

Crispus Attucks Youthbuild CS

**Charter Annual Report**

07/01/2016 - 06/30/2017

# School Profile

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## Demographics

605 S Duke Street  
York, PA 17401  
(717)848-3610

Phase:  
CEO Name:  
CEO E-mail address:

Phase 2  
Jacqueline Martino-Miller  
jmartino@crispusattucks.org

# Governance and Staff

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## *Leadership Changes*

Leadership changes during the past year on the Board of Trustees and in the school administration:

Our long-time President of the Board of Trustees resigned due to personal reasons, with another long time board member taking his position. We had one other long time board member reason due to personal reasons. The school administration has remained the same.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
Crispus Attucks Conference Room	7/24/2017 5:00 PM
Crispus Attucks Conference Room	8/28/2017 5:00 PM
Crispus Attucks Conference Room	9/25/2017 5:00 PM
Crispus Attucks Conference Room	10/23/2017 5:00 PM
Crispus Attucks Conference Room	11/20/2017 5:00 PM
Crispus Attucks Conference Room	12/18/2017 5:00 PM
Crispus Attucks Conference Room	1/22/2018 5:00 PM
Crispus Attucks Conference Room	2/26/2018 5:00 PM
Crispus Attucks Conference Room	3/26/2018 5:00 PM
Crispus Attucks Conference Room	4/23/2018 5:00 PM
Crispus Attucks Conference Room	5/21/2018 5:00 PM
Crispus Attucks Conference Room	6/25/2018 5:00 PM

## *Professional Staff Member Roster*

*There are no professional staff members.*

The professional staff member roster as recorded originally on the PDE-414 form

*XLS file uploaded.*

## *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Executive Officer	1.00	1.00				1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	6.00	6.00				6.00
Specialty Teacher (including Master Teachers)						
Special Education Teacher (including Master Teachers)	1.00	1.00				1.00
Special Education Coordinator						
Counselor						
Psychologist						
School Nurse						
Case Manager	3					3
Executive Assistant	1					1
Teacher's Aide	1					1
Coordinator of Security-	1					1
ISS Monitor	1					1
Construction Manager	1					1
Construction Trainer	3					3
Assistant to the CEO	1					1
Senior Administrative Assistant	1					1
Administrative Assistant	1					1
<b>Totals</b>	<b>23.00</b>	<b>9.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23.00</b>

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

Major fundraising activities performed this year and planned for next year:

There were no major fundraising activities this year, nor are any planned for next year in order to focus on our student development.

## *Fiscal Solvency Policies*

Changes to policies and procedures to ensure and monitor fiscal solvency:

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

### **Fiscal Solvency Policies**

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

*No files have been uploaded.*

## *Accounting System*

Changes to the accounting system the charter school uses:

There have been no changes to the accounting system the charter school uses.

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

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

*PDF file uploaded.*

## *Financial Audits*

### **Basics**

Audit Firm:	RKL, LLP CPA's
Date of Last Audit:	12/02/2016
Fiscal Year Last Audited:	2015-16

### Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

*This narrative is empty.*

### Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

*PDF file uploaded.*

### Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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## *Federal Programs Consolidated Review*

### Basics

Title I Status: Yes

Title I First Year Status:

### Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

*PDF file uploaded.*

### Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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# Special Education

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## *Chapter 711 Assurances*

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and 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 their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of 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.

Following 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.

Assurance of 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.

## **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Education Aide	Classrooms	1

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
School Psychologist	0.5 Days	Intermediate Unit	32

## *Special Education Cyclical Monitoring*

Date of Last Special Education Cyclical Monitoring:  
Link to Report (Optional):

05/12/2014  
Not Provided



**Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

*PDF file uploaded.*

# Special Education Personnel Development

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## LIU 12 Special Education Advisory Council

Our Special Education Teacher attends the monthly LIU special Education Advisory Council meeting to remain up-to-date on special education practices and procedures

Person Responsible	Principal
Start Date	9/1/2016
End Date	6/30/2017
Program Areas	Professional Education, Special Education
Hours Per Session	3
# of Sessions	10
# of Participants Per Session	25
Provider	LIU 12
Provider Type	IU
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA 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.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Proper implementation of IEPs
Evaluation Methods	Implementation of IEPs

## CPI Renewal and Awareness Training

Annual renewal training and awareness training for new staff in CPI to effectively de-escalate students, as well as review physical support steps should they be needed.

Person Responsible	Principal
Start Date	5/3/2017
End Date	5/3/2017
Program Areas	Professional Education, Special Education
Hours Per Session	4
# of Sessions	1
# of Participants Per Session	16
Provider	LIU 12
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Paraprofessional Related Service Personnel
Grade Levels	High (grades 9-12)
Follow-up Activities	Utilize effective practices in specific situations
Evaluation Methods	Utilize effective practices in specific situations

### **Semi-Annual Teacher Meeting**

Review of special education programming and procedures.

Person Responsible	Principal
Start Date	8/16/2016
End Date	1/3/2017
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	8
Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	High (grades 9-12)
Follow-up Activities	Discussion at weekly staff meetings to ensure effective IEP implementation.
Evaluation Methods	discu

### **Building Relationships with Students**

Utilizing the principles of SWPBIS, staff will strengthen their relational skills with students to keep them better focused on academic and social achievements, that includes on-site coaching.

Person Responsible	Principal
Start Date	8/18/2016
End Date	2/8/2017
Program Areas	Professional Education, Special Education
Hours Per Session	3
# of Sessions	2
# of Participants Per Session	21
Provider	LIU 12
Provider Type	IU
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Related Service Personnel
Grade Levels	High (grades 9-12)
Follow-up Activities	Discussion at weekly staff meetings to ensure effective implementation.
Evaluation Methods	Discussion at weekly staff meetings to ensure effective implementation.



# Special Education Program Profile

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## Program Position #1

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Crispus Attucks Youthbuild Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 21	9	0.28
Crispus Attucks Youthbuild Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	18	0.56
Crispus Attucks Youthbuild Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	17 to 21	5	0.16

# Facilities

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## *Fixed assets acquired by the Charter School during the past fiscal year*

Fixed assets acquired by the Charter School during the past fiscal year:

1. Portion of costs for a sound system.
2. New van for use in program

**The total Charter School expenditures for fixed assets during the identified fiscal year:**

*\$42,420.89*

## *Facility Plans and Other Capital Needs*

The Charter School's plan for future facility development and the rationale for the various components of the plan:

At the present time, there are no plans for future facility development.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Crispus Attucks Center for Employment and Training (CACET)	Delineate services provided to the school for our students.
LIU 12 Title III Consortium	Provide services and products to members of the consortium relative to Title III funding.
York City Police Department	Biennial Services Agreement as required under Safe Schools.
York County Office of Children, Youth, and Families	Transportation procedures agreement for Foster Care Youth for ESSA requirements.

# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

I verify that all information and records in this charter school annual report are complete and accurate.

**The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.**

**Affirmed by Irene Hudson on 7/25/2017**

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*President, Board of Trustees*

**Affirmed by Jacqueline Martino on 7/20/2017**

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*Chief Executive Officer*



## **Charter School Law Affirmation**

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Irene Hudson on 7/25/2017**

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*President, Board of Trustees*

**Affirmed by Jacqueline Martino on 7/20/2017**

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*Chief Executive Officer*

## **Ethics Act Affirmation**

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Irene Hudson on 7/25/2017**

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*President, Board of Trustees*

**Affirmed by Jacqueline Martino on 7/20/2017**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

**Affirmed by Irene Hudson on 7/25/2017**

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*President, Board of Trustees*

**Affirmed by Jacqueline Martino on 7/20/2017**

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*Chief Executive Officer*

## **Charter Annual Administrative Certification Affirmation**

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

**Affirmed by Irene Hudson on 7/25/2017**

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*President, Board of Trustees*

**Affirmed by Jacqueline Martino on 7/20/2017**

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*Chief Executive Officer*