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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Tuesday, May 07, 2013**

**Entity:** Universal Audenried Charter School  
**Address:** 3301 Tasker Street  
Philadelphia, PA 19145

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2010 - 2011

**Name of School:** Universal Audenried Charter School

**Date of Local Chartering School Board/PDE Approval:** April 2010

**Length of Charter:** 1 year   **Opening Date:** September 2011

**Grade Level:** 9-12   **Hours of Operation:** 7:45a -3:45p

**Percentage of Certified Staff:** 69%   **Total Instructional Staff:** 74

**Student/Teacher Ratio:** 1:30   **Student Waiting List:** N/A

**Attendance Rate/Percentage:** 78.9

**Second Site Address, Phone Number and Site Director:**  
N/A

## Summary Data Part II

Enrollment: 529 Per Pupil Subsidy: Regular Ed.(\$8,608) SpEd (18,512)

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2.1%
Black (Non-Hispanic):	94.7
Hispanic:	.56
White (Non-Hispanic):	0.0%
Multicultural:	018

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
100

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 121

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1080	1080

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

#### Educational Community

Universal Audenried Charter High School, (hereafter referred to as UACHS) located in the South Philadelphia section of Philadelphia is an urban school with a population serving up to 561 students in grades 9 -12. UACHS is a Title I school wide Project School. Approximately 97% of the students qualify for the free and reduced breakfast and lunch programs. The composition of our school constituency is predominately African American with less than 1% Hispanic, White or Multicultural.

On July 1, 2010, the School District of Philadelphia and Universal Companies entered into a Charter agreement to convert public school, Charles Y. Audenried High School to a public charter school, Universal Audenried Charter High School.

#### Government and Infrastructure

Portions of South Philadelphia are within Philadelphia City Council Districts 1 and 2. As of 2008 Council President Anna C. Verna and Councilman Frank DiCicco represent the two districts.[ Philadelphia Fire Department operates nine fire stations serving South Philadelphia. Most of South Philadelphia resides in Fire Battalion 1, headquartered at 711 South Broad Street. Portions of South Philadelphia reside in

Battalion 4, headquartered at North 4th Street and Arch Street, and Battalion 11, headquartered at 43rd Street and Market Street.

The Philadelphia Police Department patrols four districts located within South Philadelphia. The four patrol districts serving South Philadelphia are the 1st, 3rd, 4th, and 17th districts.

## **Geography**

According to the United States Census Bureau, South Philadelphia has an area of 9.7 sq. miles, of which none is water. South Philadelphia is located at 39.9231°N 75.1753°W.

## **Demographics**

In 2010, the area's population was 168,782. It is home to a diverse population of Italian Americans, Irish Americans, African Americans, Vietnamese Americans, and Mexican Americans, as well as many newer immigrants. Many residents have lived in the neighborhood for decades. Many family-owned businesses are found in South Philadelphia.

As of the 2010 Census, there are 168,782 people in 78,440 housing units. The population density is 16,771 people per square mile. 46.6% of the population is male, and 53.4% is female. The South Philadelphia area comprises the zip codes of 19145, 19146, 19147, and 19148. Data for the zip codes that make up South Philadelphia as of the Census 2000 Summary File:

- 19145
- 19146
- 19147
- 19148

## **Racial demographics**

- Non-Hispanic White: 110,045 (65.2%)
- Non-Hispanic Black: 22,616 (13.4%)
- Hispanic or Latino: 16,371 (9.7%)
- Two or more races: 9,789 (5.8%)
- Asian: 6,582 (3.9%)
- Other race: 1,856 (1.1%)
- American Indian or Alaska Native: 1,350 (0.8%)
- Native Hawaiian or Other Pacific Islander: 168 (0.1%)

## **Transportation**

I-95 runs north and south through South Philadelphia and, in this area, provides commuters with access to Philadelphia International Airport, I-76, the South Philadelphia Sports Complex, and the Walt Whitman Bridge. The Girard Point Bridge section of I-95 crosses over the mouth of the Schuylkill River, where it merges with the Delaware River.

I-76 becomes the Schuylkill Expressway at Passyunk Avenue in South Philadelphia and allows access between this section of the city and University City, Center City Philadelphia, 30th Street Station, and the western suburbs.

In addition, PA Route 291 serves as a major artery between the area and Delaware County, crossing the Schuylkill River via the Platt Bridge (named for Medal of Honor recipient George C. Platt). Broad Street is part of PA Route 611.

SEPTA's Broad Street Line subway services South Philadelphia and provides quick access to Center City and North Philadelphia. A number of SEPTA bus routes also serve South Philadelphia, ferrying commuters to and from Center City and its immediate suburbs, mostly those in Delaware County.

## **Crime**

In a 2007 *Philadelphia Weekly* article, the journalist Steve Volk stated that anti-drug activists said that South Philadelphia has secretive recreational drug dealing. More neighborhoods in the region are mixed-income than neighborhoods in some other regions; therefore, many drug dealers hide their activities. As in other parts of the city, drugs have contributed to crime.

## **Primary and secondary schools**

### **Public schools**

Residents are with the School District of Philadelphia's South District. Zoned public high schools in South Philadelphia include South Philadelphia High School, Audenried High School, and Furness High School.

### **Public libraries**

Free Library of Philadelphia operates six branches in South Philadelphia: Charles Santore, Fumo Family, Queen Memorial, South Philadelphia, Thomas F. Donatucci, Sr. and Whitman. Prior to its 1999 reopening in a new building, the Fumo Branch was known as the Ritner Children's Branch. Community resources include nearby churches, mid-size and small institutions, social service agencies, fast food restaurants, and auto maintenance. The unique feature of UACHS is its ability to partner with local and external corporate and community partners. Under the auspices of Universal Companies, additional resources are generated and provided through collaborations with local politicians, social service agencies and the establishment of a school-based Family Resource Center.

This center will be the heart of bringing non-academic support programs to the school that include youth leadership and mentoring, summer school camps, intramural sports and adult learning opportunities. Moreover, social service case management will be available to students and their families for direct or referred services.

## **Mission**

Universal Audenried Charter High School achieves its vision by integrating a college preparatory curriculum with a career technical education. Our engaging, student-centered community empowers lifelong learners whose global awareness supports the growth and progress of the Universal Promise neighborhood of Point Breeze and Grays Ferry.

#### **UNIVERSAL FAMILY OF SCHOOLS' MISSION**

Universal's education mission is to provide an exemplary program for young learners, grades K-12, and their families in a holistic approach that focuses on academics, self-sufficiency, civic responsibility, physical well-being, and community linkages where the values of self, family, and community will be incorporated in all aspects of the educational process. Universal's mission is to prepare children to be future leaders and build the foundation for superb student academic achievement while supporting students and their families to become lifelong learners.

### **Vision**

Our vision is for UACHS to be an educational center in the neighborhood, which revolutionizes how a renaissance education will sustain the success of its members. Upon graduation, our holistic scholars will possess the skills to become globally competitive leaders who are empowered to affect positive change in their local community.

### **Shared Values**

Universal Audenried Charter High School's shared values lie in the inherent belief that families, school staff and the school community are the key influencers in the daily lives of students.

As a result, UACHS is committed to building a school community that addresses the varied needs of its' students.

These needs are addressed by building the following:

- A safe and secure school environment through the collaboration of non-instructional and instructional staff.
- The development and implementation of a Single School Culture Program that rewards students and staff for contributing and maintaining a spirited school climate.
- Establishment of an academic standard whereby high expectations are the norm therefore, staff and student progress are recognized in a variety of mediums.
- School attendance for all are valued by the school community
- The school community's Family & Student Resource Center is the hub for community outreach for staff, families and external organizations.
- Professional development for all community members is consistent and on-going for continued growth

- School Community is the hub for education, athletic, cultural and community activities.

## **Academic Standards**

### ACADEMIC STANDARDS:

Scholars at UACHS follow standards based curriculum and a vo-tech curriculum, both are aligned with the Pennsylvania State Standards.

All scholars take rigorous courses and our 10-12 grade scholars enter a CTE program in one of our 3 Academies (Health & Related Technology, Culinary, & Electrical).

Our scholars receive support in the following ways: 9th Grade Academy (for high school transition), Credit Recovery (for credits not attained),

For those scholars who perform significantly below standards in literacy and mathematics skills; we have intervention classes (corrective reading and math, read 180, read to achieve and essentials of math) offered in the 9th grade. 9th grade scholars who struggle to earn a grade of C or higher also attend mandatory tutoring provided through City Year after school.

For our 11th grade scholars, we utilized our Study Island assistive instruction program. And for all grades we offer Saturday Academy for remedial workshops and skills building in reading and math.

### Teaching Strategies:

Guided Groups  
 Differentiated Instruction  
 Writing Across the Curriculum  
 7-step Lesson delivery of instruction  
 Project-based learning

## **Strengths and Challenges**

Universal Audenried Charter High School has several program strengths

### Strengths:

Our Career and Technology Education Academies are integrated into the academic structure of the organization. The UACHS scholar has two pathways to pursue 1) Academic 2) Vo-Tech.

All core subjects are directly aligned to the Common Core

PSSA Test Prep class offered in 11th grade

Family Student Resource Center monitoring of the academically at-risk population.

Significant decrease in the number of serious incidents (removing this school from the persistently dangerous list).

Teachers strong in content knowledge

### Challenges:

Making AYP with significant gains in reading and math

Reduce the number of scholars who test at the basic/below basic levels.

Seclusion of the 9th grade class

9th Grade exposure to the CTE classes.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

UACHS's improvement planning process is an ongoing process that is conducted throughout the school year. It includes all levels of staff.

Essential components of the process are:

#### **1. Establish Goals**

A. Goals for the following school year are established in the spring through the process of the "Getting Results" framework. The Planning committee formalized its' plan and submitted it by the required time frame. Organizational and staffing restructuring was aligned to the plan along with benchmarks to monitor progress.

#### **B. UACHS will:**

- Communicate school behavioral and academic standards and expectations clearly and regularly to students and parents.
- Consistently enforce school policies of discipline, academic standards, and community involvement.
- Encourage individual and group success in projects, standardized testing, attendance, and graduation rate.
- Prepare students for college and careers in a diverse, high-performing workforce or military service.
- Enhance teachers' education, training, and expertise in the classroom and across disciplines.
- Provide the community with well-rounded citizens who contribute to its social and political life.
- Provide each student with Personal Educational Plan (PEP) in one of four academies: Electrical, Culinary Arts, Health Related Technologies, Creative Arts and Humanities.

Ensuring alignment of Goals as outlined in the Charter agreement.

C. Goals are presented to the SAC (School Advisory Committee) for informational purposes.

D. Goals are presented to the Board for adoption.

E. Goals are discussed with the instructional staff during the summer orientation in August. Action Plans are developed and study groups are organized as needed. Goals can and will be modified as needed after teacher input.

#### **2. Progress Monitoring**

A. Progress monitoring is conducted in RELA at least once a week through Action 100's student conferencing procedures.

B. Progress monitoring is conducted after every benchmark is administered.

C. Progress monitoring is conducted through diagnostic assessments.

D. A professional development is held over a course of days during the 7:45-8:30 am period to review benchmark test results, grade data, and analyze other pertinent information. The school leadership

meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.

- E. Student data such as Demographic, Student Learning, Perceptions, and School Processes is analyzed by the leadership team and staff.
- F. PSSA scores are analyzed in the late spring and summer when test results become available.
- G. During the professional development for the next school year, a school year in review is discussed. As a result, proposals for programmatic improvements are proposed for discussion by administrative team. Proposals are developed throughout the summer by the leadership team and selected staff.

This process of continuous improvement enables UACHS to collect data and use the data to dissolve problems.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
ANILOFF, LARRY DR.	UNIVERSAL COMPANIES	Administrator	DR. JANIS BUTLER, EVP of UNIVERSAL COMPANIES
AYALA, MARIO	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Ed Specialist - Home and School Visitor	Robert Rouse CAO/Principal
BAPTISTE, LORRINE	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Secondary School Teacher	Robert Rouse CAO/Principal
BRADY, STEPHEN DR.	UNIVERSAL COMPANIES	Administrator	ABDUR RAHIM ISLAM, CEO/PRESIDENT of UNIVERSAL COMPANIES
BUALI, SHAIKHA	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Special Education Representative	Robert Rouse CAO/Principal
BUTLER, JANIS DR.	UNIVERSAL COMPANIES	Administrator	ABDUR RAHIM ISLAM, PRESIDENT/CEO of UNIVERSAL COMPANIES
CAMERON, PEARL	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Ed Specialist - Instructional Technology	ROBERT ROUSE, CAO/PRINCIPAL OF UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL
CARTER, GENEVA	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Parent	Robert Rouse CAO/Principal
DARBY, GLENDA	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Administrator	ROBERT ROUSE CAO/PRINCIPAL OF UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL
ISLAM, ABDUR	UNIVERSAL	Board Member	KENNY GAMBLE, FOUNDER of

RAHIM	COMPANIES		UNIVERSAL COMPANIES
MANUEL, SMITH	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Community Representative	Robert Rouse CAO/Principal
MCCREA, TYREESE DR.	UNIVERSAL AUREDRIED CHARTER HIGH SCHOOL	Business Representative	Robert Rouse CAO/Principal
MUHAMMAD, ABDUL-MUBDI	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Administrator	ROBERT ROUSE CAO/PRINCIPAL OF UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL
THOMPSON, NICHOLA	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Ed Specialist - School Counselor	Glenda Darby, Principal UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL
WILKINS, SHERRINE	UNIVERSAL COMPANIES	Administrator	DR. JANIS BUTLER, EVP OF UNIVERSAL COMPANIES
WILLIAMS-SMALLEY, KRISTIN	UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL	Administrator	Glenda Darby PRINCIPAL of UNIVERSAL AUDENRIED CHARTER HIGH SCHOOL

## Goals, Strategies and Activities

### **Goal: Best Practices in Literacy and Mathematics**

**Description:** Activity: One-on-One workshops Description: Instructional Coaches consult with UACHS's educators and helps them self-assess their level of program implementation using a detailed rubric. School Administrators, primarily the Principal are co-facilitators in these sessions. Person Responsible Timeline for Implementation Resources ROUSE, ROBERT Start: 10/25/2011 Finish: 5/13/2012 - Professional Development Activity Information Number of Hours Per Session Total Number of Sessions Per School Year Estimated Number of Participants Per Year 1.00 103 20 Organization or Institution Name Type of Provider Provider's Department of Education Approval Status Universal Audenried Charter High School • School Entity Not approved Knowledge and Skills Research and Best Practices Designed to Accomplish Participants learn: 1. The essential elements of professional coaching, which includes needs assessment, goal setting, norms of engagement, and action planning toward given goals. 2. How to work in a collaborative relationship for planning and implementing need assessments, demonstration lessons, classroom observations and reflective practice for school improvement. 3. Learn how to use the Action 100 checklist in collegial coaching episodes for improvement in program management and implementation. 4. Positive ways to provide constructive feedback based on data gleaned from formal and informal sources. 5. An appreciation of the collaborative nature of collegial coaching regarding professional learning initiatives and programs. The peer coaching model employed by Universal Audenried Charter High School is based on the principles of best practices associated with positive team development; this includes characteristics recommended in Association of Curriculum and Development literature: 1. Provisions for constructive feedback 2. Norms of engagement 3. Defined roles and duties 4. Goal setting, mutual 5. Action planning and 6. Pre, during and after reflective practices. 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. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. Educator Groups Which Will Participate in this Activity Role Grade Level Subject Area • Classroom teachers • Principals / asst. principals • High School (9-12) • Reading, Writing, Speaking & Listening • Mathematics Follow-up Activities Evaluation Methods • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • common planning time • 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 • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio Status: Not Started — Overdue

## **Strategy: Teacher Development**

**Description:** Workshops that develop skills that are helpful in planning and class preparation, knowledge of content and instructional delivery and professionalism.

### **Activity: 22 Pa. Code Chapter 12**

**Description:** The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/6/2011 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

## **Statement of Quality Assurance - Attachment**

- Audenried School Improvement Plan 2011-12

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

Curriculum: All core subject curriculum are aligned to the Common Core Standards

Strategies used: Read 180, Literacy and Math Clinics, Study Island software program, Corrective Reading, Corrective Math, Read to Achieve, ALEKS software program, NovaNet software program, First-In-Math, PSSA Prep Math and English,

Teaching strategies: guided groups, small group instruction, differentiated instructions, technology infused programming,

### **Rigorous Instructional Program - Attachments**

- audenried Professional Education plan
- Audenried Teacher InductionReport 11/12

### **English Language Learners**

The established policy is for:

ELL Learners to receive individual instruction for 45 minute periods daily.

To provide English Language Instruction to those students who are not proficient in English Language.

#### 1. Student and parent orientation procedures:

Multilingual services will be provided to the student and parent to explain the ESOL programs to both parents and students.

#### 2. Identification and placement:

- Screening procedures, entry/exit criteria. Prior to the opening of school all parents when students are enrolled in Universal Audenried School, parents complete a home language survey indicating if their child is LEP (Limited English Proficient).
- Assessment process - If on the language survey a parent indicates that then: child is LEP, our consultant is called in to assess the student and determine his/her needs.

#### 3. Instructional program

- Describe type of program - Our program will be a pull out tutorial program with consultation to the classroom teacher and parent.
- Describe planned instruction standards - Our consultant will meet monthly with the classroom teacher to review the process of our students and ot provide additional support to the students, parents and teachers.

- Indicate the amount of time in: The amount of time in the program will depend on the student's level of proficiency. Our consultant will evaluate each student monthly to determine when students are ready to exit.

4. Student participation in related and extracurricular activities - All students will have the opportunities to participate in school activities.

5. Pupil personnel services:

- Counseling - Our counselor will have regular on-going communication with our consultant, teachers and parents to ensure program alignment and progress of students.
- Special Education - Our special education coordinator will provide support to students, teachers and parents. They will provide in class support or Resource Room instruction as needed
- Other related services - The Northwest Regional Office will be contacted if interpretation and translation services are required.

6. Staff development related to program - Our consultant will provide professional development as needed.

7. Community Involvement - Our consultant, teacher and counselor will provide outreach services to the students and their families. This communication will be regular and ongoing.

8. Program evaluation procedures - We will implement the Philadelphia School District's evaluation process. The WIDA English Language Proficiency Test is used to measure progress.

## **English Language Learners - Attachment**

- Audenried ELL 2011-12

## **Graduation Requirements**

UACHS graduation requirements: Our scholars graduate with at least 26.5 credits. The credits listed below represent the minimum number for graduation:

English: 4.0

Social Studies: 4.0

Science/Math:

Physical Education: 1.0

Health: .5

Arts & Humanities: 2.0

Foreign Language: 2.0

Electives: 5.0

CTE: 6.0

All students are scheduled for a full school day, which, in addition to instruction, may include mentoring, internship and community service.

Students must achieve a passing score of proficient or advanced on their 11<sup>th</sup> grade PSSA test in reading and math to graduate as seniors. Students not passing the PSSA in 11<sup>th</sup> grade have an opportunity for a PSSA RETEST during October of their senior year. To prepare for this, they are

scheduled into skills based classes in math and English to review the state standards and prepare for graduation.

Students not passing the PSSA Retest in 12<sup>th</sup> grade will then be required to successfully complete remediation and testing to demonstrate proficiency. Students must demonstrate proficiency before being certified for graduation. Students with an Individualized Education Plan (IEP) will be provided appropriate support.

UACHS shall award a high school diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school and which meet the standards set by the Commonwealth of Pennsylvania Academic Standards, laws and regulations.

## Special Education

UACHS special education program operates in accordance with each scholars Individualized Education Plan. Our school operates a full inclusion program, therefore 95% of our scholars with an IEP are rostered to a regular education classroom. We used the Co-Teaching model specifically for core subjects. Our intention was to ensure that the scholars are placed in the least restrictive environment. All teachers utilized the scholars IEP-at-a-glance to include the specially designed instruction in the teaching and learning process.

We also sub-contract with Therapy Source for a part-time speech and occupational therapy to serve the scholars impaired by speech/language or physical disability on a weekly basis. A school psychologist is retained on a part-time basis for evaluating scholars with special needs, and for testing scholars who have been referred for evaluation to see if they qualify for special education.

Our Special Education Liaison works with the staff on effective teaching and behavior management strategies while working with identified students and ensuring that we are in compliance with the state mandates.

## Special Education - Attachment

- Audenried SpEd Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Shaika BuAli	.25	Learning Support	UACHS	32	Special Education Liaison
Mark Wikerson	1.0	Learning Suport	UACHS	24	Full-time certified special



Locally developed tests:

After students are enrolled in UACHS, we administer a high school placement test to obtain grade levels in reading and mathematics. This data is utilized to roster our scholars for intervention classes in reading (ie. Read 180) and mathematics. Placement test results are used to determine which scholars will participate in our Saturday Academy reading and math support programs.

Features of the student achievement plan:

In all four grades (9-12), the school is using a state standard aligned curriculum. Students who were identified, through a local assessment 4Sight as needing academic support, received group remediation through the Saturday Program during the 2011-2012 school year

We understand the value of the NCLB assessments, and that the assessments present ambitious goals, goals which we can embrace. In an effort to further assist our students, we have created

Personal Education Plans for each student. Each plan includes measurable data, which drives our

instruction and allows us to develop individualized student action plans. These "plans" are

reviewed by our academic intervention team.

## **Student Assessment - Attachments**

- Audenried PSSA data
- Audenried PSSA data Summary report 11-12

## **Teacher Evaluation**

a) Every new teacher to UACHS will receive three formal evaluations. All returning teachers will receive two formal evaluations.

b) Ms. Kristin Williams-Smalley, Mr. Abdul-Mubdi Muhammad, both Assistant Principals and Ms. Glenda Darby the Principal are responsible for completing formal evaluations. All hold Pennsylvania Administrative Certification.

c)

The administrative team began the school year with informal and formal observations. Later in the school year, the administrative team increased its' observational method by setting the following goals:

1. Each week, select a standard and conduct 5 informal observations per day for 10 minutes a day. Complete observational report within 48 hours and return to the teachers.

2. Administrative team meets with instructional staff, who have marginal or unsatisfactory ratings to discuss improvements and outlines an action plan for success.
3. Formal observations are held twice a year. There is a mid-year and end of year formal evaluation tool that is submitted to the state. In addition, informal observations also inform evaluation reports.

UACHS's administrative team possesses state certification. Administrative team consists of the following: 1 Principal, 3 Asst. Principals.

Administrative team receives professional development through the School District of Philadelphia's Office of Specialized Services.

UACH's uses the following:

1. PDE 426 for semi-annual employee evaluation
2. PDE-5501 for end of year employee evaluation

## **Teacher Evaluation - Attachments**

- UACHS Evaluation form
- Universal companies Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Universal Audenried is a new charter school this year and we have enlisted a Board of Directors to drive our leadership efforts.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Abdur Rahim Islam	
Glenn Ellis	
Bruce Levin	
Claudia Sherrod	
Jerrmaine Millhouse	
Sultan Ahmad	

### **Professional Development (Governance)**

Universal Board training session

Attendance

Claudia Sherrod

Ron heigler

Glenn Ellis

Shahied DAWAN

Rahim islam

Sultan Ahmad

Kenny gamble

Issues. That face african American community Extent ion to take responsibility to take the pressure off of people at universal and place at first to th African American community and then the overall general public

PACT document sign on Community organizations African American leaders board members and focus to support universal and the universal concept

Universal way is neighborhood transformation

universal way broken down to 4 buckets

4 buckets

Community development- real estate job training job preparation job creation etc Family and social services -wrap around services counseling re-entry public education- k-12 / k-16 education - day care Early childhood development- health

We want to have control to move all the buckets simultaneously

The amount of bucket being utilized depends on the amount of services needed It varies from section to section depending on what we are able to roll out West -education North - community development South - we are at the point of rolling out all 4 buckets

Three massive developments where people got relocated South central MLK South Philly

Friends of universal will address the following

Raise money - scholarship money

Recruiting advocates to support the mission

Board members need to understand the strategies and the mission

Lincoln and cheyney partnerships need to be established

Scholarship money needs to be raised

Pipeline needs to be established from our students to black institutions

Cheney enrollment down to 1,400 students - capacity 6,000

Just built two science buildings

State wants to shut it down

Lincoln enrollment down

Board duties and responsibilities - mu'min

Power point presentation see handout

Board duties responsibilities and compliance

Action items

Copy of the statute needs to be sent to sultan Ahmad

Principals need to put notice out of board meetings and changes

Lack of participation from school leadership In announcing meetings and recruiting parent participation

Getting minutes and agenda out two weeks prior to meeting needs to be done

SAC Reports and Principals Report

get on principals meeting agenda to discuss board relations responsibilities duties importance of keeping board abreast to all school related functions activities and events

## **Coordination of the Governance and Management of the School**

Universal Audenried Board Meeting Schedule:

October 24, 2011

December 19,2011

March 29, 2012

June 21, 2012

September 20, 2012

Meeting times are 6:00pm - 8:00pm

## **Coordination of the Governance and Management of the School - Attachment**

- UACHS Board Meetings 2011-12

## **Community and Parent Engagement**

Responsibilities of oversight over the entire board.

The committees include:

Executive - oversees the activities of the entire board

Capital Planning - undertake all of the planning needed to make our facilities the highest quality

Fund Development - develop and implement strategies to raise funds needed for current operations

Education - interface with school administration on all select aspects of operations and increase Parent participation

The Board of Trustees supports parent and community involvement in the Charter School. The establishment of the Family&Student Resource Center is a six-centered framework that follows Dr. Joyce Epstein's Model in which there is an overlapping of influence on the student from the family, school and community.

Six-Center Framework:

Parents, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with Community.

In each area, the F&RSC assists the families in becoming integral members of their school community in collaboration with the school communities administration, instructional and non-instructional staff.

Parenting- F&SRC assists parents/guardians with child-rearing skills, establishing home environments that set rules and procedures for addressing student behavior.

Communicating-F&SRC facilitates regular communication via oral or written regarding school programs, CSAP meetings and/or parent/teacher conferences.

Volunteering-F&SRC facilitates volunteerism for school activities such as trips, field events, grade events, and daily school routines.

Learning at Home-F&RSC facilitates parents with curriculum-related issues.

Decision-Making-F&SRC facilitates parents with becoming active members of the PTA and School Advisory Council.

Collaborating with Community-F&SRC's provides information for parents in local and state resources, services and assist them with navigating through the bureaucratic system.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Universal Audenried Charter High School in collaboration with other schools received a 21st Century Grant through Foundations, Inc.

For the 2012-2013 school year, UACHS will submit several applications for grant programs focusing on technology, healthy eating and student behavior programs.

### **Fiscal Solvency Policies**

**Cash Flow** — The receipt and distribution of funds is managed by Universal’s accounting division and the Office of the Chief Financial Officer (CFO). Cash flow is managed by monthly monitoring of budgeted versus actual of receipts versus expenditures. Bank Reconciliation statements are prepared on a monthly basis for each school and are reviewed by executive management to monitor financial condition of the schools and assure that the assets of the school are being used as planned in the approved budget.

**Purchasing** — Purchasing is managed through the Purchase Request system. A written request is submitted by the requestor to their manager (Principal) at each school for approval. The request is then sent to Central Office for programmatic approval and accounting for budgetary approval and assignment of a purchase request number. The request is then forwarded to the office of the CFO for executive approval.

**Payroll** — Universal uses the Automated Data Processing Company (ADP) for processing of all payrolls. An automated system for employee attendance is used to collect staff attendance information. The biweekly attendance information is approved by the manager (Principal) at each school and consolidated by Universal’s accounting division for input into the ADP web based system.

**Audits** — Universal ensures that each school has an annual audit prepared by an independent public accounting firm. Universal relies on audit committees of the board of directors in cooperation with the CFO and CEO to select audit firms. The audit firm is always an independent accounting firm that also performs any individual financial and program audits based on the requirements of each school’s funding sources; prepares a management letter, and a statement on internal control procedures. Audits are prepared in accordance with OMB circular A-133, Audits of Institutions of States, Local Governments and Other Non-Profit Institutions. All internal revenue service tax forms such as the 990 are also prepared by the independent audit firm.

## **Accounting System**

Universal uses the Quickbook Enterprise Accounting System, a computerized accounting system to manage all receipts and disbursements on a per school basis. Universal utilizes the computerized accounting system to perform the accrual method of accounting in accordance with Generally Accepted Accounting Principles. Detailed supporting documentation is used for entries into the accounting system and the documentation is maintained to produce an auditable trail for all computerized accounting records.

The accounting system and detailed documentation produces an audit trail to satisfy Generally Accepted Auditing Standards. The following basic standards are managed by Universal’s corporate division for Accounting and Financial Management and applied to each charter school.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Audenried Rev & Exp

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

This is the first year that Universal Audenried Charter High School will be run under the management of Universal Companies. The official audit report will be completed by November 1, 2012. At that time we will be able to update this portion of the report with official data from the auditors.

There are currently no supporting documents selected for this section.

## **Citations and follow-up actions for any State Audit Report**

N/A

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

1. The school leases the facility from the School District of Philadelphia. The lease includes all furniture, fixtures and equipment on site.
2. No, acquisition of facilities, furniture, fixtures and equipment for the 2011-2012 school year.

### **Future Facility Plans and Other Capital Needs**

Universal plans to upgrade its' current facility by the following:

1. Replacing ceiling tiles in the school building;
2. Painting the interior area of the school building, which includes classrooms, hallways, cafeteria and auditorium

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Fire drills and fire department building inspections were conducted throughout the school year in accordance with the regulations.

UACHS mandates that all new and current scholars be in full compliance with the Philadelphia's School District's health and immunization requirements. Scholars were required to have the physical examination of school-age student form and the immunization requirements form. Once completed by the physician, and no more than 30 days after the start of the school year, forms are returned to the school and reviewed by the school nurse. All medical and immunization

records are housed securely in the office of our full-time nurse. Vision screenings for scholars are conducted by medical professionals as a service to our school.

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

- Universal Wellness Policy

## **Current School Insurance Coverage Policies and Programs**

For medical insurance the school offers the following plans in accordance with Act 22 to employees:

Keystone Health Plan

United Concordia Dental Plan

Wage Continuation

Life Insurance

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Audenried accord

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

#### **Instructional Staff**

For the 2011-2012 school year, an instructional staff of 74 persons:

1. 74 Regular education teachers
2. 2 Counselors

#### **Administrative Team**

The administrative team consists of:

1. 1 Principal
2. 2 Assistant Principals

## **Student Support Services**

The student support services staff is joined by the following:

1. One (1) Case Manager
2. One (1) Parent Liaison Manager
3. Three (7) Climate Specialists
5. Fifteenth (13) NTAS
6. One (1) Librarian
8. Three (3) Administrative Assistant

## **Quality of Teaching and Other Staff - Attachment**

- Audenried Professional Education plan

## **Student Enrollment**

Student numbers decrease largely due to families moving to another section of the City of Philadelphia and distance is too far for students to travel.

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted to the Universal Audenried Charter School without prejudice of any kind. To be eligible for admission, a student must provide: 1) proof of appropriate residency, 2) proof of age 3) a completed application form, and 4) proof of immunization.

Students select to remain at UACHSC because of the steady improvement in the school culture and academic program.

## **Student Enrollment - Attachment**

- Audenried Enrollment 2011-12

## **Transportation**

Transportation Program:

Consistently with the SDP, scholars are transported to and from school via SEPT. All students names and addresses are provided to the SDP Transportation Office.

## **Food Service Program**

Food Service Program:

UACHS utilized the School District of Philadelphia for our food services programs. Our Scholar Parent states that scholars are to bring their own lunch. Vending machines, a pay-for-food service are also available in the cafeteria. 99% of our scholars were in the FRL program.

## **Student Conduct**

Scholar Conduct:

- 1) All UACHS scholars are expected to follow the policies governed by the school staff. Our discipline policy is attached and includes clear provisions for due process.
- 2) UACHS has a bullying policy that we followed. It is also attached.
- 3) There were 7 serious incidents reported to the state. One scholar was expelled. Our total number of discipline infractions that resulted in out-of-school suspension=72.
- 4) These numbers represent a significant decrease in serious incidents and discipline infractions from last school year. Our comparison data is aside the SDP Public School operated Audenried H.S. and the newly acquired Charter School of Universal Companies.

## **Student Conduct - Attachment**

- Audenried Code of Conduct

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Universal Audenried Charter School 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  
2010 - 2011 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 Universal Audenried Charter School 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:** Abdur Rahim Islam   **Title:** CEO  
**Phone:** 215-732-2876   **Fax:** 215-732-6519  
**E-mail:** arislam@universalcompanies.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Abdur Rahim Islam   **Title:** President  
**Phone:** 215-732-2876   **Fax:** 215-732-6519  
**E-mail:** arislam@universalcompanies.org

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Glenda Darby   **Title:** LEA  
**Phone:** 215-952-4801   **Fax:** 215-732-6519  
**E-mail:** gdarby@universalcompanies.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Audenried Signature Page