
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013

Entity: Urban Pathways K-5 College Charter School
Address: 925 Penn Avenue
Pittsburgh, PA 15222

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Urban Pathways K-5 College Charter School

Date of Local Chartering School Board/PDE Approval: 2/16/2011

Length of Charter: 5 years **Opening Date:** 9/6/2011

Grade Level: K-5 **Hours of Operation:** 7:30 AM to 5:00 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 12

Student/Teacher Ratio: 11:1 **Student Waiting List:** 200

Attendance Rate/Percentage: 94.91

Summary Data Part II

Enrollment: 139 Per Pupil Subsidy: \$13,047.17 Reg Ed / \$28,555.37 Spec Ed

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	136
Hispanic:	0
White (Non-Hispanic):	3
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80.57

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 17

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	175	175	0	0	175
Instructional Hours	0	0	1137.5	1137.5	0	0	1137.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

Urban Pathways K-5 College Charter School (UPK-5CCS) is a school for students in grades K-3. The primary population comes from the Pittsburgh Public School System; however, enrollment is increasing from districts outside the city. The school operates in a downtown urban setting and is made up of a student population that is 97% African American with over an 80% overall free and reduced lunch designation. Almost 12% of our student population includes students with identified needs.

Urban Pathways K-5 College Charter School is a college preparatory school which believes that EVERY student should be given the opportunity to expand their post-secondary options by attending the college or university of their choice.

Mission

The Urban Pathways K-5 College Charter School is committed to creating a holistic and integrated learning community dedicated to the educational success of each student. The school's mission is to provide every child with the academic competencies, attitudes, and the network of support needed to succeed in life in the city or beyond it. While the school was founded on the New Standards, the school now adopts the Pennsylvania State Standards. It is our intention that all students will work toward 100% proficiency as we strive to follow the guidelines set forth in the NCLB Act. In addition, by the end of the each academic year, students must demonstrate through exhibits (written and oral presentations) that they have achieved the

standards for that grade level. Writing daily and operating in teams are ways in which the school helps to prepare students for life beyond high school.

Vision

The school will prepare children and youth to become critical thinkers, socially capable and culturally competent leaders equipped with the essential skills needed to compete in the world of work and become productive, purpose-driven citizens who demonstrate a character of integrity. We pledge to guide every child to acquire the academic competencies, the attitudes, and the network of support relationships that will allow them to continue on the path after graduation. We are committed to creating an intercultural community where we learn together and change the conditions in which we live. UPCS seeks to be nationally and internationally competitive. To that end, it has high and rigorous standards for all students. Student achievement is at the core of every activity.

We envision a unique learning environment where all of our students succeed both academically and as whole persons. Our Vision has been achieved when:

- All students who come to UPCS graduate from UPCS.
- Our graduates all receive post-secondary acceptances along with the financial help and scholarship aid to take advantage of these acceptances.
- All students are successful in whatever post-secondary choice they make

Shared Values

The school community insists on small class sizes of no more than 20 if possible. The PA State Standards drive much of what is done to promote student achievement. Parent participation is key to our success. Parents must be involved as partners to have success with their child. The surrounding downtown community and local universities serve as support for our facilities and supplemental programs. Students are encouraged to become responsible, not only for themselves, but for their school environment as well. Teachers, parents and students are a part of decision-making.

The strengths of UPCS include: care and concern on the part of the staff for the well being of students; programs supporting student learning; individual meetings with parents three times a year; cooperation with city resources; and the willingness of staff to go above and beyond what is required to help students. UPCS is a very strong, disciplined environment that lends structure to students' lives. Students are not socially promoted; therefore, they learn the value of deadlines and working toward a goal.

Urban Pathways supports a culture of rigorous and engaging curriculum, innovative, unique and effective instruction, intensive teacher and leadership training and identification, and meaningful continuous assessment that is aligned with PA State Common Core Standards. The school also believes in partnering with like-minded organizations that can assist in carrying out Urban Pathways' mission.

Academic Standards

Urban Pathways curriculum is standards and performance based, with a foundation in the Pennsylvania Department of Education Common Core State Standards for all content areas. Urban Pathways uses the Core Knowledge curriculum to take an "inquiry-based" approach to learning, with essential questions and engaging scenarios driving instruction. The

idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The more a student knows, the more they are able to learn. This insight, well-established but cognitive science, has profound implications for teaching and learning. Achieving the most important goals for education — greater reading comprehension, the ability to think critically and solve problems, even higher test scores — are a function of the depth and breadth of one's knowledge.

By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music and the visual arts, the Core Knowledge curriculum represents a first-of-its kind effort to identify the foundational knowledge every child needs to reach these goals — and to teach it, grade-by-grade, year-by-year, in a coherent age-appropriate sequence.

There is also a heavy emphasis on data-driven instruction based on national and local assessments. The materials and resources vary, according to subject area, grade level, and student ability. Urban Pathways has aligned the curriculum to the PA standards, and teachers are accountable for demonstrating that their lessons reflect those standards.

All children learn at UPCS. The curriculum is organized by grade level around the PA Common Core State Standards. The school allows for students to meet expectations at different rates. When students are not participating, parents are engaged. Help is given to students in many ways: such as, classroom differentiation and before and after school tutoring. The curriculum is challenging, yet teachers implement real life examples throughout their teaching to help reach students at all levels. Students who do not meet expectations are offered tutoring services. Parents have "real time" online access to student progress via our Parent Portal where they can view their child's grades, attendance and discipline.

A set lesson plan format is required that includes method of instruction and assessment. Teachers are encouraged to use engaging scenarios that link objectives with interesting tasks. Tasks are organized for students to fulfill according to ability level (basic to advanced.) Walkthroughs and observations help to promote good teaching methods and organization of material. Help is also given to teachers through regular staff development. Teachers are given staff development opportunities to learn how to use student data to drive instruction. All teachers are expected to incorporate reading and math skills into their content areas.

Learning Partnership Meetings are mandatory at UPCS. At that time, the child's teacher talks with parents and students about the importance of their involvement in the academic development of their child. Test results as well as each child's social and emotional well-being are reviewed. Results are shared with teachers so that they know which students need assistance. An array of services are offered daily to help students with any problem that they may encounter.

Teachers review the data from test results. They are expected to incorporate areas of weakness into their daily plans. They are to work closely with their supervisor to insure that they are on target with meeting the standards. In 2011-2012, test results from the PSSA, NWEA MAP, DIBELS and DRA assessments were used.

Teachers engage students in a variety of ways. They use warm up activities, investigate various approaches, independent and group work centers, read aloud and many participatory methods. All teachers are responsible for verifying their part in student learning. The Pay for Performance salary system requires portfolios for that verification.

Strengths and Challenges

Due to its status as a charter school, Urban Pathways K-5 College Charter School faces challenges. Urban Pathways does not receive equal funding from any public school district. The school is faced with training students to be self-disciplined when they arrive. The school must also get students on grade level.

Even as Urban Pathways faces these challenges, the school has overwhelming strengths. To ensure student success, Urban Pathways offers a variety of services to the students. Tutoring, counseling and mentoring are just three of the services Urban Pathways uses to help students improve.

Urban Pathways has high expectations for both students and parents. Urban Pathways believes strongly that the parent of the child is the most influential person in the student's success in school. To ensure that the parent is fully aligned with the school, family orientation meetings are set up prior to the start of the school year to make sure both parties are on the same page about what is expected of both the student and parent. Parents are expected to attend Learning Partnership meetings four times each year with their student as well as to support school policies regarding uniforms, discipline, attendance, and other important tenets of the charter school. As a result of UPCS's efforts, parents are engaged with the school and offer their support. UPCS's end of year survey of parents and students, which was administered by a third party, continues to exceed a 4.0 rating on a 5.0 scale.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

Strategic Plan Overview

Urban Pathways K-5 College Charter School is on year one of its first five year strategic plan focused on student achievement and whole person success. Using a Balanced Scorecard as its planning format and strategic management tool, Urban Pathways set ambitious performance targets for measures. It is considered quite innovative for a single school to undertake a Balanced Scorecard and Urban Pathways is committed to measuring what matters and continually improving performance.

What future do we see for Urban Pathways Charter School?

Urban Pathways is focused on student achievement through four student outcome goal areas: 85% of the students in the elementary grades will demonstrate academic growth in reading and mathematics as measured by PVAAS, the school will become a Core Knowledge official visitation site as certified by the Core Knowledge Foundation by 2015, staff satisfaction, family participation in social service programs.

Today's situation

As Urban Pathways K-5 College Charter School concludes its first school year, it has become a sought-after institution, with waiting lists at each grade level. Students in all grades made growth in reading achievement as measured on Pearson's DRA. In addition students in second and third grade demonstrated growth in math and reading as measured on the NWEA Map RIT scale. Parents and faculty both rate it over 4.0 out of 5.0 which shows that the school is meeting expectations in both categories. Funding continues to be available from local foundations, which carries with it their stamp of approval as well as their support.

Urban Pathways continued to receive funding for a third and fourth year of its innovative Urban Learning Lab, a program that allows it to partner with other educational institutions to test practices that inspire learning and improve achievement in urban youth.

The Planning Process

The planning process that launched the first five-year plan included multiple sessions with Urban Pathways' Board, Administrative Team, Faculty members and Citizens' Advisory Board. The Citizens' Advisory Board, which meets monthly, continues to provide a community perspective to the school through regular meetings to discuss and review plans, projects and challenges facing the school.

The Planning Framework

In addition to the framework specified by the PA DOE, UPCS has followed a planning process built on the Balanced Scorecard. The Balanced Scorecard process begins with the creation of a Strategy Map — a one page snapshot of the key areas of focus and cause-and-effect-linked objectives that will result in the overall outcomes desired. This strategy map is used to guide all planning throughout the year and while annual updates are encouraged, it does not change radically from year-to-year so that trends can be established.

Perspectives determine the lenses through which the organization is viewed and organizes the objectives on which the school will concentrate. The objectives on the strategy map then become the foundation of the scorecard, which identifies appropriate measures for accomplishing each objective, sets targets for desired performance in each measurement area and identifies those initiatives that will enable UPCS to reach its targets. Many of the targets are time-phased, allowing for growth and improvement from year to year.

UPCS has automated its plan with a Balanced Scorecard application that allows frequent updates as data is collected for each measure and target. The updates then produce a color-coded scorecard with arrows to show progress against the intended targets: Green for meet or exceed target, Yellow for areas of concern where target is being missed slightly, and Red for areas that need serious attention because target has been seriously missed. This scorecard is then used to quickly focus Board and Administrative attention on those things needing attention so time and resources can be prioritized and applied where they will do the most good.

UPCS's Mission, Vision and Values

1. What is our Mission?

The Urban Pathways K-5 College Charter School is committed to creating a holistic and integrated learning community dedicated to the educational success of each student.

2. What is our Vision?

The school will prepare children and youth to become critical thinkers, socially capable and culturally competent leaders equipped with the essential skills needed to compete in the world of work and become productive, purpose-driven citizens who demonstrate a character of integrity. We pledge to guide every child to acquire the academic competencies, the attitudes, and the network of support relationships that will allow them to continue on the path after graduation. We are committed to creating an intercultural community where we learn together and change the conditions in which we live.

What do we stand for (Guiding Principles)

Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most:

- Achieving excellence in all we do.
- Treating each child individually
- Equipping each child to succeed
- Making learning relevant and interesting
- Providing a safe environment for learning
- Ensuring that students learn in the community as an extension of the classroom
- Fostering respect of self, others, the environment and the community
- Providing a nurturing culture
- Instilling a value of community service
- Fostering a continuous love of learning
- Urban Pathways has instituted Stephen Covey's Leader in Me program to instill these guiding principles in the students and improve behavior by fostering respect.

The UPCS Plan

Urban Pathways has committed resources to the student achievement objectives included on the balanced scorecard. Since this is the school's first year in existence, the scorecard represents baseline data to further build on. The scorecard is attached, which shows how the school intends to measure each objective and what its performance on each measure should be.

The Next Five Years

The remaining five-year plan for Urban Pathways builds on what it has learned, what it has accomplished and what it still hopes to achieve, particularly with regard to the Urban Learning Lab, becoming a certified Core Knowledge school, and Lighthouse School using the Leader in Me program, and demonstrating academic success as measured by DRA, GRADE, MAP and making AYP. UPCS believes that it has much to share with other charters and others working with urban students and will adopt a continuous improvement framework that will improve the performance of its own students and, where appropriate, help students in other schools find renewed interest in learning.

1. When, where and with whom will UPCS meet? As Urban Pathways continues to implement its second five year strategic plan, its board of Directors will take the lead as before. However, it also seeks input from:

- Parents, faculty, staff and students — through the annual survey, Administrative Team meetings and through small discussion groups convened for the purpose of providing feedback.
- Citizens principally through Urban Pathways' Citizens' Advisory Board and through other citizen based groups who work with the school.
- Through supporters — those foundations and others who support the work of Urban Pathways and have a stake in its success and its future.
- Through the Urban Learning Lab Team, assembled from a variety of citizen and educator sources to design and oversee implementation of the Urban Learning Lab.
- Others with an interest in or a stake in Urban Pathways future as the process progresses.

2. What is your Timeline?

Since Urban Pathways is in the first year of its first five-year plan, its current timeline is 2011-12 through 2015-16. Momentum will be sustained by focusing on performance achieved during the first year and by highlighting the outcomes to be achieved in the next four years. Participants will

be challenged to share in determining how outcomes should be achieved and to identify the role they can play in ensuring success.

3. Who will be responsible for which aspects of the planning process?

The Board is the lead entity in any strategic planning process, given their responsibility for being accountable to the community for the resources provided to the school and the contribution it makes to the quality of education in the community. In its lead role, the Board affirms the mission, determines the vision for the next five years and ensures that the guiding principles reflect the values that Urban Pathways will stand for.

Input will be obtained from the key groups outlined in #1 with the help of an outside survey company, a professional planning consultant and facilitator and members of the Administrative Team. Board members will participate selectively as appropriate. The input will be used to determine Urban Pathways strengths, weaknesses, opportunities and threats and to help evaluate priorities for the current planning period. Revisions will be made to the strategy map drafted by the Board as appropriate when circumstances change.

The Administrative Team will determine how to measure performance in achieving each objective and, working with key faculty and staff members, will set targets — that level of performance that Urban Pathways will achieve in each objective area. Administrators and other key faculty will determine the initiatives that will allow Urban Pathways to reach its targets.

Data collection to monitor performance will be handled internally, using a variety of data sources. Results will be integrated into the Balanced Scorecard software that allows Urban Pathways to track its performance against the targets it has set. Reports generated from this software are shared with the Board so that it can monitor performance and note areas needing attention.

4. How, when what and with whom will you communicate?

Urban Pathways already communicates extensively with its Board, its Citizens' Advisory Board, and its funders. It also communicates extensively through meetings, written material sent home, events, a periodic newsletter and a website with parents and others who may be interested in learning more about the school. It is exploring other technology based communications techniques such as blogs to better reach its students, although in a 200 student school, reaching students has always been successful.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Clautti, Linda	CEO Urban Pathways Charter Schools	Administrator	Board of Directors
Conner, Shannon	Urban Pathways K5 College Charter School	Elementary School Teacher	David Gallup
Egan, Tom	Urban Pathways 6-12 Charter Schools	Administrator	Linda Clautti
Fayfitch, Peggy	UPCS Board of Directors	Board Member	Linda L. Clautti, CEO
Fitzgerald, Kimberly	Urban Pathways K5 College Charter School	Administrator	Linda L. Clautti, CEO
Gallup, David	Urban Pathways K5 College Charter School	Administrator	Linda L. Clautti
Garland,	Urban Pathways 6-12 Charter	Administrator	Linda Clautti

Kathleen	Schools		
Mizerak, Sally	CAC Member and Community Consultant	Business Representative	Linda Clautti
Moshier, Cherie	Architect	Business Representative	Linda Clautti
Slider, Brett	Urban Pathways 6-12 Charter Schools	Administrator	Linda Clautti

Goals, Strategies and Activities

Goal: Increase Parent Involvement

Description: Increase in number of parental participation by 50 people

Strategy: To Increase Parent Involvement

Description: Urban Pathways will hold four family nights throughout the school year. Topics covered during the family nights will be reading, curriculum, leadership and values for life.

Activity: Family Orientations

Description: Students and their parents are invited in before the start of each school year to have a meeting with members of the staff to be clear about the school's values and mission and to dialogue about any part of school life.

Person Responsible Timeline for Implementation Resources

Gallup, David	Start: 8/27/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Parental Involvement Classes

Description: The Center for Family Excellence offers parental involvement classes to Urban Pathways' families based on the Values for Life program. Classes are held on Saturdays and parents will be taught all Values over a two week program. Classes are held throughout the school year.

Person Responsible Timeline for Implementation Resources

Gallup, David	Start: 8/27/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

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

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

Strategy: Monitor student attendance

Description: Monitor student attendance using school information software.

Activity: Monitor Student Attendance

Description: Monitor student attendance daily. Notify parents of student absence via automated Alertnow message. Monitor cumulative/consecutive absences using school information software and notify parents of any unexcused absences over three days in writing and schedule a parent conference. Report any unexcused absences over three days unexcused to home district for truancy issues.

Person Responsible Timeline for Implementation Resources

Gallup, David	Start: 8/27/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

At Urban Pathways K-5 College Charter School, our teachers will be encouraged to be as creative as they choose to be with respect to their teaching methods. They will have hundreds of

high-quality lesson plans available for use from the Core Knowledge Foundation, but they will also have the freedom to use their professional judgment to decide how best to meet the needs of all of their students. Because the Core Knowledge curriculum is such a rich and deep curriculum, no single teaching method can be used at the expense of others. We will have a balance of teacher-directed instruction, activities, and inquiry-based learning experiences. Our teachers will be among the most dynamic and committed in the area, and we believe that when you combine excellent teachers with the freedom to be creative, the result will be enhanced learning for ALL students. In addition, teachers will have an unprecedented amount of time to Urban Pathways K-5 College Charter School and prepare lessons that will be the most effective for their students.

Urban Pathways K-5 College Charter School sees the support and guidance given to our students by parents as one of the most critical components of our students' success. In many ways we view our role with parents and loved ones as a partnership. While we provide the resources necessary for student intellectual development, it is those around the student at home and out of the school that will make the difference about whether or not students truly take advantage of these resources.

Rigorous Instructional Program - Attachments

- Professional Development Calendar
- Staff Induction Program

English Language Learners

During the initial interview conducted with the student and parent, three basic questions that are required on the Home Language Survey will be asked. This includes:

1. What was the first language your child learned to speak?
2. Does your child speak a language other than English? If yes, specify the language. This does not include languages learned in school.
3. What language(s) is/are spoken in your home.

Urban Pathways' reading specialist will be involved in the assessment of students identified in the screening as potential ELL students. Students will be assessed with appropriate instruments to determine eligibility and need. All assessment results will be placed in the student's permanent record file.

The instructional program will be developed by the reading specialist in coordination with the local intermediate unit. The focus of this instructional program will include the development of English language skills and provisions for meaningful participation in subject area instruction. The student's academic program will be developed on an individual basis.

Planned ELL instruction includes listening, speaking, reading, and writing at different levels of proficiency. ELL classes will replace English class instruction required for graduation.

English Language Learners - Attachment

- ELL Policy

Graduation Requirements

UPCS K5 does not graduate students.

Special Education

Urban Pathways K-5 College Charter School currently houses Kindergarten through third grade and will add the fourth grade for the 2012 -2013 school year. The identified students are reviewed individually and are provided FAPE in the least restrictive environment (LRE). Students are included in the regular classroom setting with the use of supplementary aids and services, along with modifications and accommodations. The special education teacher provides 'push in' and 'pull out' support for identified students and assists in following the specialized instruction as per the IEP. A continuum of services is made available for the students who require a small group setting with one-on-one support. The placement and type of support for the identified students includes itinerant and supplemental support. Disability categories for the 2011- 2012 school year are: specific learning disability (five students), speech and language impairment (nine students), other health impairment (two students), emotional disturbance (two students) and intellectual disability (one student).

The school incorporates programs that include the identified students to aid in building lasting habits of effectiveness. Examples of several key components that add to the student's academic and emotional growth are a highly qualified regular and special education staff, behavioral specialist, reading specialists, school psychologist, and a social service team. The principal works closely with his team of employees and provides a learning environment with high expectations and assessments that prove to display growth of the students. Staff is provided professional development and trainings to help prepare and plan for the identified students being included in the general education classroom. The staff works collaboratively while diligently working on the skills needed to select and adapt curriculum and services to individual needs. Students who are at risk are provided early, effective assistance. RTI is used as one part of the data-based process of identifying student needs. Our model seeks to prevent academic failure through universal screening, frequent progress monitoring, research-based interventions, flexible support, and increasingly intensive instructional interventions with a focus on providing high-quality instruction and interventions matched to each student's needs. If the student does not respond to effective interventions, it is discussed by the multi-disciplinary team (including the parent/guardian) whether an initial evaluation is necessary by the school psychologist to determine if the child has a disability .

Weekly meetings are held to review the progress and needs of each child. Attending these meetings are the principal, the child's teacher, special education teacher and/or director, school psychologist, reading specialist, therapist, aides and others who may be instrumental in implementing academic achievement. By participating in frequent meetings, concerns are addressed before they impact the student's academic and /or emotional growth.

Special Education - Attachment

- Special Ed Policies and Procedures Manual

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Megan Hackworth	100	Push-in/Pull-out support	Urban Pathways K5	8	Provides in classroom and learning support pull-out support for Special Ed Students.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or	Location	# of	Other
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	support		Students	Information
AIU-3	100 Speech Pathology	Urban Pathways K5 Charter School	9	NA
Jones, Douglas	100 Clinical Psychologist	Urban Pathways K5 Charter School	3	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Meghan Hackworth	Urban Pathways K5 College Prep	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
AIU3	Speech and Language Support, Phys/Occ Therapy, Counseling	20 Hours
Nicole Modarelli	School Psychologist	40 Hours
Douglas Jones	Clinical Psychologist	10 Hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	No	No
DRA	Yes	Yes	Yes	Yes	No	No
NWEA MAP	No	No	Yes	Yes	No	No
DIBELS	Yes	Yes	Yes	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
UPCS K5 is not a secondary school	No						

Student Assessment

At Urban Pathways multiple measurements are built in to the academic calendar. These measures include PSSA, NWEA MAP, DIBELS and DRA. The assessments are then used by the Academic Team and teachers throughout the year to drive instruction. Curriculum Maps are revised before teachers complete the school year. These maps target areas in need of improvement. In the summer, maps are reviewed by the Academic Team for standards and academic rigor. Upon the return of the school year, teachers will review current data, particularly from those assessments mentioned above, to drive their curriculum at the lesson level. During the academic year, teachers use the data to set goals for individual success. In addition,

teachers identify areas that students have mastered and those areas in need of more instruction and practice.

Weekly meetings are held for struggling learners where teachers have time to meet with the Director of Curriculum and Assessment, Director of Special Education, and the Reading Specialist to identify students who need additional support both in the classroom and through tutoring. During this time, data is used to determine a student's learning path. Data is used to group students into small groups for guided reading instruction. Students needing remediation are offered additional services by a special education teacher or reading specialist. Additional services may include, but are not limited to, small group instruction and push in/pull out support.

Student Assessment - Attachment

- PSSA 2011-12 K5 Test Scores

Teacher Evaluation

Formal evaluations are done on all staff, and all staff participate in Pay for Performance. In addition to formal observations and evaluations, supervisors and others who help with instructional techniques and behavior management conduct walkthroughs. Walkthroughs are a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards. Also, it allows the observer to note if students are engaged in real learning.

Teachers who are having difficulty are given resources and coaching to help them. The Plan is reviewed according to the schedule set up by the supervisor.

The Principal is responsible for teacher evaluation. An end-of-year evaluation meeting takes place with the Academic Team. The Pay for Performance Program allows those individuals who are performing in above average ways to gain additional compensation.

Teacher Evaluation - Attachment

- Teacher Evaluation rubrics

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Urban Pathways K-5 College Charter School is in its first year of existence. Therefore, all staff members are new to the school, although all have multiple years of experience in school administrative roles. David A. Gallup, Jr. serves as Principal, Kimberly Fitzgerald as Director of Curriculum and Assessment, and Kathleen Garland as Director of Special Education. Dr. Linda Clautti is CEO.

Board of Trustees

Name of Trustee Office (if any)

Phyllis Comer Vice President

Harvette Dixon Treasurer

Peggy Fayfitch President

Brenda Tate

Jane Lewis Volk

Michael Vaughn

Art Wharton

Professional Development (Governance)

The Board of Trustees has several planning sessions around building, reviewing, and refining its strategic plan. It also plans two retreat meetings yearly. The Board has been intimately involved in the strategic planning process. The Board has adopted the John Carver Policies for Boards. At most board meetings, the Board takes time to talk about Governance Issues.

Coordination of the Governance and Management of the School

Much discussion takes place between the Board and the CEO. The CEO keeps the Board president fully informed of important matters. They talk regularly and meet monthly to review the agenda for Board meetings. The Board works well together and works towards consensus building. They understand their role as board members and do not micromanage the school administration. They are a model for boards in general. In all matters, the board and the school are cooperative with the chartering district. The Board and CEO reach out to District Board members to foster good relations and communication.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates

Community and Parent Engagement

The Board of Trustees supports any effort to bring parents into the school environment. Urban Pathways utilizes an open-door policy for parental visitation. Urban Pathways also offers recognition programs for students, parents, and staff. Multiple family nights, are held, and are sponsored by the Board and staff. In addition to being a wonderful time for parents and staff to meet and mingle, family nights are always well attended. Urban Pathways believes in extending teaching to parents as well. Parenting classes are offered through the Center for Family Excellence. Parents are also invited to enjoy the sounds of our Symphonic Wind Ensemble and The Sounds of Steel at their spring and winter concerts.

The CEO is an active participant in many of Pittsburgh's civic organizations. In 2009, she was recognized as one of the "Top 25 Women in Business." This year, the CEO has received awards from the following organizations: Strong Women Strong Girls Organization, Smart from the Start Foundation, Kids For Cribs and the Pittsburgh Pirates. She also has created a Citizens' Advisory Committee which meets monthly.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school has received a grant from Heinz Endowments for becoming a model lab for best practices in urban education. Urban Pathways was one of only two charter schools in Pennsylvania to receive the five year Keystones to Opportunities grant. In addition, grants have been awarded from, Metz Food Services, Highmark Healthy High 5, HealthierUS, and the Poise Foundation. Currently, there are other grants pending. School is receiving EITC funding.

Fiscal Solvency Policies

The budget is reviewed regularly by the CEO, the Director of Finance and the Board of Trustees. The school administration consults with its accountant whenever questions arise that need expert counsel.

Accounting System

UPCS uses the accrual method of accounting and complies with GASB statement #34.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Fiscal Template 2010-2011

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

UPCS K5 has only existed for one year, and an annual financial audit has not yet been completed. The audit is scheduled for August of 2012. The audit will be submitted to the authorizer by February 1, 2013.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

A PDE audit was not performed during the 2011-2012 school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

UPCS K5 acquired a lease for a building located at 925 Penn Ave in Pittsburgh Pennsylvania for the school. The building currently houses grades K-3 with a scheduled expansion to fifth grade by school year 2014-2015. UPCS occupies four floors of the building and eight classrooms. UPCS purchased classroom furniture from a local vendor, Mt Lebanon Office, for its eight classrooms including student and teacher desks, lockers, cabinets, and classroom fixtures. UPCS also purchased STAR interactive whiteboards for each classroom with an

overhead LCD projector, six Dell Desktop computers for each classroom, and office furniture for administrative staff. UPCS received federal E-RATE funding to purchase its information technology infrastructure from ePlus technology. Lastly, UPCS leases a copier from Ricoh via the COSTARS program, and Dell Laptops from Dell Marketing for teachers and administrative staff.

Future Facility Plans and Other Capital Needs

Next year, the school will begin leasing the fourth floor in the current building to hold fourth grade. Eventually, it will expand to hold grades K-5 by 2014, bringing the total estimated enrollment to 260 students by the 2013-2014 school year. Urban Pathways will need to purchase furniture in the form of classroom desks and chairs, and technology equipment to support these additional students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Urban Pathways Charter School adheres to all required laws regarding health and safety. Health and immunization records of students are in the office for review at any time. Additionally, student immunizations are stored in our school's student information system, MMS, which checks all student immunizations to ensure compliance with PA state requirements. Urban Pathways employs a full time nurse, and there is a fully equipped health room.

Urban Pathways holds monthly fire drills in accordance with PDE requirements. The staff coordinates the fire drills with the landlord's maintenance office and local fire department to properly test the fire alarms.

At this time, all Request for Reimbursement and Report for School Health Services has not yet been performed as the school is in its first year of operation. The request will be performed in December of 2012.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

Philadelphia Indemnity Insurance Company

- Directors and Officers Board Liability Insurance - \$1,000,000
- General Liability Insurance: Property Damage - \$2,000,000
- Tuition Coverage - \$800,000
- Educators Liability - \$1,000,000
- Umbrella Liability - \$4,000,000

Technology Insurance Company:

- Worker Compensation Insurance: Bodily Injury - \$100,000 / accident
- Disease - \$500,00 Metlife Co.
- Life and Accidental Death & Dismemberment - \$100,000
- Short Term Disability — 60% of Salary, max \$750
- Long Term Disability — 40% of Salary, max - \$5,000

Dental Plan - Highmark Blue Cross Blue Shield

Health Care Plans - Direct Blue Plan, Direct Blue Value Plan

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are 12 professional teaching staff at UPCS K5. 100% of the staff are certified teachers. At the time of this report, 100% will be returning for the 2012-2013 school year.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-2012

Student Enrollment

After a lottery for all applicants, students are admitted on a first come, first serve basis space permitting, with the city of Pittsburgh given priority status. Also, siblings of students already attending Urban Pathways are given priority status in the admissions process. When students are admitted, the school has no identifying data on them except names and demographics. Families have a deadline to obtain needed information for enrollment in order to keep their place for admissions. This information includes immunizations, proof of residency, transcripts, and previous years' report cards. The data collected has nothing to do with acceptance of a student, unless there was an expulsion in their student records. If a family does not provide all data requested, every attempt is made to contact the family, then, the student goes back on the waiting list and others are invited to attend. Students are accepted until classes are full. We admit students as space permits throughout the school year.

Student Enrollment - Attachment

- Student Handbook

Transportation

Students at Urban Pathways K-5 College Charter School travel to school in school buses, a service that is provided, coordinated and paid for by the student's home school district. Students

who have IEPs that specify transportation needs are accommodated. For field trips Urban Pathways hires specific companies to charter buses.

Food Service Program

Urban Pathways K-5 College Charter School participates in the National School Lunch Program. Urban Pathways uses the services of Metz, Inc. to supply lunches to students. All food complies with the standards in our Wellness Policy and State standards.

Student Conduct

The program follows a progressive discipline model. Consequences are administered in a firm, fair, and consistent manner. There is a strong support system in place for students. Teachers are expected to phone home whenever a serious matter arises in the classroom. The following list represents integral components of the system:

1. Warning to students
2. Parent/teacher/administrator conferences
3. Behavior contracts
4. Teacher and administrator detentions
5. Change of placement when necessary for students with an IEP
6. Mediation
7. Counseling and therapy
8. Group sessions

In all cases of suspension, students are given an opportunity for due process. Students always have an opportunity to discuss their concerns prior to any disciplinary action being taken.

In the 2011-2012 school year, there were 26 students involved in 54 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Urban Pathways K-5 College Charter School within Allegheny IU 3 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 Urban Pathways K-5 College 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: Linda L. Clautti **Title:** CEO
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: lclautti@upcs.net

Signature of the Chief Executive Officer and Date

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

Name: Board President **Title:** Peggy Fayfich
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: pfayfich@upcs.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Kathleen Garland **Title:** Director of Special Ed
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: kgarland@upcs.net

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page