
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Tuesday, May 07, 2013
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Entity: Roberto Clemente CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Roberto Clemente CS

Date of Local Chartering School Board/PDE Approval: Renewed May 2010

Length of Charter: 12 Years **Opening Date:** 9/2000

Grade Level: 6-12 **Hours of Operation:** 7:30 - 6:00

Percentage of Certified Staff: 100% **Total Instructional Staff:** 22

Student/Teacher Ratio: 14/1 **Student Waiting List:** 475

Attendance Rate/Percentage: 94.58%

Summary Data Part II

Enrollment: 320 **Per Pupil Subsidy:** \$8,610.00(regular) \$16,946.00(special education)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	5%
Hispanic:	94%
White (Non-Hispanic):	1%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
94%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 35

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	180	180	180
Instructional Hours	0	0	0	0	1098	1098	1098

SECTION I. EXECUTIVE SUMMARY

Educational Community

Roberto Clemente Charter School is a grade 6 through grade 12 school that served 320 students during the 2011-2012 school year. It successfully completed its twelfth year serving students who reside within the Allentown School District boundary. The school has a Board of Trustees composed of nine board members. We began the school year with a Chief Administrative Officer, a CEO/Principal and an Assistant Principal. In March, the administration was restructured to include a Chief Administrative Officer, a Principal, a Dean of Students, and a Director of Curriculum and Grant Writing. The school employees 49 professional and support staff members.

Mission

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

Vision

What We Envision- An Early College Model Program

- Parents who work cooperatively with the school; support the school's rules, policies and expectations; provide the time and support at home for their child's academic work; promptly inform the teacher/school of any pertinent medical, family, home and learning problems, and ensure that their child attends school daily, on time, in uniform and ready to learn.
- Students who are responsible; abide by all rules and expectations of behavior; treat adults, other students, school property, and others with respect; participate in class, complete and turn in class work and homework; are highly motivated; engage in meaningful activities; are able to work independently and in groups, and engage in the social and political world.
- A professional community that uses reflective dialogue; develops relationships among teachers and are mentors and advisors for students; has professional collaborations; shares norms and values where professionals meet to identify what they have in common; and has a collective focus on students learning where the priority is placed on activities that promote student growth.
- A school community in which students, teachers, administrators, parents and community members are all learners; share common values, ideas and commitments; and embrace a multicultural perspective and a collaborative approach with local resources to maximize student success.
- Curriculum & Instruction that provides for small classroom size, individualized instruction, academic rigor with an emphasis in standards-based learning, emphasis in reading and writing across content areas, proper assessments to verify progress, lively discussions and critical thinking; relevant, real-world context, active problem finding and problem solving, national best practices, and character development and increased social skills.
- A Climate which is safe and supportive; welcoming and caring; collaborative; exciting; multicultural; filled with school pride; respectful; and high in its expectations.

Shared Values

Roberto Clemente is committed to the education of the whole person with the following objectives:

1. To instill a strong sense of responsibility towards themselves and society.
2. To challenge students to possess a positive attitude and to conduct themselves with dignity, respect and responsibility.
3. To address students' emotional and social growth by providing individual and group counseling that develops self-esteem and appropriate socialization skills.
4. To offer a well rounded curriculum that utilizes technology, so that students may meet the challenges of a global community with a solid educational foundation.
5. To prepare students to be successful in college, at a secondary level of study, and life-long learners.
6. To provide students with opportunities to develop critical thinking, independence of thought, and a life-long love for learning.

7. To equip students with knowledge and skills to make successful choices for their futures and life careers.
8. To offer opportunities for community service and experiences wherein students will learn to be sensitive and caring toward others.
9. To promote character development, respect for others, and self respect.
10. To encourage respect for every student's right to learn and every teacher's right to teach.
11. To encourage respect and appreciation of the individual differences among students and their cultural and linguistic backgrounds.
12. To nurture developing skills as well as foster the discovery of hidden talents and leadership potential.
13. To meet the needs and interests of the students through innovation and technology.
14. To energize school spirit by offering extracurricular activities.

Academic Standards

The Roberto Clemente Charter School offers its students courses in English, mathematics, social studies, science, Spanish, music, art, computer technology, physical education and health. We also offer advanced placement and dual enrollment courses. In addition, we offer a variety of elective courses including probability and statistics, cultural geography, choir, African American history, and others. All courses were designed using the Pennsylvania Department of Education's Standards Aligned System. Each core content course has also been reviewed by the administration of the Allentown School District. Students in grades 6, 8, and 10 are required to complete a multi-disciplinary project for promotion to the next grade. Students in grades 7 and 9 complete a history research project. Seniors must complete a graduation project which includes 10 hours of job shadowing. Seniors must also complete 25 hours of community service.

Strengths and Challenges

Roberto Clemente Charter School has multiple strengths. One of our major strengths is our ability to provide individualized attention to each student and family. Because we are a small learning community, we know each child and each family by name. Our students and parents constantly comment on the size of the school and how safe they feel in a nurturing environment where students can learn. We are proud of the fact that we continue making significant academic progress.

Another major strength is our teaching staff. Teachers are highly qualified, competent, dedicated and committed to meeting the needs of our students. We also developed a comprehensive school improvement plan using the "Getting Results" form. The improvement plan includes instructional strategies to address student needs in the areas of reading, math and writing. Our comprehensive school improvement plan included the following:

- A. We established specific guidelines to create consistency in the instructional approach. This included the use of whiteboards procedures, a specific lesson plan template, the use of literacy across all academic subject areas, and journals across the curriculum.

- B. We instituted early dismissals to provide time for teachers and departments to meet, develop study groups, and look at student work, progress and needs.
- C. We implemented the 21st Century Community Learning Center Program by expanding the Saturday School, Before School, After School and Summer School Programs. In addition, we expanded the arts program by adding art portfolio, theater and drama, choir, service learning and other clubs and academic programs.
- D. After an analysis of the PSSA results, we found that our students are in need of developing academic vocabulary, reading comprehension, interpretation and analysis, and critical thinking skills essential for their progress and the achievement of our vision and mission. In order to improve vocabulary, reading comprehension and higher levels of thinking, we concentrated efforts utilizing the seven steps to vocabulary development, word walls, reciprocal teaching, the Frayer Model and the revised version of Bloom's Taxonomy.
- E. We placed emphasis on basic skills in revising and editing.
- F. In math, our concentration has been in numbers and operations, measurement, geometry and algebraic concepts, and the consistent use of math vocabulary across all classrooms. We implemented an aggressive approach to math and reading skills without neglecting methods to cultivate and instill love for each discipline in our students.
- G. Other initiatives include the identification of staff development opportunities to prepare teachers to successfully implement the new strategies. We partnered with The National Council of La Raza and John Hopkins University to provide the necessary ESL staff development in reading and writing. We brought nationally recognized speakers in for coaching in the classroom to prepare and aid staff to continue peer mentoring. We brought national speakers to provide staff development and coaching in technology integration, classroom management, theory of choice, development of study skills and techniques to inspire unmotivated students. Teachers were also trained on the Pennsylvania Department of Education's Standards Aligned System, Rigor, Relevancy, and Relationships, gang and drug awareness, and Response to Intervention.
- H. We participated in grant competition and were successful in obtaining several. The most recent one is with the Gates Foundation and is geared to improve math performance. The grant includes staff development, coaching and curriculum development in high school. Additionally, we are currently implementing a 21st Century Community Learning Center grant to support our before school, after school, summer school, and Saturday school programs. Lastly, we implemented a one year service learning grant funded by the National Council of La Raza and State Farm.
- I. Changes to peer mentoring, the induction program, and the mentoring program have strengthened all of our programs.
- J. Utilization of the library has increased and many students check out books regularly.

This comprehensive reform had an impact in all areas of schooling, and we are happy to report very positive results from our school improvement plan.

RCCS fully participates in the PSSA program. Our students take exams in 6th, 7th, 8th, and 11th grades as prescribed by legislation. Roberto Clemente, in 2010-2011, met 13 targets out of 13 and met AYP. Preliminary results for 2011-2012 reflect growth in both math and reading.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Roberto Clemente Charter School followed a strategic planning process when it designed its "school improvement plan." Students, parents, staff members, Board of Trustee members, colleges/universities, and members of the business community were involved. The "school improvement plan" and the process followed have yielded positive results. The school met adequately yearly progress in school years 2005 through 2007. The school did not meet AYP during the school year 2007-2008. After identifying reading and math strategies, staff development opportunities, and updating our curriculum, the school made AYP during the 2008-2009, 2009-2010, and 2010-2011 school years. The school year (2011-2012), Roberto Clemente Charter School (RCCS) underwent a school wide evaluation to find ways to better serve the student, continue the success of our school, and improve the overall educational environment.

The results of the evaluation highlighted many of RCCS' strengths. The evaluation also highlights many of RCCS' challenges and areas in need of improvement. Considering the findings of the evaluation, the RCCS Board of Trustees initiated some changes that focus on the strengths of the personnel and the educational needs. Some of these changes are as follows:

Effective immediately, Mr. Damian Romero is the new Principal of Roberto Clemente Charter School. Mr. William Petiprin will assume the role of Dean of Students & Community Services. Dr. Maritza Robert will continue working with RCCS in the capacity of Director of Curriculum & Grant Writing. With these changes, we are positive RCCS will continue to grow and maintain its status as a noteworthy school of choice in the city of Allentown.

Based on our needs, we are currently developing a school improvement plan to address areas of weakness and plan for success.

For the past two years, we have been planning for the expansion of RCCS to grades K-5. We created a curriculum committee of teachers and a college professor to write an innovative, research-based curriculum. We secured a possible building location in the near our existing school, obtained community support through petitions, newspaper articles, news coverage, and presented our proposal to the Allentown School Board in front of the community. We are currently in the appeal process as our charter expansion was denied by a vote of 5-4.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alyssa Newman	Administrative Assistant	Administrator	Administration
Bethann Hankin	Guidance Counselor	Ed Specialist - School Counselor	Administration
Caroline Amary	Instructor	Middle School Teacher	Administration
Charles Dunlap	After School Coordinator	Administrator	Administration
Damian Romero	School Principal	Administrator	Board of Trustees
Joan Martin	Board Member	Board Member	Board of Trustees
Jose Molina	Technology Director	Administrator	Administration

Lynn Columba	Board Member	Board Member	Board of Trustees
Maritza Robert	Director of Curriculum & Grant Writing	Administrator	Board of Trustees
Meghan Smith	Instructor	Secondary School Teacher	Administration
Philip Traube	Instructor	Middle School Teacher	Board of Trustees
Sivette Mercado	Parent	Parent	Administration
William Petiprin	Dean of Students & Community Services	Administrator	Administration

Goals, Strategies and Activities

Goal: Continual integration of technology within the educational program and overall functions of the school through the development of a new technology plan

Description: The capability of integrating and using technology is critical and essential in the everyday educational, safe, and efficient operation of our school. It is both a stated need and goal that we should provide a working easy to use technology environment.

Strategy: Improve the communications system capability

Description: The safety and security of our school requires that we maintain an efficient, trustworthy, accessible, and wholly adequate communication system.

Activity: Maintain an emergency phone list, emergency contacts cards, emergency special extension phone numbers, online messaging system, school email accounts, school community automatic calling system, and an online record book for parents and students

Description: The maintenance of the different communication avenues ensures the capability of the stakeholders communicating not only in regards to safety and security, but also in regards to the everyday multiple operations within and outside of the school building.

Person Responsible Timeline for Implementation Resources

Jose Molina	Start: 9/4/2012 Finish: Ongoing	\$3,000.00
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Status: In Progress — Upcoming

Strategy: Involve a range of stakeholders, including teachers, parents and external experts

Description: Collaboration is crucial and essential for the efficient operation of our school. This includes the integration of technology within the everyday multiple operations within and outside of the school building. Therefore, we have included a range of participants in the development of our technology plan in order to explore the possibilities when implementing such a plan.

Activity: Establish quarterly meetings to ensure communication and collaboration between the stakeholders and also monitor the efficiency and progress of the plan

Description: Quarterly meetings will monitor the efficiency and progress of the plan.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Continually improve integration of technology in the classroom

Description: In our vision, we want to continue to incorporate 21st century skills in teaching and learning by helping students and teachers to become proficient in the use of technology.

Strategy: Develop a long-range plan for professional development

Description: RCCS continues its commitment to support staff development in technology integration in the classroom. We will focus on ensuring that all staff has the capability to use technology (hardware, software, other equipments) effectively as instructional technology. We have brought consultants and trainers to increase the awareness of technology strategies. In addition, some teachers have taken technology integration in the classroom as a college courses, and we have participated in technology conferences.

Activity: Develop a professional development plan that provides sustained opportunities for staff to learn and ensure that they have the capability to use technology (hardware, software, other equipments) effectively as instructional technology

Description: All staff development will be followed by presentations and demonstrations and in-class coaching over time to ensure that teachers understand and can use what they have learned.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	\$25,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Update curriculum as needed

Description: We will allocate time to update the curriculum and make it available on the network server to allow teachers to share information. Having the information available on the server facilitates the process of revising and updating as necessary. During the summer, some teachers are spending time revising their curriculum maps to address areas of issue and strengthen their courses. During the year, a curriculum committee will work to fully adapt the curriculum to the Common Core Standards.

Person Responsible Timeline for Implementation Resources

Maritza Robert	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Subject area certified teachers

Description: Technology has touched most of all subject areas today. Educating and motivating uncertified subject area staff to gain certification, through financial resources such as tuition reimbursement for required coursework and by providing information on state certification requirements/procedures, has guaranteed that those staff persons have encountered new and technologically inclusive methodologies and techniques, especially as applied to their subject areas.

Activity: Certified staff indicators

Description: Have 100% of core content area teachers certified including special education and ESL.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	\$30,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Tuition Reimbursement

Description: Tuition reimbursement allows us to provide financial motivation to our teachers to further improve their skill-sets and technology acceptance. It also removes a barrier to otherwise eager to learn educators, and rewards initiative in real-world ways.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Continually improve parental involvement

Description: We offer parent workshops, ongoing communication with parents, as well as opportunities for volunteering and special products. We will continue implementing Padres Comprometidos on Saturday mornings in conjunction with our Saturday School program. Trained staff members will provide instruction on specific parenting skills related to adolescent development.

Strategy: Parental training and interventions

Description: We offer parent workshops, ongoing communication with parents, as well as opportunities for volunteering and special projects. We will continue implementing Padres Comprometidos on Saturday mornings in conjunction with our Saturday School program. Trained staff members will provide instruction on specific parenting skills related to development.

Activity: Parent involvement indicators

Description: We have evidence of Home and School Association meetings, parent volunteer hours, open house and parent conference attendance, and parent training attendance. The Home and School Association organize fundraisers and assist in different activities throughout the year.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2011	\$15,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Continue providing high quality professional development for staff and faculty

Description: We plan to develop a multi-year professional development plan aimed at preparing teachers to take the students to the next level of understanding and achievement. We will assess teachers' needs for increasing their subject matter content knowledge including topics such as classroom management, differentiated instruction, student learning styles, and varied instructional delivery methods.

Strategy: Detail a professional development process that provides continuity, support in the classroom, and follow-up that is intended to have sufficient intensity to alter classroom behaviors

Description: A detailed and oriented professional education plan will ensure that individual professional needs are addressed in order to provide effective instruction and efficient services.

Activity: Continue utilizing proven external professional development leaders and continue assisting teachers in varying their instructional practices

Description: We will continue utilizing proven external professional development leaders who can commit to both presentations and in-class follow-up over time. Our focus is on identified key areas. We will continue assisting teachers in varying their instructional practices when necessary and addressing the various learning styles of their students. Ongoing surveys and evaluations will ensure that professional development strategies are appropriate and effective in enhancing teachers' behaviors and to provide for the ability to adjust the plan when new needs arise and/or if staff changes over time.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Continue providing training in rigorous teaching and learning

Description: RCCS follows an early college program model. As such we must provide rigorous

instruction and comply with higher education standards offered through AP courses and a dual enrollment program.

Strategy: Identify specific needs

Description: Specific needs will be identified through surveys, department meetings, student assessments, and monthly department reports to direct formal and informal staff development to address such needs.

Activity: Rigorous teaching and learning indicators

Description: Formal and informal staff development, discussions in department meetings, coaching, formal observations, peer observation/coaching, use of the revised Bloom's Taxonomy to increase higher level of thinking, and student engagement in learning will indicate progress and results.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012 Finish: Ongoing	\$16,000.00
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Status: In Progress — Upcoming

Goal: Develop a school wide grading system related to student evaluation

Description: We need to develop a structure in which the teachers all use the same grading system and evaluative measurements when assessing student work. Professional development will be provided to the staff including time for reflections and discussion. This will balance and standardize the evaluation of student performance while providing information to assess learning and teaching.

Strategy: Assign a weight to each category used to evaluate student performance. These categories will include homework, projects, tests and quizzes, and employability skills

Description: Student performance/learning will be evaluated uniformly throughout the subject areas and overall program of students using specific evaluation categories in order to standardize and create consistency throughout the evaluation system. This strategy will also provide for the reasonable evaluation of multiple teaching and learning styles.

Activity: Develop an electronic grade book used to evaluate each assessed category by assigning specific weights to each area and as an avenue for student-teacher-parent interaction

Description: The grade book will be available online and through the school's website/information management system for students and parents. Ongoing supervision will result in maintenance and periodical updates to the system to ensure accurate and up to date information regarding student progress. Parents will be able to see assessed student work and interact with teachers regarding this evaluation.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Encourage and promote community involvement

Description: Parental and community involvement and support are of vital importance to the school. The school will seek opportunities to encourage the internal and external public participation by offering a series of opportunities. Through this we will secure a solid collaboration between all stakeholders.

Strategy: Create an RCCS quarterly newsletter and website detailing school programs, events, accomplishments, and general information

Description: The community, parents, auxiliary organizations supporting the school are informed of performance, accomplishments, and upcoming events. A web-site allows public access to the life of RCCS. Technology is used to create a positive image for RCCS, within the school and the community through the publication of a student created newsletter that will keep the school community informed.

Activity: Distribute the newsletter to parents, partners, potential funders, and community parents. Include articles by and about students and faculty.

Description: Through the distribution of the RCCS newsletter and its website, we engage families more deeply in the educational life of the school. We will assess families' interests and needs with regards to RCCS and their children's education.

Person Responsible Timeline for Implementation Resources

Jose Molina

Start: 9/4/2012
Finish: Ongoing

\$15,000.00

Status: In Progress — Upcoming

Goal: Improve the availability of technology for staff and students to cover administrative, class and student management, instruction, and curriculum

Description: Improving our technology integration requires that we dedicate resources to the maintenance of that equipment. Up-Time is critical to user acceptance of technology resources. For this reason, we employ 1 part-time IT personnel and 1 full time, who maintain our systems. Also, we have instituted an inventory and helpdesk tracking data collection and reporting system. This allows us to identify maintenance issues earlier and more efficiently leading to greater overall Up-Time.

Strategy: Incorporate technology into the daily educational life of our students

Description: We strive to improve our technology inventory at every opportunity. By implementing 3 desktop labs and 2 mobile laptop labs, each comprised of a minimum of 24 computers, we provide our students with a 2 to 1 student to computer ratio. We also utilize Elmo projectors in our math and English classes. Most classrooms are equipped with a SmartBoard or Promethean Active Board. Constant improvement in our inventory does not always mean more computers. We continue to utilize interactive smart boards and digital presentation systems which radically increase the options teachers have in developing interesting and engaging lessons. Additionally, all students have access to Study Island.

Activity: Assure access to updated and relevant technologies

Description: We strive to improve our technology inventory at every opportunity. By implementing 3 desktop labs and 2 mobile laptop labs, each comprised of a minimum of 24 computers, we provide our students with a 2 to 1 student to computer ration. We also utilize Elmo projectors in our math and English classes. Most classrooms are equipped with a Smart Board or a Promethean Active Board. Constant improvement in our inventory does not always mean more computers. We continue to utilize interactive Smart Boards and digital presentation systems which radically increase the options teachers have in developing interesting and engaging lessons. Additionally, all students have access to Study Island.

Person Responsible Timeline for Implementation Resources

Jose Molina

Start: 9/4/2012
Finish: Ongoing

\$50,000.00

Status: In Progress — Upcoming

Activity: Upgrade internet access as required

Description: Internet access is indispensable in most fields today. Education is no exception to that. While we as a rule provide internet access, we also gauge regularly our usage and bandwidth needs. Every year we require more bandwidth as such we are constantly researching internet delivery technologies and perform upgrades to our services as needed.

Person Responsible Timeline for Implementation Resources

Jose Molina	Start: 9/4/2012 Finish: Ongoing	\$9,000.00
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Status: In Progress — Upcoming

Goal: Offer a successful dual enrollment program

Description: Roberto Clemente Charter School students will have the opportunity to complete dual enrollment courses. This will allow for student to earn college level credits to enhance the rigor of our program and their entrance to college.

Strategy: RCCS will continue its partnerships with local colleges and universities while creating new partnerships throughout the year in order to enhance the program

Description: Through partnerships we will expand the learning experience while supporting our mission and vision of college readiness. A scheduling committee will look at the learning needs, possibilities, and regular program to adapt the schedule to the goal.

Activity: Dual enrollment courses will be offered through college certified local teachers and the college standards and requirements. The program will be promoted and advertised to secure enrollment and participation

Description: Students are encouraged to both enroll and maintain the criteria for continued involvement in the program. Teachers will be approved by the college institution and the school in order to ensure the qualifications for teaching are met. Parents and students will be motivated and well informed of the program benefits and opportunities.

Person Responsible Timeline for Implementation Resources

Damian Romero Start: 9/4/2012 \$25,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Provide training for teaching staff in differentiated instruction and modifications of instruction for English language learners and special education students

Description: We will continue providing our teachers with new and relevant staff development in differentiated instruction and modifications for ESL and special education students. I.U. and resource specialists assist in conducting and designing trainings, resources, and materials.

Strategy: Identify specific needs

Description: Specific needs will be identified through surveys, department meetings, student assessments, and monthly department reports to direct formal and informal staff development to address such needs.

Activity: Ongoing supervision and evaluation will ensure that professional development strategies are effective

Description: Ongoing supervision and evaluation will ensure that professional development strategies are effective in enhancing teachers' behavior and provide for the ability to adjust the plan when new needs arise and/or if staff changes over time. Formal and informal staff development in differentiated instruction and modifications for ESL and special education students, administrative observation, professional coaching, peer observations/coaching will ensure a smooth transition and training process.

Person Responsible Timeline for Implementation Resources

Damian Romero Start: 9/4/2012 \$50,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Provide training to support a transition to a new teacher evaluation system

Description: RCCS is transitioning to the Danielson's framework for teaching. This encompasses rubric based teacher evaluations based on the new framework. This change requires training and support which will be provided through different professional resources.

Strategy: During RCCS induction program and the school year, the new evaluation system will be introduced and a plan to transition will be developed

Description: Training sessions during the induction program will facilitate the introduction and understanding of the new evaluation system and provide a time for planning the ongoing supervision and training.

Activity: Ongoing supervision and evaluation will ensure that professional development strategies are effective

Description: Ongoing supervision and evaluation will ensure that professional development strategies are effective in enhancing teachers' behavior and provide for the ability to adjust the plan when new needs arise and/or if staff changes over time. Formal and informal staff development in differentiated instruction and modifications for ESL and special education students, administrative observation, professional coaching, peer observations/coaching will ensure a smooth transition and training process.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Goal: Strengthen students' technology skills

Description: To strengthen students' technology skills so that technology becomes a natural part of daily living and the educational process.

Strategy: Incorporate technology into the daily educational life of our students

Description: We strive to improve our technology inventory at every opportunity. By implementing 3 desktop labs and 2 mobile laptop labs, each comprised of a minimum of 24 computers, we provide our students with a 2 to 1 student to computer ratio. We also utilize Elmo projectors in our math and English classes. Most classrooms are equipped with a SmartBoard or Promethean Active Board. Constant improvement in our inventory does not always mean more computers. We continue to utilize interactive smart boards and digital presentation systems which

radically increase the options teachers have in developing interesting and engaging lessons. Additionally, all students have access to Study Island.

Activity: Multi-disciplinary project and computer science teaching

Description: Students create a multi-disciplinary project in every grade. They perform internet research, a PowerPoint presentation, a physical visual presentation, and an essay created using Microsoft Word. Students learn how interconnecting technology with divergent disciplines enhances understanding and comprehension. In addition, students take computer science as part of their academic requirements.

Person Responsible Timeline for Implementation Resources

Damian Romero	Start: 9/4/2012 Finish: Ongoing	\$5,000.00
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Status: In Progress — Upcoming

Strategy: Introduce students to technologies other than computers

Description: Desktops represent a smaller and smaller percentage of the type and number of devices people interact with. Tablets, e-readers, smartphones, and other internet connected devices are relatively new but rapidly growing segment of the information sharing systems of the world.

Activity: Maintain and operate an internal television station

Description: The school has acquired a television studio through a generous donation. Another source has provided the televisions and distribution network. Together these tools allow us to operate a fully functional internal TV station. This facility allows us to show students different forms of technology than what they have experienced before. Fully operational TV studio grade cameras, a video switch board and a video distribution network allow for creative and fun presentations. Also they foster a sense of team work as it takes a whole crew to operate the many systems involved in TV production.

Person Responsible Timeline for Implementation Resources

Jose Molina	Start: 9/4/2012 Finish: Ongoing	\$22,000.00
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Status: In Progress — Upcoming

Goal: Student Achievement - Mathematics

Description: The school will make adequate yearly progress by reducing the number of non-

proficient students by 10% through classroom interventions, pull-out and push-in instruction, extended learning opportunities, the use of Study Island, the analysis of 4Sight results, and training provided by the Gates Foundation.

Strategy: Student Achievement - Mathematics Interventions

Description: We provided the following mathematics interventions: PSSA preparation classes, curriculum revisions for better adherence to state standards, use of Study Island, department meetings every two weeks, seven steps to vocabulary development, guided notes, provide targets using Standards Aligned System, performance tasks, utilize goal setting, monitor student progress using PVAAS, 4Sight, and PSSA data and extended learning opportunities before and after school, on Saturdays, and during the summer.

Activity: Student Achievement- Mathematics Indicators

Description: We analyzed the following indicators to assess student achievement in math: teacher assessments, PSSA results, PVAAS results, PSSA practice exercises, 4sight tests, Study Island results, teacher generated exams, and extended learning opportunities before and after school, on Saturdays and during the Summer.

Person Responsible Timeline for Implementation Resources

Maritza Robert	Start: 9/7/2010 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Goal: Student Achievement - Reading

Description: The school will continue to make adequate yearly progress by reducing the number of non-proficient students in reading by 10% as measured by the PSSA.

Strategy: Student Achievement-Reading Intervention

Description: We provided the following reading interventions: PSSA preparation classes, curriculum revisions for better adherence to state standards, use of Study Island, department meetings every two weeks, seven steps to vocabulary development, reciprocal teaching strategies, literacy circles, reading and writing across the curriculum, guided reading based on Bloom's taxonomy, guided writing, opportunities for low stakes writing assignments, ensure a print rich environment, utilize goal setting, monitor student progress using PVAAS, 4Sight, and PSSA data, and extended learning opportunities before and after school, on Saturdays, and during the summer.

Activity: Student Achievement-Reading Indicators

Description: We utilized the following indicators to assess student achievement in reading: teacher assessments, PVAAS results, PSSA results, PSSA practice exercises, 4sight tests, Study Island results, teacher generated exams, and extended learning opportunities before and after school, on Saturdays and during the Summer.

Person Responsible Timeline for Implementation Resources

Maritza Robert	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- 2011-2012 School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. Excellence pervades in the entire atmosphere of our school, in the teaching and learning, curriculum resources and materials, evaluation of students and faculty, outreach efforts, consistency of policies and procedures, enrollment process, career and emotional counseling, and the school environment. Staff at Roberto Clemente encourage and support all students.

RCCS uses a curriculum which mirrors classes and courses taught in the Allentown School District. The curriculum taught was reviewed by and approved by the Allentown School District and the Pennsylvania Department of Education. The curriculum is designed to meet or exceed Pennsylvania standards for grades 6 through 12. The curriculum was updated using curriculum mapping, the standards aligned system, and the common core standards. Local and state assessments are used to make modifications to the curriculum and instructional strategies.

Teachers are required to utilize critical thinking skills as part of their lesson plans. We have provided resources that assist teachers in developing questions to help students think critically. Students are encouraged to ask questions, do independent computer research and be inquisitive. Positive reinforcement for questions and answers is given. Staff skills are augmented by staff development sessions. Roberto Clemente Charter School employs a variety of strategies to accelerate skill development, content knowledge and the learning of students who are performing significantly below standards. The low teacher/pupil ratios permit more attention to be given to both performing students and under achieving students. Summer and Saturday School remediation programs are also available. Before school and after school extended learning opportunities are also available through our 21st Century Community Learning Center Program.

Our teachers use various strategies to actively engage students in the learning process. Peer grouping, hands- on instruction, cooperative learning, after school extended learning opportunities and academic reward incentives are all used to actively engage students. Students

are also given counseling in issues pertaining to self-pride, cultural esteem, resisting negative peer pressure and planning for success. These activities serve to actively engage the students in the learning process.

Rigorous Instructional Program - Attachments

- Teacher Evaluation Plan
- Induction Plan

English Language Learners

There were 43 students in the ELL program and 9 being monitored to exit the program.

- Students were identified with a Home Language Survey.
- Students were tested for program entry using W-APT.
- Students were schedule into appropriate classes.
- A plan was created to increase student success with the classroom teachers.
- Students were assessed and reassessed when needed.

Type of Instruction Provided:

1. Sheltered English Instruction
2. Specially designed academic instruction delivered in English (SDAIE)
3. Content-Based ESL
4. Pull-out ESL

English Language Learners - Attachment

- ESL Policy and Procedures

Graduation Requirements

Students graduating with a high school diploma are required to meet both the Pennsylvania Department of Education and Roberto Clemente Charter School requirements for graduation that include:

- English 4.0 units
- Social Studies 3.5 units
- Mathematics 4.0 units
- Science 3.0 units
- Arts & Humanities 2.0 units
- Health .5 unit
- Physical Education .8 unit
- Graduation Project .2 unit
- Electives 5.0 units

Total Minimum Credits 23.00 units

RCCS Graduation requirements include attaining a minimum of 23 credits as per state requirements with a minimum grade of C, completion of a graduation project including written,

oral and shadowing components, at least 25 community service hours and a proficient/advanced score on math, reading, and writing on PSSA assessment.

If the student does not attain proficiency on the 11th grade PSSA test in reading, writing and math, the alternatives are:

- Take the 4Sight Achievement Test to demonstrate proficiency in English and Math.
- Retake the PSSA in the senior year content area(s) where proficiency has not been demonstrated and attain proficiency.
- Take the SAT Test and score at least 900 as a combined total of the verbal and mathematics sections.
- Obtain a senior year grade point average (GPA) OF AT LEAST 2.50.

Policy as it Pertains to Graduation Requirements

Arts/Humanities-any courses offered in the following departments may be used to satisfy the Arts/Humanities requirements: Art, Music (including chorus and instrumental classes), Theatre, English, Family and Consumer Science, Social Studies, Any Foreign Language, Technology Education, Clubs

Electives- any courses offered in the following departments may be used to satisfy the electives: Art, Music, Theatre, English, Math, Science, Technology Education, World Language, Clubs, General Elective

Students not demonstrating proficiency on the state administered PSSA assessment in 11th grade will be required to take the 12th grade PSSA retest or local assessment.

As part of the 12th grade courses they will receive remediation to prepare them to retake the PSSA or local assessment in 12th grade.

Students transferring into Roberto Clemente Charter School who are in jeopardy of not satisfying our graduation requirements due to differences between the Roberto Clemente Charter School and the previous school(s) attended and/or students enrolled in approved differentiated academic programs are entitled to an adjustment in the graduation requirements according to procedures established by the Principal and approved by the Board of Directors.

Honor Graduates

Honor Graduates Students are those with a career cumulative GPA of 3.5 or more at the conclusion of the third quarter. A final cumulative GPA will be calculated after the final exam. A preliminary list of seniors who have a 3.5 or more cumulative average at this time will be added to the group, which was determined after the third quarter.

Independent Study

Independent study programs are available in the very unusual circumstance, when it is determined that a course is a necessary part of a student's program, but it cannot be scheduled. The program must be a part of our graduation requirements. Courses taken in this manner will receive a grade and assigned course value, but the grade will not be included in the GPA calculations. Independent study arrangements must be approved by the teacher, parent, counselor, and principal in writing. The teacher will supervise the independent study. Credit will be granted for the independent study program only if an approved contract (signed by the student) is on file in the principal's or his/her designee's office.

Exempting Courses By Exam

The purpose of this exemption shall be to allow a student, in a very unusual circumstance, to be exempt from a particular course because of an existing knowledge base. The principal or his/her designee must approve all arrangements. The program must be a part of our graduation requirements. Courses taken in this manner will receive a grade and assigned course value, but the grade will not be included in the GPA calculations.

Credit Recovery and Enrichment Courses

It is important that students are successful in Roberto Clemente Charter School. Regular student attendance, following the code of conduct and active participation in classes are important. When the students don't pass courses, they are not able to receive credit. In addition, some students lack credits. The Roberto Clemente Charter School provides opportunities for students to participate in credit recovery classes or enrichment classes. These classes are offered during the school year and the summer. Students and parents will be expected to sign a contract that lists expectations for participation in these classes. It is important to us that students remain in school so they may graduate.

Transfer Credit Acceptance Policy

All policies related to transfer credit acceptance are non-retroactive and are in effect from the date of policy enactment onward. In the past credits were earned on a yearly basis. This means that the final average grade for a year was the only factor deciding credit acquisition. From the enactment of this policy on, the policy will be as follows. There exists a quarter transition time window of 2 weeks after the beginning of a quarter where students may enroll. After this quarter transition window, students will instead receive credit for their first full quarter of enrollment. In the situation where this leads to a credit shortage a state of "special circumstances" exists and policies related to credit resolution will then be in effect such as credit recovery, credit enrichment, independent studies and exempted courses by exam. Students enrolling within the quarter transition window will have their transfer credits combined with their earned credits based on core subject. In the situation where a combination of transfer and earned credits leads to a credit shortage a state of "special circumstances" exists and policies related to credit resolution will then be in effect.

Special Education

At Roberto Clemente Charter School, special education students are included in the general education classroom at the advice of the school psychologist and based on their skill levels as obtained through state and local assessments. When included in the general education setting, the regular education and special education teacher work collaboratively to ensure that the students' IEP goals are met along with appropriate grade level goals. The students that require additional services receive them from personnel from the Carbon Lehigh IU #21 (i.e. school psychologist, speech therapist, etc.). All students with special needs at the Roberto Clemente are offered the same opportunities as regular education students. The special education staff work diligently and effectively to ensure that all students are serviced and fully supported academically and emotionally.

Special Education - Attachment

- Special Education Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ms. Shive	1	Learning Support	RCCS	35	Language Arts instruction
Ms. Glaser	1	Learning Support	RCCS	35	Math instruction

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU 21	.40	Speech Therapy	RCCS	5	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	RCCS	3

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 21	School Psychologist	As needed
IU 21	Speech Therapy	2.5hr/week (30 mins per student)

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	Yes	Yes	Yes	No	No	Yes	No
4Sight Test	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

A) To improve student achievement is the main goal of our academic program. 4Sight Test and classroom exams are used to monitor the progress of the individual students. These exams indicate both progress and areas where remediation is required. The PSSAs and the 4Sights help to pinpoint the areas of student needs and assist in developing a strategic plan to increase student achievement. Teacher observations are used to determine the pace, direction and what best practices need to be utilized. Grades, state and local tests are recorded and used to monitor

student progress. Individual strengths and weak areas are identified and extended learning opportunities are provided as needed. RCCS is constantly redesigning the curriculum and analyzing what classroom techniques work for our student population. Individual teacher observations are also used to provide feedback and develop staff in their specific needs.

B)

- We incorporate reading and writing across all core subject areas
- We have implemented vocabulary development strategies such as word walls, the Frayer Model, and the 7 steps to vocabulary development
- There are weekly middle school and high school staff meetings in which student needs are discussed
- We provide extended learning opportunities, Saturday programs, academic electives, and summer programs
- We developed a school improvement plan considering areas of need
- Mid-quarter progress reports are sent to parents four times a year
- On a monthly basis we are sending satisfactory and unsatisfactory progress reports
- Monthly student assistance program meetings are held
- Report cards are sent home every quarter
- Teachers meet with parents regularly
- We are constantly analyzing student performance in order to modify educational strategies

Student Assessment - Attachment

- 2011 2012 Math and Reading 4 Sight Results

Teacher Evaluation

a) RCCS follows PDE 426, PDE 427 and PDE 428 procedures to evaluate teacher performance. The plan focuses on student/teacher interaction, teacher planning and preparation, classroom environment, instructional delivery, teacher subject knowledge and professionalism. The teacher evaluation forms allow for specific points in short and narrative form. Teachers who are new are evaluated at least two times a year. We also conduct peer observations and walk-throughs as an informal method for assessing teacher performance.

b) A Principal with administrative certificates is responsible for formal observations and teacher evaluation.

c) Professional development for the evaluator are: national conferences, PDE conferences, IU 21 trainings and activities, PATTAN Courses and lectures, evaluation training includes conferences, IU forums and staff development activities.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In December 2011, RCCS underwent a school wide evaluation by Foundations, Inc. to identify strengths and areas for improvement. All stakeholders, including administration, staff, parents, and students, were interviewed. A final report was submitted to the Board of Trustees in the spring of 2012. Following the report, immediate changes were made at the administrative level. Mr. Damian Romero was promoted to Principal. Dr. Maritza Robert was assigned to Director of Curriculum and Grant Writing. Mr. William Petiprin became the Dean of Students and Community Services.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dr. Samuel Polanco	President
Dr. Lynn Columba	Vice President
Mr. John Bassler	Treasurer
Ms. Denise Spence	
Ms. Joan Martin	
Ms. Linny Fowler	
Ms. Cathy Meinhart	
Rev. Francisco Franceschi	
Dr. Alex Rolon	

Professional Development (Governance)

Foundations has been the source of training and information for the school. Foundations, the Pennsylvania Coalition of Charter Schools, IU 21 and the National Council of La Raza have acted as advisors, along with readily accessible information and support from the Allentown School District and consultants in different subject areas. IU 21 provided training on the Standards Aligned System as well as Rigor, Relevance, and Relationships. Additionally, the Center for Humanistic Change provided training on drugs and gang awareness.

Coordination of the Governance and Management of the School

The Board conducts monthly meetings in which they perform the required governance function of the charter school. Policy is discussed, formulated and implemented. The Principal is responsible for seeing that the school management is in compliance with Board rulings. The Principal and CAO of the charter school frequently interact with administrators of the Allentown School District. There is a positive working relationship. The Allentown School District administrative team visits the charter school on a regular basis. The charter school was renewed for an additional five years in May of 2010.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 Board of Trustees Meetings

Community and Parent Engagement

The Board and Principal have publicly advertised meetings open to the public. Parents are encouraged to attend. Board members attend parent and school functions whenever possible. Parents are very supportive of the charter school.

RCCS understands the importance of parental involvement in the success of all students and fulfillment of our mission. RCCS currently has and directly works with a Home and School Association that serves as a committee responsible for sharing information and reviewing the parent involvement policy to ensure strong parental involvement in all school areas. In addition, HASA serves to enhance a sense of community among parents, faculty, students, and to identify and work to meet the needs of the school, and to raise funds to support school activities.

RCCS' parent involvement plan for the upcoming years consists of the reinforcement and improvement of our present plan and parent involvement activities. This plan provides full opportunities to increase and sustain active participation including those with limited English proficiency or with disabilities. RCCS will continue to have quarterly parent-teacher conferences, open house meetings to provide an opportunity to ask questions, share concerns, and to discuss the school's overall programs and activities. In addition, we will continue to arrange teacher-parent meetings as requested by parents, or deemed necessary by teachers in order to address students' academic progress and needs. Also, there will be HASA meetings during the year with parents, staff, and administrative level representation. RCCS will encourage the participation of at least one representative from each class to attend Home and School Association meetings. Every year the effectiveness of the parent involvement plan will be reviewed to ensure progress and full participation.

RCCS will maintain constant contact with parents regarding student progress through monthly progress reports, mid-quarter progress reports, quarterly report cards, PSSA results, 4Sight benchmark test results, phone calls, and written communication. The counseling department in collaboration with the administration will specifically monitor and address Seniors' progress by sending progress notification and graduation information to parents. Teachers are required and encouraged to communicate with parents on a regular basis to communicate progress achievement and discipline concerns. RCCS will continue to enforce the school-parent compact that outlines how parents, school staff, and students will share responsibility for improved student achievement.

Roberto Clemente will also strengthen the parent volunteer program. RCCS will encourage all parents to fill out volunteer forms at the beginning of the school year to determine volunteer needs and help recruit and coordinate parents. We will keep volunteer lists and track volunteer activities annually. Parents will be provided opportunities to volunteer during and after the school day in order to promote parent participation and involvement in extracurricular activities and/or educational activities such as field trips and others. RCCS will also continue to offer adult education opportunities in math, English, and GED prep to parents and the community through the 21st Community Learning Center Program. Parents will consistently continue to receive communications of public School Board meetings, and will be encouraged to participate in such meetings as a medium to express concerns, share information and ideas, and follow complaint/compliance procedures. Finally, RCCS will expand its home visit program in order to promote stronger teacher-parent relationships that may result in increased student performance.

Administrative meetings will serve as a tool to analyze and evaluate the parent involvement plan throughout the following years. This analysis and evaluation will promote changes and/or modifications to the plan in order to meet the school's mission and goals.

RCCS recognizes that creating positive home, school, and community partnerships is essential to carrying out its shared responsibility successfully. RCCS plans to involve the community in the continuation of the development of our vision. In the next five years, RCCS will seek a stronger relationship with colleges, universities, and other educational institutions in order to be able to deliver clear and concrete information to students about their opportunities and options after high

school graduation. This will be achieved through our counseling department which is currently directed by Ms. Bethan Hankin, M.Ed. The Counseling Department will also establish high levels of cooperation and coordination with other community agencies that provide services to children and families.

RCCS will also seek partnerships with community representatives through HASA and the advertisement of the school programs. RCCS will continue to develop its monthly newsletter, and we plan to make it available to the public in order to deliver and advertise the school's programs and opportunities for the community and students. This will serve to help community groups to recognize that investment in education is an investment in the community. Additionally, through the RCCS newsletter, community groups will be encouraged to help develop and implement innovative programs that promote the school's mission and vision, as well as, support high academic expectations for all students.

RCCS will maintain an open door policy for the community, encouraging the community to visit and use RCCS' facilities and resources, as long as it complies with school code regulations, and it does not interfere with the educational environment and instructional time.

This year, we implemented the Padres Comprometidos program which ran in coordination with our Saturday School program. Parents were invited to attend on Saturday mornings and received specialized training related to raising adolescents and their academic success.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Most fund-raising activities are organized and implemented by the Home and School Association to sponsor student activities.

Fiscal Solvency Policies

Actual financial occurrences are monitored and analyzed through monthly, quarterly, and annual reports. Adjustments necessary to concur with current needs and projections are implemented as needed.

Expenditure lists are reviewed and approved by the board on a monthly basis. Revenues are projected conservatively and are used to build a reserve for unexpected expenses.

Accounting System

The Roberto Clemente Charter School accounting system follows the Chart of Accounts required by the Commonwealth of Pennsylvania and employs a fund-accounting system (accrual basis) utilizing *generally accepted accounting principles*.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011-2012 Revenues, Expenses, Fund Balance

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

Siegal and Drossner
300 Yorktown Plaza
Elkins Park, PA 19027

The Roberto Clemente Charter School's audit for FYE 6/30/2012 is scheduled for August 6-8, 2012.

Auditors Annual Report Summary attached.

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

- Auditor's Annual Report

Citations and follow-up actions for any State Audit Report

The Department of the Auditor General began an audit of RCCS on Monday, June 21, 2010. The related audit forms and requests for information were presented by auditors to the CEO/Principal and Fiscal Manager on June 21st. All requested materials for the audit were available at that meeting. The audit was completed on November 24, 2010. The auditors reported preliminary findings to board members, CEO, CAO, and fiscal manager on November 24. Preliminary findings and responses are enclosed in this report.

Bureau of School Audits

Department of the Auditor General

LEA: Roberto Clemente Charter School

Date Requested: November 2, 2010

Audit Period: June 30, 2007 and 2008

Finding Title: Continued Failure of Board Members and Principal/CEO to File their Statements of Financial Interests During the Audit Period

Management agrees with the finding.

Management disagrees with the finding.

Management waives the opportunity to reply at this time.

MANAGEMENT COMMENTS: (Please explain the cause of the problem and note what corrective action is planned. (If necessary, attach additional paper.)

In the process of securing missing Financial Interest Forms, incorrectly dated forms were used. This resulted in the missing form not being accepted or completed in error. In the future, the following steps will be implemented to assure 100% compliance of this problem. All individuals required to complete the form by May of the following year will be given the form 60-90 days in

advance, explained the importance of accurate and timely completion, and an administrative individual of Roberto Clemente Charter School will follow-up to ensure all forms are secured and completed using the correctly dated form.

Finding Title: Lack of Memorandum of Understanding

- Management agrees with the finding.
- Management disagrees with the finding.
- Management waives the opportunity to reply at this time.

MANAGEMENT COMMENTS: (Please explain the cause of the problem and note what corrective action is planned. (If necessary, attach additional paper.)

We were not aware that we needed to have an independent Memorandum of Understanding. As soon as we were informed, we started the process which lasted approximately two months. We presently have a signed Memorandum of Understanding between the Allentown Police Department and the school.

Finding Title: Possible Conflict of Interest Transaction

- Management agrees with the finding.
- Management disagrees with the finding.
- Management waives the opportunity to reply at this time.

MANAGEMENT COMMENTS: (Please explain the cause of the problem and note what corrective action is planned. (If necessary, attach additional paper.)

The Robert Clemente Charter School ("RCCS") disagrees with the finding that there is a possible conflict of interest transaction. Specifically, the Department of Auditor General advised the RCCS administration of its finding that a possible conflict of interest existed because RCCS is making rental payments to the Hispanic American Association (HAO) for the rental of the premises owned by HAO in which the RCCS's middle and high schools, gymnasium, cafeteria and administrative offices are located. The auditors cited this rental arrangement as constituting a possible conflict of interest because two RCCS Board of Trustee members are also members of the HAO Board, and because the RCCS CAO is also the Executive Director of HAO. Please note, that both individuals have been members of both the RCCS and HAO boards since RCCS's inception. Further, note that initially the CEO who thereafter became the CAO of RCCS is and has been the Executive Director of HAO since RCCS's inception.

The limited interlocking boards were by design and were fully and specifically disclosed to the Allentown School District (ASD) in RCCS's application for a charter, as was the lease arrangement. ASD reviewed RCCS's information concerning the limited interlocking board and lease between HAO and RCCS, and did not find the arrangement inappropriate since RCCS was granted RCCS a charter at the subject location. Further, the limited interlocking boards and the lease were fully disclosed to the Tax Exempt Division of the Internal Revenue Service (IRS) in the RCCS's application for §501(c)(3) tax exempt status. Likewise, the IRS reviewed this information, did not find it problematic and granted RCCS §501(c)(3) tax exempt status. Additionally, the limited interlocking boards and the lease were fully disclosed to the Pennsylvania Department of Education and the Department of Auditor General at all prior audits and RCCS was never previously cited with a finding of a potential conflict of interest due to this relationship. The lease arrangement is and has always been fully disclosed and has been subject to prior repeated review.

Also, consider that RCCS has nine board members. The two interlocking board members do not represent a majority of the RCCS board members. Further, CAO is not and has never been a voting member of the of the RCCS board. All other members of the RCCS Board are duly advised regarding the limited interlocking board members and that its CAO is the HAO Executive Director. Further, all other board members are fully aware that HAO is the landlord of the building which RCCS occupies. The PA nonprofit corporation law provides that, "A director of a nonprofit corporation shall stand in a fiduciary relation to the corporation and shall perform his duties as a director, including his duties as a member of any committee of the board upon which he may serve, in good faith, in a manner he reasonably believes to be in the best interests of the corporation and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances....." 15 Pa.C.S.A. § 5712. This fiduciary obligation instructs the entire board and prevents any conflict of interest.

The facts regarding the lease arrangement, discussed hereinafter, clearly demonstrate that interlocking board members and the CAO have very clearly and scrupulously complied with their fiduciary and ethical obligations to RCCS.

By way of additional information, please be advised that HAO is the founding organization for RCCS. HAO applied for and received planning and start-up funding grants from the Secretary of Education of the Commonwealth of Pennsylvania as an eligible applicant. These funds were used to develop the plans, curriculum and address other matters necessary for the establishment of the charter school. HAO established and paid the associated costs for the creation of RCCS as a nonprofit corporation. HAO prepared and paid the costs for the application and receipt of federal §501(c)(3) tax exempt status for RCCS. Further HAO permitted RCCS to share a portion of the premises in which its principal offices were located at substantially reduced rents for RCCS's first seven years of operation. In fact, as RCCS expanded its enrollment over the years and RCCS needed more and more space for its classrooms and operations, HAO expanded the building to include an art room, additional classrooms, gymnasium, library, kitchen and cafeteria. In fact, HAO moved its offices and operations to a new location in order to accommodate RCCS's growth.

It was not until the 8th year of RCCS operations, when HAO relocated its offices off-premises, that the lease amount paid by RCCS to HAO was increased to approximate fair market rent, at a somewhat discounted rate if only the square foot rental amount is considered. Please note, the present and prior leases between HAO and RCCS do not charge RCCS for the rental of the gymnasium (5,411 square feet) and rental of the kitchen and cafeteria (2,245 square feet). The gymnasium, kitchen and cafeteria are used by RCCS before, during and after school for gym class, assemblies, extracurricular activities, breakfast, lunch, meetings and events. Also consider that, HAO has paid the utilities at the subject premises until the present year. RCCS is unable to locate any substantially equivalent commercial rentals that include the payment of utilities by the landlord.

HAO's largess to RCCS in the form of the substantially reduced rental rates for an extended period of time and the gratuitous use of the gymnasium, kitchen and cafeteria has permitted RCCS to use more of its funds to directly benefit its students. RCCS has been able to use its resources that would have otherwise been paid for fair market rentals and utilities to continually develop and improve its curriculum, professional development plans, and enrichment activities for the students. RCCS has been able to development a myriad of educational programs for the students including, but not limited to, tutoring, in-classroom teachers' aides, Saturday school, summer preparedness classes and parental development and enrichment programs. RCCS would not be able to offer the expanded programs and teacher training and professional development, if it did have not a supportive and generous landlord.

When the facts concerning the lease arrangement between HAO and RCCS are evaluated, the only possible conclusion that may be made its that there is no conflict of interest, but rather scrupulous RCCS fiduciaries that have properly and consistently exercised their fiduciary obligations only for the best interests of RCCS with respect to the lease arrangement with HAO.

Finding Title: Roberto Clemente Charter School Improperly Received \$191,267 In State Lease Reimbursement

Management agrees with the finding.

Management disagrees with the finding.

Management waives the opportunity to reply at this time.

MANAGEMENT COMMENTS: (Please explain the cause of the problem and note what corrective action is planned. (If necessary, attach additional paper.)

The Robert Clemente Charter School ("RCCS") disagrees with the finding that it improperly received \$191,267 in State Lease Reimbursement. RCCS believes that the Department of the Auditor General improperly proposed a finding that there is a possible conflict of interest transaction between RCCS and its landlord, the Hispanic American Organization. Based upon this improper finding, the Department of the Auditor General is proposing that the above mentioned lease reimbursement was improper. The facts surrounding the lease arrangement demonstrate that there is no conflict of interest for the reasons stated in response to that proposed finding. RCCS properly received \$191,267 in State Lease Reimbursement for the years fiscal years ending June 30, 2007 and 2008.

Finding Title: Certification Violations

Management agrees with the finding.

Management disagrees with the finding.

Management waives the opportunity to reply at this time.

MANAGEMENT COMMENTS: (Please explain the cause of the problem and note what corrective action is planned. (If necessary, attach additional paper.)

The applications for the emergency certifications were not submitted on time. Future applications will be completed and submitted by the specified due dates. Special certification requirements will be examined on a case by case basis with PDE.

SECTION VII. FACILITY RESPONSIBILITIES

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

\$22,364 Spent on computers/upgrades.

\$14,650 Spent on building equipment including classroom furniture and security equipment/upgrades.

\$2,973 Spent on instructional equipment including classroom projectors and smartboards.

Future Facility Plans and Other Capital Needs

Due to the current economic status of the state and nation, including severe budget cuts statewide, plans for the Roberto Clemente Charter School are at a minimum. Capital needs

mainly include replacement of instructional equipment such as computers in the labs as well as the school's servers. With a limited budget, most needs will be met with reserve funds.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Roberto Clemente Charter School has complied with health and safety requirements by implementing and conducting the following activities and practices:

The Administrative staff conducted a detailed seminar for all new and existing teachers during staff orientation week in August of 2011. Both fire prevention and fire drill procedures were reviewed in detail by the Mentoring Director. Additional Safety and Security procedures were reviewed as part of the required Student Handbook and RCCS Policies and Procedures group reading. A detailed question and answer period followed this designated reading to ensure all safety standards for RCCS were covered. Health and Safety areas were reviewed with students during the first week of school and documentation was placed in student files to verify they had been instructed on safety issues.

Monthly fire drills were conducted and all necessary records were maintained including date, time, time for total evacuation, accountability of all students and staff (attendance books were required for staff to complete during all drills), and documentation was completed if any disciplinary issues transpired during the drill.

The Mentoring Coordinator reviewed emergency evacuation procedures. We conducted a schoolwide off-site evacuation drill in January 2012 and were successful in our procedures. All students were required to attend this drill.

All staff was instructed on how to handle inclement weather issues. A detailed plan was introduced and given to staff members for review and implementation guidelines in the case of a weather emergency were clearly outlined.

All RCCS students completed two BMI tests and results were reviewed by the school nurse to prepare our students for future mandated BMI programs from the state of Pennsylvania. We received physicals for 6th and 11th graders. We also request health update forms for all students from 6th to 12th grade.

Prior to entering the building each morning, all students were scanned by a metal detector to verify that weapons were not being brought into the school. This exercise was conducted by the full time security guard at RCCS. Other administrative members assist in the process of security.

The Roberto Clemente Charter School contracts with the Allentown School District to provide nursing services. RCCS follows the policies and procedures of the Allentown School District. We employ a registered nurse who is on site full time.

The Immunization Health Records are kept under lock and key by the RCCS Nurse. The records are alphabetized and segregated by grade to ensure highly organized and accessible files. A copy of the Immunization Law Report is included with this response to serve as evidence.

The Report of Health Services has been submitted and a copy of that report is included with this response as evidence.

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

- Wellness Policy and Program
- 2011 2012 Health Services Report

Current School Insurance Coverage Policies and Programs

Capital Blue Cross (#005004170000)-Health/Vision Insurance

Delta Dental (#7414-1021)-Dental Insurance

North American Benefits (#8546000001)-Life Insurance, Short-term/Long-term Disability Insurance

Fort Dearborn (#F410H20)-Additional Life Insurance

Certificate of Liability Insurance is attached.

Current School Insurance Coverage Policies and Programs - Attachment

- Certificate of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-2012 school year, Dr. Maritza Robert was the CEO/Principal of Roberto Clemente from September until the end of the March and Damian Romero was the Assistant Principal. Effective April 1st, Damian Romero became the principal of Roberto Clemente and Dr. Maritza Robert became the Director of Curriculum and Grant Writing. There were 22 teachers, 7 teacher aids, one certified nurse, two technology administrators, two fiscal administrators, one after-school program coordinator, one staff member in the area of student services, two staff members in the area of security, one mentoring director, and one administrative assistant. Of the 48 staff members, 44 will be returning for the 2012-2013 school year.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-2012

Student Enrollment

See attachment.

Student Enrollment - Attachment

- 2011 Enrollment Procedures

Transportation

The charter school uses the Allentown School District policy. Students must live 1.5 miles or farther to qualify for transportation. Currently, there are no accommodations needed for special education students.

Food Service Program

RCCS participates in the National School Breakfast and Lunch Program, and participates in the Free and Reduced Lunch Breakfast and Lunch Program. 94% of students qualify for free or reduced lunch.

Student Conduct

Any disciplinary action taken by the school is intended to benefit the student by improving attitude and subsequent behavior. The disciplinary options available to the school are regulated by law and school policy. The disciplinary option chosen depends on (1) the nature of the offense, (2) the nature of the student's previous behavior, and (3) stated policy or precedent based on previous actions. Potential disciplinary actions included: detention, in school suspensions, Saturday detentions, out of school suspensions and expulsions. Restorative practices are also in place including counseling and parent conferences.

At the beginning of each school year, teachers are required to create and implement a classroom management plan to address student behavior and expectations.

Student Conduct - Attachment

- 2011-2012 Student/Parent Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Roberto Clemente CS within Carbon-Lehigh IU 21 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 Roberto Clemente 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: Lupe Pearce **Title:** Mrs.
Phone: 610-435-5334 **Fax:** 610-435-4731
E-mail: haofiscal@aol.com

Signature of the Chief Executive Officer and Date

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

Name: Samuel Polanco **Title:** Dr.
Phone: 610-439-5181 **Fax:** 610-435-4731
E-mail: samuel.polanco@lsi.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Damian Romero **Title:** Mr.
Phone: 610-439-5181 **Fax:** 610-435-4731
E-mail: dromero@myrccs.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2011-2012 Annual Report Signature Page