occurrence Limit of \$10,000,00. This policy is combined with the policy for Crispus Attucks Association
- Workers Compensation insurance is provided by the Pennsylvania State Insurance Fund and has limits of \$100,000/\$500,000/\$100,000. SWIF does not provide insurance certificates to verify coverage.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Teacher	Area of Certification	Years Teaching	Highly Qualified Teacher	Returning Staff	Completed entire School Year
Cathy Bellone	Special Education	12	Yes	Yes	Yes
Gladys Esiaba	Biology	4	Yes	Yes	yes
Bonnie Hastings	Social Studies	22	Yes	No	Yes
Timothy Hoke	Math	5	Yes	Yes	Yes
Evelynn Eighmey	Art	6	Yes	Yes	Yes
Gregory Inman	Math	4	Yes	Yes	Yes
Tracy Hanegraaf	English	5	Yes	Yes	Yes
Nina Theofiles	English	4	Yes	Yes	Yes

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-12

Student Enrollment

The Charter School Application provided by PDE is the form our students complete upon enrollment. The applicants are required to bring proof of residency documents, birth certificate, photo identification and social security cards, and school records. They must have a recent physical examination by a doctor completed within the past six months and prospective students must complete the application in full before enrollment can commence. The goal of the school is to keep the enrollment between between 100-110 students. The number of applicants on the waiting list is currently 30; The enrollment during the 2011 - 2012 school year ranged from 92-104.

When full capacity is reached by the beginning of our school year, applicants are placed on a waiting list until vacancies become available. A new cohort of students are enrolled at the beginning of trimesters 1,2, and 3 (August, November, February). Currently, the leaver model is utilized to calculate graduation rates. As the state adopts the cohort model for graduation rates our calculations will adjust.

Enrollment History:

- The grade levels at the Crispus Attucks YouthBuild Charter School are ungraded and 12th grade.
- The total number of students enrolled for the 2011 - 2012 school year was 162
- The number of students who transferred was 1
- The number of students who left voluntarily or other was 71
- The number of students who graduated 39

- The number of students who enrolled in the first trimester making them graduation eligible in the 2011-2012 school year 82
- The Graduation Rate for the 2011-12 School Year 51.32%
- The number of students who are scheduled to return to complete their graduation requirements 48

Student Enrollment - Attachment

- Student Enrollment 2011-2012

Transportation

As in accordance with PA School Code Laws, the students' home district is responsible for arranging transportation for the learner. Parents or Guardians are required to contact the home school district to arrange transportation to and from school. In regards to inclement weather closings or delays, students follow the home school district's schedule. Each school district's transportation company is given a copy of the Charter School's policies and school calendar. A list of all bus students and pertinent data is kept in the main office.

Food Service Program

Crispus Attucks YouthBuild Charter School utilizes the free and reduced lunch program by having all students complete the required meal application for free and reduced price meals. This form is included in the initial application. All Students are offered breakfast and lunch.

Student Conduct

The Crispus Attucks YouthBuild Charter School believes the development of self-discipline and acceptance of individual responsibility is one of the important goals of our school. Our Student Discipline Code is aligned with PA School Code Laws and adheres to all Chapter 12 regulations. The Student Discipline Code is intended and designed to make students accountable for any and all actions deemed inappropriate by school authorities.

In accordance with Chapter 12 of PA School Code Laws, the CAYBCS' student discipline policy balances the student privacy rights and its responsibility to provide student, faculty and authorized visitors with a safe, orderly and drug free learning environment. The CAYBCS adheres to two types of due processes: substantive and procedural. The substantive due process is implicated by rules and regulations written in the discipline policy handbook. Whereas, the procedural due process follows a prescribed constitutional procedure for more severe behavioral situations. All CAYBCS students are given proper notice, an opportunity to be heard, and a hearing that is conducted fairly.

Disciplinary Incidents Statistics 2011-12

# Incidents	229
#Students involved in the incidents	87
# Suspensions	171

Expulsions 7

Types of incidents

- Fighting 4
- Minor Altercation 1
- Harassment/Intimidation/Bullying 8
- Threats toward staff 1
- Weapons 0
- Vandalism 0
- Possession of a controlled substance 1
- Other code of conduct violations 218

Demographics of incidents

- Male 40
- Female 47
- White 1
- Black 49
- Hispanic 36
- Other 1

Student Conduct - Attachment

- Discipline Policy 2011

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Crispus Attucks Youthbuild CS within Lincoln IU 12 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
2012 - 2013 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.

Name: Jacqueline Martino-Miller **Title:** C.E.O.
Phone: 717-848-3610 **Fax:** 717- 843-3914
E-mail: jmartino@crispussattucks.org

Signature of the Chief Executive Officer and Date

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

Name: Thomas Englerth **Title:** President, Board of Directors
Phone: 717-848-3610 **Fax:** 717- 843-3914
E-mail: TBE@csdavidson.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Cathy Bellone **Title:** Special Education Resource Coordinator
Phone: 717-848-3610 **Fax:** 717- 843-3914
E-mail: kbellone@crispussattucks.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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