
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: Monday, December 19, 2011)

Entity: Multi-Cultural Academy CS
Address: 3821 North Broad Street
Philadelphia, PA 19140

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Multi-Cultural Academy CS

Date of Local Chartering School Board/PDE Approval: April 18, 2007

Length of Charter: 5 years **Opening Date:** September 1998

Grade Level: 9-12 **Hours of Operation:** 7:30 AM - 5:00 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 14.50

Student/Teacher Ratio: 13-1 **Student Waiting List:** 0

Attendance Rate/Percentage: 95

Summary Data Part II

Enrollment: 221 Per Pupil Subsidy: \$8,773.03 (reg.) \$19,422.86 (Spec. Ed.)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	7
Black (Non-Hispanic):	206
Hispanic:	6
White (Non-Hispanic):	2
Multicultural:	0

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: 25

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	None	None	None	None	None	187	187
Instructional Hours	None	None	None	None	None	1198	1198

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Multi-Cultural Academy Charter School (MACS) is located in Logan/Nicetown, one of the poorest sections of Philadelphia. The student body is drawn from many areas of the city, with most residing in the neighborhoods surrounding the school. Most of the students are African American; many are from single-parent or foster homes. More than 89% of the student body come from low-income families. When the students begin their education at MACS, the majority of them are one to four years below grade level in reading and mathematics and have difficulty adjusting to the strict discipline and well-structured environment of our school. In other words, they are not ready for the academic and behavioral expectations of high school in general and of our school in particular.

Mission

The mission of MACS is to educate the whole child by providing a safe environment with strict discipline in which students can learn and teachers can instruct while emphasizing the importance of parental involvement in the educational process.

Vision

The vision of our school is to effect positive change in a multicultural society by developing well-rounded, highly educated and thoughtful individuals who embody the core values of MACS.

Shared Values

*Maintaining rigorous academic standards will prepare all students for post-secondary education.

*Maintaining strict discipline and a safe, well ordered, learning environment is integral to student success.

*Celebrating and embracing diversity in cultures and individuals while sharing common values enriches the student experience.

*Serving the community fosters student awareness of social responsibility and good citizenship.

*Viewing each student as an individual while educating and mentoring the whole child is essential to student success.

Academic Standards

In addition to the use of technology in the classroom such as SmartBoards and PVBX system, MACS will continue to utilize School District of Philadelphia, State, and National standards in the curriculum with particular emphasis on core subject knowledge, technology, and writing skills. Student achievement will be greatly enhanced by the use of educational technology and extra instructional time such as enrichment classes and individualized/differentiated instruction.

The core curriculum is aligned with the Pennsylvania Department of Education state standards and consists of English, mathematics, science, social studies, foreign language, and computer literacy. In addition, MACS offers courses in humanities, music, drama as well as other courses to meet student interests. All students graduate with four years of English, mathematics, and science; three years of social studies, and two years of Spanish. In order to graduate, all seniors are required to complete a research project and presentation with an international/multi-cultural focus on a staff-approved topic. Although Pennsylvania law does not require courses in computer literacy, English enrichment, and math enrichment, they are required courses for graduation from MACS.

The minimum number of credits required for graduation is 23.5. Seniors who have attained above-average academic records may take courses for credit at area colleges with prior written approval of the Principal.

Courses:

9th Grade

English I
General Physical Science
Algebra I
World History
English Enrichment 9

10th Grade

English II
Biology
Geometry
American History
English Enrichment 10

Math Enrichment 9
Civics (1/2 year)
Computer Literacy (1/2 year)

Math Enrichment 10
Spanish I *or* Health

11th Grade

English III
Chemistry
Algebra II
Spanish I *or* II *and/or* Health
English Enrichment 11
Math Enrichment 11
Elective

12th Grade

English IV
Environmental Science
Elementary Functions *or*
Senior Math
Advanced Computers
Senior Seminar
Elective
Physical Education

Elective Offerings

Art	Mastering Math I
Drama	Mastering Math II
Geography	Music
Humanities	Spanish Cultures

At MACS, teachers design lessons based on the PA standards for each class. At the start of each year, each teacher is responsible for submitting standards-aligned syllabi for each class they teach. They are also required to submit semester pacing guides, once at the start of the year and again at the end of the first semester. Teachers are also required to submit lesson plans to administration on a weekly basis. The plans are checked and the teacher's progress toward semester instructional goals is tracked.

Teachers receive monthly PD in a variety of areas, such as in differentiated instruction and inclusive practices. Teachers are expected to instruct their classes utilizing the school-wide approach to differentiation. Teachers are coached to assess their students using a variety of modalities in order to reach different types of learners, including, but not limited to: small group work, whole group direct instruction, kinesthetic learning (as demonstrated in our quarterly "Learning Alive" assemblies) as well as individualized instruction with the help of our Learning support team. We have 2 full-time Learning Support teachers who work closely with our staff to support our full-inclusion Special Education model. Teachers work together to modify plans and assessments and to co-teach.

Strengths and Challenges

The program at MACS has many strengths. All teachers believe in and enforce the strict discipline policy that provides the students with a sense of uniformity and structure. The attendance rate of both the student body and the faculty is very high, with several students maintaining perfect attendance. The teachers at MACS are extremely dedicated to ensuring the academic success of their students. In addition, teachers provide remedial instruction after school and on Saturday mornings when needed. The weekly faculty meetings and monthly staff development sessions are forums for sharing ideas and discussing learning styles and teaching strategies. Teachers enjoy excellent communication with the parents of the MACS students. These parents offer much support to their children and the teachers and to the MACS philosophy and policies in general.

Areas of Weakness:

1) Lack of pro-active parental involvement: While our school has parents who are very responsive to our phone calls when we have concerns with a child, we have historically had difficulties getting parents proactively involved, to engage in school for positive reasons. It is believed that much of this was attributable to our former chief executive, Dr. Thuy, who did not engage parents in the process in a positive way, nor welcome input on the way the school should be run. He turned off and/or intimidated many parents in recent years.

Since he was severed from the school, we have made a sincere and concerted effort at attracting parents back into positive participatory activities. Most recently, we have begun the renovation of an unused room in our front building, converting it to be a Parent Resource Room. We have purchased 3 high-end computers and a printer, as well as educational tools and parenting resources, all reserved exclusively for use in the PRR. Additionally, we have openly engaged parents into getting involved in a newly-revived PTA, as well actively inviting parents to attend Board meetings and run for Board membership, as well as rescheduling all Board meetings to be held in the evenings only.

We are already seeing very positive results of these efforts and will continue to address this need.

2) Facility limitations: While our building is a good size for the size of the student body we desire, we are in need of an assembly space. Currently, we do not have a room where the entire student body can assemble. We are stuck having to hold two waves of assemblies and parent meetings. To address this issue, we have begun to explore the idea of pursuing capital improvement fundraising. We are in the process of interviewing grant writers and fundraising consultants. Our Board is looking closely at this possible path and knows the lack of an assembly space needs to be addressed.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Chief among the school's goals for the 2010-2011 school year was to improve PSSA scores in math and reading in order to once again meet AYP. The MACS school improvement team determined that increasing PSSA scores would require a concerted, coordinated effort to identify students' deficiencies in key areas and address them through intensive academic and individualized instruction. MACS modified its academic programs in order to focus on students' needs in a more effective manner.

During the 2006-2007 school year, MACS added additional daily courses, English Enrichment and Math Enrichment, to the rosters of all 9th, 10th, and 11th grade students. These classes were designed to supplement the traditional English and mathematics classes by focusing on basic skills and targeting students' academic deficiencies. For the 2010-2011 school year, the enrichment classes continued, with an increased emphasis on those basic skills necessary for academic success. The mathematics and English departments have created a comprehensive schedule for the enrichment classes that will ensure that all these skill areas will be taught.

MACS will also continue to offer its Extended School Day (ESD) program from 3:30-5:00 P.M., Monday through Thursday, for students in grades 9-11. ESD provides additional instruction for students in math, English and science. ESD classes will focus on improving students' science knowledge, basic math and writing skills, reading levels, and test-taking skills in order to bolster students' confidence and improve their performance in these areas.

Additional instructional time for students will be provided through MACS's Saturday remedial instruction program. These three-hour classes offered every Saturday will focus on English and mathematics only for those students who need them. These classes will provide opportunities for students to receive individualized attention and remedial instruction.

All of these instructional programs will be closely monitored and evaluated by the teaching staff and school administration in order to ensure accountability and to gauge the programs' effectiveness. The students will be frequently assessed in order to determine whether goals are being met. Using student and teacher feedback, the faculty and administration will work together to make any necessary changes or improvements to the programs in a timely manner.

MACS's teaching staff will continue to work as a unified team in an effort to address the needs of the students during the 2011-2012 school year. Teachers will teach across the curriculum so that basic skills are addressed in more than just the science, English, and math classrooms. Teachers will coordinate lesson plans so that the content and skills taught in one subject will be supplemented in other subject areas. Weekly staff meetings, monthly staff development sessions, departmental meetings, and grade level team meetings will provide frequent opportunities for the teaching staff to share methods and develop strategies for increased student success.

In order to ensure that all students' needs are being adequately assessed, MACS will also continue its series of Round Table Conferences that bring together each student, his or her parents/guardians, and all of his or her teachers in a comprehensive discussion of the student's academic, behavioral, and emotional needs. The conferences are held on Saturday mornings and begin early in the school year. Students are scheduled for the conferences in order of priority, based on a list developed collectively by the teaching staff. The goal is to meet with every student and his or her parents/guardians during the school year. These conferences have been extremely effective in improving student achievement and increasing communication between the school and parents, as well as increasing parental involvement in the school.

In addition to the required standardized tests, all MACS students take the Iowa Tests of Educational Development at the beginning and end of each school year with the cost assumed by the school. This test serves as a valuable measurement of students' deficiencies and knowledge. Initial Iowa test data will enable MACS to target students' weak areas and address these needs in the classroom. A post-test is administered in June.

As a result of the 2010-2011 school year strategic planning, MACS met the AYP for 2010-2011. As of the date of this report, we have not yet heard about the AYP status for 2011-2012. The staff and administration of MACS believe that these programs will again enable the school to meet the AYP goals for the 2012-2013 school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Chern, Hermaine	Multi-Cultural Academy Charter School	Ed Specialist - School Psychologist	James Higgins, Executive Director/Principal
Higgins, James	Multi-Cultural Academy Charter School	Administrator	Board of Trustees
Hopkins-Bey Tahira	Multi-Cultural Academy Charter School	Parent	James Higgins, Executive Director/Principal
Klein, Alan	Board Member	Board Member	Eelcted
Larkin, Daniel	Multi-Cultural Academy	Secondary School	James Higgins, Executive

	Charter School	Teacher	Director
Mannino, Frank	Multi-Cultural Academy Charter School	Administrator	James Higgins, Executive Director
Nergron, Thomas	Multi-Cultural Academy Charter School	Secondary School Teacher	James Higgins, Executive Director/Principal
Rogers, Debbie	Volunteer	Community Representative	James Higgins, Executive Director/Principal
Ruiz, Gabriella	Multi-Cultural Academy Charter School	Ed Specialist - School Counselor	James Higgins, Executive Director/Principal
Warner, Laura	Multi-Cultural Academy Charter School	Parent	James Higgins, Executive Director/Principal
Warshaw, Donna	Multi-Cultural Academy Charter School	Other	James Higgins, Executive Director
Webb, William	Pro Act	Community Representative	James Higgins, Executive Director
Young, Maxine	Teacher	Regular Education Teacher	James Higgins/ Executive Director/Principal

Goals, Strategies and Activities

Goal: Improve Administrative and Communication Performance

Description: MACS will strive to improve our communication within the school and with school stakeholders and with the outside world.

Strategy: Communication Efficiency

Description:

Activity: Data Storage

Description: Required Equipment: Storage Servers

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$40,800.00
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Status: In Progress — Upcoming

Activity: Functional Service Network

Description: Required Equipment: Windows Servers Layer 3 Switches Security Devices

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$120,000.00
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Status: In Progress — Upcoming

Activity: Informaton Sharing

Description: Required Equipment:
 Webservers
 Staff PC Workstations
 Phone System & Support
 E-Mail Server
 Staff training/workshops/support services

Person Responsible	Timeline for Implementation	Resources
Higgins, James	Start: 9/1/2007 Finish: 6/30/2013	\$193,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	22
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
WORking knowledge of all technological resources available to staff.	Effective use of technology has repeatedly been shown to enhance student learning outcomes.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • 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 assessment skills and the skills needed to analyze and use data in instructional decision-making.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)

Follow-up Activities

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student 	<ul style="list-style-type: none"> • 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

- learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Review of participant lesson plans

Status: In Progress — Upcoming

Strategy: Expand Instructional Resources and Presentation Tools

Description:

Activity: Integrate Distance Learning

Description: Required Equipment: Distance learning Circuit Subscription in the Classroom Video Cameras

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$60,200.00
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Status: In Progress — Upcoming

Activity: Provide Interactive Teaching Tools

Description: Required Equipment:
Smartboards
Projectors
PVBX
Comcast Programs
Software Application
Student Computers

Person Responsible	Timeline for Implementation	Resources
Higgins, James	Start: 9/1/2007 Finish: 6/30/2013	\$147,600.00

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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4.00	2	22
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

MACS	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Effective use of cutting-edge technology-based teaching tools	Effective use of cutting-edge technology-based teaching tools has repeatedly been proven to enhance the teaching and learning outcomes in classrooms.	<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. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school 	<ul style="list-style-type: none"> Reading, Writing, Speaking &

- Principals / asst. principals
 - School counselors
 - Other educational specialists
- (grades 9-12)
- Listening
 - Science and Technology
 - Arts & Humanities
 - Civics and Government
 - Environment and Ecology
 - Health, Safety and Physical Education
 - Mathematics
 - History
 - Geography

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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • 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 • Review of participant lesson plans

Status: In Progress — Upcoming

Strategy: School Safety and Data Protection

Description:

Activity: Network Security

Description: Required Equipment: Firewall Content Filtering Antivirus Software Anti-Spam Network Security Training Annual Support Contract

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007	\$24,200.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Surveillance System Maintenance

Description: Required Equipment: DVR Cameras Paging System Support

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$36,000.00
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Status: In Progress — Upcoming

Strategy: Student Information System

Description:

Activity: Practice Test Data

Description: 4Sight Testing Data Management and Use
4 Sight Testing Scanner

Person Responsible	Timeline for Implementation	Resources
Higgins, James	Start: 9/1/2007 Finish: 6/30/2013	\$9,000.00

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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4.00	1	22
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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MACS	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Access to and application/use of practice test data (4Sight)	Data analysis and instructional planning based on testing data is a widely-accepted form	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Increases the educator's
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of instructional strategic planning.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<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 • Mathematics

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 	<ul style="list-style-type: none"> • 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 • Review of participant lesson plans
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- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Activity: Student Records

Description: Required Equipment:
Administrators Plus (update)
State Reporting Module (Redikker)
Gradequick
Edline
Staff Training/support

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$39,500.00
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Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. This can be achieved through the following process:

1. Identification of deficiencies of each student, using standardized test such as the IOWA Educational Development Test or the Tera Nova Test
2. Enrichment classes in mathematics will be offered to correct the identified deficiencies
3. Test-taking skills will be taught and practiced as needed
4. Promotion of the importance of the PSSA Test through rewards and emphasis on the outcomes of this test

Strategy: Remedial Software

Description:

Activity: Purchase software/training

Description:

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$30,000.00
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Status: In Progress — Upcoming

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. This can be achieved through the following process:

1. Identification of deficiencies of each student, using standardized test such as the IOWA Educational Development Test or the Tera Nova Test
2. Enrichment classes in mathematics will be offered to correct the identified deficiencies
3. Test-taking skills will be taught and practiced as needed
4. Promotion of the importance of the PSSA Test through rewards and emphasis on the outcomes of this test

Strategy: SRA

Description:

Activity: Comprehension Improvement

Description: SRA classes will be transformed into an after-school program and will be expanded, broken into 3 different levels. Plato Reading programs in the Computer lab will address the lowest level deficiencies.

Person Responsible Timeline for Implementation Resources

Higgins, James	Start: 1/1/2007 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Activity: Reading Remediation

Description: All incoming 9th graders were given a baseline reading pre-test to determine their instructional reading level. Students who fell below proficient were enrolled in a year-long SRA Reading Intervention class.

Person Responsible	Timeline for Implementation	Resources
Larkin, Daniel	Start: 9/1/2007 Finish: 6/30/2013	\$4,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	12

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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All incoming 9th graders were given a baseline reading pre-test to determine their instructional reading level. Students who fell below proficient were enrolled in a year-long SRA Reading Intervention class. Teachers are routinely trained to identify low-level readers and to administer SRA baseline assessments. Reading teachers are also trained to teach the different level SRA classes.

SRA is a comprehensive, time-tested and research based reading and decoding intervention system.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- 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 • School counselors 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

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"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
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Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Communicate attendance records to students/parents

Description:

Activity: Admin Plus upgrade

Description: license and use training/retraining

Person Responsible	Timeline for Implementation	Resources
Higgins, James	Start: 9/1/2007 Finish: 6/30/2013	\$6,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	22
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACS	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use and up-to-date training on Admin Plus and Gradequick grading and management programs	Gradebook management is a must in every school	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">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.Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.Provides leaders with the ability to

access and use appropriate data
to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Peer-to-peer lesson discussions	<ul style="list-style-type: none">• 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: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The Multi-Cultural Academy Charter School uses the Pennsylvania state content standards to develop and implement curricula to ensure the academic development of all students. Each program is designed to elevate the levels of achievement of individual students. Compliance with PA standards is required of all teachers. Teachers **MUST** be familiar with state standards and ensure that every child is instructed according to those standards.

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

Chapter 4 content standards and requirements are published in the school's Student and Parent Handbook and are explained to parents and students at annual orientation meetings.

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

The curriculum is designed so that students systematically proceed through the various levels of each field of study: Mathematics, Language Arts, Science, Social Studies, etc. Sequential advancement through the levels in each subject area ensures that each child fulfills pre-requisites prior to moving on to more complex materials or higher levels of instruction. This process also ensures that previous concepts are reinforced and further developed through the students' academic careers.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The school promotes in-depth learning via the forward movement through the various fields of study, utilizing serial texts, curriculum-referenced materials, team-teaching strategies, and technology including hand-held computers and SmartBoards. Frequent staff meetings are held to assess every child's academic progress. MACS has invested substantially in technology including SmartBoards and educational software such as Plato and Encyclopedia. In addition to the state standards and in order to better prepare our students for the world of work or post-high school education, computer and competent writing skills are requirements for graduation from MACS. Reading and writing across the curricula are emphasized, with each teacher bringing his/her expertise in the subject area while consulting with the English department for input on instructional/learning methods. Teachers are encouraged to be facilitators rather than lecturers. Within each classroom, students are assigned short-term and long-term projects to be completed individually or in cooperative learning groups to solve problems or accomplish goals. Each year, MACS seniors are required to fulfill an interdisciplinary research project that is evaluated by staff from all subject areas, and is graded on content and standard research format.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Students performing significantly below standards in mathematics, science, and literacy receive extra assistance through after-school academic programs from 3:30 PM to 5:00 PM, Monday to Thursday, where certified teachers work with individual students and where students can work with college tutors or retired teachers. Below-standard students are also referred to the Plato computer program for remediation in basic skills. Saturday academic sessions have also been implemented with the specific goal of improving the academic/standards performance of these at-risk students. Enrichment classes in math and reading have been established to help these students overcome their deficiencies in math and reading.

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

Active teaching strategies used to engage all students include open discussion in class, individual and group research projects, individual and group oral presentations, as well as independent study and research. Students also utilize the school's computer room to access the Internet in order to enhance their understanding of global studies and macro-social concerns.

Rigorous Instructional Program - Attachments

- Professional Dev. Approval
- Induction Plan approval

English Language Learners

The school's ELL plan includes the following:

1. Check students' documentations including report cards to determine ELL eligibility
2. Oral interview and administration of SELP test to determine the need for, and level of, ELL instruction
3. Providing instructions based on the SELP test scores and oral interview
4. If necessary and in addition to ELL classes, students will be provided with additional instructions including enrichment classes and individualized after-school instruction.
5. Core subject performances and SELP post-test will determine if and when a student will be allowed to exit from the ELL program.

Although we had a number of foreign-born students among the students enrolled at our school during the school year 2010-2011, none of these students was limited English proficient. We do not expect to have ELL students during the school year 2012-2013.

In past years when we suspected a student had language issues and was not already identified as needing ELL services, former CEO Dr. Vuong Thuy had the student tested at an outside organization, the Indo-Chinese American Council, by a certified ESL teacher. This was the protocol that was in place during the 2011-2012 school year. Since we do not have this type of relationship with the IAC anymore, we plan to contract out all future ELL testing to an educational consulting agency. While we currently have no ELL students enrolled at MACS, if we identify any students who require ELL services, we will hire the necessary personnel.

Home Language surveys for all 11-12 incoming students and PIMS report attached

Comprehensive ELL Program description now attached.

English Language Learners - Attachments

- Demographics survey 2011-2012
- ELL report
- ESOL Program Description

Graduation Requirements

The graduation requirements at MACS are equal to or superior to most public school requirements. In addition to the high school graduation requirements set forth in Chapter 4 under Section 4.24 of 22 Pa. Code, MACS graduates must possess computer and writing skills. A grade scale where A=94-100%, B=86-93%, C=80-85%, and D=75-79% ensures that all students fulfill higher percentages of required material than their public and private school counterparts. The completion of a senior research project allows students to demonstrate their proficiency in

integrating diverse materials into a cohesive presentation. All students including seniors are required to perform at least 20 hours of community service each school year.

Special Education

Our school is very concerned for our students with special needs, and school staff including school administrators, school counselor, school nurse, and classroom teachers work together to make sure that these students get the necessary accommodations in the least restrictive environment. The following are some of the services offered at our school:

1. A daily resource room has been established at the start and at the end of each day to ensure that the students with special needs are getting the help they require.
2. At the weekly faculty meetings teachers have the opportunity to identify the students who may need to be evaluated for an IEP and to discuss strategies to reach out to the special education population at our school.
3. Regular teachers are required to review IEPs of special education students to familiarize themselves with their needs and accommodations.
4. Regular teachers are given observation forms to fill out in order to identify possible students with special needs.
5. Parents are asked to fill out a survey about their child.
6. If the staff suspects that a child may need to be evaluated, a Permission to Evaluate form is sent home to the parents. If they agree, the school will have a school psychologist perform an evaluation.

Learning Support Services for Special Education Students:

A student's special education placement will be made in the least restrictive environment in which the student's educational needs can be addressed. The IEP team works together with all relevant staff to provide the most appropriate learning environment, teaching strategies, goals, and modifications when creating a student's IEP. Students are served in a full inclusionary setting with individualized support systems in place. All students with disabilities will always be educated, to the maximum extent appropriate, with students who are not disabled.

Each student receives services that correlate to his/her IEP. These services include:

*A learning support teacher who is available for every period of every day to provide classroom support to include testing support, differentiated instruction, direct instruction, co-teaching, assisting a student with organization and with keeping his/her assignment book, among other in-class support strategies.

* A learning support team that provides pull-out sessions for students with supplemental levels, small group instruction, and one-on-one assistance for students in need.

* A learning support team that is immediately responsive to a lesson comprehension or learning difficulty.

Supports for Staff

*The learning support team communicates daily with each student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability, as well as resource room goals and progress and seeks information regarding the student's performance in the general education class.

*The learning support team provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.

*The learning support team provides in-class support, daily and weekly check-ins to address any student need(s), assistance with modifications, and teaching strategies.

*The team also provides professional development to the staff regarding how to modify assignments, how to implement an IEP, tracking goals, and any other area that may need to be addressed throughout the year.

*The staff has the ability to view IEPs whenever the need arises. Not only can they read a hardcopy of the IEP, they can also view it on the SEAS website.

Supports for Parents/Families

*The resource room teacher informs parents of the structure and routine of the special education program at the start of the year.

*The learning support team provides the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.

*The learning support team provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.

*The learning support team is available to assist parents in developing a home structure and routine for the student to complete homework and/or communicate school progress.

Please see the attached document for a more comprehensive description of MACS's Learning Support Program and its policies and procedures.

Special Education - Attachment

- Learning Support Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stephanie Carroll	1.00	Learning Support	Multi-Cultural Academy Charter School	12	no unique situation
Naimah Bazemore	1.00	Learning Support	Multi-Cultural Academy Charter School	11	no unique situation

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

- - - - 0 -

Special Education Program Profile - Chart III

Title	Location	FTE
Stephanie Carroll	Multi-Cultural Academy Charter School	1.00
Naimah Bazemore	Multi-Cultural Academy Charter School	1.00
Gabriella Ruiz	Multi-Cultural Academy Charter School	As needed

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Naimah Bazemore	Special Education teacher	As needed
Gabriella Ruiz	School Counselor	As needed
Stephanie Carroll	Special Education Teacher	As needed

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
IOWA Educational Development	No	No	No	Yes	Yes	Yes	Yes

Student Assessment

In 2004-05 and 2005-06, MACS failed to meet the AYP goals for math. In 2007, 2008 and 2009, 2010 and 2011 MACS was able to meet the AYP goals in all areas. The reason for this improvement stems from the development of the PSSA after-school program and the development of enrichment classes in both English and math that concentrate on the development of the fundamental skills that our students are lacking from their former school experiences. Teachers are encouraged to quiz and test students on a regular basis and to develop challenging homework assignments that help to prepare them for the standardized testing required by the state. The IOWA tests are also used to help determine the deficiencies of

individual students for the purpose of scheduling them more effectively into the enrichment classes as well as into their regular math and English classes. A peer mentoring lunch program was also instituted that addresses not only math and English deficiencies but also deficiencies in other curriculum areas as well. Starting in the 9th grade and continuing until they take the PSSA tests in the 11th grade, students who are at risk of failure are immediately enrolled into the Extended School Day (after school program) to help raise their reading and math levels. This program was instituted during the 2004-05 school year and has led to MACS's meeting the AYP goals after the second full year of the program. Students are tested in the after-school program to ensure that they are making progress; if progress is not being made, students are then placed in a remedial program designed by the staff to address their specific deficiencies. The fact that MACS has met the AYP goals for the 2006-07, 2007-2008, 2008-2009 and 2009-2010 school year proves that the program is currently working well. MACS is continuing to look at improving the structure of the program to fit the specific needs of our student population; however, at the current time we feel that this program has been a success and will continue to be successful in the future.

Additional descriptions of test data and how data informs instruction

PSSA Results 2010-2011

11th grade Reading

62.2% Proficient or Advanced

Subgroup		2010/11 Actual
All Students	% Below Basic	24.32
	% Basic	13.51
	% Proficient	45.95
	% Advanced	16.22
IEP	% Below Basic	75
	% Basic	0
	% Proficient	25
	% Advanced	0
ELL	% Below Basic	0
	% Basic	0
	% Proficient	0
	% Advanced	0

Econ. Disadvantaged	% Below Basic	25.71
	% Basic	14.29
	% Proficient	45.71
	% Advanced	14.29

PSSA Results 2010-2011

11th grade Math

62.2% Proficient or Advanced

Subgroup		2010/11 Actual
All Students	% Below Basic	13.51
	% Basic	24.32
	% Proficient	40.54
	% Advanced	21.62
IEP	% Below Basic	100
	% Basic	0
	% Proficient	0
	% Advanced	0
ELL	% Below Basic	0
	% Basic	0
	% Proficient	0
	% Advanced	0
Econ. Disadvantaged	% Below Basic	14.29
	% Basic	25.71
	% Proficient	40
	% Advanced	20

The school made AYP for the 5th straight year in 2010-2011. We believe that our strong performance in Reading and Math over the last 5 years is directly related to our enrichment, after-school and Saturday classes. Our most dramatic growth occurred in

Math over the last 3 years. In 2010, we received the PDE's "Title I Distinguished School Award" and were recognized for our performance in three critical areas:

- Mathematics: all students*
- Mathematics: African-American*
- Mathematics: economically disadvantaged*

School Year 2009-2010

MATHEMATICS:

State Performance Goal: 56%

Our achievement: 76.9% or *more than 20 percentage points higher than the state goal.*

Since the 2007-2008 school year, we have more than doubled the percentage of our students who have scored Proficient or Advanced in mathematics.

This success is largely due to our strong enrichment courses from 9th through 11th grades. Core disciplines such as English and mathematics are offered in a regular subject class (English 1, Algebra 1, etc.) and reinforced by an enrichment class of the same subject.

Every student grades 9 - 11:

2 math classes per day

(112 minutes of math per day)

Additionally:

Based on the results of a September baseline assessment (Iowa test), some students are placed into...

•Extended School Day: (3:30 -5:00 PM)

ESD Math/ ESD English

90 minute additional class(es)

After regular school dismissal

2-4 days a week

•Saturday Remedial Instructional Programs

- Three-hour small group reading and/or math remediation
- Two or three Saturdays a month

For both remedial programs:

- Instruction is focused on each student's individualized needs or deficiencies as much as possible.
- All teachers constantly communicate with one another, coordinate lessons, and work together to address skill gaps and to correct misconceptions and misunderstandings, if any.

We know that our academic program and enrichment programs are working because we regularly assess student progress toward reaching grade level performance in the areas of Reading and

Math. Students are scheduled into English and Math Enrichment classes, ESD classes and Saturday classes based on student test data on the Iowa pre and post tests in September and June of each school year. Results of these tests clearly demonstrate for us our effectiveness of reaching at-risk and failing students and catching them up to be on grade level through our remedial programs. Our students are not entering MACS on grade level, yet we are catching them up year after year.

**Iowa Test Results
Grade Equivalency Averages and Growth over 4 years**

Date of IOWA Test	Class of 2012 Reading	Class of 2012 Math	Class of 2013 Reading	Class of 2013 Math	Class of 2014 Reading	Class of 2014 Math	Class of 2015 Reading	Class of 2015 Math
September 2008	7.6	8.3						
June 2009	9.0	9.7						
September 2009	8.8	9.2	7.2	7.3				
June 2010	10.7	10.7	8.3	8.7				
September 2010	10.9	10.5	8.4	8.4	6.4	6.8		
June 2011	11.4	13+	9.3	8.8	7.7	9.0		
September 2011			9.4	8.6	8.4	8.2	6.9	6.7

In addition to the IOWA tests, which show strong growth over each school year for each grade tested, we also administer the 4Sight benchmark test in English and Math classes 4 times a year. The online member center testing data provides teachers with real-time data that can inform instruction from week-to-week.

Student Assessment - Attachment

- Iowa Results 2010-2011

Teacher Evaluation

a.) *List the main features of the school's teacher evaluation plan.*

The sole purpose of teacher evaluation is to ensure that the teacher has the necessary skills and knowledge in order to perform his/her duties professionally and satisfactorily and also to identify the teacher's necessary skills to help him/her perform a professional job. To achieve this goal, teacher evaluation must be an on-going process and include the following:

Classroom Observations

The Principal conducted at least one classroom observation of each teacher during the school year 2010-2011, using the evaluation form prepared by the Pennsylvania Department of Education (PDE-426) and/or the MACS Teacher Evaluation form. Both forms contain specific evaluation criteria to help measure different professional requirements such as classroom climate and management, instruction methods, and professional capabilities.

Informal Conferences With Teachers

After each classroom observation, the Headmaster held an informal conference with the teacher to discuss his/her strengths and weaknesses in order to develop a mutually acceptable plan of action for improvement, if necessary, and to help the teacher acquire the essential skills and knowledge for professional growth.

Input from Students and Their Parents

Input from students and parents was sought to help the Headmaster evaluate each teacher during the school year 2011-2012. In addition, direct student input was received during a three-day retreat at the end of June.

Teacher Certification and School Administrator's Support

Teacher evaluations by the school administrator provide valuable feedback that can assist novice teachers in their efforts to obtain professional certification and skills. Teacher evaluations also provide support for struggling teachers.

Teachers who did not take the Praxis test in their teaching field are required to take this test as soon as possible.

b.) *List entities/individuals who are responsible for teacher and staff evaluation.*

The individual who is responsible for teacher and staff evaluation is **James C. Higgins, Principal**

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

No outside evaluators were used to assess the school's performance; the evaluation was done in-house by the school staff and also by a school psychologist, when necessary. A form of self-evaluation in Special Education, instructional techniques, classroom management and other areas, were conducted throughout the school year as well as at the three-day, end-of-the-school-year retreat in June. Guest speakers were invited to conduct professional development for staff.

People responsible for teacher and staff evaluations for 2011-2012 school year:

James Higgins: Executive Director/Principal: Principal's certificate

Teacher Evaluation - Attachment

- Teacher Evaluation plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

None.

Board of Trustees

Name of Trustee Office (if any)

Alan Klein, Esq. President and Acting Secretary

Andrew Wright Vice President

Scott Walsh Treasurer

Elaine Brown Member

Phil Hammond Member

Professional Development (Governance)

Board members have been regularly informed of federal and state policies and laws including the Sunshine Law. Board members have attended staff development and self-evaluation at the school's three-day retreat in June every year. Board members are well-versed on the Sunshine Law and the Public Officials Act as well as other educational laws and regulations.

Coordination of the Governance and Management of the School

The Board of Trustees coordinates the governance and management of the school through regular and special board meetings, staff reports, school visits, as well as through meetings with staff, students, parents, etc. Board members attend an annual three-day retreat for staff development, staff self-evaluation and long-term planning. The Board of Trustees has limited or practically no working relationship with the charter-granting School District's Board of School Directors unless there is an issue between the two entities.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule 12-13

Community and Parent Engagement

As in previous years, during the school year 2011-2012, board members worked closely with the Executive Director/Principal, school staff, and parents to resolve issues affecting students and their parents.

Because our school's Board of Trustees are leaders in their own right in their respective communities, they have been quite active in advocating and soliciting support for the school. Within their own associations, they have been promoting opportunities for their membership to volunteer to help the school and its students. Our board members have worked closely with the Home and School Association and have encouraged parents to take a more active role in the education of their children as well as in various activities and aspects in the operation of the school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

None. Applying for State and Federal Grants is the only fund-raising activity for the school.

Fiscal Solvency Policies

The Board has set aside \$500,000 to meet any future unforeseeable emergency expenditures or shortfalls in revenues.

Accounting System

Multi-Cultural Academy Charter School's accounting system adheres to the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011-2012 Revenues, Expenditures & Fund Balances

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

The audit firm that we use is Siegal & Drossner, P.C. 7708 Castor Ave, #10, Philadelphia, PA 19152 Tel. (215) 745-5600 The 2010-2011 audit was completed on 12/20/11. Auditor's opinion: Very favorable. Findings: No irregularities. We have already scheduled the 2011-2012 audit for November 2012.

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

- 2010-2011 Audit

Citations and follow-up actions for any State Audit Report

None.

SECTION VII. FACILITY RESPONSIBILITIES

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

None.

Future Facility Plans and Other Capital Needs

None at this time but we are still re-working our lease agreement.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

In an expeditious and timely manner, the school nurse and office staff have maintained complete and up-to-date health and immunization records for students in their general files. These records are available for inspection any time. The school buildings have been inspected virtually every

year by the City of Philadelphia's L&I and Fire Departments for safety purposes and violations. A fire drill has been conducted every month and a record of the drills has been kept in the office of the Principal. Parents were informed of the school's emergency practices and policies.

The Request for Reimbursement and Report of School Health Services will be submitted during the month of September 2012.

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

- Wellness Policy
- SHARRS 2011

Current School Insurance Coverage Policies and Programs

We have the following insurance policies currently in force: General Liabilities, Property, Automobile, Workers' Compensation and Employers' Liability, Educator's Legal Liability, Commercial Crime and Umbrella Liability. We are currently contracted with BCBS for Health Insurance coverage through our broker, BMC.

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

20 out of 20 professional staff members employed in June 2011 returned in September 2011.

Out of those 20, 18 stayed the entire school year. One teacher was terminated for disciplinary reasons, and the other was a teacher who was terminated for poor attendance/excessive absences.

Quality of Teaching and Other Staff - Attachments

- Staff Profile and HQT ACSs
- PDE 414 2011-2012

Student Enrollment

a) All school-age children eligible, in terms of educational promotion, for a high school education (9-12) can apply for admission to our school without discrimination of any kind. The admission procedure includes the following steps:

1. Filling out an Application of Intent

2. Required attendance at one of the scheduled 1.5 hour Pre-Enrollment Orientation meetings for prospective students and their parents. These meetings are announced and scheduled in May and June.
3. After the orientation meeting, a full Application for Admission must be submitted.

The deadline for submitting an application for admission is the date of the last scheduled orientation meeting. Acceptance letters or telephone calls are made roughly 5-15 days after the full Admission Application is received.

Applications of Intent will continue to be accepted even after the deadline, and these applicants will be placed on a waiting list based on the date of the application. Acceptances after the deadline are made from the waiting list and depend upon available space. For the past 13 years MACS has been in existence, just enough students were admitted before the deadlines; therefore, no lottery was necessary.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade levels: 9th Grade: **92**; 10th Grade: **56**; 11th Grade: **66** and 12th Grade: **35**, including

Number Dropped: 28 - Number Added: **2**, added after 9/6/11.

All of the students who transferred out indicated to us that they were returning to their neighborhood schools. MACS did not track where the students actually enrolled.

Provide the number of students who completed the 2010-2011 year who are currently enrolled to return in September.

At the time of the completion of this report, 170 of the 186 students who completed the 2010-2011 school year have indicated that they will return to school in September.

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

Expulsion: **0**

Voluntary withdrawals: **28**

During the application process at the end of the 2010-2011 school year, once again we enrolled new students on a first-come, first-served basis. Historically, we have never filled to capacity until the final days of August. This past summer, both the 11th and 12th grades were full as of the end of the July 28 evening Application Orientation meeting.

Enrollment for 9th and 10th grade were not full and we continued to enroll all applicants until our last Application Orientation meeting, held on Tuesday, August 23 at 4:00 PM. At the conclusion of this meeting, the final seats available for both grades were filled. All attendees of the orientation were enrolled.

As of last year, our application and directions were only available in English. For the new application, which will be available in Spring 2012, we will be sure to make fliers available in other languages, informing parents how they may request the application in a language other than English, which will be provided upon request.

We communicate our enrollment process by posting the procedure on our website, as well as advertising through banners posted on the outside of our building on Broad Street. The procedure is available in hard copy form at the window of our main office at all times. We also distribute fliers at local vendor locations as well as during school visits to charter middle schools. Additionally, there is a recorded version of the procedure which can be listened to by following prompts on our automated telephone answering software.

This spring, we will be advertising on Radio One Philadelphia, 100.3 FM.

Application and procedure is attached.

Enrollment figures for 2011-2012 are detailed above.

Student Enrollment - Attachment

- Application Process for 2011-2012

Transportation

Because our school is a high school there are no school buses transporting students to schools. However, the school distributed Student Transpassess to certain students according to the instructions and policies issued by the School District of Philadelphia. No special education students at our school needed transportation accommodations.

Food Service Program

Lunch and breakfast are served daily in the cafeteria. Our lunches and breakfasts are provided by the school district of Philadelphia's food services program and the food is prepared by a school district of Philadelphia food services employee. Preparation is limited to the heating of precooked foods in an industrial sized convection oven. While we do participate in the free and reduced lunch program, not all of our students are eligible for it and so they pay full price. However, all breakfasts are provided free of charge and are available to any student who wishes to take advantage of it

The school has also been providing **free** snacks to the students who participate in our After-School Program, from 3:30 PM to 5:00 PM, Monday to Thursday. These snacks have been provided by the Archdiocese of Philadelphia.

Student Conduct

We expect our students to strictly follow the school rules and regulations published in our Student and Parent Handbook. Our discipline policy is in compliance with Chapters 12 of the Public School Code, particularly with respect to due process.

Because our school does not have a suspension policy, in serious cases of behavioral problems, parents are asked to come in with their child to meet with the school staff to discuss these problems. By working together, the parents and the school staff are usually able to develop mutually acceptable remedial measures. In addition, it should be noted that as soon as their parents arrive for the meeting with the staff, the students are immediately permitted back into the classroom. In most cases and during the school year, parents arrived on the same day of the school violation or undesirable behavior; therefore, time spent in the office was not significant.

No students were expelled or suspended during the 2011-2012 school year.

Student Conduct - Attachment

- Discipline Policies 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 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 Multi-Cultural Academy 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: James C. Higgins **Title:** Mr.
Phone: 215-227-0513 **Fax:** 215-227-0415
E-mail: higgins@macs.k12.pa.us

Signature of the Chief Executive Officer and Date

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

Name: Alan Klein **Title:** Mr.
Phone: 215-227-0513 **Fax:** 215-227-0415
E-mail: aklein@duanemorris.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Stephanie Carroll **Title:** Ms.
Phone: 215-227-0513 **Fax:** 215-227-0415
E-mail: carroll.macs@gmail.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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