

(LOGO)

ASPIRA Bilingual Cyber Charter School

Pennsylvania Cyber Charter School

2014 Renewal Application

ASPIRA Bilingual Cyber Charter School
4322 North 5th Street, 2nd Floor
Philadelphia, PA 19140



ASPIRA BILINGUAL CYBER CHARTER SCHOOL

An ASPIRA, Inc. of Pennsylvania School
4322 N. 5th Street, 2nd fl. * Philadelphia, PA 19140
Phone: (215) 455-1300 * Fax: (215) 455-6310

Dr. Lucila Paramo
Principal

November 14, 2014

Mr. Steve Carney
PA Department of Education
Charter Schools Office
333 Market Street, 10th Floor
Harrisburg, PA 17126-0333

Dear Mr. Carney:

I am pleased to submit this 2014 Cyber Charter School Renewal Application for ASPIRA Bilingual Cyber Charter School. This is our first renewal application, and it comes during a hopeful and exciting time in our school's history. Throughout ASPIRA Cyber's 4.5 years of operation, we have overcome several challenges, have learned a plethora of useful information, and are currently on a hopeful upswing. We have made significant strides in discovering what does and does not work in a bilingual online learning environment, with predominantly all highest need students.

Trailblazing within a unique situation

As the first bilingual cyber charter school in the state and one of a few in the country, there is no proven model to follow, established best-practices to guide us, nor legitimate research-base to utilize in program design. We are working on trial-by-error basis and establishing our own knowledge base of what works and what does not with our student population in a bilingual, online setting. We serve highest need students, almost entirely low-income, 46% SPED, 20% ELL (36% of whom are also SPED), and a large population of parenting teens, foster children, and youth in the juvenile justice system. In an online learning setting, student self-regulation and discipline are paramount factors affecting student performance, yet our student population is comprised of students with lower than average probability of having those skills. This has created a unique situation for us to navigate.

Movement toward measurement

Our initial charter did not propose authentic performance measures. We did not originally measure the performance of our teachers or Principals, or of our Charter Management Organization. We did not have data collection policies or tools and did not use data to inform instruction or our partner relationships. I am proud to say, those days are gone. We have developed new goals that are quantifiable, have acquired great technology tools to track data efficiently, and have begun developing processes and techniques to analyze data to enhance school and student success. We have dedicated a data evaluation room and weekly afterschool meetings specifically for student and classroom level data evaluation and improvement planning.

Academic success efforts

ASPIRA's academic performance has been sub-par, primarily due to us needing time to figure out a bilingual online learning model that works for our highest need population since there is no real research-base or other



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bilingual online models to follow as a guide, due to our low enrollments which skews the data since we have no legitimate subgroups, due to the high transiency of our students, and due to our drastically increasing ELL (20% in 2014-15) and SPED (46% in 2014-15) populations. Despite these struggles, our older students have shown much improvement. Students in 9th grade in 2012-13 went from 0% (PSSA) to 27% (Keystones) proficiency in reading and 0% (PSSA) to 19% (Keystones) proficiency in math in 2013-14. Students in 10th grade in 2012-13 went from 20% (PSSA) to 40% (Keystones) proficiency in reading and 0% (PSSA) to 18% (Keystones) proficiency in math in 2013-14. Students in 11th grade in 2012-13 went from 0% (PSSA) to 17% (Keystones) proficiency in reading in 2013-14. Based on 2014 PVAAS data, our students met or exceeded the PA Academic growth standards for Algebra 1 Keystone, PSSA Math Grade 6, PSSA Math Grade 7, Literature Keystone, PSSA Reading Grade 6, PSSA Reading Grade 7, Biology Keystone. Additionally, our PA School Performance Profile went up 10 points from 2012-13 to 2013-14. Despite our academic struggles, we are proud to say that to date, there have been no official grievances or complaints from parents, staff, or students related to ASPIRA Cyber. Our school community has been extremely supportive of our efforts to establish an online bilingual learning environment of success. These relationships are a key to our current and continued achievement.

Customized instructional model

We began our flipped classroom model at the end of the 2013-14 academic year and it showed much promise and offered needed encouragement. In flipped teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher. In class, students apply the knowledge by solving problems and doing practical work, as the teachers support them. The teacher serves as a support for the students when they become stuck, rather than imparting the initial lesson in person. With our groups of highest need students, this method of teaching is likely to produce much better results than the school has seen in the past. This 2014-15 school year will be our first complete year of its implementation and we are eager to evaluate the student outcomes that result.

Bilingual model revisions

We have experimented with various bilingual and dual-language models in the online learning sphere. We have found that requiring both English literacy and Spanish literacy courses for all students is successful. Students then receive their other core subject courses in their dominant language (English or Spanish) and their electives in their weaker language. All students then also have global languages courses available to them. We will tweak this model as needed based on performance data. For now, we are confident in its continued success potential.

New technologies to support instruction

After several years of struggling with learning management systems and online curricula, we are confident and excited about Acellus, our new online learning system. "Acellus courses are taught via tiered video instruction – each course is broken up into individual concepts, and each concept has multiple videos available. Acellus is able to customize the course to the individual pace and level of each student. As the student progresses through the course, every response is recorded and monitored, and through I2 technology, personalized help videos are delivered right when the student needs assistance in a concept." Acellus offers over 125 K-12th grade courses, credit recovery, tutoring options, ELL and SPED adaptations, and much more. Its real-time attendance and



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progress data empowers our teachers to differentiate their support of each student and target interventions appropriately. This responsiveness to data is vital to our goal of consistent student progress. We have also added Adobe Connect to foster face-to-face time between students and teachers; document cameras to provide real-time, visualized, and personalized instruction; and a new tutoring program for students needing additional support. We are confident in these new technologies and their ability to improve student outcomes.

Rigorous professional development

Between 2011 and 2013, ASPIRA Schools developed an internal model of professional development for teachers known as ASPIRE, which stands for Acknowledging Superior Practice in Rigorous Education. In the ASPIRE system, all teachers are informally evaluated 8-10 years per year (walkthroughs). Formal observations are conducted twice per year of teachers and administrators. All announced observations begin with a preconference, and a post-conference follows the actual formal observation. For teachers, areas of refinement and an area of reinforcement are identified during the post-conference, which their teacher coach follows up with them about as the year progresses. Principals who do not achieve a satisfactory rating must follow an action plan until the next evaluation (usually 90 days). The teacher and principal evaluators use a Professional Instructional Rubric with specific indicators and descriptors that are based on the Charlotte Danielson Framework. Leadership uses data from these evaluations along with high stakes tests, such as the PSSA and Keystones and periodic benchmarks, to develop a school plan. The purpose of this plan is to increase the likelihood that teachers are implementing specific and effective classroom interventions and that they can directly link changes in student achievement to those interventions for increased student achievement. We are proud of our work to develop our educators to in turn increase student achievement. The ASPIRE Handbook is attached.

A successful grade orientation

We are proposing to change our school from grades K-12 to only grades 7-12. Our enrollments in the lower grades have been consistently low and 100% online learning simply has not proven feasible for elementary level students in our highest need targeted population. Realistically, we do not foresee this changing. The hope we have seen in our online bilingual model has been with older students. We believe it is more sensible to capitalize on what has been working with our older students rather than continuing to attempt to “force a square peg into a round hole” with the younger children.

Governance improvements

Our Board has made it through several challenges in the last 3 years. A conflict with our charter management organization led to the resignation of ASPIRA Schools' Chief Academic Officer (CAO), the Chairperson of ASPIRA of PA's Board to step down, and the Chairperson of ASPIRA Schools to step down. ASPIRA Cyber's Principal at the time was made the interim CAO of ASPIRA Schools and an Assistant Principal from another ASPIRA school was moved to ASPIRA Cyber to serve as their acting Principal. It is expected that the current acting CAO and ASPIRA Cyber Principal will have their interim positions made permanent this 2014-15 school year, enabling ASPIRA Cyber's leadership structure and the leadership structure of ASPIRA Schools aggregately to finally re-settle and establish foundational solidarity again.



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Renewal

We are confident now, in the fifth year of the school:

- that our new school goals with measurable performance indicators will more effectively guide the school,
- that our data is rich and tracked properly, and our evaluation processes to inform instruction are drastically improving,
- that our parent, staff, and student satisfaction with our efforts will continue to propel our school's achievement,
- that our bilingual model will lead to students proficient in English and Spanish,
- that our flipped classroom model works well to differentiate instruction and serve highest need students,
- that our new learning platform and curriculum is the right fit for our unique student population,
- that our professional development system is rigorous and effective,
- that our new grade orientation will allow us to focus on the strengths of our model, and
- that our leadership structure is on the precipice of renewed school stabilization.

Our new School Improvement Grant has provided additional hope in our ability to fill gaps in our infrastructure and processes, propelling a strong school model that we will be proud to actively market across the state within the next two years.

As this application demonstrates, ASPIRA Cyber is determined and making strong strides toward developing a successful, replicable model for successful online bilingual education. Being a trailblazer in this realm of the education sector has absolutely been a difficult road, but the support in us from our stakeholders has maintained the school's momentum. We are a learning community, demonstrated by our learning at the highest level of leadership, learning of our staff, learning of our parents, and learning of our students. We will continuously strive to make history in bilingual online education!

On behalf of the Board of Trustees, administration, staff, parents, and students of the ASPIRA Bilingual Cyber Charter School, I am honored to submit this application for renewal of our charter school.

With appreciation,

Dr. Lucila Paramo
Chief Academic Officer
ASPIRA Schools

I. Student Achievement

A. Progress toward Initial Goals and Objectives:

Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Provide a concise explanation and use data whenever possible.

The initial vision for ASPIRA Cyber students was:

- Above grade level in reading and math
- Bilingual and biliterate in English and Spanish
- Strong advocates for themselves and their communities
- Real world problem solvers

Progress towards “Above grade level in reading and math” - For students that stay at least two consecutive years, it is expected that 50% of them will be at grade level or above considering how they come in. Given our high level of transiency, this has proven difficult, yet we have improved our academic outcomes over the 5 years of the charter. Based on 2014 PVAAS data, our students met or exceeded the PA Academic growth standards for Algebra 1 Keystone, PSSA Math Grade 6, PSSA Math Grade 7, Literature Keystone, PSSA Reading Grade 6, PSSA Reading Grade 7, Biology Keystone. Additionally, our PA School Performance Profile went up 10 points from 2012-13 to 2013-14.

Progress towards “Bilingual and biliterate in English and Spanish” - We have not yet formally evaluated this. Our Director of Language Programs developed a pre/post test last year that will be implemented this academic year. It will gauge student Spanish proficiency which will be compared to their English proficiency.

Progress towards “Strong advocates for themselves and their communities” and “Real world problem solvers” – ASPIRA Cyber did not focus on this in its first few years. As of 2014, ASPIRA Cyber now requires teachers to work collaboratively on interdisciplinary projects. Students are expected to complete one of these projects per quarter. They have proven to be a great addition to our instructional strategy, both for professional development of our teachers as well as for project-based learning assets for students.

This vision was planned to be realized through:

- A curriculum rich in the arts and technology
- Core subjects taught in English and Spanish
- Strong, supportive community of parents and partners

Progress towards “A curriculum rich in the arts and technology” – We do not have a strong arts program, most of which is simply a budgetary issue. Technology is innately integrated into our school, given that it is an online program. Students take a technology course, which aims for each of them achieving IC3 certification.

Progress towards “Core subjects taught in English and Spanish” – Students currently receive both Spanish literacy and English literacy instruction daily. Other core content areas are taught in their stronger language.

Progress towards “Strong, supportive community of parents and partners” – ASPIRA Cyber relies on the involvement of its parents to help direct student learning. In 2013, we enhanced our parent orientation to better engage them in the online learning process. ASPIRA Cyber has developed several partnerships to enhance student learning, including Montage, Comcast, PECO, EPIC Stakeholders, and Holy Family University.

Our current mission and vision are:

Following the philosophy of our founding organization, the ASPIRA Bilingual Cyber Charter School (ABCCS) strives to better serve the local community and students across the state by preparing them to meet high academic standards. We hope to also enrich student lives through a bilingual approach that helps develop both language skills and cultural awareness. We are dedicated to the success of all students who have not had their needs met in a

traditional educational setting by expanding the frontiers of learning. We are committed to providing the services and educational programs using current technology necessary for these students to receive a high quality education as well as to give them the opportunity to grow beyond the limitations of a traditional school setting. We are devoted to providing rigorous; standards based instruction that allows our students to develop the necessary skills to be successful in an increasingly interconnected world while becoming independent, responsible citizens.

ABCCS will be a school:

- where the pursuit of learning is a constant focus for everyone, adults and students alike;
- where parents, faculty, and the community value each other as partners in helping young people become productive citizens;
- that promotes learning, with functional facilities, effective communication, and an exemplary curriculum that provides a strong foundation for all students;
- with an atmosphere of enthusiasm, safety, and caring;
- where decisions are made based on what is best for each student.

Initial “measurable” academic goals of ASPIRA Cyber were:

Goal 1: Students will become fully bilingual, developing clear and effective communication skills (reading, writing, speaking, and listening) in English and Spanish.

Goal 2: Students will develop creative problem solving and critical thinking skills in the subject area of mathematics.

Goal 3: Students will acquire knowledge and skills in the sciences and be able to conduct inquiries using the scientific method.

Goal 4: Students will learn about the political, economic, cultural, geographic, and technological forces, which have shaped the history of the world and of the United States.

Goal 5: Students will develop an informed appreciation of the arts and participate in their creation.

Goal 6: Students will learned the essentials necessary for a healthy, safe, and physically fit life.

Goal 7: Students will achieve competency un using technology.

Goal 8: Students will demonstrate skills associated with self-directed learning.

These goals do not have defined measures, despite being called measurable goals in the initial ASPIRA Cyber charter application. Because of this, we have developed new, quantifiable academic goals with defined performance measures and assessment tools for the school’s next five years. They are:

Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Local test data goals for all grades tested GMADE/GRADE	20% on grade level in reading and 28% in math	40% on grade level in math and reading	60% on grade level in math and reading	70% on grade level in math and reading	75% on grade level in math and reading	80% on grade level in math and reading
PSSA goals for all grades tested	17% Prof/Adv in Reading; 8% Prof/Adv in Math	22% Proficiency in Reading; 12% Proficiency in Math	28% Proficiency in Reading; 18% Proficiency in Math	35% Proficiency in Reading; 25% Proficiency in Math	45% Proficiency in Reading; 35% Proficiency in Math	60% Proficiency in Reading; 50% Proficiency in Math
No Child Left Behind AYP goals	Priority	Priority	Focus	Focus	No Designation	No Designation
SPP Score	39	45	50	55	65	75
Keystones	Literature 19% Adv/Prof;5%	25% Prof in Literature; 10% Prof in	30% Prof in Literature; 15% Prof in	35% Prof in Literature; 20% Prof in	45% Prof in Literature; 30% Prof in Biology;	55% Prof in Literature; 35% Prof in

	Adv/Prof Biology; % 5% Adv/Prof	Biology; 15% Prof Algebra	Biology; 20% Prof Algebra	Biology; 30% Prof Algebra	40% Prof Algebra	Biology; 50% Prof Algebra
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Initial “measurable” non-academic goals of ASPIRA Cyber were:

Goal 1: Students will develop a familiarity with a wide range of careers, particularly those requiring the use of computer technologies.

Goal 2: Students will develop effective work habits.

Goal 3: Students will assume responsibility for their own actions.

Goal 4: Students will strengthen their bonds with their families.

Goal 5: Students will develop a larger commitment to their larger community.

Goal 6: Students will develop a strong sense of their heritage and cultural identity.

These goals do not have defined measures, despite being called measurable goals in the initial ASPIRA Cyber charter application. Because of this, we have developed new, quantifiable non-academic goals with defined performance measures and assessment tools for the school’s next five years. They are:

Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Attendance Rate	85% ADA	90% ADA	90% ADA	93% ADA	95% ADA	95% ADA
Post-secondary enrollment	Less than 10% of students go to college.	All students in 11 th and 12 th grades will visit at least 2 post-secondary institutions.	100% of students will apply to college and 50% will attend.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.
Parent Involvement	There is minimal parental engagement. Parents are only seen or heard from when there is a concern.	A family literacy program is being developed. 50% of elementary age school children’s parents are expected to participate. A formal PTA will be formed.	On-going computer literacy courses will be offered to parents and community members at the CTC on the first floor. 50% of all parents are expected to participate.	ABCCS will recruit parents and patrons to serve on committees as appropriate during monthly family activities. We expect 20 parents to regularly participate.	Participation rate in quarterly family events is expected at 30%.	Participation in quarterly family events is expected at 40% as parents at this time should be the organizers of these events.
Technology A rubric is being developed for this. It	Students have a basic understanding	50% of students will be proficient at using	Develop the metrics to determine the impact of	100% of graduates will be IC3 and	Students will use technology resources to assist them is	A capstone course requiring the use of

<p>should be done by end of the year. These are items that can be measured by the IC3 and Microsoft certifications.</p>	<p>of technology tools. A checklist is used during orientation to determine the level of comfort with technology.</p>	<p>technology tools for information gathering, processing and knowledge construction as determined by the MS Certified Solutions..</p>	<p>technology use. All graduates will be tracked post graduation to determine how they are using the tech tools that they gained in school. Success will be considered if more than 50% of graduates are using the technology skills that they learned in high school in their current positions as employees or students.</p>	<p>Microsoft certified.</p>	<p>becoming information navigators, self-directed life-long learners, and effective communicators Juniors will be required to produce a culminating project demonstrating research and presentation skills. 80% of students will be proficient or advanced.</p>	<p>technology to solve a real world problem will be required for graduation. A student will have to get a minimum of 75 points out of a possible 100 in order to pass.</p>
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Provide any other relevant information about progress toward academic goals. If reference has been made to test scores or other testing outcomes, include the name of the test and the dates administered. Include a rationale for using that particular test.

Based on 2014 PVAAS data, our students met or exceeded the PA Academic growth standards for:

- Algebra 1 Keystone
- PSSA Math Grade 6
- PSSA Math Grade 7
- Literature Keystone
- PSSA Reading Grade 6
- PSSA Reading Grade 7
- Biology Keystone

Additionally, our PA School Performance Profile went up 10 points from 2012-13 to 2013-14.

We utilize Study Island Benchmarking. The evaluation is conducted three times per school year, specifically in November, January, and March. We chose this assessment because:

- Other ASPIRA schools use it so we were able to take advantage of economies of scale,
- It provides instant results that are student specific to immediately inform instruction,
- It shows student growth over time,
- Teachers can choose which specific areas they want to evaluate.

A sample from 2012-13 of how our data dashboard presents these results is attached.

In 2013-14, we began implementing GMADE/GRADE. It was implemented initially at our August student orientation and again in May to show growth. We chose this assessment because:

- Other ASPIRA schools use it so we were able to take advantage of economies of scale,
- It measures student growth over time,
- It provides detailed, skill specific results per student to inform instruction.

Non-academic outcomes have included:

School Name: ASPIRA Bilingual Cyber Charter School								
Year	Serious Incidents	Expulsions	Suspensions		Retention Rates		Attendance Rate	Graduation Rate
			In	Out	Y-Y	W/in		
2010-11	0	0	0	0	N/A	93%	60%	N/A
2011-12	0	0	0	0	0%	95%	82%	N/A
2012-13	0	0	0	0	12%	91%	75%	N/A
2013-14	1	0	0	3	49%	89%	80%	N/A
2014-15	0	0	0	0	57%	85%	94%	N/A

Has the cyber charter school made Adequate Yearly Progress (“AYP”) for each of the last five years? If not, discuss why and what steps are in place to remedy the situation. Reference information from the cyber charter school’s School Improvement Plan where applicable.

The school has not been an academic success, but has shown steady improvement with older students. ASPIRA’s academic performance has been sub-par, primarily due to us needing time to figure out a bilingual online learning model that works for our highest need population since there is no real research-base or other bilingual online models to follow as a guide, due to our low enrollments which skews the data since we have no legitimate subgroups, due to the high transiency of our students, and due to our drastically increasing ELL (20% in 2014-15) and SPED (46% in 2014-15) populations. Despite these struggles, our older students have shown much improvement. Students in 9th grade in 2013-14 went from 0% (PSSA) to 27% (Keystones) proficiency in reading and 0% (PSSA) to 19% (Keystones) proficiency in math in 2013-14. Students in 10th grade in 2012-13 went from 20% (PSSA) to 40% (Keystones) proficiency in reading and 0% (PSSA) to 18% (Keystones) proficiency in math in 2013-14. Students in 11th grade in 2012-13 went from 0% (PSSA) to 17% (Keystones) proficiency in reading in 2013-14. Based on 2014 PVAAS data, our students met or exceeded the PA Academic growth standards for Algebra 1 Keystone, PSSA Math Grade 6, PSSA Math Grade 7, Literature Keystone, PSSA Reading Grade 6, PSSA Reading Grade 7, Biology Keystone. Additionally, our PA School Performance Profile went up 10 points from 2012-13 to 2013-14.

Challenges experienced, reasons why, and steps to improve include:

(1) The school opened late and without start-up dollars because the charter was approved after funding was allocated to other schools. Official opening of the school was not until December 6, 2010, limiting marketing and recruitment efforts. The year ended with 42 students, 6 of which graduated. Since then, we have grown to currently 150 students with 18 expected to graduate. Of those 150, 30 (20%) are ELL, 55 (46%) are SPED, and over 90% of the total population is eligible for free/reduced lunch. We have not attempted to expand quickly, as we are still altering our model to be most effective before extensively marketing the school. Lower attendance, however, has made the school budget a challenge. We applied for and were recently awarded a 3-year School Improvement Grant (SIG) from 2014-2017, which has afforded us the ability to provide additional supports to our students and solidify our school model, which in turn will enable us to enhance our marketing efforts and increase enrollments, thus becoming more sustainable. Our SIG application is attached.

(2) Our Cyber is the first bilingual cyber charter in the state. There are very few bilingual cyber charters nationally. This means there is no proven model to follow, established best-practices to guide us, nor legitimate research-base

to utilize in program design. We are working on trial-by-error and establishing our own knowledge base of what works and what does not with our student population in a bilingual, online setting.

(3) Our initial model as defined in our charter contract is a 100% online learning model. We have learned that this model is a challenge with our specific student body for several reasons. Most students and parents do not necessarily understand what may be actually required in online learning. What often comes as a surprise is the realization that online learning requires a high level of self-regulation and parent participation.

(a) We have an exceptionally large number of ELL (20%) and SPED (46%) students. We expected a larger than average ELL population, given that we are a bilingual school, although the level of support needed for these students in an online learning environment is more intensive than anticipated. We hired a full-time ELL teacher specifically to meet the needs of these students. To note, 36% of our ELL students are also identified as SPED. Our special education population being over 1/3 of the school is much higher than we anticipated. An additional SPED teacher was hired and our current Master Teacher is SPED certified.

(b) Our school population consists of many highest-risk students, including parenting teens, teens who must work to help their impoverished families, teens who are over-age and under-credited, students who previously dropped out of school, transient students, or students who are struggling for a variety of other reasons. Many times, these students have issues or responsibilities that distract them from attending school or completing assignments. These students typically need additional support, yet are choosing a school that requires more self-control and commitment than traditional schools tend to require. We are constantly searching for ways to meet the specific needs of each child and teach them self-regulation skills and to take control of their own learning in an online setting. We also developed a more rigorous truancy policy (described later).

(c) Parents often assume that their involvement will be comparable to traditional schooling...kids go to school and parents attend a conference or event here or there. They are surprised to learn the homeschooling role they need to play to help regulate their student's learning. Orientation has been restructured to include parents. Parents have each been given an email and are now taught how to navigate the curriculum, taught basic computer skills, and are offered the option of getting an IC3 certification. As part of the new orientation designed, parents spend the day going to school online as if they were the student, providing intensive platform training to enhance their ability to direct their child's learning at home.

(d) Another surprise for students and their parents is that there is limited contact with their peers, something that most children need. Therefore online discussions or "chats" are believed to be a crucial component of online programs, yet it seems to be the least desirable component of instruction for some students who prefer to study alone. To address this teachers have been recording their chats so that students can view them at any time on their own. We have been marketing ASPIRA events and social options to our enrolled families to increase their physical participation and interaction with others. Additionally, the school has developed physical space for students to come work, where they can have direct interaction with staff and peers.

(4) We have just recently found a curriculum and instructional delivery platform that works for our students. We are currently on the fourth different learning system that we have tried. The initial platform did not have the features we needed for bilingual learning. The second curriculum we chose was comprehensive, yet turned out to be too high level for our student population, which is primarily below grade level. In 2013 we utilized the Florida Virtual School's online curriculum, which proved to be too difficult to differentiate because the actual platform does not allow adaptation. Our bilingual program continues to make it difficult to find adequate online resources. For this reason, in 2014, we decided to switch to Acellus, which has SPED and an ELL components. Credit recovery courses are also available for those students who are missing credits and want to catch up and graduate on time. We have high hopes that Acellus will work for our students this year and will be a sustainable curriculum for the school moving forward. We will not settle until we find a learning system that meets the needs of our students.

(5) Data analysis has not been done in a strong, systematic way. There is a wealth of data that can be accessed within our student information system and the EdInsight dashboard we utilize to store information. The systemic use of the data to drive what goes on in the classroom is a weakness. A focus group of teachers has been meeting to address this gap in our program. We have now dedicated a room and afterschool weekly meetings specifically for data analysis.

(6) Tracking attendance has been a particular challenge for ASPIRA Cyber. This is due to the students having the ability to complete assignments and view recorded chats at any time. UP until this year when we switched to Acellus, attendance was taken the next day. Time towards the required 990 hours per year are counted using time spent in chats (classes) with teachers and peers, time spent in independent study, and time spent on individual tutoring. These tasks were performed by teachers during the normal school day, however, students can and do work independently. Attendance monitoring was done manually student by student on a weekly basis. This was very time consuming because teachers' daily chat attendance, and time on the platform per subject must be combined. The upside is that the new Acellus platform tracks attendance per subject, so each class that the student is rostered into has daily attendance tracked automatically by the system.

(7) Truancy has been a major concern for our school. Since we are a cyber school whose platform can be accessed anywhere at any time, it is easy for students to not attend regularly like they would in a brick and mortar environment.

To improve student attendance and retention rates, we started to implement the following:

- Contact home facilitator via telephone after two days of inactivity on our platform.
- Send certified correspondence to home facilitator after third day of inactivity.
- On Day Five, if the above contacts fail, a home visit is scheduled.
- After the 10th consecutive unexcused absence, students will be dropped from roll.
- A robo call system will be used to text and call parents for reminders, updates, and absences.
- Hire an Attendance Monitor whose responsibility it is to track daily attendance and ensure that the truancy protocols are being adhered to by all staff.

(8) This is a bilingual school, however, the bilingual model was not initially structured properly. A dual language program requires that students in grades K-3 are taught primarily in Spanish. The curriculum materials were not appropriate nor adequate to make this a reality. A new ELL teacher was hired who, with the support of the Teacher Coach, developed a temporary solution; however, this is a priority for the 2014-15 academic year. Our new learning platform allows for teaching in both Spanish and English with ease, and offer adaptations for ELLs. Additionally, the ELL program was not properly staffed. Additional employees were hired to accommodate the growing ELL student population.

(9) Achievement data is misleading because of the low school enrollment. We have 0% proficient in several grades, however this is the result of a small handful of enrolled students. For example, 3 students not being proficient in most grades in most schools would be a small percentage of the overall grade level's proficiency. When 3 students are the entire grade level, however, this skews data to look misleadingly negative. We have very few legitimate data subgroups of 20 or more students. As enrollment increases, proficiency averages should be a more positive reflection of the school's performance.

(10) Aligning to the new Common Core standards and adjusting to the new keystones assessment has been a large undertaking that, in some ways, took our focus away from ensuring quality instruction. Rather than conducting more rigorous teacher evaluations, for example, we were in committee meetings adjusting our curriculum and selecting new benchmarking tools. Now that the curriculum is aligned, we have a new learning platform with adaptable features, and we have a year of keystones behind us, we are confident that our resources can more effectively be put towards monitoring the quality of instruction and student performance under the state's new expectations.

(11) Leadership changes in school administration, the School Board, and our CMO's Board have created a lack of consistency within the school since 2012. The Boards have both had relatively consistent membership for the last year, and the CAO of ASPIRA Schools and the Principal of ASPIRA Cyber are both positions that are planned to become permanent placements sometime this school year. This should help re-solidify school leadership, direction, and morale.

(12) Another area that we are making improvements in is professional development. Although it is widely accepted that online teaching requires a special skills set, there is very little professional development available in the area, especially in bilingual online learning and special education online learning. This may be due to the newness of this educational system, or perhaps the assumption that a solid background in pedagogy and technology is sufficient. Research has been done and partnerships with Holy Family University and LaSalle University are being developed because they have expressed interest in the area. George Mason University and Bucks County Community College currently have courses for online teachers. Both institutions have been contacted for information and have agreed to a conference call in the near future. We hope to be able to tailor our professional development program for our teachers that may include college coursework or guest presenters from these schools. As our teachers learn, student academic progress should advance. We'd like to offer an incentive structure (books, materials, a conference/training of their choice, tuition reimbursement, etc.) to our online teachers to encourage their growth. As their students and classrooms improve in proficiency, they will be rewarded for their instructional efforts. We believe this can help kick-start motivation within our team on these school reform efforts.

Describe the strategies that are in place to ensure that students with special needs, those at risk of failure and those not making reasonable progress are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Provide clear evidence and use data to document how those strategies are proving effective for students in terms of improved academic performance.

We began implementing a structured, more rigorous RTII (Response to Instruction and Intervention) model with all staff in 2013-14. This is a collaborative team approach of increasing intensity that utilizes scientifically-based instruction and interventions, evidence-based practices, and systematic ongoing progress monitoring to inform decision making and interventions. RTII is an early warning system used to support all students at risk. It links prevention and intervention services that support student retention and success. More details about our processes for SPED and ELL students are described in a later section.

All teachers and support staff meet weekly to present new students being referred for intervention strategies. Once a student is referred and strategies are decided upon, teachers and support staff meet every two weeks for monitoring. However, the school counselor monitors attendance daily along with the administrative assistant. During the bi-weekly meetings, implemented strategies are discussed to determine whether the student has improved. If they have, then the strategies are continued, and if not successful, then a new plan for the student is developed including a timeline.

When a student is not doing their work on Acellus or attending chats, we find out why. Truancy is often a side effect of academic struggles and vice versa. For example, we have two students so far who come to chat but do not go into Acellus because they cannot do the work. During the RTII meetings, we discuss how to make adjustments for these students. We also have students who self-report their difficulties. If it is only in one class then the teacher is expected to make the necessary adjustments in instruction for that student. However, if the student is struggling in more than one course, then he/she is brought up in the RTII meetings, which are held every Tuesday. On Mondays teachers gather with their classroom data to identify students who need interventions.

Since we began RTII implementation, we have seen attendance increases of 15% and academic proficiency gains of 10%. Last year, student attendance reached a maximum of 83%. So far this year, in September it was 89.8%, October 95.4, and so far in November it is 99.2! This is due to our new Family Coach (described later) initiative and the diligent adherence to our solidified RTII and truancy protocols. Our ability to accommodate highest need students has been proven through our enrollment growth in special-sub group populations. Our ELL population has grown 6% and our SPED population has grown 13% since the school

opened. ELL proficiency scores have increased by 20 % and SPED proficiency gains of 10% have occurred since the school's first year. Having a full-time ELL teacher has been a substantial help to make this happen. Last year, we had some SPED students score proficient on the Keystone Literature exam! This was due in great part to having an excellent SPED/English teacher who had over 20 years of experience.

Using the chart on the following page, report the school's PSSA scores for each of the preceding years. Report out for subgroups, including, at a minimum, students with IEPs, students who are limited English proficient (LEP), race/ethnicity and economically disadvantaged. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to AYP as established in the Pennsylvania Accountability System.

Our scores are lower than the goals set forth in our original charter. The various reasons for this have been described in a previous section. Because of low enrollment numbers and the broad grade range, providing the adequate number of employees has been a great financial challenge, which is one reason why we want to focus on grades 7-12. The goals in the original application assumed that we would have the enrollment numbers required to be able to afford the employees necessary to meet those goals. We made a conscious decision not to widely market the school until we were confident in the solidarity in our school model, which we now are. Another reason for the grade configuration change request is that our model has shown to be more successful with older than younger students. 100% online learning and the self-regulation and parent involvement it requires has not worked with our families with younger children. Additionally, our large ELL and SPED populations have been challenging, which we have corrected by hiring new ELL and SPED staff to increase student support. We also did not anticipate having so many highest need students from the juvenile justice system, parenting teens, children in foster homes, etc. This has increased transiency and has demanded more in-person support than we originally anticipated. Adding learning centers managed by Montage in Johnstown and Philadelphia have provided a learning environment where the instruction is delivered 100% online, yet offers additional supports needed for this particular group of students. Also, because of our smaller enrollment numbers within a complete K-12 grade span, we do not have legitimate student subgroups of 20 or more students, which skews the standardized test data and does not truly represent student achievement or school performance growth when evaluated in isolation of other factors. Additional notes on each subgroup of the PSSAs and Keystones are provided in the charts below. We are certain that the changes we have made throughout the last five years and the changes we are proposing now, including our new grade configuration and new measurable outcomes, will continue to advance progress in student achievement.

B. Educational Programs

Provide a detailed description of the curriculum offered and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment). Also, provide a random sampling of lesson plans from different grade levels and academic disciplines.

Acellus, our new curriculum and learning platform, is aligned to the Common Core Standards. Details on Acellus from the Acellus website are: "Acellus is a computer-based learning system that has changed online education as we know it today. Acellus is the only online learning system that utilizes I2 (Intelligent Interaction), which technology enables it to cater the educational content to the individual skill set of each student through customized, personal instruction. The end result is students that were struggling, and at risk of dropping out, soon are able to fill in the gaps needed for success, and over a short period of time gain back the confidence needed to succeed in school, the workforce, and life. . . . Acellus courses are taught via tiered video instruction – each course is broken up into individual concepts, and each concept has multiple videos available. Acellus is able to customize the course to the individual pace and level of each student. As the student progresses through the course, every response is recorded and monitored, and through I2 technology, personalized help videos are delivered right when the student needs assistance in a concept." Acellus offers over 125 K-12th grade courses, credit recovery, tutoring options, ELL and SPED adaptations, and much more. We are looking to add their AP Courses for our students next semester. We were approved as a National Honor Society Chapter last year. Acellus has AP courses available, however, we are not certified to give students the proper credit for these courses yet. We are in the process of completing the necessary paperwork.

We also utilize Santillana’s Yabisi program for Spanish literacy in grades K-6 and Español for 7-12. Study Island is used for tutoring enrichment in tested subjects for grades 3-11. Edmentum/Study Island is also used for K-12 ELL support. The K-6 program is called Reading Smart and the 7-12 program is called Education City. All of these programs have proven research bases.

All lessons contain videos via the Acellus learning platform. Powerpoint presentations; PBS content, websites, and/or videos; interdisciplinary projects; and a writing component are all mandatory components of course instructional content.

Sample lesson plans are attached, although here is one example for you to view now.

Peter Brockman	Mathematics Grade 7, Acellus Lessons, WE 11-14-2014
Objectives / Learning Topics	<p>Standard(s) Standard - 2.11.7.A: Compare and order rational numbers; identify the maximum and/or minimum values of a set of numbers. Standard - 2.1.7.A: Model and compare values of integers, mixed numbers, fractions, and decimals. Standard - CC.2.2.7.B.3: Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p> <p>Objective SWBAT multiplying integers using a number line assisted by video tutorials, practice activities, virtual classroom demonstration and discussion. Because of the various modes of presentation through the use of PowerPoint, virtual classroom and personalized PowerPoint and video content, students will experience differentiated instruction both in the use of modeling by the teacher and doing the activities by the student.</p>
Opening	<p>Starting Class Procedure: Instruction has several components.</p> <ol style="list-style-type: none"> 1) Acellus: Introduction of content through video and problem solving. 2) VC: Review and teacher presentation in virtual classroom with follow up notes. <ul style="list-style-type: none"> • Contains Pa Standard, Objective, Real word connections or historical perspective, Exit Ticket questioning to assess understanding, and Summarizing conclusion statement. 3) Ongoing follow up resources- on demand, personalized videos and support.
Vocabulary	Terminating Decimals, Repeating Decimals, Rounding Decimals, Percents
Questions	<p>Number Sense- Patterns/Functions/Algebraic Thinking- How is a variable useful in writing a number pattern? 4-Topics WE 11-14 How do we “Multiplying Decimals”? Practice: Math Fact Drill</p> <ul style="list-style-type: none"> • How do we “Divide Decimals by a Whole Number”? <p>Practice: Math Fact Drill</p> <ul style="list-style-type: none"> • How do we “Divide Decimals by a Decimal”? <p>Practice: Math Fact Drill - Dividing 0s, 1s, 2s</p> <ul style="list-style-type: none"> • How do we “Convert Percents to Decimals”?

	Practice Math Fact Drill
Lesson Presentation & Student Activities	<p><u>Independent Practice</u> Student attempt lesson content in Acellus. Teacher reviews prior or after virtual session to assess and remediate understanding</p> <p><u>Direct Instruction/Modeling</u> Virtual Classroom provides direct instruction as well as group interaction</p> <p><u>Guided/Group Practice</u> Virtual Class questioning informally assess student comprehension. Student have ability to contact teacher via phone, text, or email.</p>
Materials	Computer, Acellus Content provider program, Adobe Connect- Virtual Class media, Other resources-PowerPoint, Video
Differentiated Instruction Strategies	<p>Process: Self-paced content with self-practice as well as virtual class support</p> <p>Content: Delivered several ways, video, PowerPoint, Virtual Class, and Individual teacher access.</p> <p>Product: Videos with follow-up assessments</p>
Assessments	<p>Mastery Assessment</p> <p>Criteria for Mastery / Scoring Rubric</p> <p>1. Acellus generated assessments</p> <p>2. Teacher prepared higher level questioning</p>
Closing	<p>Reflection Question(s) Lessons contain either real world relevancy or historical perspective</p> <p>Clean up and dismiss Virtual class ends with summary statement, and requests ongoing student feedback and questions.</p>
Homework	Completion of content and materials up to lesson for Unit 2 Review and Unit 2 Exam

Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.

We are utilizing a flipped classroom model so that instruction is more focused and individualized. The traditional pattern of teaching has been for students to listen to lectures and take tests in class, and then read textbooks and work on problem sets outside of school. In flipped teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher. In class, students apply the knowledge by solving problems and doing practical work, as the teachers support them. The teacher serves as a support for the students when they become stuck, rather than imparting the initial lesson in person. Complementary techniques include differentiated instruction and project-based learning. Flipped classrooms free class time for hands-on work and provide the opportunity for students to learn by doing and asking questions. Flipping also changes the allocation of teacher time. Traditionally, the teacher engages with the students who ask questions, but those students aren't always the ones that need the most attention. Flipping allows teachers to target those who need the most help rather than the most confident. Flipping changes teachers from "sage on the stage" to "guide on the side." With our groups of highest need students, this method of teaching is likely to produce much better results than the school has seen in the past.

Online lessons, chats with teachers, face-to-face conversations with teachers, and independent projects are the main instructional methods. Classes are typically designed to be 45 minutes per day per course, although students learn at their own pace, so this varies. Teachers are available to students Monday through Friday from 8 am to 3pm. All students receive an advisory period each day via chat with their teacher. Chats are also utilized to assist instruction as needed by each student. Adobe Connect is the face to face software utilized to provide the personal interaction preferred by many students. We began utilizing document cameras in 2013, which has allowed our teachers to present content with handwritten, real-time notes. Students also work independently outside of class time. Teachers assign homework and projects. All students have a project-based learning (PBL) period as their last period of the day. Teachers assign interdisciplinary projects, one per marking period. These are generally based in-service learning or scientific discovery methodology.

Tutoring is available daily for all students who attend our school. ASPIRA Cyber has tutoring time built into our teaching schedule. This encourages students to work with teachers through online group tutoring, one-on-one online tutoring, in-person group tutoring or one-on-one in-person tutoring. We have utilized Study Island for benchmarking since the school's onset. In 2013, we utilized free online tutoring through Project Pupil for students needing additional support in math and science. In 2014 when Project Pupil began charging for their services, we added Study Island's tutoring component, which includes math, science, and English. We developed a drop-in center at our school's administrative offices for students and their parents when requiring additional intensive support. This center is not intended to be utilized regularly by any student, but rather is an option for students for whom all other instructional methods haven't been successful in a particular course or subject area.

Describe how students are evaluated and how that evaluation is used to improve student achievement and attain learning objectives.

Data analysis has been a weakness that we are actively working to improve. We have a plethora of great data, such as GMADE/GRADE scores, quarterly grades, ACCESS scores, EZ CBM, standardized assessment scores, IEPs, benchmarking data, etc. As of 2012, we have PowerSchool to track data and EdInsight to aggregate data from all of these various sources and present it in a dashboard and reporting system. Our remaining issue, which is a huge one, is us lacking a systematic or meaningful way of analyzing the data to inform instruction.

As of this school year, we have designated a room specifically for data presentation and analysis and have begun weekly data meetings with all school employees to specifically use data to inform instruction. The Principal and CAO have scheduled monthly meetings to focus on the analysis of student performance data and determine improvements, interventions, and professional development needed to propel student success. Professional development specific to data collection, evaluation, and its use in instructional practices have been planned, some of which will be conducted by post-secondary partners.

Classroom data will be reviewed weekly to identify new strategies to support skill mastery. Report card conferences with parents will provide insight into a student's performance and allow the parent's voice in how to support their child as needed. Students will complete Study Island Benchmarks in Reading and Math a minimum of 3 times per school year to assess progress toward PSSA and Keystone goals in both areas. This data will be analyzed after each benchmark by both the leadership team as well as teachers in order to make decisions about instruction and support in Reading and Math. Benchmark assessments represent one type of formative assessment tool. The results provide valuable feedback to teachers, feedback they can use to identify the students' strengths and areas that need to be addressed. Results will also be used to monitor progress of individual students and to recommend instructional alternatives for advanced learners and those needing additional help. Teachers will use the benchmark results to create lesson plans that will be aligned to student needs with the goal of achieving pre-set performance targets. GMADE and GRADE assessments are administered in the fall and spring of each academic year, with the goal for each student to move up one grade level in each subject. ELL students are expected to move up a .5 level on the ACCESS test without regression. SPED students will demonstrate a year's growth as measured by progress monitoring via EZ CBM. Fall scores will be analyzed to determine initial plans for each student and classroom based on the needs shown in the pretest. Spring scores along with standardized test scores, graduation rate, etc. will

be analyzed to determine school strengths and weaknesses in order to plan appropriately for the following academic year.

Our data processes are still in development, and we might find the need to change how our weekly meetings are structured, have special meetings for certain student subgroups, heighten professional development in certain areas, etc. Our goal is to have an effective process defined by the end of this upcoming summer in preparation for the 2015-16 academic year.

Describe teaching methods used to enhance student learning. Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.

We are utilizing a flipped classroom model so that instruction is more focused and individualized. The traditional pattern of teaching has been for students to listen to lectures and take tests in class, and then read textbooks and work on problem sets outside of school. In flipped teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher. In class, students apply the knowledge by solving problems and doing practical work, as the teachers support them. The teacher serves as a support for the students when they become stuck, rather than imparting the initial lesson in person. Complementary techniques include differentiated instruction and project-based learning. Flipped classrooms free class time for hands-on work and provide the opportunity for students to learn by doing and asking questions. Flipping also changes the allocation of teacher time. Traditionally, the teacher engages with the students who ask questions, but those students aren't always the ones that need the most attention. Flipping allows teachers to target those who need the most help rather than the most confident. Flipping changes teachers from "sage on the stage" to "guide on the side." With our groups of highest need students, this method of teaching is likely to produce much better results than the school has seen in the past.

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We offer bi-weekly teacher coaching via a Teacher Coach, who observes each teacher, analyzes their lesson plans, reviews their student performance, and provides areas of reinforcement and refinement to them. Professional development has been focused on engaging students in an online environment, software use and application, as well as topics highlighted as needs from teacher coaching sessions. These coaching sessions have been of vital importance in our professional development planning, as they speak to the specific weaknesses and needs of each teacher. Because of this structure, our professional development topics are dynamic. Training on data collection, analysis, and how to effectively utilize it to inform instruction, as well as on flipped instruction, is a new focus for this school year. As our teachers learn, student academic progress should advance.

Although it is widely accepted that online teaching requires a special skills set, there is very little professional development available in the area, especially in bilingual online learning and special education online learning. This may be due to the newness of this educational system, or perhaps the assumption that a solid background in pedagogy and technology is sufficient. Research has been done and partnerships with Holy Family University and LaSalle University are being developed because they have expressed interest in the area. George Mason University and Bucks County Community College currently have courses for online teachers. Both institutions have been contacted for information and have agreed to a conference call in the near future. We hope to be able to tailor a

professional development program for our teachers that may include college coursework or guest presenters from these schools.

We'd like to offer an incentive structure (books, materials, a conference/training of their choice, tuition reimbursement, etc.) to our online teachers to encourage their growth. As their students and classrooms improve in proficiency, they will be rewarded for their instructional efforts. We believe this can help kick-start motivation within our team on these school reform efforts.

Attach the school calendar for the current school year and for next school year.

The current and next school year calendars are attached.

Attach a copy of the School Improvement Plan if one has been developed.

Our School Improvement Plan for 2014-17 is attached.

Keystone Report for Previous Years

The majority of our data sets, when broken down per grade and student group, have a lower number of students than what constitutes a subgroup. We have supplied all of our data, regardless of if it is technically defined as a subgroup or not.

All Students - Spring

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			40	36		Students are showing progress in this area.
	% Basic			50	41		
	% Proficient			10	22		
	% Advanced				1		
IEP	% Below Basic			43	82		The number of IEP students grew by 20%.
	% Basic			57	9		
	% Proficient				9		
	% Advanced						
LEP	% Below Basic			33	67		There was a high number of first year ELL students.
	% Basic			67	33		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic			41	47		Students in this group are making progress.
	% Basic			52	33		
	% Proficient			7	20		
	% Advanced						

Grade: All Students - Winter

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic				37		Students are showing progress in this area.
	% Basic				40		
	% Proficient				23		
	% Advanced						
IEP	% Below Basic				82		The number of IEP students grew by 20%.
	% Basic				9		
	% Proficient				9		
	% Advanced						
LEP	% Below Basic				67		There was a high number of first year ELL students.
	% Basic				33		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				47		Students in this group are making progress.
	% Basic				33		
	% Proficient				20		
	% Advanced						

Grade: All Students - Spring

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic				64		Students are showing progress in this area.
	% Basic				31		
	% Proficient				6		
	% Advanced						
IEP	% Below Basic				86		The number of IEP students grew by 20%.
	% Basic				14		
	% Proficient						
	% Advanced						
LEP	% Below Basic				71		There was a high number of first year ELL students.
	% Basic				29		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				64		As a group, students are demonstrating academic gains.
	% Basic				31		
	% Proficient				6		
	% Advanced						

Grade: All Students - Winter

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic				65		Students are showing progress in this area.
	% Basic				26		
	% Proficient				9		
	% Advanced						
IEP	% Below Basic				83		The number of IEP students grew by 20%.
	% Basic				17		
	% Proficient						
	% Advanced						
LEP	% Below Basic				67		There was a high number of first year ELL students.
	% Basic				33		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				67		As a group, students are demonstrating academic gains.
	% Basic				26		
	% Proficient				7		
	% Advanced						

Grade: 12

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic				83		Students are demonstrating academic gains in this area.
	% Basic						
	% Proficient				17		
	% Advanced						
IEP	% Below Basic				75		The number of IEP students grew by 20%.
	% Basic						
	% Proficient				25		
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				83		Students in this group are beginning to make progress.
	% Basic						
	% Proficient				17		
	% Advanced						

Latino	% Below Basic				100		There was only one student in this subgroup.
	% Basic						
	% Proficient						
	% Advanced						
African American	% Below Basic						There was only one student in this subgroup.
	% Basic						
	% Proficient				100		
	% Advanced						

Grade: 12

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic				100		There were only 3 students in this grade which is not typically tested.
	% Basic						
	% Proficient						
	% Advanced						
IEP	% Below Basic				100		Students tested in a subject where they had not had coursework in over 3 years.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		Students tested in a subject where they had not had coursework in over 3 years.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				100		Students tested in a subject where they had not had coursework in over 3 years.
	% Basic						
	% Proficient						
	% Advanced						
Latino	% Below Basic				100		Students tested in a subject where they had not had coursework in over 3 years.
	% Basic						
	% Proficient						
	% Advanced						
African American	% Below Basic				100		Students tested in a subject where they had not had coursework in over 3 years.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 11

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			10	33		Students are showing progress in this area.
	% Basic			30	27		
	% Proficient				40		
	% Advanced						
IEP	% Below Basic				100		The number of IEP students grew by 20%.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				63		As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				38		
	% Advanced						
Latino	% Below Basic				67		As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				33		
	% Advanced						

Grade: 11

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			30	47		Students are showing progress in this area.
	% Basic			15	35		
	% Proficient				18		
	% Advanced						
IEP	% Below Basic				100		The number of IEP students grew by 20%.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				71		

	% Basic						As a group, students are demonstrating academic gains.
	% Proficient				29		
	% Advanced						
Latino	% Below Basic				83		As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				17		
	% Advanced						

Grade: 10

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			40	33		Students are showing progress in this area.
	% Basic			40	40		
	% Proficient			20	27		
	% Advanced						
IEP	% Below Basic				86		The number of IEP students grew by 20%.
	% Basic						
	% Proficient				14		
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				75		As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				25		
	% Advanced						
Latino	% Below Basic				75		As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				25		
	% Advanced						
African American	% Below Basic				100		Students are having difficulty and need to improve.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 10

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			54	56		Students are showing progress in this area.
	% Basic			46	25		
	% Proficient				19		
	% Advanced						
IEP	% Below Basic				100		The number of IEP students grew by 20%.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						
Latino	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						
African American	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 09

Subject: Literature

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			57	39		Students are showing progress in this area.
	% Basic			43	43		
	% Proficient				18		
	% Advanced						
IEP	% Below Basic						There were no students in this grade with an IEP.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		

	% Basic						There was a high number of first year ELL students.
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						
Latino	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						
African American	% Below Basic						As a group, students are demonstrating academic gains.
	% Basic						
	% Proficient				100		
	% Advanced						

Grade: 09

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic			67	76		Students are showing little progress in this area.
	% Basic			33	24		
	% Proficient						
	% Advanced						
IEP	% Below Basic						There were no IEP students in this grade.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		There was a high number of first year ELL students.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						
Latino	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						

African American	% Below Basic				100		As a group, students are not demonstrating academic gains.
	% Basic						
	% Proficient						
	% Advanced						

PSSA Report for Previous Years

Grade: 8

Subject: Reading

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		28.6		46.2		Year 5 results are not yet available.
	% Basic	50	28.6	40	30.8		
	% Proficient	50	42.9	40	7.7		
	% Advanced			20	15.4		
IEP	% Below Basic				75		Year 1 and Year 2 did not have any test-takers with IEPs.
	% Basic			100	25		
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		28.6		41.7		Students in this group traditionally have less access to resources that ensure long-term academic gains
	% Basic	50	28.6		33.3		
	% Proficient	50	42.9	50	8.3		
	% Advanced			50	16.7		
Latino	% Below Basic		28.6		46.2		This was the only ethnic subgroup that tested in this grade this year.
	% Basic	50	28.6	33.3	30.8		
	% Proficient	50	42.9	66.7	7.7		
	% Advanced				15.4		
African American	% Below Basic						Only two students tested in Year 3 and none in Years 1 and 2.
	% Basic			50			
	% Proficient						
	% Advanced			50			

Grade: 7

Subject: Reading

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		60	28.6	76.5		Year 5 results are not available.

	% Basic		20	42.9	11.8		No 7 th grade test takers in Year 1.
	% Proficient		20	14.3	11.8		
	% Advanced			14.3			
IEP	% Below Basic		100		71.4		The large number of IEP students affected AYP status.
	% Basic				14.3		
	% Proficient				14.3		
	% Advanced						
LEP	% Below Basic		100		75		The large number of LEP students affect test scores and therefore AYP status.
	% Basic				25		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		33.3	33.3	76.5		Because the population that we serve is economically disadvantaged, as the number of enrollment increases, so does this subgroup.
	% Basic		33.3	66.7	11.8		
	% Proficient		33.3		11.8		
	% Advanced						
Latino	% Below Basic		60	28.6	75		There were no students in this subgroup for Year 1.
	% Basic		20	42.9	8.3		
	% Proficient		20	14.3	16.7		
	% Advanced			14.3			
African American	% Below Basic				75		There were no students in this subgroup in Years 1-3.
	% Basic				25		
	% Proficient						
	% Advanced						

Grade: 6

Subject: Reading

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		50	33.3	58.3		Year 5 results are not yet available.
	% Basic			66.7	16.7		
	% Proficient		50		25		There were no 6 th graders during Year 1.
	% Advanced						
IEP	% Below Basic			50	100		Year 1 and Year 2 did not have any test-takers with IEPs in the 6 th grade.
	% Basic			50			
	% Proficient						
	% Advanced						
LEP	% Below Basic		100	100	100		Although these students may have been in the country for a year, it is not enough time to be
	% Basic						
	% Proficient						

	% Advanced						proficient at this grade level.
Econ. Disadvantaged	% Below Basic			33.3	63.6		Students in this group traditionally have less access to resources that ensure long-term academic gains
	% Basic			66.7	18.2		
	% Proficient				18.2		
	% Advanced						
Latino	% Below Basic		50	50	62.5		The fluctuation is due to the higher number of students. This is the group with the growing ELL numbers.
	% Basic			50	12.5		
	% Proficient		50		25		
	% Advanced						
African American	% Below Basic			33.3	50		Although the percentage of Below Basic has increased, so has the percentage of Proficient.
	% Basic			66.7	25		
	% Proficient				25		
	% Advanced						

Grade: 5

Subject: Reading

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		60	50	100		Year 5 results are not yet available. There were no 5 th graders in Year 1.
	% Basic		40	25			
	% Proficient						
	% Advanced			25			
IEP	% Below Basic		100	100			Year 1 and Year 4 did not have any test-takers with IEPs in this grade.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic		100		100		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		60	33.3	100		Students in this group traditionally have less access to resources that ensure long-term academic gains. The student in Y4 was also ELL.
	% Basic		40	33.3			
	% Proficient						
	% Advanced			33.3			
Latino	% Below Basic		66.7	33.3	100		This fluctuates depending on the number of students in the grade and their LEP.
	% Basic		33.3	33.3			
	% Proficient						
	% Advanced			33.3			

African American	% Below Basic		100	100	100		This subgroup is represented by only one student.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 4

Subject: Reading

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		66.7	100	100		Year 5 results are not yet available. There were no 4 th graders in Y1.
	% Basic						
	% Proficient		33.3				
	% Advanced						
IEP	% Below Basic		100				Years 1, 3 and Year 4 did not have any test-takers with IEPs.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		66.7	100	100		Students in this group traditionally have less access to resources that ensure long-term academic gains
	% Basic						
	% Proficient		33.3				
	% Advanced						
Latino	% Below Basic		66.7	100	100		This is a very small subgroup with 1 or 2 students in Years 2-4.
	% Basic						
	% Proficient		33.3				
	% Advanced						
African American	% Below Basic				100		In the last 4 years, only one student in this subgroup was tested.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 8

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic	50	85.7	40	78.6		Year 5 results are not yet available.
	% Basic	50	14.3	20	14.3		

	% Proficient			20	7.1		Enrollment has consistently increased so the number of students that are BB have increased but so have the number of proficient students.
	% Advanced			20			
IEP	% Below Basic			100	100		Year 1 and Year 2 did not have any test-takers with IEPs. In Years 3 and 4, only one student was tested.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic				100		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	50	85.7		75		Students in this group traditionally have less access to resources that ensure long-term academic gains
	% Basic	50	14.3		16.7		
	% Proficient			50	8.3		
	% Advanced			50			
Latino	% Below Basic	50	85.7	33.3	78.6		This is a subgroup with a large percentage of ELLs.
	% Basic	50	14.3	33.3	14.3		
	% Proficient			33.3	7.1		
	% Advanced						
African American	% Below Basic			50			In the last 4 years, only one student in this subgroup was tested.
	% Basic						
	% Proficient						
	% Advanced			50			

Grade: 7

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		60	28.6	76.5		Year 5 results are not yet available. Enrollment has consistently increased so the numbers of students that are BB have increased but so have the number of advanced students.
	% Basic		20	57.1	17.6		
	% Proficient		20	14.3			
	% Advanced				5.9		
IEP	% Below Basic		100		71.4		Year 1 and Year 3 did not have any test-takers with IEPs. In Year 2 only one student was tested.
	% Basic				14.3		
	% Proficient				14.3		

	% Advanced						
LEP	% Below Basic		100		75		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic				25		
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		66.7	33.3	76.5		Students in this group traditionally have less access to resources that ensure long-term academic gains
	% Basic			33.3	17.6		
	% Proficient		33.3	33.3			
	% Advanced				5.9		
Latino	% Below Basic		60	28.6	66.7		This group has gotten larger and includes a large percentage of ELLs, however, they are making progress in math.
	% Basic		20	57.1	25		
	% Proficient		20	14.3			
	% Advanced				8.3		
African American	% Below Basic				100		In the last 4 years, only one student in this subgroup was tested.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 6

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		100	100	71.4		Year 5 results are not yet available. Students are making progress.
	% Basic				21.4		
	% Proficient						
	% Advanced				7.1		
IEP	% Below Basic			100	100		Year 1 and Year 2 did not have any test-takers with IEPs. In Years 3 and 4, only one student was tested.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic		100	100	100		Although these students may have been in the country for a year, it is not enough time to be proficient at this grade level.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic			100	66.7		Students in this group are making progress in this area.
	% Basic				25		
	% Proficient						
	% Advanced				8.3		
Latino	% Below Basic		100	100	70		

	% Basic				20		Students in this group are making progress in this area.
	% Proficient						
	% Advanced				10		
African American	% Below Basic			100	75		Students in this group are making progress in this area and are increasing in number.
	% Basic				25		
	% Proficient						
	% Advanced						

Grade: 5

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students	% Below Basic		100	50	100		Students in this group seem to not be making progress in this area which is due to the lower number of students.
	% Basic			25			
	% Proficient			25			
	% Advanced						
IEP	% Below Basic		100	100			Year 1 and Year 4 did not have any test-takers with IEPs. In Years 2 and 3, only one student was tested.
	% Basic						
	% Proficient						
	% Advanced						
LEP	% Below Basic		100		100		Students in this group are very few in number and are beginning ELLs.
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		100	33.3	100		The low number of students affected the AYP determination..
	% Basic			33.3			
	% Proficient			33.3			
	% Advanced						
Latino	% Below Basic		100	33.3	100		This is the same group as above.
	% Basic			33.3			
	% Proficient			33.3			
	% Advanced						
African American	% Below Basic		100	100	100		This group has consistently only had one student.
	% Basic						
	% Proficient						
	% Advanced						

Grade: 4

Subject: Math

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
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All Students	% Below Basic		66.7	100	50	Students in this group seem to not be making progress in this area which is due to the lower number of students.
	% Basic		33.3		50	
	% Proficient					
	% Advanced					
IEP	% Below Basic		100			There were only 2-3 students in this grade in the last 4 years.
	% Basic					
	% Proficient					
	% Advanced					
LEP	% Below Basic				100	Students in this group are very few in number and are beginning ELLs.
	% Basic					
	% Proficient					
	% Advanced					
Econ. Disadvantaged	% Below Basic		66.7	100	50	The low number of students affected the AYP determination but it shows that students are making progress.
	% Basic		33.3		50	
	% Proficient					
	% Advanced					
Latino	% Below Basic		66.7	100	100	Students in this group are very few in number and are beginning ELLs.
	% Basic		33.3			
	% Proficient					
	% Advanced					
African American	% Below Basic					This group has consistently only had one student.
	% Basic				100	
	% Proficient					
	% Advanced					

C. Future Goals and Objectives

What measurable outcomes will the cyber charter school achieve over the next five years?

Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Local test data goals for all grades tested GMADE/GRADE	20% on grade level in reading and 28% in math	40% on grade level in math and reading	60% on grade level in math and reading	70% on grade level in math and reading	75% on grade level in math and reading	80% on grade level in math and reading
PSSA goals for all grades tested	17% Prof/Adv in Reading; 8% Prof/Adv in Math	22% Proficiency in Reading; 12% Proficiency in Math	28% Proficiency in Reading; 18% Proficiency in Math	35% Proficiency in Reading; 25% Proficiency in Math	45% Proficiency in Reading; 35% Proficiency in Math	60% Proficiency in Reading; 50% Proficiency in Math

No Child Left Behind AYP goals	Priority	Priority	Focus	Focus	No Designation	No Designation
SPP Score	39	45	50	55	65	75
Keystones	Literature 19% Adv/Prof; 5% Biology; % 5% Adv/Prof	25% Prof in Literature; 10% Prof in Biology; 15% Prof Algebra	30% Prof in Literature; 15% Prof in Biology; 20% Prof Algebra	35% Prof in Literature; 20% Prof in Biology; 30% Prof Algebra	45% Prof in Literature; 30% Prof in Biology; 40% Prof Algebra	55% Prof in Literature; 35% Prof in Biology; 50% Prof Algebra
Attendance Rate	85% ADA	90% ADA	90% ADA	93% ADA	95% ADA	95% ADA
Post-secondary enrollment	Less than 10% of students go to college.	All students in 11 th and 12 th grades will visit at least 2 post-secondary institutions.	100% of students will apply to college and 50% will attend.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.	All graduating seniors will enroll in post-secondary institutions including the military or be prepared to enter the workforce.
Technology A rubric is being developed for this. It should be done by end of the year. These are items that can be measured by the IC3 and Microsoft certs.	Students have a basic understanding of technology tools. A checklist is used during orientation to determine the level of comfort with technology.	50% of students will be proficient at using technology tools for information gathering, processing and knowledge construction as determined by the MS Certified Solutions..	Develop the metrics to determine the impact of technology use. All graduates will be tracked post graduation to determine how they are using the tech tools that they gained in school. Success will be considered if more than 50% of graduates are using the technology skills that they learned	100% of graduates will be IC3 and Microsoft certified.	Students will use technology resources to assist them in becoming information navigators, self-directed life-long learners, and effective communicators. Juniors will be required to produce a culminating project demonstrating research and presentation skills. 80% of students will be	A capstone course requiring the use of technology to solve a real world problem will be required for graduation. A student will have to get a minimum of 75 points out of a possible 100 in order to pass.

			in high school in their current positions as employees or students.		proficient or advanced.	
Parent Involvement	There is minimal parental engagement. Parents are only seen or heard from when there is a concern.	A family literacy program is being developed. 50% of elementary age school children's parents are expected to participate. A formal PTA will be formed.	On-going computer literacy courses will be offered to parents and community members at the CTC on the first floor. 50% of all parents are expected to participate.	ABCCS will recruit parents and patrons to serve on committees as appropriate during monthly family activities. We expect 20 parents to regularly participate.	Participation rate in quarterly family events is expected at 30%.	Participation in quarterly family events is expected at 40% as parents at this time should be the organizers of these events.

II. School Operations and Management

A. Teacher Evaluation and Professional Development

How are teachers and administrators evaluated? Describe the standards for teacher and staff performance.

In the ASPIRE system of professional development, all teachers are informally evaluated 8-10 years per year (walkthroughs). Formal observations are conducted twice per year by administrators and teacher coaches. All announced observations begin with a preconference, and a post-conference follows the actual formal observation. An area of refinement and an area of reinforcement are identified during the post-conference. Certified ASPIRE evaluators use a Professional Instructional Rubric with specific indicators and descriptors that are based on the Charlotte Danielson Framework to evaluate classroom teachers. Some of the indicators are relative to Designing and Planning Instruction such as instructional and assessment plans, while other indicators apply to the Implementation of Instruction such as standards and objectives, presenting instructional content, learning activities and materials, learning groups, academic feedback and questioning, and lesson structure. The ASPIRE Handbook is attached.

All teachers are expected to show growth in their professional abilities which they should translate into their student outcomes. Teachers that remain stagnant in their instructional skill become of concern and are observed more often and provided more rigorous coaching.

The school's administration uses data from these evaluations along with high stakes test, such as the PSSA and Keystones and periodic benchmarks, to develop a school plan. The purpose of this plan is to increase the likelihood that teachers are implementing specific and effective classroom interventions and that they can directly link changes in student achievement to those interventions for increased student achievement.

Principals are evaluated by ASPIRA's CAO twice a year and Assistant Principals are evaluated by the Principal also twice per year. Both are evaluated on six criteria: Instructional Leadership & Management, Organizational Climate & Morale, Personnel Management, Student & Community Relationships, Personal/Professional Development, and Professional Behavior & Ethics. The rubric's ratings are calculated as follows: Significantly Above Expectation [SE] 4 points, Above Expectation [AE] 3 points, Meets Expectation [ME] 2 points, and Below Expectation [BE] 1 point. A minimum of 80 points must be earned to be considered a satisfactory rating. The rubric is made to match the teacher evaluation tool which is based on the Charlotte Danielson model. Principals who do not achieve a satisfactory rating must follow an action plan until the next evaluation (usually 90 days).

Evaluators of both teachers and administrators receive training on the evaluation process and the rubric used. All teachers and administrators are expected to show growth in their professional abilities which they should translate into their student outcomes.

Discuss why that process was chosen and how it has evolved and been refined over the course of the charter.

In 2010, ASPIRA Schools hired a Director of Curriculum and Instruction, the first time a leader was dedicated specifically to the quality of teaching and instruction across all ASPIRA Schools. They also partnered with Phocused on Learning, experts in instruction. Together, along with a committee of school and administrative employees, ASPIRA's ASPIRE system of professional development was developed over the period of 2 years. It initially proved to be too comprehensive to the point that implementation of the evaluation system was difficult to complete with hundreds of teachers. The rubric and indicators measured remained the same, however the expectations of the number of walkthroughs and evaluations were changed to make it more realistic for school Principals to implement effectively. In 2013, the evaluation process was formally expanded to include school administrators.

ASPIRA Schools opted to create their own evaluation process based on research and best-practices and with the help of experts in the field so that it could be catered to the specific needs of ASPIRA Schools and so that several best-practices could be integrated into one aggregated process. Completing it in house provided a project-based learning opportunity for the involved parties and gave our staff and leadership a voice in their development as professionals and employment expectations.

Provide evidence and discuss the quality of teaching at the cyber charter school. Include outcomes of teacher evaluations and teacher surveys in the discussion

Based on 2014 PVAAS data, our students met or exceeded the PA Academic growth standards for Algebra 1 Keystone, PSSA Math Grade 6, PSSA Math Grade 7, Literature Keystone, PSSA Reading Grade 6, PSSA Reading Grade 7, Biology Keystone. Additionally, our PA School Performance Profile went up 10 points from 2012-13 to 2013-14. We attribute this student growth largely to the quality of teaching we have been able to achieve through our ASPIRE professional development system. We have five teachers that have been with us since 2011-12, all of whom have shown growth as seen in their teacher coaching evaluations, which are attached.

Teacher survey results summary:

Positives:

- proud to work at this school
- feel supported by building administration
- collaboration among staff
- teachers feel valued
- staff cares about students
- weekly professional development

Negatives:

- communication - related to student turnover, kids appear or disappear from roll without notification, which is now corrected
- would like more coaching/support - this is now taken care of with the hiring of a new teacher coach
- no heat – ASPIRA of PA fixed this

Discuss staff turnover and retention patterns. Drawing upon exit interviews and surveys, explain why teachers choose to return or not to return to the school.

Five teachers have not returned to ASPIRA Cyber. One employee had a baby and stayed home, another moved to California, two others aquired higher positions within other organizations, and one was let go for not being properly certified after given plenty of time and opportunities to handle the issue.

Those who return do so because they enjoy the cyber environment and using technology. Most teachers believe this is the way education is headed and feel they need to be ahead of the curve. Many enjoy the challenge that this newness has. Also, classroom management issues do not exist, so they can truly cater to the needs of each individual student, making their work very rewarding.

Use the following table to report professional staff turnover/retention data for each year of the past charter.

	Year 1	Year 2	Year 3	Year 4	This Year
Total number of professional staff	5	6	10	12	13
Number of professional staff employed in September who returned from previous year	N/A	5	5	8	7
Number of professional staff employed in June who were	4	5	9	10	N/A

also employed by the school the previous September					
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Complete the table below for all professional staff members.

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas of Certification
1	Lisette Agosto Cintron	Elementary K-6; Principal K-12	K-12	Principal	37.5/week	100	0
2	Joshua Benn	Social Studies 7-12	7-12	Social Studies 7-12	37.5/week	100	0
3	Ayren Blount	Substitute	7-12	English 7-12	37.5/week	0	100
4	Peter Brockman	Math 7-12; Technology PK-12	7-12	Math, Technology	37.5/week	100	0
5	Shaikha BuAli	Science 7-12; Elementary K-6; Arabic PK-12; SPED K-12; Middle Math 6-9	K-12	SPED	37.5/week	100	0
6	Alison Cottrell	Intern English 7-12; Intern SPED 7-12	7-12	English/SPED	37.5/week	100	0
7	Mildred Metz	Substitute	K-3	All	37.5/week	0	100
8	Karen Pinckney	Substitute	7-12	Finance	37.5/week	0	100
9	Maria Powell	Elementary K-6; ESL K-12; Spanish PK-12	K-12	ELL	37.5/week	100	0
10	Jayda Pugliese	ESL K-12; SPED K-12; Elementary K-6; Middle Math 6-9	K-12	SPED	37.5/week	100	0
11	Jesse Rucco	Math 7-12; General Science 7-12; Biology 7-12; Earth & Space 7-12; Middle Science 6-9	7-12	Science	37.5/week	100	0
12	Jaime Ruth	Elementary K-6	4-6	All	37.5/week	100	0
13	Leocadia Zapata	Spanish PK-12; Biology 7-12	7-12	Spanish, Biology	37.5/week	100	0

If not currently meeting the requirement that 75% of its professional staff hold appropriate certification, how will the school meet this requirement? Discuss how the cyber charter school meets the requirements for “Highly Qualified” teachers.

Including our Acting Principal, ASPIRA Cyber’s Highly Qualified Teacher percentage is 83%. Our goal is to be at 100%. To encourage our staff to become highly qualified, we offer tuition reimbursement and we used to pay for

teachers to take the Praxis exam the first time they took it. As of last year, we do not hire without proper certification, so we have substitutes who are temps until we find the right certified people.

Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively. Describe the professional development that is in place to support teachers so that more students are meeting the standards. Describe why this professional development was selected and how it relates to the overall cyber charter school mission and student outcomes.

In 2010, ASPIRA Schools hired a Director of Curriculum and Instruction, the first time a leader was dedicated specifically to the quality of teaching and instruction across all ASPIRA Schools. They also partnered with Phocused on Learning, experts in instruction. Together, along with a committee of school and administrative employees, ASPIRA's ASPIRE system of professional development was developed over the period of 2 years. It initially proved to be too comprehensive to the point that implementation of the evaluation system was difficult to implement with hundreds of teachers. The rubric and indicators measured remained the same, however the expectations of the number of walkthroughs and evaluations were changed to make it more realistic for school Principals to implement effectively. In 2013, the evaluation process was formally expanded to include school administrators.

ASPIRA Schools opted to create their own evaluation process based on research and best-practices and with the help of experts in the field so that it could be catered to the specific needs of ASPIRA Schools and so that several best-practices could be integrated into one aggregated process. Completing it in house provided a project-based learning opportunity for the involved parties and gave our staff and leadership a voice in their development as professionals and employment expectations.

Our professional development model called ASPIRE combines whole school trainings, individualized coaching based observations, and group workshops. The ASPIRE Handbook, which details our training expectations and evaluation rubric, is attached. Teachers are assigned a coach whom they meet with at least once per week to go over points of refinement and of reinforcement. Professional development workshops have been centered on utilizing data to inform student-centered instruction. Examples of specific workshops are:

Developing a Digital Orientation for Parents & Students
Creating a Professional Development Plan
Unpacking the Common Core Standards
Overview of ESL Program & Addressing the Needs of ELLs in the cyber environment
Keeping Documents in Compliance
Flipping the Classroom -3-part series
Progress Monitoring for Informed Instructional Decision Making for ALL Students
From a Standard Classroom to a Cyber Environment 2-part workshop
Introducing the BRIGANCE Transitions Tool
Being Mindful of Language Usage to Enable Student Success and ESL Program Updates
Developing Appropriate, Measureable and Observable IEP Goals for Students
Developing Parent Communication and Parent Workshops
Analyzing a Flipped Classroom Model
Addressing Bullying and Harassment

This is not a complete list, but a sample of topics that were chosen to address the needs of our students. These are aligned to our latest School Improvement Plan. Sample workshop agendas / presentations are attached. Employees are asked to evaluate each workshop so that administration understands the specific needs.

We have dedicated a data evaluation room and weekly afterschool meetings specifically for data evaluation and improvement planning. Specifically, weekly meetings are dedicated to:

- Classroom data – trends and individual student outcomes
- Response to Intervention

- Special Education Students and English Language Learners (alternating weeks)
- One dynamic topic, based on needs shown via teacher coach observations each week.

We also implement a teacher survey each year to ensure that leadership is actively in-tune with their employee needs and concerns. These surveys are analyzed each summer to inform improvement planning for the following academic year. Our teacher survey is attached.

Does the cyber charter school have any union contracts with professional employees? If so, please attach.

ASPIRA Cyber has no union contracts with professional employees.

B. Financial Solvency

How frequently are the school budget and financial records reviewed by the Board of Trustees?

Financial documents and statements are produced and reviewed on a monthly basis. The Board of Trustees receives and reviews them every two months.

Who is responsible to review contracts, invoices and receivables, and who is responsible to sign checks? Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.

Contracts are initially reviewed by the Principals, Board of Trustees, or the CMO, depending on the contract and whether it pertains to academic/instruction or maintenance or other operating facet of the school. Invoices are reviewed by principals and forwarded to finances' Accounts Payable person and monitored by Chief Financial Officer. Receivables are monitored by the CFO to ensure proper allocation, collection, and distribution. Independent audits have been performed every year and those reports are attached.

Discuss the school's financial controls and procedures for the management of financial resources.

ASPIRA Schools have a manual detailing financial internal controls and procedures that are used in the financial management of the school. This manual is attached.

Attach a copy of the most recent financial statement.

Our most recent financial statement is attached.

How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts and account numbers.

ASPIRA Cyber has 2 bank accounts. They are:

Wells Fargo, 601 West Erie Avenue, Philadelphia, PA 19140

1. Operating Account -2000059389123
2. Payroll Account- 8431037921
3. Petty Cash Account-8583763712

PNC Bank, 4710 Rising Sun Avenue, Philadelphia, PA 19120

1. Operating Account- 8611850377
2. Payroll Account- 8611850369
3. Student Account-8611850342
4. Petty Cash Acct- 8611850318

If applicable, discuss and provide documentation regarding how any findings from any auditor general’s report were addressed and resolved.

The school has never had any finding from an independent auditor and/or Auditors General Report.

Explain how the cyber charter school commits resources in ways that ensure it achieves its mission.

There has been a significant investment in the tools and enablers to deliver instruction and track data. These are the Acellus platform, Study Island, A+, Ed Insight and Powerschool. In contrast to prior years, there has been a great push to have accurate records, address the truancy issues, ensure that SPED documentation is completed and compliant, as well as the improvement of state reporting. The new educational platform is more in tune with the current SPED needs in the Cyber. This was done to address the increased SPED population in the Cyber. We have also added staff to further support our students based on their needs. More teachers have been deployed to strengthen the teaching process. We have worked on the ongoing establishment of activities and field trips to get the students together and expand the educational experience beyond just instructional delivery through the computer. The increase in science scores indicates that our focus on STEM activities and programs is yielding some positive results. We have also leveraged the nursing services from other schools, which has been a good way to refocus expenditures towards the instruction process while at the same time still providing the necessary health services. The restructuring of the professional development process in the school is more relevant and in tune with the particular needs of the Cyber and its student population. The huge increase in the HQT measure indicates that significant efforts have been placed to either retool current resources or select better ones. Ensuring that the delivery of instruction is carried out by competent and certified teachers in their core subject area has and remains a priority. The approval of grant funding for the cyber is a first, and through these resources the school will be able to redirect funding to the right priorities.

What is the fund reserve balance as of the date of renewal application submission?

The fund reserve balance as of the date of submission is \$722,302.

Cut and paste (or recreate) the table below into your report in order to show how the charter has made investments over the last five years in staff and professional development, books, technology, and other supplies and in ways that are consistent with the cyber charter school’s priorities as stated in the current charter agreement.

Investment Area:	Year 1	Year 2	Year 3	Year 4	This year
Professional Development	2,980.00	69,898.00	7,140.00	86,558.25	5,340.00
Books	45,863.00	181.21	19,641.00	18,859.00	6,397.00
Technology	58,418.00	118,400.00	153,592.00	47,047.00	9,072.00
Other	6,986.00	33,081.00	19,399.00	9,834.00	12,833.00

Provide any other information or data that describes how resources have been used and/or leveraged to further the school’s mission and support the school’s unique design.

The school has utilized partnerships with Montage, Holy Family University, EPIC Stakeholders, Comcast, and PECO. Montage recruits and manages our satellite sites in Philadelphia and Johnstown, which primarily serve higher risk youth (e.g. homeless, foster, single parents, etc.) who need a safe place, but for whatever reason were not successful in a brick and mortar environment. Holy Family University is assisting in the professional development of our teachers in exchange for us recruiting our students and staff to their bilingual education programs. EPIC Stakeholders provide community service activities, including advocacy. Comcast and PECO provided funding to ASPIRA Schools for STEM initiatives, including a Community Technology Center, which we utilize within our curriculum and to offer parents the ability to increase their computer skills. Additionally,

ASPIRA Cyber applied for and was awarded a three-year (2014-17) School Improvement Grant (SIG) from the state, which is providing much needed support staff and resources to help propel our current upward trajectory of student achievement and school performance. Our SIG application is attached.

Will the school's facilities meet the needs of the school for the next five years? Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used. Will the cyber charter school's administrative offices remain in the current facility? If not, describe where the cyber charter school's administrative office will be located and why the new location has been selected (if applicable)? Include valid certificates of occupancy for all new sites, if applicable.

Yes, the current school facility will meet the projected growth needs of ASPIRA Cyber, and ASPIRA Cyber's administration will remain in the current building. The building is owned by ASPIRA of PA and is located at 4322 North 5th Street, Philadelphia, PA 19140. ASPIRA Cyber leases space in the building from ASPIRA of PA. This lease agreement is attached.

C. School Governance

Provide a list of board members who have served and the dates each has served since the cyber charter school's inception. Discuss leadership changes on the board and in the school administration, and explain why those changes were effected.

A list of our Board Members per month is attached.

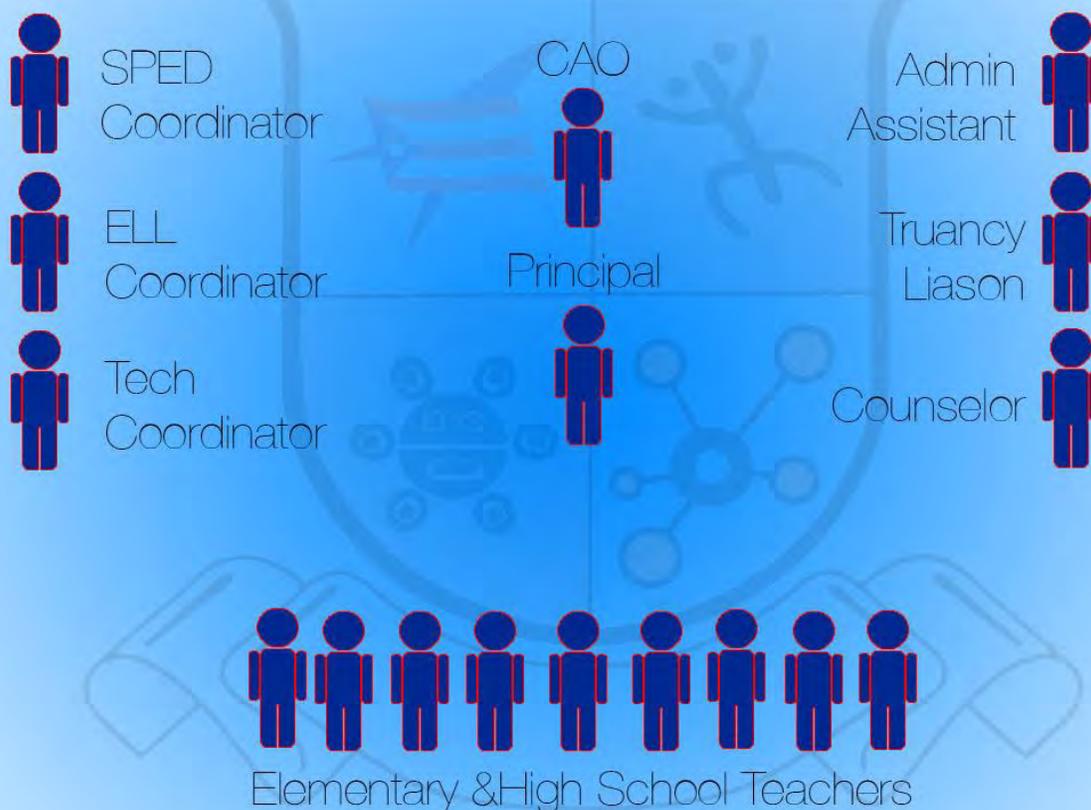
The term of a Board member can be 1-2 years with subsequent 2 year terms allowed, so there has been some natural turnover in Board members throughout the last 5 years. In 2011-12, ASPIRA's network (ASPIRA of PA and the five charter schools it supports, including ASPIRA Cyber) dealt with an internal conflict that ultimately led to the CAO of ASPIRA Schools to resign in 2012, the Chairperson of ASPIRA of PA's Board to step down in 2012, and the Chairperson of ASPIRA Cyber's Board to step down in 2013. During this conflict, the Board of ASPIRA Cyber and the Board of ASPIRA of PA both experienced other Board officer and member turnover, as well.

ASPIRA Cyber's Principal at the time was made the interim CAO of ASPIRA Schools in 2012 and an Assistant Principal from ASPIRA's Olney Charter High School was moved to ASPIRA Cyber to serve as our acting Principal in 2013. During these transitions, issues with accountability naturally birthed, as the interim positions/employees were still also serving somewhat from 2012-2014 in their former positions. This structure of interim CAO and acting Principal at Cyber remains today. It is expected that these their interim positions will be made permanent this 2014-15 school year, enabling ASPIRA Cyber's leadership structure and the leadership structure of ASPIRA Schools aggregately to officially re-settle and establish foundational solidarity. Because the acting and soon-to-be permanent CAO has been in her position since 2012 and the acting and soon-to-be Principal of ASPIRA Cyber was in place last school year and this school year, there is established structure that the ASPIRA network and ASPIRA Cyber have regained, adjusted to, and stabilized. We believe this stabilized leadership is a reason for our student achievement growth from 2012-13 to 2013-14.

Effects of leadership changes at the executive, administrative, and Board levels all within one year impacted every ASPIRA entity, including ASPIRA Cyber. Very frankly, there was a divide between academics and support services, there was mistrust among staff, there was a general discomfort in the work environment. This lead to staff dissatisfaction and turnover, and, worst of all, took focus, time, energy, and resources away from the students. The issues within the ASPIRA network have settled over the last 1.5 years and we are hopeful that student progress will continue to rise since focus has been placed back onto student success.

Our current organizational structure is:

ASPIRA Bilingual Cyber Charter School



If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter and provide any changes to the management agreement that were not previously provided to the Department.

- **Describe and discuss how the board has held the external management organization accountable for measurable results.**
- **Include as appendices and discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board.**

ASPIRA Cyber contracts ASPIRA, Inc. of Pennsylvania (ASPIRA of PA) as its Charter Management Organization (CMO). ASPIRA of PA founded the school and has served as the CMO since the school's inception. The arrangement between ASPIRA Cyber and ASPIRA of PA is outlined in our school management contract. The current contract is attached. Most simply, the relationship is that ASPIRA Cyber oversees academics and school management and ASPIRA of PA manages support services. ASPIRA Cyber is ultimately accountable for school/student performance, and holds ASPIRA of PA accountable for any support service aspects that might be affecting student outcomes.

The accountability of ASPIRA of PA has been a weakness of our school. There was initial confusion of responsibility because ASPIRA of PA founded the school, yet the school then had its own Board which contracted ASPIRA of PA. Navigating that legislative structure was and will likely remain to be a challenge. In 2013, for the first time, a survey was conducted at other ASPIRA Schools, which asked school employees to evaluate ASPIRA of PA on each area of their management. ASPIRA Cyber, unfortunately, was not included in the schools surveyed because of our much lower use of their management services given that we are not a brick-and-mortar school. ASPIRA of PA typically provides some type of financial report to the school monthly, which assists with clarity between the school and the CMO as to where resources are being allocated and which services the CMO is providing. Expected outcomes of the CMO that are clearly quantifiable and a process for collecting and evaluating data towards those measures are still lacking. Although the survey was a great starting point within the ASPIRA network in increasing the accountability of the CMO, it provided only one-time, opinionated data, and ASPIRA Cyber was not included. A carefully planned, reliable, and valid assessment to hold our CMO accountable still needs to be developed. This is true of all ASPIRA Schools, not just ASPIRA Cyber, so the need for an evaluation plan has been a collaborative discussion over the past two years and will likely be a joint effort to develop. We have begun this process with the PA Department of Education, including plans for our Federal Programs Monitor to bring samples of how other networks conduct their CMO evaluations to provide models for us to analyze and replicate.

ASPIRA Cyber's School Board and ASPIRA of PA's Board collaborate through shared reporting and have had one annual joint-Board meeting, which was in 2011. Another collaborative meeting between our School Board and the ASPIRA Board is overdue. We hope to have a joint Board meeting at some point this school year. The agenda and minutes from the latest Board Retreat are attached. ASPIRA of PA provides bi-monthly financial reports to ASPIRA Cyber and ASPIRA Cyber provides bi-monthly CAO reports to ASPIRA of PA, each of which is discussed at each organization's Board meetings.

There have been relational difficulties when the ASPIRA Cyber Board and ASPIRA of PA Board have not agreed upon what is in the best interest of the students or in the vision for the school. Consistent communication and collaboration with mutual respect has helped resolve these issues. When tough discrepancies arise and mutual agreements cannot be reached, ASPIRA Cyber's Board ultimately decides how the school proceeds. After 5 years of a relationship together, roles of each Board/organization continue to be clarified and the productivity of the relationship has increased.

Provide clear explanations and evidence of how the cyber charter school has complied with requirements and regulations in each of the following areas. Address any complaints and corrections made regarding compliance in each area.

We have had no formal complaints or lawsuits to date. However, if there is ever a formal complaint, we must respond within 24 hours with at least a phone call to schedule a meeting. Our program monitoring has shown that we are compliant with state and federal regulations in these 4 areas:

- **Special Education Students**

ASPIRA Bilingual Cyber Charter School's Child find Policy is included in our Special Education Policies and it includes all the required components. Child Find Policy: ASPIRA Bilingual Cyber Charter School provides that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are timely identified, located and evaluated. This responsibility is required by the federal law, Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004"). The Pennsylvania Code requires the publication of a notice to inform parents of children applying to or already enrolled in an ASPIRA Charter School of: (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in ASPIRA Cyber.

In summary, two prongs exist related to the determination of whether a student qualifies for special education and related services under the IDEA 2004. The first prong is a finding that the student has one or more of the following disabilities that interfere with his/her educational performance: 1. Autism or pervasive developmental disorder 2. Deaf-blindness 3. Deafness 4. Emotional disturbance 5. Hearing impairment 6. Mental retardation 7. Multiple disabilities 8. Orthopedic impairment 9. Other health impairment 10. Specific learning disability 11. Traumatic brain injury 12. Visual impairment including blindness. The second prong for determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of the disabilities is in need of specially designed instruction. If parents think their child may qualify for special education, they may request, at any time, that the school conduct a multi-disciplinary evaluation. Some potential signs of a student having a disability include experiencing difficulties in reading, writing, solving math problems, difficulties focusing and concentrating on school work, difficulty sitting still in the classroom and difficulty in controlling emotions (such as anxiety and depression) and/or behaviors over a significant period of time. Requests for a multi-disciplinary evaluation must be made in writing and should be directed to the school's Supportive Services Coordinator and/or Principal. If a parent makes an oral request for a multi-disciplinary evaluation, the school shall provide the parent with the appropriate document for making a written request. If the school denies the parent's request for evaluation, the parents have the right to challenge the denial through an impartial hearing or voluntary alternative dispute resolution such as mediation.

ASPIRA Cyber's Systemic Screening and Referral Process identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include: initial predictive assessments, classroom performance, standardized reading and math assessments, vision and hearing screening, speech and language screening in Kindergarten and first grade, and the Response to Instructional Intervention Program. The school regularly assesses the current achievement and performance of the child, designs school based interventions, and assesses the effectiveness of the interventions. Parents have the right to request a multi-disciplinary evaluation at any time in this process regardless of the step in the screening process. If the parents need additional information regarding the purpose, time and/or location of screening activities they should call or write the school's Supportive Services Coordinator. Whenever a student is referred for a multi-disciplinary evaluation, ASPIRA Cyber must obtain written consent from a parent before the evaluation can be conducted. Parental consent shall not be construed as consent for their child to receive special education and/or related services. In certain circumstances, a surrogate parent may be appointed.

Under IDEA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assisting in determining the content of the child's IEP. This process is conducted by a multi-disciplinary team (MDT) which includes a teacher, other qualified professionals that work with the child, the parents and other members as required by law. The MDT process must be conducted in accordance with specific time lines and must include appropriate evaluation procedures.

ASPIRA Cyber does not use any single measure or assessment as sole criteria in determining if the child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical and developmental factors. The results of the MDT report are written in an Evaluation Report. This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the MDT determines that the student is eligible for special education and related services, then a detailed plan for supporting the student in his/her areas of need over the year is written.

This plan is called an Individual Education Plan (IEP). An IEP team consists of educators, parents, an LEA and other persons with expertise and familiarity with the child. The required participants in the IEP Team are identified in the IDEA 2004. The parents of the child have the right to be notified of and be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be

situations in which the school may hold an IEP Team meeting if the parents refuse or fail to attend the IEP meeting. IEPs generally contain: 1. A statement of present levels of academic achievement and functional performance 2. A statement of measurable annual goals established for the child 3. A statement of how the child's progress towards meeting the annual goals will be measured and when periodic reports will be provided 4. A statement of related services and supplementary aids and services as well as program modifications and any necessary supports for school personnel 5. An explanation of the extent, if any, to which the child will not participate with non disabled children in the general education class and activities 6. A statement of any individual appropriate accommodations, if necessary, to measure the academic achievement and functional performance of the child on state and school assessments 7. The projected date of the beginning of the services and modifications and the anticipated frequency location and duration of those services and modifications. Special education services are provided according to the individual educational needs of the child, not the category of the disability.

Every effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the student's privacy rights. ASPIRA Cyber ensures appropriate confidentiality of Student Information. Reasonable efforts are made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and to protect the students' privacy rights. The Response to Instructional Intervention Program (RTII) is a referral process that is strictly a confidential process. A referral from the RTII may result in the execution of an evaluation, a written record of the evaluation results are then generated. This evaluation report includes information regarding the student's physical, mental, emotional and health functioning through assessment, observation of the student, as well as review of any records made available to the school through the student's physician and/or other outside agency providers of services, such as mental health agencies.

ASPIRA Cyber uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction as demonstrated in the following ways: the ASPIRA Charter Schools website www.aspirapa.org, during a formal presentation at our enrollment and orientation, all ASPIRA Cyber publications distributed during formal enrollment, parent meetings by the Supportive Services Coordinator accompanied by printed material, during Back to School night, published in the Parent/Student Handbook, posted on the parent resource portal, and at orientation meetings. In addition to an annual notification, the distribution of notification to parents occurs routinely using the school's website, presentations to all parents in attendance at the Back to School Night, and posted throughout our central location. ASPIRA Cyber's personnel are familiar with the available dissemination of materials and responsibility for dissemination of these materials during our orientation and enrollment meetings, as well as readily available at the school upon request. Parents are strongly encouraged to review this available information. Additionally, parents are encouraged to access available resources at www.pattan.net, <http://ODR.pattan.net>, www.pilcop.org and other available resources regarding special education programming and the rights of parents and students related to special education.

Students at ASPIRA Cyber are educated in both itinerant and supplemental support classes in the online platform. Special Education teachers will both provide in-chat supports as well as adaptive chats for those students that require significant modifications to the curriculum to make progress.

ASPIRA Cyber's data does indicate that we have a larger portion of our special education population identified with a specific learning disability and as needing supplemental intervention. We do provide special education support both in and out of the general education classroom but students who enrolled this year came in at needing an increased level of service than in the previous year.

All students at ASPIRA Cyber have access to the general education classroom. That being said, the IEP team must discuss all options related to the least restrictive environment and necessary aids and services before determining if a student will be removed from the general education environment for any amount of the school day. Some students require extensively modified small group instruction which is best administered outside the general education setting. Therefore, those students may be out of the classroom for a longer period of time but not as long as the maximum of 80% would indicate. As a standard all placement decisions begin in the general education classrooms

as the IEP team must answer the questions on the IEP (Gaskin) regarding the supplementary aids and services that will enable a student more time in the general education setting making meaningful benefits.

There are some students who the IEP team feels and data indicates, would benefit from the intensively modified instruction in a small group setting. These students are identified as significantly behind and in need of that additional support. Again, all these decisions begin with the general education classroom.

All students receiving special education services at ASPIRA Cyber have access to the general education curriculum and are included in the general education setting with their nondisabled peers. IEP teams discussed questions in relation to supplementary aids and services as well as modified instruction prior to any placement outside the general education classroom. Some of these services include assistive technology, modified font size and text per assignment, web based dictionaries, voice recognition software and noise canceling headphones.

All of the supports provided at ASPIRA Cyber are provided both inside and outside the general education setting with the exception our speech and language therapist who provides service through a one-to-one chat. One of our students requires occupational therapy and who additionally requires a one-to-one setting. For confidentiality reasons counseling sessions also occur through our one-to-one chat. Based on student need we currently provide learning support, life skills support, emotional support and speech and language support.

- **English Language Learners**

ASPIRA Bilingual Cyber Charter School's ESL (English to Speakers of Other Languages) Program serves students who are identified as English Language Learners (ELLs) using the Home Language Survey and the WIDA ACCESS Placement Test (W-APT). The goal of ESL instruction is to foster students' academic learning and social growth and provide opportunities for English language development. The program also strives to offer professional development to staff to better serve the needs of the ELL population.

Statutory Basis for the Education of ELLs:

The ESL program at ASPIRA Bilingual Cyber Charter School complies with the following federal and state mandates and policies:

Title VI, Civil Rights Act, 1964, 42 U.S.C. § 2000d

Equal Education Opportunities Act, 1974, 20 U.S.C. § 1703f

Lau v. Nichols, 414 U.S. 563 (1974)

Casteñada v. Pickard, 648 F.2d 989 (1982)

Plyer v. Doe, 457 U.S. 202 (1982)

Equal Access Act, 1984

PA Department of Education, Basic Education Circular, "Education Students With Limited English Proficiency (LEP) and English Language Learners (ELL)"

No Child Left Behind Act, 20 U.S.C. §§ 6301 et seq.

22 Pa. Code § 4.26

ESL Program Instructional Models:

ESL instruction is an academic discipline designed to teach English Language Learners social and academic language skills, as well as the cultural aspects of the English language necessary to succeed in an academic environment. ELLs are assigned a language proficiency level based on their scores from the ACCESS (Assessing Comprehension and Communication in English State-to-State) test. Various models are used to address the needs of ELLs in the cyber environment and are, but not limited to small chat instruction, in-class chat support, individualized chats and in-person lessons and support.

- **Administration of the PSSA**

All ASPIRA Cyber teachers go through the required training and become certified test administrators according to proper state expectations. We have had no compliance issues with this to date.

- **Health and Safety Requirements**

ASPIRA Cyber takes health and safety of our students very seriously, as healthy students who feel safe are more able and available to learn. Our primary health policies/processes are:

IMMUNIZATION POLICY

A Parent or Guardian is required to provide the school with an up-to-date copy of the Certificate of Immunization and all other immunization records during the registration process. All students must be completely immunized or exempted prior to admission, as required by the PA Department of Health, and the Philadelphia County Board of Health. Any child, who has not received all the antigens described below, may be admitted provisionally, if evidence is provided at the time of registration that the child has received at least *one dose in a series* of each antigen. All subsequent required immunizations must be completed within 8 months of the provisional admission date. Failure to comply with this mandate will result in the dismissal of the child from school. Parents or Guardians may request a medical form from the office, if necessary.

Children in all grades (K-12) need the following Immunizations for attendance:

4 doses of Tetanus * (1 dose on or after the 4th birthday)

4 doses of Diphtheria* (1 dose on or after the 4th birthday)

3 doses of Polio

2 doses of Measles**

2 doses of Mumps**

1 doses of Rubella (German measles)**

3 doses of Hepatitis B

2 dose of Varicella (chickenpox) vaccine or evidence of immunity

7th Grade Additional immunization requirements for entry:

1 dose meningococcal conjugate vaccine (MCV)

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (if five years have elapsed since last tetanus immunization)

All students are required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the City of Philadelphia in order to be admitted to ASPIRA Bilingual Cyber Charter School. The only exemptions to the school laws for immunizations are medical reasons and religious beliefs.

SCHOOL NURSE

We share a school nurse with another ASPIRA School, who is on staff Monday through Friday. She is responsible for checking the vision, height, weight, and hearing of children and making necessary referrals to parents when problems are found. She also teaches safety and good health skills. The nurse maintains health and medical records for every student, and they are stored in our main office.

If a child has a specific medical problem, it is made known to their teacher. Physical and dental records are kept according to requirements of the State of Pennsylvania. ASPIRA Cyber complies with all regulations concerning the dispensation of medicines and requires that all parents to do the same. Students may not possess any prescription or non-prescription medication. All prescription and non-prescription medication must be turned over to the Principal with appropriate paperwork for dissemination.

DISPENSING MEDICATION

The Administration and Staff of ASPIRA Cyber would prefer that medications be dispensed at home rather than at school. We realize that sometimes this is not possible. For a child to receive a prescription or an over-the-counter medication at school, a Medical & Parental Consent (MED-1) Form must be completed. A copy of this form is provided in the appendix of their handbook. Parents must take the form with them when they take their child to the doctor's office so the physician can complete the application before returning to school if medication needs to be

administered during school hours. The MED-1 form is also available in the office and must be signed by the parent and by the student's physician. Medication must be provided in the original container with accurate content and dosage information on the label. All medication must be checked into the office.

OTHER INFORMATION

We have two employees with current First Aid/CPR certifications. Despite us being a cyber school, it may be important to note that our facility is up to code according to Department of Public Welfare (DPW) standards. Our School Safety Plan is attached.

Describe how the Sunshine Notices are provided for all public meetings and how parents are involved in board meetings.

All Board meetings are announced ahead of time publically, in various venues such as in the newspaper, on local bulletin boards, on our website, on our social media pages, etc. All Board meetings are open to the public and the public is given time to voice their opinions, concerns, questions, etc. The Board responds as appropriate. The organization's Board agendas, minutes, budgets, 990s are available to the public. ASPIRA Cyber also responds promptly to Right to Know requests. Some ASPIRA Schools have parents as voting members of their Boards. Cyber intends to follow in this model and add a parent representative onto our School Board within the next year.

III. Overall School Design

A. Communications to Parents and Community

How is the school accountable to parents and the community? Provide examples of communications, outreach, marketing of the cyber charter school, etc.

We contact all parents/guardians via telephone, email, and letters to express the importance of their partnership with ABCCS to ensure they actively participate in their child's online learning. A robo call system is used to text and call parents for reminders, updates, and absences. We have developed an enhanced orientation for parents to ensure they understand online learning and are empowered to help their child succeed. We intend to add a parent to the School Board who is a voting member. We offer free computer training and the opportunity to obtain IC3 certification via ASPIRA of PA's Community Technology Center. Our front office staff was made responsible for improving parent relations, so a new communications protocol was established, which includes more proactive follow-up and more formal tracking of communications. To enhance our efforts, we intend to begin inviting parents to join school committees as needed, to offer more opportunities for people to volunteer within the school, to more rigorously keep our website and social media sites active and up to date, and to host bi-monthly parent/family activities.

Community engagement is always an area we work to propel. We have a partnership with Montage to manage satellite sites for us. These sites typically serve higher risk youth (e.g. homeless, foster, single parents, etc.) who need a safe place, but for whatever reason were not successful in a brick and mortar environment. We have directories of social service agencies throughout the state when referrals are necessary for mental health, substance abuse, and trauma needs. We also subcontract out special services, such as psychologists and occupational therapists, as needed. We intend to enhance our relationships with various out-of-school time providers throughout the state near our students' residences to better connect them to extra enrichment and peers. We also intend to develop an active directory of local businesses who may want to support our efforts. As we open more volunteer opportunities, we intend to invite not just parents, but community members to join in assisting our school.

Our current marketing has been via newspaper ads in various locations throughout the state and through our partnership with Montage, who manages our satellite branches. We have not actively marketed our school because we are still solidifying our model. We anticipate active marketing and growth beginning next academic year. Our enrollments have primarily been through word of mouth, which has been enough for us to open satellite sites in Philadelphia and Johnstown. More active marketing, via online methods, phone calls, print materials, events, community meetings, etc. will take place once we are confident that our leadership and school model has become solidified as shown through student proficiency gains.

Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.

The School Board has struggled since 2012 because of the ASPIRA network's internal conflict and the teachers' union. There has been significant turnover in leadership, including a new Chairperson in 2013. Much attention was paid to resolving the internal network conflict rather than solely focusing on school needs and priorities. Also, the Board dealt with potential unionizing at some ASPIRA Schools, and School Board meetings became full of unionizers who were focused on teachers rather than students, which always swayed the agenda and lengthened the meetings. The School Board undoubtedly has had a rough few years. In both the internal network conflict and the union, the School Board sought guidance from lawyers and public relations firms to ensure they were providing the best guidance and direction to the school possible. The conflict within ASPIRA's network is relatively resolved and the unionizing has fallen by the wayside, so focus has returned back to student outcomes and school management. Although other ASPIRA Schools have faced formal complaints, ASPIRA Cyber has not. There is an ethics hotline

that anyone can anonymously call or email, which the Board monitors and responds to as appropriate. Of all ASPIRA Schools, ASPIRA Cyber has been most distant from the issues faced since 2012, given that our students learn remotely and our operations are small and limited when compared to brick and mortar schools.

Describe the composition of the cyber charter school’s governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.

The Board of ASPIRA Cyber consists of a Chairperson, Treasurer, Secretary and 2-4 general community Members. We also intend to add a voting parent member to our School Board. Because all School Board meetings are open to the public, community voice is heard at every meeting. All voices heard at each meeting are taken into account during the Board Executive Sessions and help direct their decisions. Dates, times, agendas, and sign-in sheets from parent meetings and events are attached. On the ASPIRA Schools website, there is an email for parents and the community to contact the Board Chair as needed.

Describe the relationship of the cyber charter School with the surrounding community. Describe any complaints that have been received and how they have been investigated and resolved.

ASPIRA Cyber has a limited relationship with the community, other than our enrolled families spreading word about the school to their local networks. Other education agencies and community-based organizations have referred students to our school. We have developed partnership in the local area to provide enrichment activities to students and parents. No complaints from the community against the school have been reported.

Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of surveys and questions and include a summary of responses.

Our Federal Programs Monitor has provided great feedback and technical assistance in this area to us to help propel our school success. Report card conferences every quarter are a primary means for teachers to hear personalized feedback from parents and to solve any issues or concerns that may arise. Parent and student surveys, which are attached, are implemented at the end of each academic year. A summary of the latest student survey responses are:
Positive:

- teachers care about me
- teachers are flexible with their time and help me
- “I like my school.”

Negative:

- more trips – We have added more this year
- extra-curricular activities – Many students now participate in neighborhood sports and we started afterschool clubs, like robotics.

B. Student Enrollment

**Is the enrollment stable and/or near capacity? What is the average “churn rate” for the last five years?¹
Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.**

We have rolling enrollments and no enrollment caps. Our enrollments have steadily increased each year. A student is enrolled when a complete enrollment packet is turned in to the front office. Withdrawal requires that a parent come in and fill out a withdrawal form with information about where student is going. If the student is going to another school in the US, then we send records directly to that school. If a student enrolls at another school, then usually that school will contact us directly and request student records. School to school communication is preferred to ensure that the student just does not stop going to school. Students tend to leave because they move away, cannot cope with

¹ Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

the independent structure which requires a high level of self-discipline, they miss socializing with their friends, they have unrealistic expectations such as thinking cyber school will be easier instead of harder. For younger ones, parents/facilitators realize that they cannot handle the responsibilities required of cyber learning. Our estimated churn rate is roughly 30%.

Our new Acellus platform automatically tracks student attendance and participation. Students not actively working in our online system are subject to out truancy process, which is attached. Once a teacher identifies lack of participation in any of the platforms within two consecutive days, a phone call is made to the home. On day six, a home visit by the school counselor and the Coordinator of Academic and Student Support Services is made if the student or home facilitator has not been successfully contacted. If the home visit is not successful, a certified letter is sent to the home with a scheduled meeting time to discuss student inactivity. If student a remains inactive for ten days, the withdrawal process begins. A summary of the process is:

- 1-2 days – teachers make a call home or send e-mail
- 3 days – 1st letter is sent home
- 5 days – Home visit/truancy plan meeting
- 6 days – 2nd Letter
- 10 days – 3rd Letter/student is dropped and referred to DA for reinstatement or truancy court

Truancy tracking and processing has been assigned to one of our support staff who is regularly monitored by the acting Principal. If a student reaches a 10th consecutive day of no attendance, one of our designated office employees fills out a truancy referral form and submits it to the District Attorney’s office within the student’s place of residence. The DA’s office solicits a hearing with parents and students. There they get a court order to go back to their current school or they get referred elsewhere. That could be a placement at a behavior modification school or it could be their neighborhood brick and mortar. Last year we had 8 notifications and this year so far we have had 3 notifications to the District Attorney’s office for truancy.

Each student is assigned a Family Coach, who acts as the liaison between the student's family and the school. Family Coaches are teachers who are each assigned sets of siblings / families to serve, ultimately having no more than 20 students. The Family Coach is responsible for monitoring grades and attendance of their specific students. Each time a student is absent, their assigned Family Coach will call home. If the student needs to be referred for any service in or out of school, the Family Coach sees to it. In this way, each student and his/her family has a trusted adult within our school as a primary point of contact. With a more intimate connection to school, it is expected that students will be more engaged, and more likely to reach out when they have a problem.

Data related to this is:

Year	Retention Rates		Attendance Rate
	Y-Y	W/in	
2010-11	N/A	93%	60%
2011-12	0%	95%	82%
2012-13	12%	91%	75%
2013-14	49%	89%	80%
2014-15	57%	85%	94%

Describe the marketing techniques used to advertise this cyber charter school opportunity and how the cyber charter school has made resources available equitably across the state.

Our current marketing has been via newspaper ads in various locations throughout the state and through our partnership with Montage, who manages our satellite branches. We have not actively marketed our school because we are still solidifying our model. We anticipate active marketing and growth beginning next academic year. Our enrollments have primarily been through word of mouth, which has been enough for us to open satellite sites in Philadelphia and Johnstown. More active marketing, via online methods, phone calls, print materials, events,

community meetings, etc. will take place once we are confident that our leadership and school model has become solidified as shown through student proficiency gains. Our recent PVAAS growth scores show much promise.

Using the following table, provide the history of student enrollment for each year and discuss trends in student turnover and retention data.

	Year 1	Year 2	Year 3	Year 4	This Year
Total Student Enrollment at the end of the school year	48	128	130	186	N/A
Number of students enrolled in June who were also enrolled in September of the previous year	39	98	78	102	N/A
Number of students, excluding graduates, who were enrolled at the end of last year	N/A	38	116	115	178
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	N/A	93	69	82	101

Provide waiting list data for each year, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll and how many enrolled during the year. If the school has been under- or over-enrolled, provide an explanation.

We do not have waiting lists for our school and we accept ongoing enrollments throughout the year. This has created a transiency among our population that we have consistently been dealing with more effectively. Our school has been under-enrolled because we have not actively marketed it to date. We have been waiting to be confident in our bilingual online learning model before engaging several more students. We anticipate active marketing within the next academic year. Also, we have found that enrollment in lower grades has been much less than our higher grades. We believe this is partially due to the lack of self-regulation and direction of the students, as well as the home facilitators not being available or qualified. Our program is more attractive to older, more independent students, so we are proposing to change our grade configuration to be solely grades 7-12.

Drawing upon exit interviews and other sources, explain why students choose to return or not to return to the school.

Students who return to us say it is because like the program, the flexibility, their independence, their ability to stay home, and their teachers. Students who do not return have said they weren't prepared for the independence and self-regulation required, their home facilitators were not prepared for the responsibility required with online learning, they prefer the socialization of brick-and-mortar schools, or they have moved out of the state.

D. Policies and Procedures

a. Technology and Support

How is technology used to provide curriculum?

All instruction is delivered via the Internet. Our main learning platform is Acellus with enhancements/supplements for ESL (Education City and Reading Smart) and SPED (Read 180) and Biology (Froguts) and Spanish (Santillana Espanol). Face-to-face functionality is utilized via Adobe Connect for students and teachers to "meet" and document cameras are utilized for visualized differentiated instruction. Study Island is an online benchmarking tool that all students engage in and Study Island online tutoring is available for students needing additional support. Online credit

recovery is available through Acellus and all high schoolers work toward IC3 certification through their technology course.

Describe the teaching methods that are used to deliver instruction and to assess academic performance. How is the cyber charter school improving student learning through the effective use of technology?

All instruction is delivered via the Internet. Our main learning platform is Acellus with enhancements/supplements for ESL (Education City and Reading Smart) and SPED (Read 180) and Biology (Froguts) and Spanish (Santillana Espanol). Through the Acellus learning platform, student rosters are chosen, work is assigned, lessons are delivered, and assessments are taken.

We are utilizing a flipped classroom model so that instruction is more focused and individualized. The traditional pattern of teaching has been for students to listen to lectures and take tests in class, and then read textbooks and work on problem sets outside of school. In flipped teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher. In class, students apply the knowledge by solving problems and doing practical work, as the teachers support them. The teacher serves as a support for the students when they become stuck, rather than imparting the initial lesson in person. Complementary techniques include differentiated instruction and project-based learning. Flipped classrooms free class time for hands-on work and provide the opportunity for students to learn by doing and asking questions. Flipping also changes the allocation of teacher time. Traditionally, the teacher engages with the students who ask questions, but those students aren't always the ones that need the most attention. Flipping allows teachers to target those who need the most help rather than the most confident. Flipping changes teachers from "sage on the stage" to "guide on the side." With our groups of highest need students, this method of teaching is likely to produce much better results than the school has seen in the past.

Online lessons, chats with teachers, face-to-face conversations with teachers, and independent projects are the main instructional methods. All students receive an advisory period each day via chat with their teacher. Chats are also utilized to assist instruction as needed by each student. Face-to-face functionality is utilized via Adobe Connect for students and teachers to "meet" and document cameras are utilized for visualized differentiated instruction. Study Island is an online benchmarking tool that all students engage in and Study Island online tutoring is available for students needing additional support. Online credit recovery is available through Acellus and all high schoolers work toward IC3 certification through their technology course. Students also work independently outside of class time. Teachers assign homework and projects. All students have a project-based learning (PBL) period as their last period of the day. Teachers assign interdisciplinary projects, one per marking period. These are generally based in-service learning or scientific discovery methodology.

Tutoring is provided daily for all students who attend our school and who need additional help with various coursework. ASPIRA Cyber has tutoring time built into our teaching schedule. This encourages students to work with teachers through online group tutoring, one-on-one online tutoring, in-person group tutoring or one-on-one in-person tutoring. We developed a drop-in center at our school's administrative offices for students and their parents when requiring additional intensive support. This center is not intended to be utilized regularly by any student, but rather is an option for students for whom all other instructional methods haven't been successful in a particular course or subject area.

How is the "school day" defined and how is the student's attendance for the day monitored?

Much like a brick and mortar school, students have a schedule of classes from 8 am to 3 pm. Tutoring is available from 3 pm to 4 pm if needed. Teacher preparation time is often used for students who need extra support. Teachers schedule appointments with students and parents for whom the current instructional delivery methods are not working. Attendance is monitored automatically through the online learning platform. All of their active learning time is tracked and reported in real time.

How does the cyber charter school verify the authenticity of a student's work and how are exams proctored?

Acellus allows the teacher to see in real time what each student is doing. Also teachers have cameras on computers to actually see the student working. Exams are taken during class time, not independently. Students are required to turn on their cameras so that teachers can non-invasively monitor tests (sound is muted). Standardized tests require students to come in to the building.

Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

All student files are kept in a filing cabinet in our Main Office, which is always staffed. Any records that are needed must be requested through our office staff. No one else is permitted direct access. Parents have to submit form and sign to release their child's records. We do not fax any student records anywhere except to other schools, as appropriate and needed. IEPs are never faxed; they are always mailed to whomever is designated by the parent.

How is technical support provided to students and parents (i.e. during what times of the day, how is it provided, etc.)?

Technical support is provided by ASPIRA of PA via an employee who is physically on-site and available weekdays from 8 am until 4 pm, which are the normal business hours. Students and/or parents can come into our office or, if necessary, we send someone to the home. We also have a teacher that serves the school as the Technology Coordinator, as well.

Describe the hardware, software and Internet connections, and technical support provided.

Students are given laptops with webcams, headphones, and bag. All needed software is preloaded and the computer is locked to prevent any additional downloads. Laptops have wireless capability. We pay up to \$150 towards each family's Internet bill, and encourage families to apply for Comcast's Internet Essentials, which offers discounted Internet to low-income families. For families that are in need, we provide a portable wi-fi module free of charge through a partnership with Mobile Citizen.

If "spyware" is used on student computers describe the type of spyware used and explain the purpose of the use.

We do not use spyware. Computers are imaged (downloaded and locked) before they are assigned to students, which prevents them from installing other software.

Does the cyber charter school have a written policy on cyber bullying and how is the policy made known to parents and students?

Yes, the cyber bullying policy is in student handbook, and we go over it during orientation. This particular policy is also posted on our school website.

b. Truancy Policies

Describe the cyber charter school's Policy on Truancy. What constitutes truancy (number of days not attending, number of days inactive?) When are parents contacted? How is contact made (phone call, email, home visit, etc.)? Attach copies of all forms used.

Truancy is considered when there is no activity by a student in the learning platform or on chat on a given day.

Once a teacher identifies lack of participation in any of the platforms within two consecutive days, a phone call is made to the home. On day six, a home visit by the school counselor and the Coordinator of Academic and Student Support Services is made if the student or home facilitator has not been successfully contacted. If the home visit is

not successful, a certified letter is sent to the home with a scheduled meeting time to discuss student inactivity. If student remains inactive for ten days, the withdrawal process begins.

A summary of our Truancy Policy is:

1-2 days – teachers make a call home or send e-mail

3 days – 1st letter is sent home

5 days – Home visit/truancy plan meeting

6 days – 2nd Letter

10 days – 3rd Letter / student is dropped and referred to DA for reinstatement or truancy court

The Truancy Policy and its related forms are attached.

Explain in detail the process and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.

Truancy tracking and processing has been assigned to one of our support staff who is regularly monitored by the Acting Principal. If a student reaches a 10th consecutive day of no attendance, one of our designated office employees fills out a truancy referral form and submits it to the District Attorney's office within the student's place of residence. The DA's office solicits a hearing with parents and students. There they get a court order to go back to current school or they get referred elsewhere. That could be a placement behavior modification school or it could be their neighborhood brick and mortar. Last year we had 8 notifications and this year so far we have had 3 notifications to the District Attorney's office for truancy. We do not notify the student's school district of residence. Notification forms are attached.

Provide a copy of the cyber charter school's policies and procedures regarding attendance, truancy and withdrawal.

These policies are attached.

c. Extracurricular Activities

Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in extracurricular activities? If so, please explain the agreement(s)?

To date, we have not had the need to develop formal agreements with school districts to allow cyber school student participation in activities. The school districts we have students from know the students can participate at functions of their neighborhood schools. No problems have arisen. Formal agreements may be developed in the future if this becomes an issue.

Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?

Yes, we host monthly events for all students, as well as grade specific trips and activities. When possible, we utilize Skype and Google Hangout to involve students who cannot physically attend these activities. Specific examples of activities for our students include:

October: Zoo trip for all students, Fall Arts and Crafts for elementary grades, Fall Harvest Costume Party for all students

November: AVA opera for grades 5-12, Thanksgiving dinner for all students and families

Upcoming: Franklin Institute, University of Pennsylvania nanotechnology lab, Naval Base for career exploration, Theater

d. School Safety

Please attach a copy of your School Safety Plan.

Our Safety Plan is attached.

Describe the cyber charter school's student assistance programs (SAP). Include in the discussion information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.

We do not do a SAP process because we use RTII. APSIRA Cyber's RTII Policy is attached. We refer local students for mental health and/or substance abuse counseling to CohMar or Children's Crisis Treatment Center because they are nearby and community members are familiar with them. However, since we are statewide, our Director of Special Education also works with outside agencies, including Abington Speech & Language Services and Kaleidoscope Services, both of which provide specialized personnel as needed to serve students outside of the Philadelphia region.

Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.

The behavior code and consequences are in the Student Handbook starting with "ASPIRA Bilingual Cyber Charter School (ABCCS) has high expectations for all students. In order for a student to reach his/her potential, the school environment must be safe and orderly and encourage the fullest possible educational development of each student."

ABCCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety and well-being of any member of the school family or threatens the integrity and stability of the school itself.

These rules shall apply to any conduct:

- A. During school hours.
- B. At any live school activity, function or event, and/or online multi-media chat rooms.
- C. Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff or disruption within the school.

Because we are a cyber school, we have had very minimal (3 in 5 years) suspensions and no expulsions. In the case that we do, we are prepared to follow the appropriate state regulations. All students are afforded due process if they are to be excluded from school.

In a case involving a suspension, within the first 5 days of the suspension, the Principal will conduct an informal hearing with the student and, if they choose, their parent or guardian. This is primarily to give the student the opportunity to explain their perspective of the incident leading to the suspension. Students have the right to question witnesses against them and present their own witnesses. The student's parent or guardian is provided written notice of the student's suspension and the reasons for it, and they are invited to this informal hearing, primarily to discuss how future incidents that can lead to suspension can be avoided.

In a case involving a possible expulsion, the School Board Hearing Officer will conduct a formal hearing with the student and, if they choose, their parent or guardian. A majority vote of the School Board is required to expel a student. Prior to the formal hearing, notification of the student's infractions and possible consequences is sent to the parent or guardian by certified mail. The student will be notified at least 5 days in advance of the hearing of the time and place of the hearing. This notice will include, amongst other information, a copy of the expulsion policy, hearing processes, their right to have witnesses, their right to testify on their own behalf, and their right to have legal counsel and/or their parent or guardian at the hearing. A student may request a rescheduled hearing time and/or date given an appropriate reason for the request. Unless there are extenuating circumstances and/or it is agreed upon by both the student and the School Board, hearings are held within 2 weeks of the notification of

charges. Notes and/or audio recording of each hearing take place. Students have a right to appeal the decision of the Hearing Officer.

Provide a copy of the Student Handbook and/or other materials that are used to detail behavior and consequences for students.

A copy of our Student Handbook is attached.

Discuss the cyber charter school's suspension/expulsion history. Describe the interventions/processes put into place to reduce the number of suspensions and expulsions to affect this progress. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments being made to address these concerns.

We have not had any expulsions and have had only a few suspensions considering we are an online school. Suspensions typically occur not while the students do their work, since the platform is open 24 hours a day and they attend the chatrooms from home, but when the student participates in school functions or come into the school building. We have only had 3 suspensions to date. We may place the student on a probation period whereby they must come to the building for a period of about a week due to lack of attendance to class or poor grades.

17. Lease Agreement Between Borrower and School

COMMERCIAL LEASE AGREEMENT

4322 North 5th Street, Philadelphia, PA 19140

ASPIRA, Inc. of Pennsylvania, ("Landlord"), and ASPIRA Bilingual Cyber Charter School, ("Tenant").

1. Property and Prior Lease
2. Use
3. Improvements
4. Term
5. Minimum Rent
6. Additional Rent
7. Place of Payment
8. Affirmative Covenants of Tenant
9. Negative Covenants
10. Landlord's Rights
11. Responsibility of Tenant
12. Responsibility of Landlord
13. Miscellaneous Agreements and Conditions
14. Remedies of Landlord
15. Further Remedies of Landlord
16. Confession of Judgment for Money
17. Confession of Judgment for Possession
18. Ejectment
19. Affidavit of Default
20. Waiver by Tenant of Errors, Right of Appeal, Stay, Exemption, Inquisition
21. Right of Assignee of Landlord
22. Remedies Cumulative
23. Condemnation
24. Subordination
25. Termination of Lease
26. Notices
27. Indemnity
28. Security Deposit
29. Quiet Enjoyment
30. Environmental Clause
31. Maintenance & Repairs
32. Time of Essence
33. Headings Not Part of Lease
34. Heirs and Assignee

COMMERCIAL LEASE AGREEMENT
4322 North 5th Street, Philadelphia, PA 19140

This Lease Agreement is made this 1st day of July, 2013 by and between ASPIRA, Inc. of Pennsylvania, a PA Non-Profit Corporation (the "Landlord"), and the ASPIRA Bilingual Cyber Charter School, an ASPIRA of Pennsylvania School, a PA Non-Profit Corporation (the "Tenant").

1. **Property** Landlord does hereby demise and let unto Tenant 4322 North 5th Street, Philadelphia, PA 19140, and the presently existing building which is to be completely renovated and improved by Landlord as an educational charter school (the "Property"). Note: the Landlord reserves the right to erect additional structure(s) on land not presently occupied by the presently existing building.
2. **Use** The Property shall be used and occupied solely as a charter school, and for no other purpose. Tenant shall comply with federal, state and local laws applicable to Tenant or its use of the Property.
3. **Improvements** The Property is to be completely renovated and improved by Landlord as an educational charter school. Thereafter, Tenant shall maintain the Property in good order, condition and repair. At Tenant's expense, Tenant shall promptly make all repairs necessary to maintain the Property, whether such repair is to the interior or exterior of the Property, is structural or non-structural, is ordinary or extraordinary or is foreseen or unforeseen, including, without limitation, all repairs to the roof and to the electrical, plumbing and mechanical systems.
4. **Term** The initial term of this lease is 10 years from the date that the Landlord delivers the Property to Tenant as a completely renovated and improved educational charter school. Landlord and Tenant will confirm in writing the start date of the Term (the "Term Start Date").
5. **Minimum Rent** Commencing on the Term Start Date, the minimum rent during the term shall be: Twenty Thousand Dollars (\$20,000.00) monthly.

Until the 3rd Anniversary Date of the Term Start Date: the Product of 1.2 multiplied by the Landlord's Debt Service.

From the 3rd Anniversary Date of the Term Start Date until the 6th Anniversary Date of the Term Start Date: the Product of 1.29 multiplied by the Landlord's Debt Service.

From the 6th Anniversary Date of the Term Start Date until the 9th Anniversary Date of the Term Start Date: the Product of 1.38 multiplied by the Landlord's Debt Service.

From the 9th Anniversary Date of the Term Start Date until the 10th Anniversary Date of the Term Start Date: the Product of 1.47 multiplied by the Landlord's Debt Service.

The "Landlord's Debt Service" shall mean an amount that is necessary to satisfy the monthly debt service of Landlord (interest and principal) arising from Landlord's ownership of the Property. Rent shall be paid in monthly installments, in advance, on the first business day of each month, without demand.

6. **Additional Rent** Landlord and Tenant intend that the Minimum Rent specified in Section 5 hereof shall be net to Landlord. Accordingly, all costs, expenses and obligations of every kind related to the Property which may arise or become due during the term of the lease, including, without limitation, all taxes, utilities, casualty and liability insurance premiums and repair, maintenance and replacement expenses (but excluding debt service provided for under Section 5), shall be paid directly by Tenant or shall be paid to Landlord upon demand.

As to casualty and liability insurance, Landlord shall specify the coverage amounts and type of insurance company. Each insurance policy shall be endorsed to prove that it will not be canceled without at least thirty (30) days written to Landlord. Tenant will deposit a certificate of such insurance prior to occupancy and a certificate of each renewal thereof with Landlord at least twenty (20) days prior to such policy expiration date. The certificate holder shall be the Landlord and the Landlord shall be named as additional insured.

The payments by Tenant under this section, and any additional costs payable by Tenant hereunder other than the minimum rent due pursuant to Section 5, shall be deemed to be additional rent hereunder. If Tenant fails to pay such additional rent, Landlord shall have all of the rights and remedies with respect thereto as Landlord shall have for nonpayment of the base rent.

7. **Place of Payment** All rent shall be payable without prior notice or demand at Landlord's present address, or at such other place as Landlord may from time to time designate by notice in writing.

8. **Affirmative Covenants of Tenant**

Tenant covenants and agrees that Tenant will without demand:

(a) **Payment of Rent** Pay the rent and all other charges herein reserved as rent at the times and at the place that the same payable, without fail, and if Landlord shall at any times or times accept said rent charges after the same shall have become due and payable, such acceptance shall not excuse delay upon subsequent occasions, or constitute or be construed as a waiver of any of Landlord's rights. Tenant agrees that any charges or payment herein reserved, included or agreed to be treated or collected as rent and/or any other charges or taxes, expenses or cost herein agreed to be paid by Tenant may be proceeded for and recovered by the Landlord by distraint or other process in the same manner as rent due and in arrears.

(b) **Cleaning, Repairing, Etc.** Keep the Property clean and free from all trash, ashes, dirt and other refuse matter; replace all glass windows, doors, etc., broken; repair all damage to plumbing and to the Property in general; keep the same in good order and repair as they are now, reasonable wear and tear and damage by accidental fire or other casualty not occurring through negligence of Tenant or those employed by or acting for Tenant alone excepted. The Tenant agrees to surrender the Property in the same condition in which Tenant has herein agreed to keep the same during the continuance of this lease, normal deterioration and normal wear and tear excepted.

(c) **Requirements of Public Authorities** Comply with the requirements of the constituted public authorities and regulations applicable to Tenant or Tenant's use of the Property, and save Landlord harmless from penalties, fines, costs or damages resulting from failure to do so.

(d) **Fire** Use every reasonable precaution against fire.

(e) **Rules and Regulations** Comply with reasonable rules and regulations of Landlord.

(f) Surrender of Property Peaceably deliver up and surrender possession of the Property to the Landlord at the expiration or sooner termination of this lease, promptly delivering to Landlord at his office all keys for the Property.

(g) Notice of Fire, Etc. Give to Landlord prompt written notice of any accident, fire, or damage occurring on or to the Property.

(h) Condition of Pavement Tenant shall keep the pavement and open space abutting the Property free from snow and ice; and hereby agrees that Tenant is solely liable for any accidents due or alleged to be due to any accumulations of snow or ice.

(i) Indemnification Indemnify and save Landlord harmless from any and all loss occasioned by Tenant's breach of any of the covenants, terms and conditions of this lease, or caused by his family, guests, visitors, agents and employees.

(j) Time of the Essence. Time is of the essence as to all covenants of Tenant under this lease.

9. Negative Covenants

Tenant covenants and agrees that Tenant will do none of the following things without first obtaining the consent in writing of Landlord, which consent shall not be unreasonably withheld or delayed, and without providing Landlord with reimbursement for any expenses incurred or incidental to Tenant's proposed action:

(a) Use of Property Occupy the Property in any other manner or for any other purpose than as above set forth.

(b) Assignment and Subletting Assign mortgage or pledge this lease or underlet or sub-lease the Property, or any part thereof, or permit any other person, firm or corporation to occupy the Property, or any part thereof.

(c) Signs Place any stand, booth, sign or show case upon the doorsteps, vestibules or outside walls or pavements of the Property, or paint, place, or erect any sign, projection or device on or in any part of the Property. Tenant may erect signs with Landlord's approval.

(d) Alterations or Improvements Make any structural alterations, improvements, or additions to the Property. Tenant may make any and all cosmetic alterations, improvements, or additions to the Property. Tenant may retain its trade fixtures and equipment, provided Tenant repairs any damage to the Property caused by same or its removal.

(e) Machinery Use or operate any machinery that, in Landlord's opinion is harmful to the building or disturbing to other tenants occupying other parts thereof.

(f) Weights Place any weights in apportion of the Property beyond the safe carrying capacity of the structure.

(g) Fire Insurance Do or suffer to be done, any act, matter or thing objectionable to the fire insurance companies whereby the fire insurance or any other insurance now in force or hereafter to be placed on the Property shall become void or suspended, or whereby the same shall be treated as more hazardous risk than at the date of execution of this lease. In case of a breach of this covenant (in addition to all other remedies given to Landlord in case of the breach of any of the conditions or covenants of this lease) Tenant agrees to pay to Landlord as additional rent any and all increase or increase of premiums on insurance carried by Landlord on the Property caused in any way by the occupancy of Tenant.

(h) Removal of Goods Remove, attempt to remove or manifest an intention to remove Tenant's goods or property from or out of the Property otherwise than in the ordinary and usual course of business, without having first paid and satisfied Landlord for all rent which may become due during the entire term of this lease.

(i) Vacate Premises Vacate or desert the Property during the term of this lease, or permit the same to be empty and unoccupied.

(j) Time of the Essence Time is of the essence as to all covenants of Tenant under this lease.

10. **Landlord's Rights** Tenant covenants and agrees that Landlord shall have the right to do the following things and matters in and about the Property:

(a) Inspection of Property At all reasonable times, with advance notice, except in cases of emergency, by himself or his duly authorized agents to go upon and inspect the Property and every part thereof, and/or at his option to make repairs, alterations and additions to the Property.

(b) Rules and Regulations At all time or times, and from time to time, make such reasonable rules and regulations, as may be necessary or desirable for the safety, care and cleanliness of the Property and for the preservation of good order. Such rules and regulations shall, when communicated in writing to Tenant, form part of this lease.

(c) Sale or Rent Sign To display a "For Sale" sign at any time, and also, after notice from either party of intention to terminate this lease, or at any time within three months prior to the expiration of this lease, a "For Rent" sign, or both "For Rent" and "For Sale" signs; and all of said signs shall be placed upon such part of the Property as Landlord may elect, and may contain such matter as Landlord shall require. Persons authorized by Landlord may inspect the Property at reasonable hours.

11. **Responsibility of Tenant**

(a) Tenant agrees to relieve and hereby relieves the Landlord from all liability by reason of any injury or damage to any person or property in the Property, whether belonging to the Tenant or any other person caused by any fire, breakage, or leakage in any part or portion of the building of which the Property is a part or from water, rain or snow that may leak into, issue or flow from any part of the Property, from the drains, pipes, or plumbing work of the same, or from any place or quarter, unless such breakage, leakage, injury or damage be caused by or result from the gross negligence of Landlord or its servants or agents.

(b) Tenant also agrees to relieve and hereby relieves Landlord from all liability by reason of any damage or injury to any property or to Tenant or Tenant's guests, servants or employees which may rise from or be due to the use, misuse or abuse of all or any of the elevators, hatches, openings, stairways, hallways, sidewalks, driveways of any kind whatsoever which may exist or hereafter be erected or constructed on the Property, which may arise from defective construction, failure of water supply, light, power, electric wiring, plumbing, or machinery, wind, lightning, storm or any other cause whatsoever on the Property, unless such damage, injury, use, misuse or abuse be caused by or result from the gross negligence of Landlord, its servants or agents.

12. Responsibility of Landlord

(a) Total Destruction of Property In the event the Property is totally destroyed or so damaged by fire or other casualty that, in the opinion of a licensed architect retained by Landlord, the same cannot be repaired and restored within ninety days from the happening of such injury this lease shall absolutely cease and determine, and the rent shall abate for the balance of the term.

(b) Partial Destruction of Property If the damage be only partial and such that the premises can be restored, in the opinion of a licensed architect retained by Landlord, to approximately their former condition within ninety days from the date of the casualty loss Landlord may, at Landlord's option, restore the same with reasonable promptness, reserving the right to enter upon the Property for that purpose. Landlord also reserves the right to enter upon the Property whenever necessary to repair damage caused by fire or other casualty to the building of which the Property is part, even though the effect of such entry be to render the Property or a part thereof untenable. In either event the rent shall be apportioned and during the time Landlord is in possession, taking into account the proportion of the Property rendered untenable and the duration of Landlord's possession. If a dispute arises as to the amount of rent due under this clause, Tenant agrees to pay the full amount claimed by Landlord, but Tenant shall have the right to proceed by law to recover the excess payment, if any.

(c) Repairs by Landlord Landlord shall make such election to repair the premises or terminate this lease by giving notice thereof to Tenant at the leased premises within (30) days from the day Landlord received notice that the Property had been destroyed or damaged by fire or other casualty. If restoration shall take longer than thirty (30) days and the Tenant's operations are significantly affected, then Tenant may terminate this lease, without penalty, with thirty (30) days written notice to Landlord.

(d) Damage for Interruption of Use Except to the extent hereinbefore provided, Landlord shall not be liable for any damage, compensation, or claim by reason of the necessity of repairing any portion of the building, the interruption in the use of the premises, any inconvenience or annoyance arising as a result of such repairs or interruption, or the termination of this lease by reason of damage to or destruction of the premises.

(e) Representation of Condition of Property Landlord has let the Property in their present "as is" condition and without any representations, other than those specifically endorsed hereon by Landlord, through its officers, employees, servants and/or agents. It is understood and agreed that Landlord is under not duty to make repairs, alterations, or decorations at the inception of the term of this lease or at any time thereafter unless such duty of Landlord shall be set forth in writing endorsed hereon.

13. Miscellaneous Agreements and Conditions

(a) Effects of Repairs on Rental No contract entered into or that may be subsequently entered into by Landlord with Tenant, relative to any alteration, additions, improvement or repairs, nor the failure of Landlord to make such alterations, additions, improvements or repairs as required by any such contract, nor the making by Landlord or his agents or contractors of such alterations, additions, improvements or repairs shall in any way affect the payment of the rent or said other charges at the time specified in this lease, except to the extent and in the manner hereinbefore provided.

(b) Agency It is hereby expressly agreed and understood that no real estate agent is involved in this lease.

(c) Waiver of Custom It is hereby covenanted and agreed, any law, usage or custom to the contrary notwithstanding, that Landlord shall have the right at all times to enforce the covenants and provisions of this lease in strict accordance with the terms hereof, notwithstanding any conduct or custom on the part of the Landlord in refraining from so doing at any time or times; and, further, that the failure of Landlord at any time or times to enforce his rights under said covenants and provisions strictly in accordance with the same shall not be construed as having created a custom in any way or manner contrary to the specific terms, provisions and covenants of this lease or as having in any way or manner modified the same.

(d) Conduct of Tenant This lease is granted upon the express condition that Tenant and/or the occupants of the premises herein leased shall not conduct themselves in a manner which is improper or objectionable, and if at any time during the term of this lease or any extension or continuation thereof Tenant or any occupier of the said premises shall have conducted himself in a manner which is improper or objectionable, Tenant shall be entitled to all of the rights and remedies granted and reserved herein, for the Tenant's failure to observe all of the covenants and conditions of this lease.

(e) Failure of Tenant to Repair In the event of the failure of Tenant promptly to perform the covenants of Section 8(b) hereof, Landlord may go upon the Property and perform such covenants, the cost thereof, at the sole option of Landlord, to be charged to Tenant as additional and delinquent rent.

(f) Waiver of Subrogation Landlord and Tenant hereby agree that all insurance policies which each of them shall carry to insure the Property and the contents therein against casualty loss, and all liability policies which they shall carry pertaining to the use and occupancy of the Property shall contain waiver of the right of subrogation against Landlord and Tenant herein, their heirs, administrators, successors and assigns.

(g) Security Interest Tenant hereby grants to Landlord a security interest under the Uniform Commercial Code in all of Tenant's goods and property in, on, or about the Property. Said security shall secure unto Landlord the payment of all rent (and charges collectible or reserved as rent) hereunder which shall become due under the provisions of this lease. Tenant hereby agrees to execute, upon request of Landlord, such financing statements as may be required under the provisions of the said Uniform Commercial Code to perfect a security interest in Tenant's said goods and property.

(h) Insurance Violations Tenant will not do or commit, or suffer or permit to be done or committed, any act or thing whereby, or in consequence whereof, the policy or policies of insurance of any kind

on or in connection with the building included in or containing the Property shall become void or suspended or the insurance risk on such building shall be rated more hazardous.

(i) Plate Glass Tenant will immediately replace any plate glass on the Property, if damaged, at Tenant's sole cost and expense.

14. Remedies of Landlord

If the Tenant

(a) Does not pay in full when due any and all installments of rent and/or any other charge, expense, or cost herein agreed to be paid by the Tenant, or to be treated or collected as rent and/or any other charge, expense, or cost therein agreed to be paid by the Tenant, or

(b) Violates or fails to perform or otherwise breaks any covenant or agreement herein contained; or

(c) Vacates the Property or removes or attempts to remove or manifests an intention to remove any goods or property there from otherwise than in the ordinary and usual course of business without having first paid and satisfied the Landlord in full for all rent and other charges then due or that may thereafter become due until the expiration of the then current term, above mentioned; or

(d) Becomes embarrassed or insolvent, or makes an assignment for the benefit of creditors, or if a petition in bankruptcy is filed by or against Tenant or a complaint in equity or other proceedings for the appointment of a receiver for Tenant is filed or if proceedings for reorganization or for composition with creditors under any State or Federal law be instituted by or against Tenant, or if the real or personal property of covenants of this lease, including the prompt payment of rent hereunder, is or may become impaired;

THEN and in any or either of said events, there shall be deemed to be a breach of this lease, and thereupon, ipso facto, and without entry or other action by Landlord:

(1) The whole balance of rent and other charges, payments, cost, and expenses herein agreed to be paid by Tenant, or any part thereof, and also all costs and officers' commissions including watchmen's wages shall be taken to be due and payable in arrears as if by the terms and provisions of this lease or said balance of rent and other charges payment, taxes, costs and expenses were on that date, payable in advance. Further, if this lease or any part thereof is assigned, or if the premises, or any part thereof is sub-let, Tenant hereby irrevocable constitutes and appoints Landlord as Tenant's agent to collect the rents due from such assignee or sub-Tenant and apply the same to the rent due hereunder; or

(2) At the option of Landlord, this lease and the terms hereby created shall determine and become absolutely void without any right on the part of Tenant to reinstate this lease by payment of any sum due or by other performance of any condition, term or covenant broken; whereupon, Landlord shall be entitled to recover damages for such breach in an amount equal to the amount of rent reserved for the balance of the term of this lease, less the fair rental value of the said Property for the remainder of the lease term.

15. Further Remedies of Landlord In the event of any default by Tenant, Landlord, or anyone acting on Landlord's behalf, at Landlord's option:

(a) May let said premises or any part of parts thereof to such person or persons as may, in Landlord's discretion, be best; and Tenant shall be liable for any loss of rent for the balance of the current term. Any such re-entry or re-letting by Landlord under the terms hereof shall be without prejudice to Landlord's claim for actual damages, and shall under no circumstances, release Tenant from liability for such damages arising out of the breach of any of the covenants, terms and conditions of this lease.

(b) May proceed as a secured party under the provisions of the Uniform Commercial Code against the goods in which Landlord has been granted a security interest pursuant to Section 13(g) hereof; and

(c) May have and exercise any and all other rights and/or remedies, granted or allowed landlords by any existing or future Statute, Act of Assembly, or other law of this state in cases where a landlord seeks to enforce rights arising under a lease agreement against a tenant who has defaulted or otherwise breached the terms of such lease agreement; subject, however, to all of the rights granted or created by any such Statute, Act of Assembly, or other law of this state existing for the protection and benefit of tenants; and

(d) May have and exercise any and all other rights and remedies contained in this lease agreement.

16. Confession of Judgment for Money Tenant covenants and agrees that if the rent and/or any charges reserved in this lease as rent (including all accelerations of rent permissible under the provisions of this lease) shall remain unpaid thirty (30) days after the same is required to be paid, then and in that event, Landlord may cause judgment to be entered against Tenant, and for that purpose Tenant hereby authorizes and empowers Landlord or any Prothonotary, Clerk of Court or Attorney of any Court of Record to appear for and confess judgment against Tenant and agrees that Landlord may commence an action pursuant to the Pennsylvania Rules of Civil Procedure for the recovery from Tenant of all rent hereunder (including all accelerations of rent permissible under the provisions of this lease) and/or for all charges reserved hereunder as rent, as well as for interest and costs and Attorney's commission, for which authorization to confess judgment, this lease, or a true and correct copy thereof, shall be sufficient warrant. Such judgment may be confessed against Tenant for the amount of rent in arrears (including all accelerations of rent permissible under the provisions of this lease) and/or for all charges reserved hereunder as rent, as well as for interest and costs; together with an attorney's commission of fifteen percent (15%) of the full amount of Landlord's claim against Tenant. Neither the right to institute an action pursuant to the Pennsylvania Rules of Civil Procedure, nor the authority to confess judgment granted herein shall be exhausted by one or more exercises thereof, but successive complaints may be filed and successive judgments may be entered from the aforescribed sum five days or more after they become due as well as the expiration of the original term and/or during or after of any extension or renewal of this lease.

17. Confession of Judgment for Possession Tenant covenants and agrees that if this lease shall be terminated (either because of condition broken during the term of this lease or any renewal or extension thereof, and/or when the term hereby created or any extension thereof shall have expired) then, and in that event, Landlord may cause a judgment in ejectment to be entered against Tenant for possession of the Property, and for that purpose Tenant hereby authorizes and empowers any Prothonotary, Clerk of Court or Attorney of

any Court of Record to appear for Tenant and to confess judgment against Tenant in Ejectment for possession of the herein Property, and agrees that Landlord may commence an action pursuant to the Pennsylvania Rules of Procedure for the entry of an order in Ejectment for the possession of real property, and Tenant further agrees that a Writ of Possession pursuant of a writ or writs of possession pursuant thereto, this lease, or a true and correct copy thereof, whatsoever, after said action shall have commenced the action shall be terminated and the possession of the Property shall remain in or be restored to Tenant, Landlord shall have the right upon any subsequent default or defaults, or upon the termination of this lease as above set forth to commence successive actions for possession of real property and to cause the entry of successive judgments by Confession in Ejectment for possession of the Property.

18. **Ejectment** When this lease shall be determined by condition broken either during the original term of this lease or any renewal or extensions thereof, and also when and as soon as the term hereby created or any extension thereof shall have expired, it shall be lawful for any attorney as attorney for Landlord to file an agreement for entering in any competent Court an amicable action and judgment in Ejectment against Tenant and all persons claiming under Tenant for the recovery by Landlord of possession of the Property, for which this lease shall be Landlord's sufficient warrant, whereupon, if Landlord so desires, a Writ of Execution or of Possession may issue forthwith, without any prior writ or proceedings, and provided that if for any reason after such action shall have been commenced the same shall be determined and the possession of the Property remain in or be restored to Tenant, Landlord shall have the right upon any subsequent default or defaults, or upon the termination of this lease as hereinbefore set forth, to bring one or more amicable action or actions as hereinbefore set forth to recover possession of the Property.

19. **Affidavit of Default** In any procedure or action to enter Judgment by a Confession for Money, or to enter Judgment by Confession in Ejectment for possession of real property, if Landlord shall first cause to be filed in such action an affidavit or averment of the facts constituting the default or occurrence, or event of the condition precedent, or event, the happening of which default, occurrence, or event authorizes and empowers Landlord to cause the entry of judgment by confession, such affidavit or averment shall be conclusive evidence of such facts, defaults, occurrences, conditions precedent, or events; and if a true copy of this lease (and of the truth of which such affidavit or averment shall be sufficient evidence) be filed on such procedure or action, it shall not be necessary to file the original as a Warrant of Attorney, any rule of court, custom, or practice to the contrary notwithstanding.

20. **Waiver by Tenant of Errors, Right of Appeal, Stay, Exemption, Inquisition**

Tenant hereby releases to Landlord and to any and all attorneys who may appear for Tenant all errors in any procedure or action to enter Judgment by Confession by virtue of the warrants of attorney contained in this lease and all liability therefore. Tenant further authorizes the Prothonotary or any Clerk of any Court of Record to issue a Writ of Execution or other process, and further agrees that real estate may be sold on a Writ of Execution or other process. If proceedings shall be commenced to recover possession of the Property either at the end of the term or sooner termination of this lease, or for non-payment of rent or for any other reason, Tenant specifically waives the right to the three (3) months' notice to quit and/or the fifteen (15) or thirty (30) days' notice to quit required by the Act of April 6, 1951 P.I. 69, as amended and agrees that five (5) days' notice shall be sufficient in either or any such case.

21. **Right of Assignee of Landlord** The right to enter judgment against Tenant by confession and to enforce all or other provisions of this lease herein provided for may, at the option of any assignee of this lease, be

exercised by any assignee of the Landlord's right, title, and interest in this lease in his, her, or their own name, any statute, rule of court, custom, or practice to the contrary notwithstanding.

22. **Remedies Cumulative** All of the remedies hereinbefore given to Landlord and all rights and remedies given to it by law and equity shall be cumulative and concurrent. No determination of this lease or the taking or recovering possession of the premises shall deprive Landlord of any of its remedies or actions against the Tenant for rent due at the time or which, under the terms hereof would in the future become due as if there had been no determination, nor shall the bringing of any action for rent or breach of covenant, or the resort to any other remedy herein provided for the recovery of rent be construed as a waiver of the right to obtain possession of the premises.

23. **Condemnation** In the event that the premises demised herein, or any part thereof, is taken or condemned for a public or quasi-public use this lease shall, as to the part so taken, terminate as of the date title shall vest in the condemner, and rent shall abate in proportion to the square feet of leased space taken or condemned or shall cease if the entire premises be so taken. In either event the Tenant waives all claims against the Landlord by reason of the complete or partial taking of the Property.

24. **Subordination** This Agreement of Lease and all its terms, covenants and provisions are and each of them is subject and subordinate to any lease or other arrangement or right to possession, under which the Landlord is in control of the Property, to the rights of the owner or owners of the Property and of the land or buildings of which the Property are a part, to all rights of the Landlord's landlord and to any and all mortgages and other encumbrances now or hereafter placed upon the Property or upon the land and/or the buildings containing the same; and Tenant expressly agrees that if Landlord's tenancy, control, or right to possession shall terminate either by expiration, forfeiture or otherwise, then this lease shall thereupon immediately terminate and the Tenant shall, thereupon, give immediate possession; and Tenant hereby waives any and all claims for damages or otherwise by reason of such termination as aforesaid.

25. **Termination of Lease** It is hereby mutually agreed that either party hereto may determine this lease at the end of said term by giving to the other party written notice thereof at least ninety (90) days prior thereto, but in default of such notice, this lease shall continue upon the same terms and conditions in force immediately prior to the expiration of the term hereof as are herein contained for a further period of one (1) month and so on from month to month unless or until terminated by either party hereto, give the other thirty (30) days written notice for removal previous to expiration of the current term; PROVIDED, however, that should this lease be continued for a further period under the terms herein above mentioned, any allowances given Tenant on the rent during the original term shall not extend beyond such original term, and further provided, however, that if Landlord shall have given such written notice prior to the expiration of any term hereby created, of his intention to change the terms and conditions of this lease, and Tenant shall not within twenty (20) days from such notice notify Landlord of Tenant's intention to vacate the Property at the end of the then term, Tenant shall be considered as Tenant under the terms and conditions mentioned in such notice for a further term as provided, or for such further term as may be stated in such notice, In the event that Tenant shall give notice, as stipulated in this lease, of intention to vacate the Property at the end of the present term, or any renewal or extension thereof, and shall fail or refuse so to vacate the same on the date designated by such notice, then it is expressly agreed that Landlord shall have the option either (a) to disregard the notice so given as having no effect, in which case all the terms and conditions of this lease shall continue thereafter with full force precisely as if such notice had not been given, or (b) Landlord may, at any time within thirty days after the present term or any renewal or extension thereof, as aforesaid, give the said Tenant ten days' written notice of his intention to terminate the said lease; whereupon the Tenant

expressly agrees to vacate said premises at the expiration of the said period of ten days specified in said notice. All powers granted to Landlord by this lease may be exercised and all obligations imposed upon Tenant by this lease shall be performed by Tenant as well during any extension of the original term of this lease as during the original term itself.

26. **Notices** All notices must be in writing, sent by fax, email, Federal Express (or like service) or by US Postal Mail, addressed as follows:

To Tenant: ASPIRA Bilingual Cyber Charter School
4322 North 5th Street, Philadelphia, PA 19140

To Landlord: ASPIRA, Inc. of Pennsylvania
4322 North 5th Street, Philadelphia, PA 19140

27. **Indemnity** Tenant shall indemnify and hold harmless Landlord from and against any and all claims arising from Tenant's use of the Property, or from the conduct of Tenant's business or from any activity, work or things done, permitted or suffered by Tenant in or about the Property, or elsewhere and shall, further indemnify and hold harmless Landlord from and against any and all claims arising from any breach or default in the performance of any obligation on Tenant's party to be performed under the terms of this lease, or arising from any negligence of the Tenant, of any of Tenant's agents, contractors, or employees, and from and against all costs, attorney's fees, expenses and liabilities incurred in the defense of any such claim of any action or proceeding brought thereon; and in case any action of proceeding be brought against Landlord by reason of any such claim, Tenant upon notice from Landlord shall defend the same at Tenant's expense by counsel satisfactory to Landlord. Tenant, as a material part of the consideration to Landlord, hereby assumes all risk of damage to property or injury to persons, in, upon or about the Property, arising from any cause and Tenant hereby waives all claims in respect thereof against Landlord.

28. **Security Deposit** No Security Deposit.

29. **Quiet Enjoyment** Landlord hereby agrees that Tenant may have, possess and enjoy the Property during the term of this lease, or any extension or renewal thereof, peacefully and without interruption, as long as Tenant shall faithfully comply with the Tenant's obligations hereunder.

30. **Environmental Clause**

(a) Tenant shall not cause, allow or permit contamination of the Property by toxic or hazardous substance, and shall not handle or permit polychlorinated biphenyls ("PCB") or asbestos or substances containing PCB's or asbestos on the Property.

(b) Tenant shall conduct all or its operations at the Property in compliance with all federal, state and local statutes (including, but not limited to the Comprehensive Environmental Response, Compensation, and Liability Act, 42 U.S.C. Section 9601 et. Seq., as amended by the Superfund Amendments and Reauthorization Act of 1986, Pub. L. No. 99-499, 100 Stat. 1613 (October 17, 1986) ("CERCLA"); the Resources Conservation and Recovery Act, 42. U.S.C. Section 6901 et. Seq. ("RCRA"); the Pennsylvania Solid Waste Management Act, 35 Pa. C.S. Section 6018.101 et. Seq.; the Pennsylvania Clean Streams Law 35 Pa. C.S. Section 691.1 et seq.; and the Pennsylvania Hazardous Sites Cleanup Act, Act 108 of 1988, 35 Pa. C.S. Section 6020.101 et. Seq. ("Pennsylvania

Superfund”), and regulations enacted thereunder, ordinances, regulations, orders and requirements of common law, regarding, but not limited to, (i) discharges to the air, soil, surface or groundwater; and (ii) handling, utilizing, storage, treatment or disposal of any hazardous substances or toxic substances as defined therein (the foregoing collectively and singly called “Environmental Statutes”). Tenant shall obtain all permits, licenses or approvals, and shall all notifications and registrations required by Environmental Statutes, and shall submit to Landlord, upon request, for inspecting and copying all documents, permits, licenses, approvals, manifests and records required to be submitted and/or maintained by the provisions of the Environmental Statutes. Tenant shall also provide promptly to Landlord copies of any correspondence, document received by Tenant pertaining to compliance with Environmental Statutes. Tenant shall also provide promptly to Landlord copies of any correspondence, document received by Tenant pertaining to compliance with Environmental Statutes.

(c) Tenant shall not install at the Property any temporary or permanent tanks for the storage of any liquid or gas above or below ground, except as in compliance with the other provisions of this section and after obtaining written permission to do so from Landlord.

(d) Tenant hereby agrees to indemnify Landlord and to hold Landlord harmless of, from and against any and all expense, loss, cost, fines, penalties, loss of value or liability suffered by Landlord by reasons of Tenant’s breach of any of the provisions of this section.

(e) The provisions of this section shall survive the termination of Tenant’s tenancy or of this lease.

(f) Tenant will not be responsible for any pre-existing hazardous condition or substance in or around the Property caused before Tenant took possession.

31. **Maintenance & Repairs** Tenant shall maintain the Property in good order, condition and repair. At Tenant’s expense, Tenant shall promptly make all repairs necessary to maintain the Property, whether such repair is to the interior or exterior of the Property, is structural or non-structural, is ordinary or extraordinary or is foreseen or unforeseen, including, without limitation, all repairs to the roof and to the electrical, plumbing and mechanical systems.

32. **Time of Essence** Time, wherever mentioned herein, shall be of the essence of this lease.

33. **Headings Not Part of Lease** Any headings preceding the text of the several paragraphs hereof are inserted solely for convenience of reference and shall not constitute a part of this lease, nor shall they affect its meaning, construction or effect.

34. **Heirs and Assignee** All rights and liabilities herein given to, or imposed upon, the respective parties hereto shall extend to and bind the several and respective heirs, executors, administrators, successors and assigns of said parties; and if there shall be more than one Tenant, they shall all be bound jointly and severally by the terms, covenants and agreements herein, and the word “Tenant” shall be deemed and taken to mean each and every person or party mentioned as a tenant herein, be the same one or more; and if there shall be more than one Tenant, any notice required or permitted by the terms of this lease may be given by or to any one thereof, and shall have the same force and effect as if given by or to all thereof. The words “his” and “Him” wherever stated herein shall be deemed to refer to the “Landlord” and “Tenant” whether such Landlord or tenant be singular or plural and irrespective of gender. No rights, however, shall inure to the benefit of any assignee of Tenant unless the assignment to such assignee has been approved by Landlord in writing as aforesaid.

LANDLORD AND TENANT HAVE CAREFULLY READ AND REVIEWED THIS LEASE AND EACH TERM AND PROVISION CONTAINED HEREIN AND BY EXECUTION OF THIS LEASE, SHOW THEIR INFORMED AND VOLUNTARY CONSENT THERETO. THE PARTIES HEREBY AGREE THAT, AT THE TIME OF THIS LEASE IS EXECUTED, THE TERMS OF THIS LEASE ARE COMMERCIALY REASONABLE AND EFFECTUATE THE INTENT AND PURPOSE OF LANDLORD AND TENANT WITH RESPECT TO THE PROPERTY.

IN WITNESS WHEREOF, the parties hereto have executed the Lease the day and year first above written, and intend to be legally bound thereby.

Landlord: ASPIRA, Inc. of Pennsylvania

By: _____
Alfredo B. Calderón, President and CEO

Tenant: ASPIRA Bilingual Cyber Charter School, an ASPIRA, Inc. of Pennsylvania School

By: _____
Aracely Rosales, President



Staff Name: Jaime Ruth

Course Name: Science

Lesson Name : 4th-6th Science 11/10-11/14

Lesson Unit:

Lesson Dates:

11/10/2014-11/14/2014 Period(s): 05

Non-instructional Days:

None

OBJECTIVE(S) LEARNING TARGET(S)

Students will

- Identify and describe the parts of a flowering plant.
- Differentiate between types of plants.
- Describe the needs of plants.
- Define the term photosynthesis.

OPENING

Draw and label a picture of plant as best as you can.

VOCABULARY

flower

Definition: The bloom or blossom of a plant; the reproductive organ of an angiosperm plant

Context: Flowers come in all shapes, sizes, and colors.

leaves

Definition: The main organs of photosynthesis and transpiration in plants

Context: When you look at a forest in summer, you can see the green leaves of trees.

photosynthesis

Definition: A process used by plants to convert water, carbon dioxide and sunlight into carbohydrates and oxygen

Context: Photosynthesis allows plants to make their own food.

roots

Definition: The usually underground part of a seed plant body

Context: Roots hold the plant in place.

seed

Definition: A fertilized and mature ovule containing a plant embryo

Context: A new plant will come from the seed.

stem

Definition: Stalk; a slender or elongated structure that supports a plant

Context: The stem pokes up through the soil.

LESSON PRESENTATION / ACTIVITIES

Discuss plants and what they need. Ask students if all plants are alike, and what they require to grow. Show All About Plants to give students an understanding of plants and their needs.

After watching the video, talk about the types of plants featured. Do all plants look alike? What needs do plants have? How do they get their food? Discuss the parts of flowering plants and the process of photosynthesis, the process by which plants make food. Talk about plants that are familiar to the students. What do they look like? Where do they grow? What are their needs?

Have students choose a familiar flowering plant they would like to learn more about; tell them they will research and write a paragraph about it. Each paragraph should include the plant's common and scientific names; a description of the parts (seed, root, stem, leaves, and flower); its needs; and at least three interesting facts. Also have students draw a picture with each plant part labeled. Students may use encyclopedias, botany or gardening books, or magazines for research. The following Web sites also have useful information:

- <http://www.usda.gov/>
- <http://www.ck12.org/>
- <http://www.plantandsoil.com/origins.htm>

Allow time in class for students to research and complete their paragraphs and drawings. Then divide the class into groups of three or four so they can share their work. Ask them to discuss within their groups the differences and similarities of the plants.

Ask for volunteers to share what they learned from their research and group discussions. Review what students have learned about the needs of plants, the parts of flowering plants, and photosynthesis.

CLASSROOM MATERIALS / CORE TEXT

- [All About Plants](#) video
- Crayons, colored pencils, or markers
- Paper and pencils
- Encyclopedias, botany or gardening books, or magazines with images and descriptions of plants
- Computer with Internet access (optional)

CLOSURE

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students were highly engaged in class and group discussions; used research materials appropriately; produced a complete paragraph that included all requested information; and correctly identified all parts of a flowering plant.
- **Two points:** Students participated in class and group discussions; used research materials with little assistance; produced an adequate paragraph, including most of the requested information; and correctly identified at least three parts of a flowering plant.
- **One point:** Students participated minimally in class and group discussions; were unable to use research materials without teacher assistance; created an incomplete paragraph with little or none of the requested information; and identified two or fewer parts of a flowering plant.



**LANGUAGE
LITERACY
TECHNOLOGY**

ESPAÑOL Yabisi
Specifically designed for **Native Spanish speakers**

ESPAÑOL Yabisi

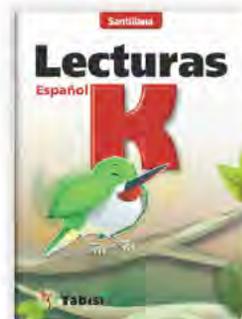
The first Spanish for Native speakers program that integrates technology with language and literacy skills development, while strengthening critical-thinking skills through high-interest readings and activities.

STUDENT RESOURCES

Student Resources are available in print and digital format!



Student Book (K-6)
The Student Book, designed with an excellent balance among the four language skills, develops listening, reading, writing, and communication skills through 15 theme-based units.



Reading Enrichment: Reading Anthology (K)
The Reading Anthology encourages reading and fosters a love for literature beginning in Grade K.



Practice Book (K-6)
Encourages students to practice and reinforce language and writing skills: handwriting, phonics, vocabulary, grammar, spelling, writing process, and critical thinking.



Reading Enrichment: Readers (1-6) Practice Book (1-6) "Leer para aprender"
In levels 1-6, four readers by Spanish-speaking authors with full-color illustrations reinforce reading comprehension, vocabulary, and critical-thinking skills. Reading Enrichment Practice Book includes four readers with pre-, during and post-reading activities.



eLearning Center

Students can conveniently access all students components in digital format. Student eBook includes multimedia activities at point-of-use for additional practice in vocabulary, reading comprehension, grammar, and phonics!

- **Teaches** language arts through a balanced literacy approach

- **Combines** language skills with immediate online application through interactive activities

- **Fosters** a love for reading, beginning in Kindergarten, through reading selections of all genres of the Hispanic world

- **Promotes** critical thinking skills from Kindergarten to grade six, and increases in complexity according to the student's age

- **Presents** current language and grammatical rules according to the Royal Spanish Academy (*Real Academia Española de la Lengua*)

TEACHER RESOURCES

Innovative, convenient, and teacher friendly resources in digital format!



Online Teacher's Guide

The Online Teacher's Guide contains all the strategies and tools needed to teach a lesson and integrates technology in the classroom. Includes easy-to-apply, three-step lesson plans: *Inicio, desarrollo y cierre.*



eLearning Center

Includes online access to all teacher resources:

- Assessment
- Lesson Plans
- Index of Multimedia Activities
- Extension Activities
- Readers User Guides
- Annotated Editions of Practice Books, and much more!

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PAGE 12

STUDENT RESOURCES STUDENT BOOK

LET'S TAKE A LOOK AT LEVEL 3!

Extensive reading comprehension practice

The chapter opener starts the learning process by activating the student's interest and background knowledge and by presenting the chapter's theme. The chapter begins with reading selections and reading comprehension activities, followed by phonics, grammar, spelling and punctuation, and culminating with vocabulary, the writing process, and effective oral communication practice.

Capítulo **2** **Celebro mi lengua**

LO QUE VEO

Observa las fotos. Luego, contesta:

- ¿Qué idiomas crees que hablan los hermites de las fotos?
- ¿Sabes en cuántos países se habla español?
- ¿Puedes identificar las banderas que ves en la ilustración?

LO QUE ENTENDO

Observa la ilustración. Luego, contesta:

- ¿Crees que lo que hay en la ilustración sea una torre? ¿Por qué?
- ¿Qué características tienen las torres?

treinta y uno 31

Available in print and digital formats!

Árbol de lecturas

La Torre de Babel

Hubo un momento en la historia de la humanidad, según consta en antiguos relatos, en el que todas las lenguas se mezclaron y se perdió la comunicación. Se trata de la historia de la Torre de Babel.

Cuenta la narración bíblica que, después del diluvio universal, los descendientes de Noé se extendieron por toda la Tierra en busca de lugares propicios para vivir. Al desplazarse desde Oriente, encontraron una llanura en el país de Senaar, y allí se establecieron.

Entonces, se propusieron construir una ciudad y una torre cuyo cúspide tocara los cielos, con el fin de hacerse famosos y perpetuar sus nombres antes de dispersarse por el Planeta. No tardaron en levantar los edificios de la ciudad con ladrillos cocidos y unidos, a modo de argamasa, con betún. Al mismo tiempo, iniciaron los trabajos para levantar la torre, que lentamente adquirió proporciones gigantescas. Escaleras inmensas ascendían alrededor de ella y, en la parte más elevada, se acumulaban, en confuso orden, andamios, ladrillos, herramientas y hombres.

32 treinta y dos



En una ocasión, bajó Dios a contemplar la ciudad. Al comprobar las desmedidas ambiciones de aquellos seres que no se conformaban con nada, decidió castigarlos confundiendo sus lenguas, de modo que no se entendieran unos con otros.

A partir de entonces, cada obrero comenzó a hablar de forma distinta y nadie se entendía. Mientras unos llamaban a los ladrillos y herramientas de una manera, otros lo hacían de otra.

La confusión llegó a tal extremo, que decidieron abandonar la ciudad y dispersarse por la Tierra. A la torre se le dio el nombre de Babel, que quiere decir "confusión".

Relato bíblico (adapta ICA)

PALABRAS NUEVAS

- ★ diluvio: lluvia abundante y fuerte.
- ★ Senaar: nombre de un país antiguo.
- ★ cúspide: parte puntiaguda más alta.
- ★ argamasa: mezcla de agua y cemento.
- ★ betún: mezcla de barro y aceite.
- ★ andamios: tubo unido entre sí para sostener partes altas de una obra.



Entre las hojas

Comprensión lectora

- Indica si el suceso ocurrió al inicio (I), en el medio (M) o al final (F).
 - Cada obrero comenzó a hablar de manera distinta.
 - Los descendientes de Noé se establecieron en el país de Senaar.
 - Dios decidió castigar a los hombres ambiciosos confundiendo sus lenguas.
 - Los descendientes de Noé se propusieron construir una torre cuya cúspide tocara los cielos.
 - La confusión llegó al extremo que decidieron dispersarse por la Tierra.

- Colorea la respuesta correcta.
 - La historia se desarrolla en:

el futuro.
 el pasado.
 - La Torre de Babel se construyó para:

hablar diferentes lenguas.
 alcanzar fama y gloria.
 - Esta historia es:

una poesía.
 una narración bíblica.

- Encierra en un círculo las palabras que expresen cómo eran los hombres del relato.

★ humildes
★ perezosos
★ disconformes

★ ambiciosos
★ comprensivos
★ codiciosos

34 treinta y cuatro

Exposes your students to high-interest, authentic, and multicultural literature selections of all genres

Exposes students to different genres of literature and to literary study

Árbol literario Estudio literario

Los propósitos de la lectura

1 Escribe el nombre de los objetos la go, me cion, qué puedes encontrar

SEMILLAS LITERARIAS

El texto que escogemos para leer depende del propósito que tengamos. Cuando leemos lo hacemos por distintas razones. A veces lo hacemos para informarnos sobre acontecimientos; otras, para entretenernos y, en algunas ocasiones, lo hacemos para educarnos o adquirir nuevos conocimientos.

EJEMPLOS:

- ✓ Periódico (lectura informativa): en él encontramos información sobre eventos del acontecer diario que afectan a la sociedad como: la política, el deporte, entre otros.
- ✓ Tirilla cómica (lectura de entretenimiento): las tirillas cómicas son lecturas que nos permiten distraernos y divertirnos. En este grupo, también, podríamos incluir lecturas de distintos géneros literarios como: la novela, el cuento, entre otros.
- ✓ Libro de texto (lectura educativa o explicativa): este tipo de lectura contiene material educativo. Mediante los libros de texto aprendemos nuevas destrezas.

36 treinta y seis

Árbol de letras Fonética

La diéresis

OBSERVA

Mi tía Angustias tiene una tienda de antigüedades en Moquegua. Un día la visité y, sin querer, rompí una de sus figuras de pingüino. Sentí mucha vergüenza, que me escondí detrás de un paraguero orma o el güiro. Las figuritas de cigüeña, las de guagüita y las de pingüero, que compartían la misma tablita, quedaron intactas.

COMENTA:

- ¿Qué tienen en común las palabras destacadas?
- ¿Sabes cómo se llama el signo ortográfico que está sobre la u?

COMPRENDE

güe güi

Como vimos en el primer capítulo, la letra u pierde su sonido cuando se coloca en medio de la g y las vocales o, i.

Para que la u suene cuando se escribe en las combinaciones gue y gui, hay que colocar sobre ella dos puntos (). Estos puntos se conocen como diéresis.

Ejemplo: pingüino, Moquegua, ant güedades.

38 treinta y ocho

Focuses on phonics in grades K-3 with multiple practice opportunities

Point-of-use multimedia and interactive activities provide students with additional practice!

El Escolar

El titular de la noticia

Te toca a ti elaborar un esquema. Te lo hemos puesto fácil, sólo tienes que escoger la opción correcta.

El _____ que se trata en la noticia es la visita de dos famosos act _____.

Los _____ son los profesores y los alumnos del colegio.

La _____ articulada en pay, en la visita, los _____.

Los _____ son _____.

39 treinta y nueve

Árbol de palabras

Los significados en el diccionario

OBSERVA



La lengua es roja.

La lengua que habla uno de estos dos hombres es el español.

- 1 Busca en el diccionario el significado de la palabra *lengua*. Luego, contesta:
- ¿Cuántos significados tiene el diccionario para esa palabra?
 - ¿Cuál es el significado de *lengua* en la primera oración?
 - ¿Cuál es el significado de *lengua* en la segunda oración?

COMPRENDE

El diccionario puede ofrecer varios significados para una misma palabra. Cuando esto ocurre, debes leer todos los significados, para encontrar el que vaya de acuerdo con el contexto en el que está la palabra.

- Ejemplos:**
- La lengua es roja.
 - lengua: órgano muscular situado en la boca.
 - La lengua que habla uno de estos dos hombres es el español.
 - lengua: sistema de comunicación y expresión verbal propio de un pueblo o nación.

PRACTICA

- 1 Escribe el número de los significados que encuentres en el diccionario para cada palabra.
- | | | |
|-----------------|-----------------|----------------|
| a. tierra _____ | c. sierra _____ | e. obra _____ |
| b. bloque _____ | d. pie _____ | f. plano _____ |
- 2 Lee cada oración. Luego, escribe el significado de la palabra destacada, según el contexto de la oración.
- Los hombres se expandieron por toda la Tierra.
- Tierra: _____
- Los descendientes de Noé iniciaron los trabajos para levantar la torre.
- levantar: _____
- 3 Escribe una oración para cada uno de los tres significados que aparecen a continuación de la palabra planta.

- Parte inferior del pie.
- Vegetal.
- Altura de un edificio.

Expands your students' vocabulary with activities based on the reading selection's vocabulary

OBSERVA, APRENDE, PRACTICA!

Three-step lessons present new concepts and allows for learning and practice opportunities.

STUDENT RESOURCES STUDENT BOOK

Students develop language skills through grammar, spelling and even orthography practice. Cross-curricular connections, critical thinking, and assessment complete the unit and allow for a deeper understanding of the material.

Improves your students' mastery of grammatical and linguistic structures and provides multiple practice opportunities

Ramas del lenguaje

Gramática

El sujeto y el predicado

OBSERVA

Los obreros comenzaron a hablar diferentes lenguas. La Torre tenía inmensas escaleras que ascendían alrededor de ella.

Contesta:

- ¿De quiénes se habla en la primera oración? ¿Qué se dice de ellos?
- ¿De qué se habla en la segunda oración? ¿Qué se dice de ella?

COAPRENDE

Todo oración se compone de dos partes: sujeto y predicado. El sujeto es la persona, animal o cosa del que se dice algo en la oración. Para saber cuál es el sujeto, hay que preguntarse quién o qué realiza la acción.

Ejemplo: ¿Quiénes comenzaron a hablar diferentes lenguas?

Los obreros (sujeto)

Lo que se dice del sujeto es el predicado. El predicado responde a la pregunta: ¿Qué se dice del sujeto?

Ejemplo: comenzaron a hablar diferentes lenguas (predicado)

42 cuarenta y dos

Ortografía

PRACTICA

- Escribe los dos puntos donde sea necesario.
 - Algunas lenguas derivadas del latín son el español, el portugués, el italiano.
 - Para la construcción de torres se podrían usar varias herramientas como la sierra, el martillo, la pala y el pico.
 - Tres de los países en los que se habla español en América del Sur son Ecuador, el Perú y Chile.
 - Las torres pueden construirse con ladrillos, bloques de cemento o planchas de acero.
- Lee el siguiente chiste. Luego, escribe los dos puntos donde corresponda.

En un col ejón un gato perseguía a dos ratones.

Uno se detiene y dice: —Guau, guau, guau! y el gato se aleja comiendo.

El ratón le dice al otro: —¿Te das cuenta de la importancia de saber idiomas?
- Escribe tres saludos que podrías poner en tus cartas o notitas.
 - _____
 - _____
 - _____
 - _____
- Escribe en tu libreta una nota dirigida a tu mejor amigo, en la que le menciones todas las flores que viste alrededor de la Torre de Babel. Escribe los dos puntos donde sea necesario.

cuarenta y cinco 45

Deepens students' knowledge of the Spanish language and provides phonics, spelling, and punctuation rules and practice

Emphasis on spelling and handwriting skills

Hojas y trazos

Caligrafía

- Coloca la diéresis donde sea necesario y traza las palabras.
 - paraquero
 - pinguino
 - piragueta
 - cigueta
- Copia la siguiente oración.

Amo a mi idioma el español, porque con él expreso quién soy.

46 cuarenta y seis

Hojas de escritura

Redacción

El párrafo

- Lee el siguiente párrafo.

El español es uno de los idiomas más importantes del mundo. Lo hablan, aproximadamente, cuatrocientos millones de personas. Es la lengua oficial en veintidós países, y es el tercer idioma con mayor número de hablantes.
- Explica qué relación existe entre la idea principal y las ideas secundarias.

El párrafo es la sección del texto que expresa el desarrollo de una idea. Generalmente, se inicia con la oración principal, que es la idea que resume el contenido del párrafo. También tiene dos oraciones secundarias o más. Estas oraciones son explicaciones o ejemplos para entender mejor la idea central.
- Así SE ESCRIBE
 - Escribe un párrafo sobre un idioma que te interesa. Sigue estos pasos:
 - Escoge un idioma que te gustaría aprender.
 - Explica por qué escogiste ese idioma. Enumera tres ventajas que obtendrás si aprendieras esa lengua.
 - Revisa las oraciones que escribiste. Únelas y escribe un párrafo.

47 cuarenta y siete

Focuses on specific types of writing and provides extra practice with vocabulary related to the chapter's theme

Cross curricular connections with Math, Science, Social Studies, Art, and Technology

Punto de encuentro

Enlace con Estudios Sociales

El mapa de países de habla hispana



- Observa el mapa. Luego, completa los predicados de las siguientes oraciones:
 - Colombia está al Sur de _____
 - Panamá está al Norte de _____
 - La República Dominicana está al Oeste de _____
- Encierra en un círculo el sujeto de estas oraciones:
 - Los países de habla hispana son aquellos donde se habla español.
 - Muchos de los países del continente americano tienen como lengua oficial el español.
- Contesta:
 - ¿Para qué sirven los puntos de referencia en un mapa?
 - ¿En qué continente predomina el idioma español como lengua oficial?

Designed to reinforce oral expression with activities related to the chapter's theme. Focuses on the type of text practiced in the Redacción section

Connects the chapter's theme and language to other subject areas

Espacio de conversación

Leo un párrafo en voz alta

- Lee los trabalenguas en voz alta y practica tu dicción.

Un trabalenguista que muy bien sabe trabalenguas, creó un trabalenguas que nadie podrá destrabalenguar: Tres tristes trapacitas, con tres trapos trocados, hacen trampas truculentas, porque suben al trapico con trapos y no, con cuerdas.



La lectura oral es una experiencia compartida, en la cual una persona lee para un grupo que lo escucha. Cuando lees en voz alta, debes utilizar un tono de voz adecuado, para que todos puedan escucharte; hacer las pausas necesarias y mirar, en ocasiones, al público, para captivar su atención.

AHORA TÚ

- Evalúa el párrafo que escribiste en la sección anterior.
- Lee el texto en voz baja, muchas veces, hasta que lo puedas hacer fluidamente.
- Practica la entonación del texto, de acuerdo con lo que expreses.
- Respetas los signos de puntuación. Haz las pausas que sean necesarias.

RECUERDA

- Trata de leer de corrido y pausar cuando sea necesario.

48 cincuenta y ocho

¡A pensar!

COMPRENDER

La contaminación sólida



La contaminación sólida es la acumulación de desperdicios sólidos o basura, que el ser humano genera. Esta materia ya no tiene uso y tarda mucho tiempo en descomponerse. Por esta razón, se acumula y se extiende por los suelos, por los cuerpos de agua y por el aire. Esto afecta nuestra salud y nuestro ambiente.

- Menciona:

a. Tres ejemplos de contaminación sólida:

b. Tres recursos naturales que puedan ser contaminados por basura:

c. Un causante de la contaminación sólida:

APLICAR

Juan jugaba en el río con un barquito de papel. A mojar, el papel se hizo y Juan lo dejó en el agua. Más tarde, Juan vio un pez acercarse y comerse el papel.



- Piensa en alguna alternativa para proteger los animales acuáticos de la contaminación sólida. Escríbela.

EL RINCÓN VERDE

Algunos de los desperdicios sólidos más comunes son la comida, el papel, el plástico, las botellas, etc. Al producirse mucha basura, se llenan los vertederos y afecta el suelo al no haber lugar donde se pueda tirar o que se oja en áreas de cultivo. Así, la contaminación sólida, también afecta al medio ambiente. Al tirar basura en nuestros ríos, se destruye y contaminamos el agua que usamos.

Develops critical thinking and environmental awareness

Sé que aprendí

- Busca palabras en la página 321 y pégalas luego, cada una en otro cuadro. Escribe el nombre de cada ilustración.

_____	_____	_____
-------	-------	-------

- Únete a un compañero y busquen las palabras en el diccionario. Divídanse el trabajo de la siguiente forma: uno de ustedes escribirá una oración con uno de los significados que encontraron; luego, otro escribirá una oración con la misma palabra, pero con un significado distinto.

- baño
- pluma
- hoja
- raíz



52 cincuenta y dos

Reinforces the chapter's concepts and skills through self-assessment and individual and group activities

A student book full of additional resources!

- Glossary
- Table of Content and Activities
- Vocabulary Cut Outs
- The most current updates from the Real Académica de la Lengua

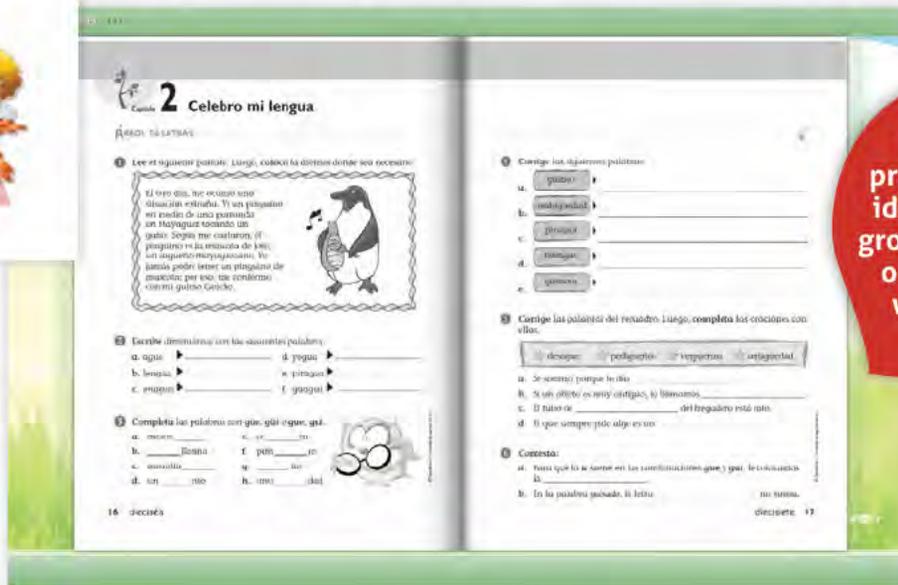
STUDENT RESOURCES ADDITIONAL PRACTICE

Español Yabisí offers students multiple opportunities for additional literacy skills practice. Reading Enrichment components promote reading comprehension and foster a love for reading in Spanish!



Practice Book

Follows the student book's chapter themes and sections, and provides additional practice opportunities in handwriting, phonics, vocabulary, grammar, spelling, writing process, and critical thinking.



The digital practice book is ideal for whole group instruction on interactive whiteboard!



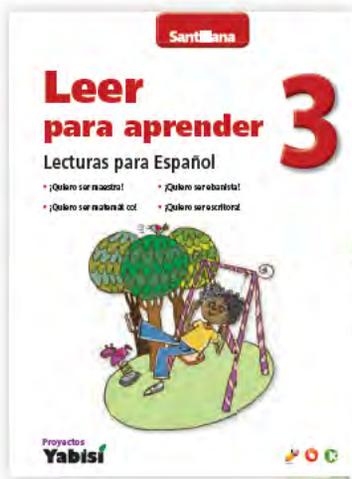
Reading Enrichment

Complementary readings in Español Yabisí provide additional multicultural reading selections representing a variety of Hispanic American authors:

- In level K, a Reading Anthology provides students with additional readings.
- In levels K-6, four engaging readers with full-color illustrations provide students with a non-fiction selection, followed by a theme-related fiction reader.

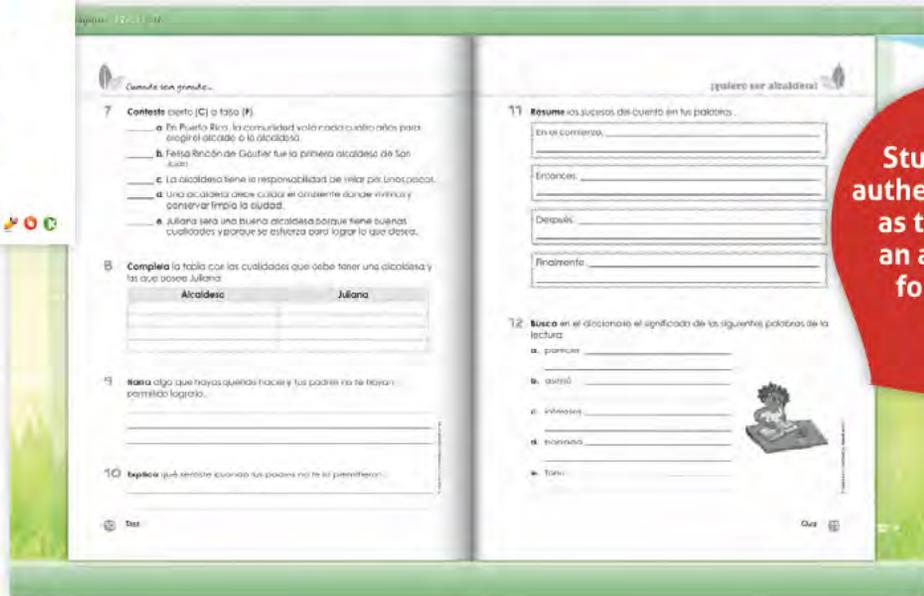
Covers all literary genres, from fairytales to myths, novels to theatre, and even poetry!





Reading Enrichment Practice Book (1-6)

Contains pre-, during, and post- reading comprehension questions for each of the four readers. The digital version is ideal for use on interactive whiteboard and for practice with the entire class!



Students enjoy authentic literature as they develop an appreciation for their own culture!

eLearning Center

Contains all student components in digital format in a user-friendly portal. Multimedia activities and tutorials engage students in additional practice and review, and provide corrective feedback. Students are able to review and practice concepts and skills taught in class in an interactive and fun environment! Fun links and an image gallery provide additional learning resources.



More than 250 multimedia activities!



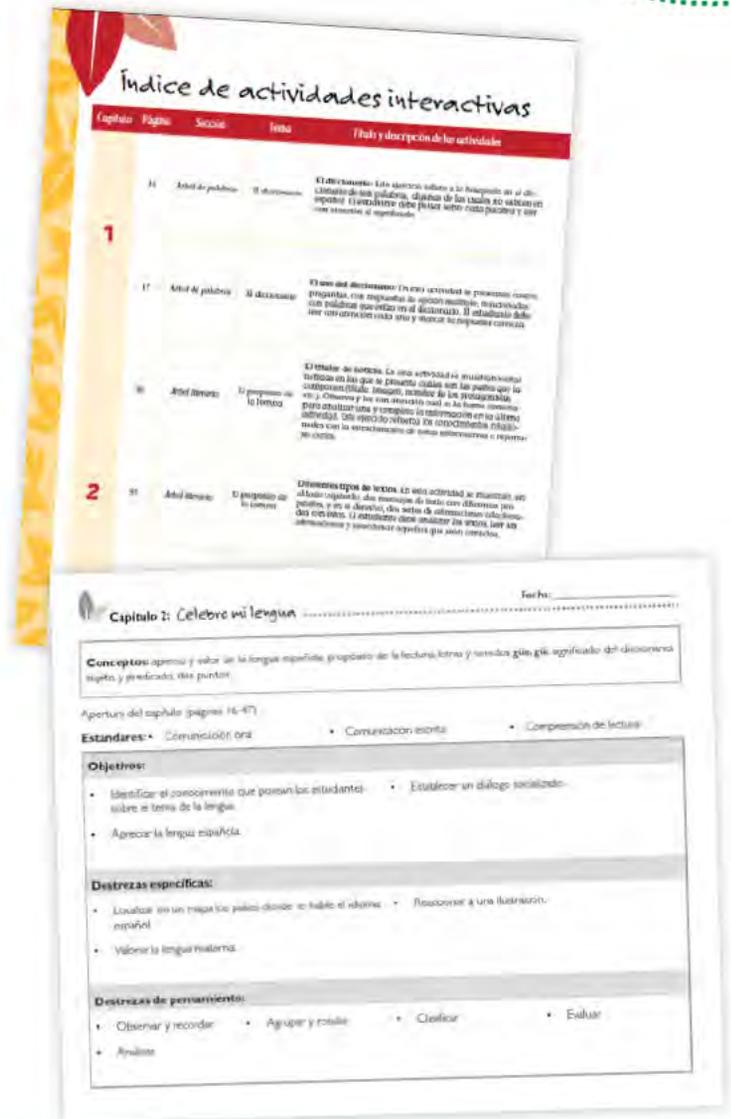
TEACHER RESOURCES

The eLearning Center includes all the resources and support teachers need to teach a lesson. Teachers can decide whether to use them in a digital format or to print them for offline use.



- **Online Teacher's Guide**

Contains all the strategies and tools needed to teach a lesson and integrate technology in each lesson. It presents the theme and skills for each lesson, and follows an easy to apply, three-step lesson plan: *Inicio, desarrollo y cierre*. Additional resources like Scope and Sequence and a Glossary provide teachers with additional support.



- **Assessment.** More than 15 printable assessments come with an answer key, are divided by level, and organized by chapters and by chapter sections.

- **Lesson Plans (print-friendly PDF).** Recommended daily lesson planning for teachers, including concepts objectives, critical thinking skills, and specific skills.

- **Multimedia Activities Index (print-friendly PDF).** Users Guide for multimedia activities, lists each chapter's multimedia activities, including descriptions, goals, and Student Book page references.

- **User Guides for Readers (1–6) (print-friendly PDF).**

Ramas y palabras

Inicio:

Proyecte o presente en la pizarra a sus alumnos la siguiente nota:

Queridos amigos:

Me encuentro de viaje por Europa. Ya he visitado Alemania, Inglaterra, Francia y España. He oído varias idiomas como: alemán, inglés y francés. En España un joven me preguntó:

- ¿De qué país eres?

Yo le contesté:

- De la Isla del encanto, (Puerto Rico) Ahora me despido. Luego te cuento más.

El tratamundo

Invite a varios estudiantes a leer la nota. Luego, pregunte:

- ¿Qué lugares ha visitado el tratamundo?
- ¿Qué idiomas ha escuchado?
- ¿Qué idioma habla el joven?

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PRÁCTICA

1. Escribe los dos puntos donde sea necesario.
 - a. Algunas lenguas derivadas del latín son el español, el portugués, el francés y el italiano
 - b. Para la construcción de torres se podrían usar varias herramientas como la sierra, el martillo, la pala y el pico
 - c. Tras de los países en los que se habla español en América del Sur son Ecuador, el Perú y Chile
 - d. Las torres pueden construirse con ladrillos, bloques de cemento o planchas de acero
2. Lee el siguiente chiste. Luego, escribe los dos puntos donde corresponda. En un callejón un gato portugués a dos ratones. Uno se detiene y dice: ¡Gatos, gatos, guau! y el gato se aleja corriendo. El ratón le dice al otro: ¿Te das cuenta de la importancia de saber idiomas?
3. Escribe tres saludos que podrías poner en tus cartas o notitas.
 - a. Querido Abuelo:
 - b. Respuesta libre
 - c. Respuesta libre
 - d. Respuesta libre
4. Escribe en tu libreta una nota dirigida a tu mejor amigo, en la que le mencionas todas las flores que viste alrededor de la Torre de Babel. Escribe los dos puntos donde sea necesario. Respuesta libre

cuarenta y cinco 45

Cierre:

1. Organice en el salón una pequeña fiesta con los estudiantes. Invítelos a crear una invitación para la fiesta, en la cual se observe el uso correcto de los dos puntos.
2. Pida a los estudiantes que traigan periódicos o revistas al salón de clases. Invítelos a buscar ejemplos del uso de los dos puntos, según cada una de las funciones estudiadas en clase.
3. Invite a los estudiantes a realizar los ejercicios de las páginas 22-23 del *Guaderno Español 3*.

Apuntes

60

FF

1. Retorne la nota del tratamundo y pida a un estudiante que circule los dos puntos. Luego, pregunte:
 - ¿Para qué se utilizan los dos puntos?
2. Presente el *Closeto*, de la página 44 y solicite a varios estudiantes que lean los recuadros. Luego, pídeles que realicen las actividades correspondientes.
3. Lea a sus estudiantes el recuadro *Comprende*, de la página 44. Retorne la información de los recuadros al comienzo de la página y pídeles que los clasifiquen según la función de los dos puntos: para enumerar; para el saludo o para anunciar un diálogo.
4. Pida a sus estudiantes que escriban en sus libretas un saludo para:
 - a. un hermano o hermano
 - b. un amigo o amiga
 - c. los abuelos

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5. Proyecte el siguiente diálogo y pida a los estudiantes en el lugar que corresponda. El tratamundo continuó dialogando con El joven pregunta:
 - ¿Dónde queda Puerto Rico?
 - El tratamundo le contesta - Es una hermosa isla.
 - El joven le dice:
 - Me gustaría ir algún día.

One convenient license gives teachers access to all teaching resources!



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El guion y la división silábica

1. Lee las palabras y observa cómo se dividen.

campo (cam - po) niños (ni - ños) abuelo (a - bue - lo)

¿Por qué se dividen así estas palabras?

Las palabras se dividen en sílabas. La sílaba es un sonido o conjunto de sonidos que se pronuncia de una sola vez. Separamos las sílabas con un guion (-).

Ejemplos: tú - vos, a - bue - lo, (cam - po)

2. Divide en sílabas las siguientes palabras:

- | | |
|--------------|------------|
| a. algodón | l. partir |
| b. secreto | m. llanto |
| c. periódico | n. arroz |
| d. comida | o. árbol |
| e. domingo | p. feliz |
| f. lápiz | q. bebé |
| g. escribir | r. juguete |
| h. pedras | s. curvas |

Whiteboard-friendly digital resources ideal for whole class instruction!

- Extension Activities (print-friendly PDF). In BLM format, these booklets provide additional practice in phonics, writing, reading, spelling and punctuation, and vocabulary.
- Practice Book Annotated Edition.
- Image Gallery and Useful Links.
- Access to Student eBook, Reading Anthology, Readers, and Reading Enrichment Practice.

TECHNOLOGY

Español Yabisí is the first Spanish Language Arts program for Elementary School that truly integrates technology in the classroom and combines language skills development with immediate application through online activities.

Student eBook multiple viewing and annotating options allow for an engaging and interactive teaching and learning experience!

Interactive eBook with rich multimedia activities help students hone their literacy skills and cultivate 21st century technology skills!

Índice

Table of Content allows for easy chapter and section navigation.

Recursos

Links to all multimedia activities available for the Student eBook level.



Fun and engaging interactive grammar, vocabulary, phonics, and reading comprehension activities!

250 multimedia activities throughout the program allow students to practice and reinforce language in a non-threatening, engaging environment!



Activities can be saved or printed, and provide instant corrective feedback



Great array of print and digital resources for your classroom!

Great resources for interactive whiteboard!

Components

Print Online

- Student Book
- Reading Anthology (K)
- Readers (1-6)
- Reading Enrichment Practice Book (1-6)
- Practice Book
- Student Multimedia Activities
- Images Bank
- Fun Links
- Teacher's Guide
- Assessment
- Lesson Plans
- Extension Activities
- User Guides for Reading Enrichment
- Practice Book Annotated Edition
- Multimedia Activities Index



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ESPAÑOL Yabisi

 **Seamless integration of language and literacy development and technology**

 **Fosters a love for reading through authentic reading selections of all genres**

 **Promotes appreciation for students' own culture**

STUDENT RESOURCES

- Student Book (K-6)
- Practice Book (1-6)
 - Anthology (K)
- Readers & Reading Enrichment Practice Book (1-6)
 - Español Yabisi eLearning Center



TEACHER RESOURCES

- Español Yabisi eLearning Center:
- Online Teacher's Guide
 - Assessment
 - Lesson Plans
- Extension activities
- Readers User Guides
- Index of Multimedia Activities
 - Annotated Editions of Practice Books
- Digital Student components



SANTILLANA USA
Language Education Experts

Peter Brockman	Middle School Technology, Acellus Lessons, WE 11-14-2014
Objectives / Learning Topics	<p>Standard(s) 3.4.10.E4: Evaluate the purpose and effectiveness of information and communication systems. 3.4.8.A1: Analyze the development of technology based on affordability or urgency.</p> <p>Objective SWBAT to become aware of components of HTML. Because of the various modes of presentation through the use of PowerPoint, virtual classroom and personalized PowerPoint and video content, students will experience differentiated instruction both in the use of modeling by the teacher and doing the activities by the student.</p>
Opening	<p>Starting Class Procedure: Instruction has several components.</p> <ol style="list-style-type: none"> 1) Acellus: Introduction of content through video and problem solving. 2) VC: Review and teacher presentation in virtual classroom with follow up notes. <ul style="list-style-type: none"> • Contains Pa Standard, Objective, Real word connections or historical perspective, Exit Ticket questioning to assess understanding, and Summarizing conclusion statement. 3) Ongoing follow up resources- on demand, personalized videos and support.
Vocabulary	GUI, HTML, Hyperlink, Hypertext, Internet, WWW
Questions	<p>HTML Basics-</p> <ul style="list-style-type: none"> • Making Lists? • Making Tables? • Making Pages Accessible?
Lesson Presentation & Student Activities	<p><u>Independent Practice</u> Student attempt lesson content in Acellus. Teacher reviews prior or after virtual session to assess and remediate understanding</p> <p><u>Direct Instruction/Modeling</u> Virtual Classroom provides direct instruction as well as group interaction</p> <p><u>Guided/Group Practice</u> Virtual Class questioning informally assess student comprehension. Student have ability to contact teacher via phone, text, or email.</p>
Materials	Computer, Acellus Content provider program, Adobe Connect- Virtual Class media, Other resources- PowerPoint, Video
Differentiated Instruction Strategies	<p>Process: Self-paced content with self-practice as well as virtual class support Content: Delivered several ways, video, PowerPoint, Virtual Class, and Individual teacher access. Product: Videos with follow-up assessments</p>

Assessments	Mastery Assessment Criteria for Mastery / Scoring Rubric 1. Acellus generated assessments 2. Teacher prepared higher level questioning
Closing	Reflection Question(s) Lessons contain either real world relevancy or historical perspective Clean up and dismiss Virtual class ends with summary statement, and requests ongoing student feedback and questions.
Homework	Completion of content and materials up to lesson Prepare for Unit 2 Exam

Peter Brockman	Mathematics Grade 7, Acellus Lessons, WE 11-14-2014
Objectives / Learning Topics	<p>Standard(s) Standard - 2.11.7.A: Compare and order rational numbers; identify the maximum and/or minimum values of a set of numbers. Standard - 2.1.7.A: Model and compare values of integers, mixed numbers, fractions, and decimals. Standard - CC.2.2.7.B.3: Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p> <p>Objective SWBAT multiplying integers using a number line assisted by video tutorials, practice activities, virtual classroom demonstration and discussion. Because of the various modes of presentation through the use of PowerPoint, virtual classroom and personalized PowerPoint and video content, students will experience differentiated instruction both in the use of modeling by the teacher and doing the activities by the student.</p>
Opening	<p>Starting Class Procedure: Instruction has several components.</p> <ol style="list-style-type: none"> 1) Acellus: Introduction of content through video and problem solving. 2) VC: Review and teacher presentation in virtual classroom with follow up notes. <ul style="list-style-type: none"> • Contains Pa Standard, Objective, Real word connections or historical perspective, Exit Ticket questioning to assess understanding, and Summarizing conclusion statement. 3) Ongoing follow up resources- on demand, personalized videos and support.
Vocabulary	Terminating Decimals, Repeating Decimals, Rounding Decimals, Percents
Questions	<p>Number Sense- Patterns/Functions/Algebraic Thinking- How is a variable useful in writing a number pattern? 4-Topics WE 11-14 How do we "Multiplying Decimals"? Practice: Math Fact Drill <ul style="list-style-type: none"> • How do we "Divide Decimals by a Whole Number"? Practice: Math Fact Drill <ul style="list-style-type: none"> • How do we "Divide Decimals by a Decimal"? Practice: Math Fact Drill - Dividing 0s, 1s, 2s <ul style="list-style-type: none"> • How do we "Convert Percents to Decimals"? Practice Math Fact Drill</p>
Lesson Presentation & Student Activities	<p><u>Independent Practice</u> Student attempt lesson content in Acellus. Teacher reviews prior or after virtual session to assess and remediate understanding</p> <p><u>Direct Instruction/Modeling</u> Virtual Classroom provides direct instruction as well as group interaction</p> <p><u>Guided/Group Practice</u> Virtual Class questioning informally assess student comprehension. Student have ability to contact teacher via phone, text, or email.</p>
Materials	Computer, Acellus Content provider program, Adobe Connect- Virtual Class media, Other resources-

	PowerPoint, Video
Differentiated Instruction Strategies	<p>Process: Self-paced content with self-practice as well as virtual class support</p> <p>Content: Delivered several ways, video, PowerPoint, Virtual Class, and Individual teacher access.</p> <p>Product: Videos with follow-up assessments</p>
Assessments	<p>Mastery Assessment</p> <p>Criteria for Mastery / Scoring Rubric</p> <ol style="list-style-type: none"> 1. Acellus generated assessments 2. Teacher prepared higher level questioning
Closing	<p>Reflection Question(s) Lessons contain either real world relevancy or historical perspective</p> <p>Clean up and dismiss Virtual class ends with summary statement, and requests ongoing student feedback and questions.</p>
Homework	Completion of content and materials up to lesson for Unit 2 Review and Unit 2 Exam

Peter Brockman	Mathematics Geometry, Acellus Lesson, WE 11-14-2014
Objectives / Learning Topics	<p>Standard(s) 2.4.G.A: Write formal proofs (direct proofs, indirect proofs/proofs by contradiction, use of counter-examples, truth tables, etc.) to validate conjectures and arguments.</p> <p>Objective SWBAT comprehend mathematical reasoning and connections assisted by video tutorials, practice activities, virtual classroom demonstration and discussion. Because of the various modes of presentation through the use of PowerPoint, virtual classroom and personalized PowerPoint and video content, students will experience differentiated instruction both in the use of modeling by the teacher and doing the activities by the student.</p>
Opening	<p>Starting Class Procedure: Instruction has several components.</p> <ol style="list-style-type: none"> 1) Acellus: Introduction of content through video and problem solving. 2) VC: Review and teacher presentation in virtual classroom with follow up notes. <ul style="list-style-type: none"> • Contains Pa Standard, Objective, Real word connections or historical perspective, Exit Ticket questioning to assess understanding, and Summarizing conclusion statement. 3) Ongoing follow up resources- on demand, personalized videos and support.
Vocabulary	Inductive Reasoning, Conditional Statements
Questions	<p>Number Sense-</p> <ul style="list-style-type: none"> • What is "Inductive Reasoning"? • How do we use "Conditional Statements"? • How do we use "Biconditional Statements"?
Lesson Presentation & Student Activities	<p><u>Independent Practice</u> Student attempt lesson content in Acellus. Teacher reviews prior or after virtual session to assess and remediate understanding</p> <p><u>Direct Instruction/Modeling</u> Virtual Classroom provides direct instruction as well as group interaction</p> <p><u>Guided/Group Practice</u> Virtual Class questioning informally assess student comprehension. Student have ability to contact teacher via phone, text, or email.</p>
Materials	Computer, Acellus Content provider program, Adobe Connect- Virtual Class media, Other resources- PowerPoint, Video
Differentiated Instruction Strategies	<p>Process: Self-paced content with self-practice as well as virtual class support</p> <p>Content: Delivered several ways, video, Powerpoint, Virtual Class, and Individual teacher access.</p> <p>Product: Videos with follow-up assessments</p>

Assessments	Mastery Assessment Criteria for Mastery / Scoring Rubric 1. Acellus generated assessments 2. Teacher prepared higher level questioning
Closing	Reflection Question(s) Lessons contain either real world relevancy or historical perspective Clean up and dismiss Virtual class ends with summary statement, and requests ongoing student feedback and questions.
Homework	Complete lesson up to “More on Proofs”

Ayren Blount	English IV: Unit 3- Types of Writing: November 10- 14, 2014																										
Objectives / Learning Topics	Standard(s): <ul style="list-style-type: none"> • 1.3.12.D: Identify, interpret, and analyze the author’s skill in employing literary devices in various genres. (e.g., figurative language, imagery, allegory, and symbolism) • 1.5.12.A: Write with a clear focus, identifying topic, task, and audience • 1.5.12.C: Write with controlled and/or subtle organization. • 1.5.12.D: Write with an understanding of style using a variety of sentence structures and descriptive word choices. • 1.5.12.F: Use grade appropriate conventions of language when writing and editing. 																										
Opening	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="218 565 401 672"></th> <th data-bbox="401 565 989 672" style="text-align: center;">Monday “The Types of Writing”</th> <th data-bbox="989 565 1108 672" style="text-align: center;">Tuesday No School</th> <th data-bbox="1108 565 1390 672" style="text-align: center;">Wednesday “Narrative Writing”</th> <th data-bbox="1390 565 1652 672" style="text-align: center;">Thursday “Descriptive Writing”</th> <th data-bbox="1652 565 1923 672" style="text-align: center;">Friday “Process Writing”</th> <th data-bbox="1923 565 2062 672"></th> </tr> </thead> <tbody> <tr> <td data-bbox="218 672 401 889">(0-5) Do Now (Review)</td> <td data-bbox="401 672 989 889">Students will watch a short YouTube clip (https://www.youtube.com/watch?v=izNCH4Ppgp8) that identifies the types of writing. Students will then give a response to the following question: What are some ways we can identify the different types of writing?</td> <td data-bbox="989 672 1108 889"></td> <td data-bbox="1108 672 1390 889">Students will complete a short response (3 sentences) stating what they did during the weekend</td> <td data-bbox="1390 672 1652 889">Students will list five descriptive words and submit their answers on the graphic organizer in the presentation in Google Drive.</td> <td data-bbox="1652 672 1923 889">Students will answer the following: Explain what will happen if you are directed to build a car with unclear instructions?</td> <td data-bbox="1923 672 2062 889"></td> </tr> <tr> <td data-bbox="218 889 401 1242">(6-8) Objective</td> <td data-bbox="401 889 989 1242"> <ul style="list-style-type: none"> • SWBAT identify the different types of writing • SWBAT understand when each writing is used </td> <td data-bbox="989 889 1108 1242"></td> <td data-bbox="1108 889 1390 1242"> <ul style="list-style-type: none"> • SWBAT identify what is a narrative • SWBAT to determine the elements that make up a narrative piece </td> <td data-bbox="1390 889 1652 1242"> <ul style="list-style-type: none"> • SWBAT understand what is descriptive writing • SWBAT how descriptive writing is used to paint an image for the reading by using figurative language </td> <td data-bbox="1652 889 1923 1242"> <ul style="list-style-type: none"> • SWBAT understand the importance of process writing • SWBAT identify the definition of process writing </td> <td data-bbox="1923 889 2062 1242"></td> </tr> </tbody> </table>							Monday “The Types of Writing”	Tuesday No School	Wednesday “Narrative Writing”	Thursday “Descriptive Writing”	Friday “Process Writing”		(0-5) Do Now (Review)	Students will watch a short YouTube clip (https://www.youtube.com/watch?v=izNCH4Ppgp8) that identifies the types of writing. Students will then give a response to the following question: What are some ways we can identify the different types of writing?		Students will complete a short response (3 sentences) stating what they did during the weekend	Students will list five descriptive words and submit their answers on the graphic organizer in the presentation in Google Drive.	Students will answer the following: Explain what will happen if you are directed to build a car with unclear instructions?		(6-8) Objective	<ul style="list-style-type: none"> • SWBAT identify the different types of writing • SWBAT understand when each writing is used 		<ul style="list-style-type: none"> • SWBAT identify what is a narrative • SWBAT to determine the elements that make up a narrative piece 	<ul style="list-style-type: none"> • SWBAT understand what is descriptive writing • SWBAT how descriptive writing is used to paint an image for the reading by using figurative language 	<ul style="list-style-type: none"> • SWBAT understand the importance of process writing • SWBAT identify the definition of process writing 	
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(6-8) Objective	<ul style="list-style-type: none"> • SWBAT identify the different types of writing • SWBAT understand when each writing is used 		<ul style="list-style-type: none"> • SWBAT identify what is a narrative • SWBAT to determine the elements that make up a narrative piece 	<ul style="list-style-type: none"> • SWBAT understand what is descriptive writing • SWBAT how descriptive writing is used to paint an image for the reading by using figurative language 	<ul style="list-style-type: none"> • SWBAT understand the importance of process writing • SWBAT identify the definition of process writing 																						

	(9-11) Hook (connection to real life, student experiences)	Students will understand there are strategies to help them comprehend reading material from all levels.		Students will understand how the events that take place in their lives is a part of their personal narrative	Students will understand how descriptive words are used to produce descriptive writing	Students will understand how instructions are used as a form of process writing
Vocabulary	Narrative, Descriptive, Process, Definition, Illustration, Compare, Contrast, Persuasive, Simile, Metaphors, Personification, Hyperbole, Synesthesia					
Questions	What are the different types of writing? How do we identify each form? How is each type important and unique?					
Lesson Presentation & Student Activities		Monday “The Types of Writing”	Tuesday No School	Wednesday “Narrative Writing”	Thursday “Descriptive Writing”	Friday “Process Writing”
(12-22) <u>Direct Instruction/Modeling</u>	Students will be introduced to the different types of writing through a short presentation		Students will be introduced to narrative writing through a short presentation with a definition, examples, and notes	Students will be introduced to how descriptive writing is used. Students will also be introduced to figurative language and how it is used in descriptive writing	Students will be introduced to process writing through notes, discussion and examples (directions for cooking/ instructions for building furniture).	

	<p>(23-43) Guided/Group Practice [Active Student Responses and Checks for understanding]</p>	<p>Students will give their thoughts and examples of when each type of writing should be used. Students will submit their answers to the group chat for class discussion</p>		<p>Students will one of the following prompts in one paragraph:</p> <ol style="list-style-type: none"> 1. “My best day ever is when...” 2. “My best vacation ever was...” 3. “When I was sick I...” 	<p>Students will give examples of three of five the five figurative languages that were described during direct instruction. Students will share their response in group chat to promote a class discussion</p>	<p>Students will respond to the follow prompt to understand the importance of process writing and how it is used: use the tips for process writing to explain in great detail how to make a peanut butter and jelly sandwich. I will use their instructions to make a PB &J sandwich while video camera is on.</p>									
	<p>(44-51) Independent Practice [Students work on their own]</p>	<p>Students will continue working in Acellus, Study Island and brainstorm about ideas for their unit assessment</p>													
<p>Materials (Any Materials the teacher uses to teach]</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="218 1112 640 1234">Monday “The Types of Writing”</td> <td data-bbox="640 1112 913 1234">Tuesday No School</td> <td data-bbox="913 1112 1367 1234">Wednesday “Narrative Writing”</td> <td data-bbox="1367 1112 1736 1234">Thursday “Descriptive Writing”</td> <td data-bbox="1736 1112 2062 1234">Friday “Process Writing”</td> </tr> <tr> <td colspan="5" data-bbox="218 933 2062 1079" style="text-align: center;">  </td> </tr> </table>					Monday “The Types of Writing”	Tuesday No School	Wednesday “Narrative Writing”	Thursday “Descriptive Writing”	Friday “Process Writing”					
Monday “The Types of Writing”	Tuesday No School	Wednesday “Narrative Writing”	Thursday “Descriptive Writing”	Friday “Process Writing”											
															
<p>Differentiated Instruction Strategies</p>	<p>Demonstration/ modeling, giving student’s examples, independent practice, checking for understanding, group discussion</p>														

Assessments	<p>(52-55) Mastery Assessment: Students will be assessed at the end of the unit by completing a 4 paragraph essay on their chosen type of writing</p> <p>Criteria for Mastery / Scoring Rubric Students will be given a rubric on how they will be graded. They will graded in the following areas:</p> <ol style="list-style-type: none"> 1. Organization (Introduction, Body, Conclusion) 2. Grammar/ Spelling 3. Content/ Development (does their essay correspond with their chosen type of writing) 4. Creativity (Title page, unique title, pictures on title page)
Closing	<p>(56-57) Reflection Question(s) How do we identify the type of writing when reading? What are key elements we should look for? What is needed to determine the type of writing?</p> <p>Clean up and dismiss Ask for any additional questions and reiterate assignments that are due this week</p>
Homework	<p>Study Island Assessment Benchmark, Acellus, Brainstorming about ideas for their choice of the type of writing they will complete for final assessment of Unit 3</p>

Special Education



Acellus is an ideal tool to differentiate instruction for students in Special Education programs. The Acellus Special Education courses have been developed to be achievable by Special Needs Students, while still incorporating the rigor of standards-based courses. This enables students to approach, and even meet, grade-level standards.

Scientific research shows that students with disabilities can make progress toward grade-level standards when they receive high-quality instruction and are assessed with alternate assessments based on modified achievement standards.

No Child Left Behind - May 10th, 2005

Acellus can be easily incorporated into IEPs for those students classified as Special Education students under the Individuals with Disabilities Education Act (IDEA). Acellus incorporates Customized Personal Instruction (CPI) to meet the unique educational needs of students with disabilities and to help them develop to their maximum potential.

Schools using Acellus courses for Special Education programs will typically deploy Acellus in computer labs or mobile laptop labs, where each student has a dedicated computer console from which to operate the Acellus programs.

ELL

Students join the action as they follow four students traveling to fascinating places in the Spanish-speaking world. They become online “fans” and vote for Andy, Tess, Tim, and Diana, who compete to demonstrate their mastery of Spanish and understanding of Hispanic cultures! **Andy, Tess, Tim and Diana** created a website just for your students, where they can become “fans del español”.

This **revolutionary new program’s** innovative approach to teaching Spanish makes teaching and learning a new language fun and meaningful.

- Produced specifically for middle school students of ALL language levels
- Created with “hip” storyline to motivate students to learn the Spanish language and about Hispanic cultures
- Designed to seamlessly integrate language and culture in EVERY lesson

Español Santillana engages and motivates

- Original, fun storyline today’s adolescents can relate to
- Lessons that involve students in their own learning
- Online games & activities give students a chance to win a cultural challenge



bridges

Español Santillana creates cultural

- Meaningful treatment of 5 C's of language learning
- Activities that create cross-cultural understanding and communication

2015- 2016 School Calendar

ASPIRA PA Schools

2015		
August 17-21	Professional Days for Staff	School Closed, Staff Only
August 24	Professional Days for Staff	School Closed, Staff Only
August 25	First Day of School for Students in Grades 1-12	
August 26	First Day of School for Kindergarten Girls	
August 27	First Day of School for Kindergarten Boys	
September 7	<i>Holiday- Labor Day</i>	Schools Closed
September 23	<i>Holiday - Grito de Lares</i>	Schools Closed
October 9	Professional Day for Staff	Schools Closed
October 12	<i>Holiday- Dia de la Raza</i>	Schools Closed
November 11	<i>Holiday - Veterans' Day</i>	Schools Closed
November 18-19	Early Release Day for HS Parent Conferences	Students dismissed at 12pm
November 25	Early Release Prior to Thanksgiving Holiday	Students dismissed at 12pm
November 26-29	<i>Holiday - Thanksgiving</i>	Schools Closed
December 16-17	Early Release Day for K-8 for Parent Conferences	Students dismissed at 12pm
December 23-31	<i>Winter Break</i>	Schools Closed
2016		
January 1	<i>Holiday - New Year's Day</i>	Schools Closed
January 4	<i>Holiday - School Founder's Day</i>	Schools Closed
January 18	<i>Holiday - Martin Luther King Day</i>	Schools Closed
February 2-3	Early Release Day HS Parent Conferences	Students dismissed at 12pm
February 12	Professional Days for Staff	School Closed, Staff Only
February 15	<i>Holiday - Presidents' Day</i>	School Closed
March 8-9	Early Release Day K-8 for Parent Conferences	Students dismissed at 12pm
March 15-16	Early Release Day for HS Parent Conferences	Students dismissed at 12pm
March 19-27	Spring Break	Schools Closed
May 30	<i>Holiday - Memorial Day</i>	Schools Closed
June 14	Last Day of School	
June 15-16	Professional Days for Staff	

DRAFT



4322 N 5th Street, 3rd Floor
Philadelphia, PA 19140

ASPIRA, Inc. of PA Charter Schools

*Antonia Pantoja Charter School
ASPIRA Bilingual Cyber Charter School
Eugenio Maria de Hostos Charter School
John B. Stetson Charter School
Olney Charter High School
Pequeños Pasos de ASPIRA*

2014-2015 School Calendar

ASPIRA PA Schools

2014		
August 18-29	Professional Development	Schools Closed, Staff Only
September 1	Holiday – Labor Day	Schools Closed
September 2	Professional Day for Staff	Schools Closed
September 3	First Day of School for Students in Grades 1-12	
September 4	First Day of School for Kindergarten Girls	
September 5	First Day of School for Kindergarten Boys	
September 22	Holiday – Grito de Lares	Schools Closed
October 10	Professional Day	Schools Closed, Staff Only
October 13	Holiday – Dia de la Raza	Schools Closed
November 11	Holiday – Veterans’ Day	Schools Closed
November 19*-21	Early Release Day for HS Parent Conferences	Students dismissed at 12pm
November 26	Early Release Prior to Thanksgiving Holiday	Students dismissed at 12pm/2:00pm Staff
November 27-28	Holiday – Thanksgiving	Schools Closed
December 10-12	Early Release Day K-8 for Parent Conferences	Students dismissed at 12pm
December 23	Early Release Prior to Winter Break	Students dismissed at 12pm/2:00pm Staff
December 24-31	Winter Break	Schools Closed
2015		
January 1-2	Holiday – New Year’s Day/Winter Break	Schools Closed
January 5	Holiday – School Founders’ Day	Schools Closed
January 19	Holiday – Martin Luther King Day	Schools Closed
February 4*-6	Early Release Day for HS Parent Conferences	Students dismissed at 12pm
February 13	Professional Day	Schools Closed
February 16	Holiday – Presidents’ Day	Schools Closed
March 27	Early Release Prior to Spring Break	Students dismissed at 12pm/2:00pm Staff
March 30- April 3	Spring Break	Schools Closed
April 22-24	Early Release Day for HS Parent Conferences	Students dismissed at 12pm
April 22-24	Early Release Day K-8 for Parent Conferences	Students dismissed at 12pm
May 25	Holiday – Memorial Day	Schools Closed
June 24	Last Day of School	
June 25	Professional Day for Staff/Last Day for Staff	

Wednesday Regular 2:15pm Dismissal Schedule

September 3, 10, 17, 24	January 7, 14, 21, 28
October 1, 8, 15, 22, 29	February 4, 11, 18, 25
November 5, 12, 19	March, 4, 11, 18, 25
December 3, 17	April 8, 15, 29
	May 6, 13, 20, 27
	June 3, 10, 17, 24

Keystone Testing Windows

December 2-12
January 8-27
May 12-13

Professional Days (Teacher In-Service)

August 18-29
October 10
February 13
June 25

PSSA Testing Windows

March 17-27, Math & Reading
March 31-April 1, Writing
April 28 – May 1, Science

End of Marking Period

Elementary	Secondary
November 26	November 10
March 13	February 2
June 16	April 6
	June 16

School Make-Up Days in the Event of School Closings due

January 5
June 25, 26

Cyber Application

B. Financial Solvency

How frequently are the school budget and financial records reviewed by the Board of Trustees?

Financial documents and statements are produced and reviewed on a monthly basis. The Board of Trustees receives and reviews them every two months.

Who has responsible for reviewing contracts, invoices, receivables, and who is responsible to sign checks? Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.

Contracts are initially reviewed by the Principals, Board of Trustees, or the CMO pending on the contract whether it pertains to academic/instruction or Maintenance or other operating facet of the school. Invoices are reviewed by principals and forwarded to finances' Accounts Payable person and monitored by Chief Financial Officer. Receivables are monitored by the CFO to ensure proper allocation collection and distribution. Independent audits have been performed every year and those reports can be found attached.

Discuss the school's financial controls and procedures for the management of financial resources.

ASPIRA Schools' has a manual detailing financial internal controls and procedures that are used in the financial management of the school. This manual can be found attached.

Attach a copy of the most recent financial statement.

The most recent Financial Statement can be found attached.

How many bank accounts exist for the Cyber Charter School? Provide bank locations, type of accounts and account numbers.

Wells Fargo, 601 West Erie Avenue, Philadelphia, PA 19140

1. Operating Account -2000059389123
2. Payroll Account- 8431037921
3. Petty Cash Account-8583763712

PNC Bank, 4710 Rising Sun Avenue, Philadelphia, PA 19120

1. Operating Account- 8611850377
2. Payroll Account- 8611850369
3. Student Account-8611850342
4. Petty Cash Acct- 8611850318

If applicable, discuss and provide documentation regarding how any findings from any auditor general's report were addressed and resolved.

The school has never had any finding from an independent auditor and/or Auditors General Report.

Explain how the Charter School commits resources in ways that ensure it achieves its mission?

What is the fund reserve balance as of the date of renewal application submission?

The fund reserve balance as of the date of submission is \$722,302.

Will the school's facilities meet the needs of the school for the next five years? Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used. Include valid certificates of occupancy for all new sites, if applicable.

ASPIRAS Bilingual Cyber Charter School
Statement of Activities
July 2013 through June 2014

Jul '13 - Jun 14

	Jul '13 - Jun 14
Revenues and Gains	
Local sources	177,322.85
State Sources	81,218.65
Federal sources	27,815.94
Regular education subsidy	2,066,543.00
Total Revenues and Gains	2,352,900.44
Expense	
Salaries	812,556.24
Payroll taxes and fringe benefits	321,464.44
Professional fees	143,689.34
Occupancy and other rentals	243,190.58
Insurance	14,579.06
Communications	32,928.16
Printing	13,899.46
Travel and meetings	12,387.60
Transportation	800.00
Supplies and books	73,583.48
Food	4,385.25
Other expenses	6,822.67
Interest	4,940.61
Management fee	78,665.89
Depreciation - unallocated	41,632.28
Total Expense	1,805,525.06
Change in Net Assets	547,375.38

ASPIRAS Bilingual Cyber Charter School
Statement of Assets and Liabilities

As of June 30, 2014

Jun 30, 14

ASSETS

Current Assets

Checking/Savings

10-0100-0100 PNC Checking	132,808.85
10-0100-0100 Checking	52,024.02
10-0100-0102 Payroll	16,438.00
10-0100-0105 Petty Cash	374.55
10-0100-0104 Start-up	21,225.29
Total Checking/Savings	222,870.71

Accounts Receivable

10-0140-0140 Due from Districts	449,310.38
10-0140-0142 State Subsidies	23,061.16
10-0140-0143 Federal Subsidies	3,707.87
Intercompany receivables	
10-0155-0155 Olney High School	37,345.53
10-0154-0154 ASPIRA PA	27,813.00
Total Intercompany receivables	65,158.53

Total Accounts Receivable 541,237.94

Total Current Assets 764,108.65

Fixed Assets

Equipment under capital lease

Leased Dell Desktops	21,798.05
Total Equipment under capital lease	21,798.05

91-0200-0230 Machinery & Equipment

Furniture	12,032.40
Computer equipment	184,497.07
Telephones and e-rate	1,609.40
Total 91-0200-0230 Machinery & Equipment	198,138.87

91-0200-0200 Leasehold improvements

Security equipment	8,500.00
Total 91-0200-0200 Leasehold improvements	8,500.00

91-0200-0240 Less

Accumulated Depreciation	(109,341.79)
Total 91-0200-0240 Less	(109,341.79)

Total Fixed Assets 119,095.13

TOTAL ASSETS 883,203.78

ASPIRAS Bilingual Cyber Charter School Statement of Assets and Liabilities

As of June 30, 2014

Jun 30, 14

TOTAL LIABILITIES & NET ASSETS

883,203.78



WithumSmith+Brown
A Professional Corporation
Certified Public Accountants and Consultants

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

Financial Statements

June 30, 2011

With Independent Auditors' Reports

Aspira Bilingual Cyber Charter School
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June 30, 2011

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WithumSmith+Brown, PC
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Additional Offices in New Jersey,
New York, Pennsylvania, Maryland,
Florida, and Colorado

Independent Auditors' Report

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of June 30, 2011, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.



In accordance with *Government Auditing Standards*, we have also issued our report dated February 15, 2012 on our consideration of the Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

Generally accepted accounting principles require that the management's discussion and analysis, on pages 3-5 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historic context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC". The signature is written in a cursive, flowing style.

March 13, 2012

Aspira Bilingual Cyber Charter School Management's Discussion and Analysis June 30, 2011

The Board of Trustees of the Aspira Bilingual Cyber Charter School offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2011. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- This fiscal year was the first of the School's operation.
- Current year revenues of \$238,375 are primarily due to the per student subsidy amounts earned for the approximately 50 students enrolled at the School.
- At the close of the current fiscal year, the School reports ending net assets of \$33,124.
- The School's cash balance at June 30, 2011 was \$18,855.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: management's discussion and analysis (this section), the basic financial statements, budgetary comparison and report required under *Government Auditing Standards*.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has three governmental funds - general, food services and student activities.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

**Aspira Bilingual Cyber Charter School
Management's Discussion and Analysis
June 30, 2011**

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$33,124 as of June 30, 2011.

Total assets	\$ 115,613
Total liabilities	82,489
Total net assets	<u>\$ 33,124</u>

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

Revenues	
Local education agencies	\$ 205,317
Federal sources	33,058
	<u>238,375</u>
Expenditures	
Instruction	101,642
Administration support	91,803
Business services	7,252
Student activities	1,011
Depreciation	3,543
	<u>205,251</u>
Change in net assets	33,124
Net assets, beginning	<u>--</u>
Net assets, ending	<u>\$ 33,124</u>

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds, (the General and Student Activities Funds), reported an ending fund balance of \$65,895. For the year ended June 30, 2011, the School's revenues (\$238,375) exceeded its expenditures (\$205,251) by \$77,212.

Aspira Bilingual Cyber Charter School Management's Discussion and Analysis June 30, 2011

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2011, the School's net investment in capital assets for its governmental activities totals \$30,250. This investment in capital assets consists of computer equipment.

Major capital asset purchases during the year included the following:

- Computer equipment amounting to \$33,793

Additional information on the School's capital assets can be found in Note 4 of this report. There were capital lease obligations related to the investment in capital assets amounting to \$18,933 at June 30, 2011.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will increase by approximately \$11,399 for fiscal year 2011-2012, due to an increased subsidy per student of \$165 for regular education and \$911 for special education.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Academic Officer, Aspira Bilingual Cyber Charter School, 4322 N. 5th Street, Philadelphia, PA 19140.

Aspira Bilingual Cyber Charter School
Statement of Net Assets
June 30, 2011

	Governmental Activities
Assets	
Current assets	
Cash and cash equivalents	\$ 18,855
Other receivables	66,508
Total current assets	<u>85,363</u>
Capital assets - net of depreciation	
Computer equipment	30,250
	<u>30,250</u>
	<u>\$ 115,613</u>
Liabilities and Net Assets	
Current liabilities	
Accounts payable	\$ 16,398
Due to related parties	47,158
Current portion of obligations under capital lease	6,909
Total current liabilities	<u>70,465</u>
Long-term liabilities	
Obligations under capital lease	12,024
Total liabilities	<u>82,489</u>
Net assets	
Invested in capital assets, net of related debt	11,317
Unrestricted	21,807
Total net assets	<u>33,124</u>
	<u>\$ 115,613</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Statement of Activities
Year Ended June 30, 2011

Functions	Expenses	Program Revenues		Net (Expense)
		Charges for Service	Operating Grants and Contributions	Revenue and Changes in Net Assets
				Total Governmental Activities
Governmental activities				
Instruction	\$ 101,642	\$ --	\$ 33,058	\$ (68,584)
Administrative support	91,803	--	--	(91,803)
Business services	7,252	--	--	(7,252)
Student activities	1,011	--	--	(1,011)
Depreciation	3,543	--	--	(3,543)
	<u>205,251</u>	<u>--</u>	<u>33,058</u>	<u>(172,193)</u>
General Revenues				
Local educational agencies				205,317
				<u>205,317</u>
Change in net assets				33,124
Net assets - beginning of year				<u>--</u>
Net assets - end of year				<u>\$ 33,124</u>

The Notes to Financial Statements are an integral part of this statement.

**Aspira Bilingual Cyber Charter School
Balance Sheet – Governmental Funds
June 30, 2011**

Functions	General Fund	Student Activities Fund	Total Governmental Activities
Assets			
Cash and cash equivalents	\$ 18,855	\$ --	\$ 18,855
Other receivables	66,508	--	66,508
	<u>\$ 85,363</u>	<u>\$ --</u>	<u>\$ 85,363</u>
Liabilities			
Accounts payable	\$ 16,398	\$ --	\$ 16,398
Due to related parties	47,158	--	47,158
Total liabilities	<u>63,556</u>	<u>--</u>	<u>63,556</u>
Fund Balances			
Unrestricted fund balances	<u>23,829</u>	<u>(2,022)</u>	<u>21,807</u>
	<u>\$ 87,385</u>	<u>(2,022)</u>	<u>\$ 85,363</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets
June 30, 2011

Total Fund Balances for Governmental Funds \$ 21,807

Total net assets reported for governmental activities in the statement of net assets is different because:

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:

Computer equipment	\$ 33,793	
Accumulated depreciation	(3,543)	
Obligations under capital leases	<u>(18,933)</u>	
		<u>11,317</u>

Total net assets of governmental activities \$ 33,124

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
Year Ended June 30, 2011

Functions	General Fund	Student Activities Fund	Total Governmental Activities
Revenues			
Local educational agency assistance	\$ 205,317	\$ --	\$ 205,317
Federal sources	33,058	--	33,058
	<u>238,375</u>	<u>--</u>	<u>238,375</u>
Expenditures			
Instruction	116,502	--	116,502
Administrative support	91,803	--	91,803
Business services	7,252	--	7,252
Student activities	--	1,011	1,011
	<u>215,557</u>	<u>1,011</u>	<u>216,568</u>
Excess (deficiency) of revenues over expenditures	22,818	(1,011)	21,807
Other financing sources (uses)			
Transfer in	1,011	--	--
Transfer out	--	(1,011)	--
	<u>1,011</u>	<u>(1,011)</u>	<u>--</u>
Net change in fund balances	23,829	(2,022)	21,807
Fund balances - beginning of year	<u>--</u>	<u>--</u>	<u>--</u>
Fund balances - end of year	<u>\$ 23,829</u>	<u>\$ (2,022)</u>	<u>\$ 21,807</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund
Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2011

Net Change in Fund Balances - Total Governmental Funds \$ 21,807

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.

Capital outlays	33,793
Obligations under capital leases	(18,933)
Depreciation expense	<u>(3,543)</u>
Change in Net Assets of Governmental Activities	<u>\$ 33,124</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2011

1. Organization and Purpose of Corporation

Aspira Bilingual Cyber Charter School ("the School") was incorporated as a 501(c)(3) in 2008 under the non-profit law of the Commonwealth of Pennsylvania. The School serves grades eight through twelve and is located in Philadelphia, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending on June 30, 2015. The net assets of the School would remain with the School if their charter was not renewed. Aspira Bilingual Cyber is a charter school which has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

Aspira Bilingual Cyber Charter School began operations in December 2010. The School provides instruction in the form of interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to each student's individual education needs. Students access their courses online where worksheets, study material, quizzes and tests are all provided for the student to either read and complete on the computer or print for their own reference or completion by hand.

One of the most unique features of the School is its full two-way immersion bilingual program in order to develop fluency in both English and Spanish. By integrating native Spanish and native English speakers together and teaching classes in both languages, it allows for all students regardless of language preference to receive a truly high quality education while learning a second language.

2. Summary of Significant Accounting Policies

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles for state and local governments that have implemented the accounting pronouncement on financial reporting for state and local governments, "Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments."

Government-wide and Fund Financial Statements

The government-wide financial statements (the statement of net assets and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental funds balance sheet and statement of governmental funds revenues, expenditures and changes in fund balances) report on the School's general, food services, and student activities funds.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

- Government-wide Financial Statements- The statement of net assets and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2011

Fund Financial Statements-Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports the following major governmental funds:

- General Fund - The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding food services and student activities.
- Student Activities Special Revenue Fund - The Student Activities Special Revenue Fund is used to account for student activity revenues and expenditures.

Method of Accounting

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets (deficit), and a statement of activities and changes in net assets (deficit). It requires the classification of net assets (deficit) into three components - invested in capital assets, net of related debt; restricted; and unrestricted.

These classifications are defined as follows:

- Invested in capital assets, net of related debt - This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no restricted net assets.
- Unrestricted net assets - This component of net assets consists of net assets that do not meet the definition of "restricted" or "invested" in capital assets, net of related debt.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At June 30, 2011, the School received eighty-eight percent of their total revenue from one source.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2011

Capital Assets

Capital assets, which includes computer equipment, is reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the life of the lease.

Income Tax Status

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision or liability for income taxes has been recorded in the financial statements.

Management has determined that there are no uncertain tax positions at the School as of June 30, 2011. There are no open tax years prior to June 2011. The School did not have any income tax related penalties or interest for the period reported on these financial statements.

3. Cash and Cash Equivalents

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does not have a policy for custodial credit risk. As of June 30, 2011, \$-0- of the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and uncollateralized	\$	--
Plus: Insured amount		18,855
Less: Outstanding checks		--
Plus: Deposits in transit		--
Carrying amount - bank balances		<u>18,855</u>
Plus: Petty cash		--
Total cash per financial statements	<u>\$</u>	<u>18,855</u>

4. Capital Assets

Capital asset activity for the year ended June 30, 2011 was as follows:

	<u>Balance</u> <u>July 1, 2010</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2011</u>
Computer equipment	\$ --	\$ --	\$ 33,793	\$ 33,793
Less: Accumulated depreciation	--	--	3,543	3,543
Capital assets, net	<u>\$ --</u>	<u>\$ --</u>	<u>\$ 30,250</u>	<u>\$ 30,250</u>

Depreciation expense for the year ended June 30, 2011 was \$3,543.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2011

5. Capital Leases

The School leases computer equipment, under a capital lease, with a total original cost of \$21,798 for the year ended June 30, 2011. The lease expires in 2014, with monthly principal and interest payments of \$672. The interest rate on this capital lease is 7.30 percent. Computers are included in property and equipment in the statement of net assets at June 30, 2011 as follows:

Computer equipment	\$ 21,798
Less: Accumulated depreciation	(2,543)
	<u>\$ 19,255</u>

The future minimum lease payments under capital lease and the net present value of the future minimum lease payments are as follows:

Year Ending June 30	Amount
2012	\$ 8,064
2013	8,064
2014	<u>4,704</u>
	20,832
Less: Amounts representing interest	<u>1,899</u>
Net minimum lease payment	18,933
Less: Current portion	<u>6,909</u>
Long-term obligations under capital leases	<u>\$ 12,024</u>

6. Local Educational Agency Revenue

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the year ended June 30, 2011, the rate for the School District of Philadelphia was \$8,608 per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$205,317 for the fiscal year ended June 30, 2011.

7. Government Grants and Reimbursement Programs

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2011 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2011

8. Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There have been no settled claims resulting from these risks which have exceeded commercial insurance coverage.

9. Related Party

The School is associated with Aspira, Inc. of Pennsylvania ("Aspira") through board control.

The School's bylaws stipulate that the incorporator will appoint the members of the School's Board of Trustees prior to the first annual meeting and Aspira's Board of Directors will appoint 55 percent of the members thereafter. As of June 30, 2011, the School owed Aspira \$47,158.

All payables with related parties are unsecured, non-interest bearing and have no repayment terms.

The School made payments to Aspira in reimbursement for instruction and administrative expenses paid by Aspira in the amount of \$105,060 for the year ended June 30, 2011.

10. Subsequent Events

The School has evaluated subsequent events occurring after the statement of net assets date through the date of February 15, 2012 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.



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**Independent Auditors' Report on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an Audit of
Financial Statements Performed in Accordance with
Government Auditing Standards**

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited the financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School"), as of and for the year ended June 30, 2011, which collectively comprises the School's basic financial statements and have issued our report thereon dated February 15, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of Aspira Bilingual Cyber Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not to for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Aspira Bilingual Cyber Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Aspira Bilingual Cyber Charter School in a separate letter dated March 13, 2012.

This report is intended for the information of the finance committee and management, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC".

March 13, 2012



WithumSmith+Brown
A Professional Corporation
Certified Public Accountants and Consultants

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

Financial Statements

June 30, 2012 and 2011

With Independent Auditors' Reports

Aspira Bilingual Cyber Charter School
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June 30, 2012 and 2011

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Independent Auditors' Report

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from Aspira Bilingual Cyber Charter School's financial statements and, in our report dated March 13, 2012, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the 2012 financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of June 30, 2012, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated April 18, 2013 on our consideration of the Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.



The management's discussion and analysis and the schedule of revenues, expenditures and change in fund balance – budget and actual – governmental funds, as listed in the table of contents, are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

WithumSmith+Brown, PC

April 18, 2013

Aspira Bilingual Cyber Charter School Management's Discussion and Analysis June 30, 2012

The Board of Trustees of the Aspira Bilingual Cyber Charter School offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2012. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- This fiscal year was the second of the School's operation.
- Current year revenues of \$1,098,373 are primarily due to the per student subsidy amounts earned for the approximately 109 regular education and 12 special education students enrolled at the School.
- At the close of the current fiscal year, the School reports ending net assets of \$45,888. This net assets balance represents an increase in net assets of \$12,764 for the year ended June 30, 2012.
- The School's cash balance at June 30, 2012 was \$196,066, representing an increase of \$177,211 from June 30, 2011.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: management's discussion and analysis (this section), the basic financial statements, budgetary comparison and report required under *Government Auditing Standards*.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has three governmental funds - general, food services and student activities.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

**Aspira Bilingual Cyber Charter School
Management's Discussion and Analysis
June 30, 2012**

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$45,888 as of June 30, 2012.

	2012	2011
Total assets	\$ 594,644	\$ 115,613
Total liabilities	548,756	82,489
Total net assets	<u>\$ 45,888</u>	<u>\$ 33,124</u>

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

	2012	2011
Revenues		
Local education agencies	\$ 1,082,287	\$ 205,317
State sources	16,086	--
Federal sources	--	33,058
	<u>1,098,373</u>	<u>238,375</u>
Expenditures		
Instruction	702,847	101,642
Student support services	55,744	--
Administration support	285,958	91,803
Pupil health	72	--
Business services	14,270	7,252
Student activities	468	1,011
Depreciation	26,250	3,543
	<u>1,085,609</u>	<u>205,251</u>
Change in net assets	12,764	33,124
Net assets, beginning	<u>33,124</u>	<u>--</u>
Net assets, ending	<u>\$ 45,888</u>	<u>\$ 33,124</u>

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds, (the General and Student Activities Funds), reported an ending fund balance of \$(45,974). For the year ended June 30, 2012, the School's revenues (\$1,098,373) exceeded its expenditures (\$1,085,609) by \$12,764.

Aspira Bilingual Cyber Charter School Management's Discussion and Analysis June 30, 2012

Governmental Fund Budgetary Highlights

Some categories of revenues and expenditures varied significantly from those budgeted. Expenses allocated from Aspira for maintenance, security, IT support and other administrative expenses were not included in the budget due to the deadline of the filing of the budget and the fact that the expenses could not be reasonably estimated.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2012, the School's net investment in capital assets for its governmental activities totals \$103,885 (net of depreciation). This investment in capital assets consists of computer equipment.

Major capital asset purchases during the year included the following:

- Computer equipment amounting to \$99,885

Additional information on the School's capital assets can be found in Note 4 of this report. There were capital lease obligations related to the investment in capital assets amounting to \$12,023 at June 30, 2012.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will decrease by approximately \$70,949 for fiscal year 2012-2013, due to a decreased subsidy per student of \$677 for regular education and an increased subsidy of \$237 for special education. The current amount of students enrolled at Aspira Bilingual Cyber Charter School is 121, consisting of 109 Regular Education students and 12 Special Education students, which is expected to increase in fiscal 2012-2013.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Academic Officer, Aspira Bilingual Cyber Charter School, 4322 N. 5th Street, Philadelphia, PA 19140.

Aspira Bilingual Cyber Charter School
Statements of Net Assets
June 30, 2012 and 2011

	Governmental Activities	
	2012	2011
Assets		
Current assets		
Cash and cash equivalents	\$ 196,066	\$ 18,855
State subsidies receivable	16,086	--
Other receivables	278,607	66,508
Total current assets	<u>490,759</u>	<u>85,363</u>
Capital assets - net of depreciation		
Computer equipment	103,885	30,250
	<u>103,885</u>	<u>30,250</u>
	<u>\$ 594,644</u>	<u>\$ 115,613</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued expenses	\$ 19,541	\$ 16,398
Accrued payroll and payroll taxes	137,109	--
Refundable advances	44,088	--
Due to related parties	335,995	47,158
Current portion of obligations under capital lease	7,431	6,909
Total current liabilities	<u>544,164</u>	<u>70,465</u>
Long-term liabilities		
Obligations under capital lease	4,592	12,024
Total liabilities	<u>548,756</u>	<u>82,489</u>
Net assets		
Invested in capital assets, net of related debt	91,862	11,317
Unrestricted	<u>(45,974)</u>	<u>21,807</u>
Total net assets	<u>45,888</u>	<u>33,124</u>
	<u>\$ 594,644</u>	<u>\$ 115,613</u>

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School
Statement of Activities
Year Ended June 30, 2012
(With Comparative Totals at June 30, 2011)

Functions	Expenses	Program Revenues		2012	2011
		Charges for Service	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets	Net (Expense) Revenue and Changes in Net Assets
				Total Governmental Activities	Total Governmental Activities
Governmental activities					
Instruction	\$ 702,847	\$ --	\$ --	\$ (702,847)	\$ (68,584)
Student support services	55,744	--	--	(55,744)	--
Administrative support	285,958	--	--	(285,958)	(91,803)
Pupil health	72	--	--	(72)	--
Business services	14,270	--	--	(14,270)	(7,252)
Student activities	468	--	--	(468)	(1,011)
Depreciation	26,250	--	--	(26,250)	(3,543)
	<u>1,085,609</u>	--	--	<u>(1,085,609)</u>	<u>(172,193)</u>
General Revenues					
				16,086	--
				1,082,287	205,317
				<u>1,098,373</u>	<u>205,317</u>
Change in net assets				12,764	33,124
Net assets - beginning of year				<u>33,124</u>	--
Net assets - end of year				<u>\$ 45,888</u>	<u>\$ 33,124</u>

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School
Balance Sheet – Governmental Funds
June 30, 2012
(With Comparative Totals at June 30, 2011)

<u>Functions</u>	<u>General Fund</u>	<u>Student Activities Fund</u>	<u>2012 Total Governmental Activities</u>	<u>2011 Total Governmental Activities</u>
Assets				
Cash and cash equivalents	\$ 196,066	\$ --	\$ 196,066	\$ 18,855
State subsidies receivable	16,086	--	16,086	--
Other receivables	278,607	--	278,607	66,508
	<u>\$ 490,759</u>	<u>\$ --</u>	<u>\$ 490,759</u>	<u>\$ 85,363</u>
Liabilities				
Accounts payable and accrued expenses	\$ 19,541	\$ --	\$ 19,541	\$ 16,398
Salaries and contracts payable	137,109	--	137,109	--
Refundable advances	44,088	--	44,088	--
Due to related parties	335,995	--	335,995	47,158
Total liabilities	<u>536,733</u>	<u>--</u>	<u>536,733</u>	<u>63,556</u>
Fund Balances				
Unrestricted fund balances	<u>(45,974)</u>	<u>--</u>	<u>(45,974)</u>	<u>21,807</u>
	<u>\$ 490,759</u>	<u>\$ --</u>	<u>\$ 490,759</u>	<u>\$ 85,363</u>

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets
June 30, 2012

Total Fund Balances for Governmental Funds \$ (45,974)

Total net assets reported for governmental activities in the statement of net assets is different because:

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:

Computer equipment	\$ 133,678	
Accumulated depreciation	(29,793)	
Obligations under capital leases	<u>(12,023)</u>	
		<u>91,862</u>

Total net assets of governmental activities \$ 45,888

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
Year Ended June 30, 2012
(With Comparative Totals at June 30, 2011)

<u>Functions</u>	<u>General Fund</u>	<u>Student Activities Fund</u>	<u>2012 Total Governmental Activities</u>	<u>2011 Total Governmental Activities</u>
Revenues				
Local educational agency assistance	\$ 1,082,287	\$ --	\$ 1,082,287	\$ 205,317
State sources	16,086	--	16,086	--
Federal sources	--	--	--	33,058
	<u>1,098,373</u>	<u>--</u>	<u>1,098,373</u>	<u>238,375</u>
Expenditures				
Instruction	809,642	--	809,642	116,502
Support services	55,744	--	55,744	--
Administrative support	285,958	--	285,958	91,803
Pupil Health	72	--	72	--
Business services	14,270	--	14,270	7,252
Student activities	--	468	468	1,011
	<u>1,165,686</u>	<u>468</u>	<u>1,166,154</u>	<u>216,568</u>
Excess (deficiency) of revenues over expenditures	(67,313)	(468)	(67,781)	21,807
Other financing sources (uses)				
Transfer in	--	2,490	2,490	1,011
Transfer out	(2,490)	--	(2,490)	(1,011)
	<u>(2,490)</u>	<u>2,490</u>	<u>--</u>	<u>--</u>
Net change in fund balances	(69,803)	2,022	(67,781)	21,807
Fund balances - beginning of year	<u>23,829</u>	<u>(2,022)</u>	<u>21,807</u>	<u>--</u>
Fund balances - end of year	<u>\$ (45,974)</u>	<u>\$ --</u>	<u>\$ (45,974)</u>	<u>\$ 21,807</u>

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund
Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2012

Net Change in Fund Balances - Total Governmental Funds \$ (67,781)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.

Capital outlays	99,885
Obligations under capital leases	6,910
Depreciation expense	<u>(26,250)</u>

Change in Net Assets of Governmental Activities \$ 12,764

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School

Notes to Financial Statements

June 30, 2012 and 2011

1. Organization and Purpose of Corporation

Aspira Bilingual Cyber Charter School ("the School") was incorporated as a 501(c)(3) in 2008 under the non-profit law of the Commonwealth of Pennsylvania. The School serves grades eight through twelve and is located in Philadelphia, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending on June 30, 2015. The net assets of the School would remain with the School if its charter were not renewed. Aspira Bilingual Cyber Charter School is a charter school which has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

Aspira Bilingual Cyber Charter School began operations in December 2010. The School provides instruction in the form of interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to each student's individual education needs. Students access their courses online where worksheets, study material, quizzes and tests are all provided for the student to either read and complete on the computer or print for their own reference or completion by hand.

One of the most unique features of the School is its full two-way immersion bilingual program in order to develop fluency in both English and Spanish. By integrating native Spanish and native English speakers together and teaching classes in both languages, it allows for all students regardless of language preference to receive a truly high quality education while learning a second language.

2. Summary of Significant Accounting Policies

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles for state and local governments that have implemented the accounting pronouncement on financial reporting for state and local governments, "Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments."

Government-wide and Fund Financial Statements

The government-wide financial statements (the statement of net assets and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental funds balance sheet and statement of governmental funds revenues, expenditures and changes in fund balances) report on the School's general, food services, and student activities funds.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

- Government-wide Financial Statements- The statement of net assets and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2012 and 2011

Fund Financial Statements-Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports the following major governmental funds:

- General Fund - The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding food services and student activities.
- Student Activities Special Revenue Fund - The Student Activities Special Revenue Fund is used to account for student activity revenues and expenditures.

Method of Accounting

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets (deficit), and a statement of activities and changes in net assets (deficit). It requires the classification of net assets (deficit) into three components - invested in capital assets, net of related debt; restricted; and unrestricted.

These classifications are defined as follows:

- Invested in capital assets, net of related debt - This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no temporarily or permanently restricted net assets.
- Unrestricted net assets - This component of net assets consists of net assets that do not meet the definition of "restricted" or "invested" in capital assets, net of related debt.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At June 30, 2012, the School received eighty-eight percent of their total revenue from one source.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2012 and 2011

Capital Assets

Capital assets, which includes computer equipment, is reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the life of the lease.

Income Tax Status

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision or liability for income taxes has been recorded in the financial statements.

The School adopted the accounting pronouncement dealing with uncertain tax positions as of the date of inception in December 2010. Upon adoption of this accounting pronouncement, the School had no unrecognized tax benefits. Furthermore, the School had no unrecognized tax benefits at June 30, 2012 and 2011. There were no open tax years prior to 2011. In addition, the School had no income tax related penalties or interest for the periods reported in these financial statements.

3. Cash and Cash Equivalents

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For each of the years ended June 30, 2012 and 2011, none of the School's bank balances were exposed to custodial credit risk:

	<u>2012</u>	<u>2011</u>
Uninsured and uncollateralized	\$ --	\$ --
Plus: Insured amount	209,124	18,855
Less: Outstanding checks	(13,058)	--
Plus: Deposits in transit	<u>--</u>	<u>--</u>
Carrying amount - bank balances	196,066	18,855
Plus: Petty cash	<u>--</u>	<u>--</u>
Total cash per financial statements	<u>\$ 196,066</u>	<u>18,855</u>

4. Capital Assets

Capital asset activity for the year ended June 30, 2012 and 2011 was as follows:

	<u>Balance</u> <u>July 1, 2011</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2012</u>
Computer equipment	\$ 33,793	\$ --	\$ 99,885	\$ 133,678
Less: Accumulated depreciation	<u>3,543</u>	<u>--</u>	<u>26,250</u>	<u>29,793</u>
Capital assets, net	<u>\$ 30,250</u>	<u>\$ --</u>	<u>\$ 73,635</u>	<u>\$ 103,885</u>

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2012 and 2011

	<u>Balance</u> <u>July 01, 2010</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2011</u>
Computer equipment	\$ --	\$ --	\$ 33,793	\$ 33,793
Less: Accumulated depreciation	--	--	3,543	3,543
Capital assets, net	<u>\$ --</u>	<u>\$ --</u>	<u>\$ 30,250</u>	<u>\$ 30,250</u>

Depreciation expense for the years ended June 30, 2012 and 2011 was \$26,250 and 3,543, respectively .

5. Capital Leases

The School leases computer equipment, under a capital lease, with a total original cost of \$21,798 for the year ended June 30, 2012. The lease expires in 2014, with monthly principal and interest payments of \$672. The interest rate on this capital lease is 7.30 percent. Computers are included in property and equipment in the statement of net assets at June 30, 2012 as follows:

Machinery and equipment	\$ 133,678
Less: Accumulated depreciation	<u>(29,793)</u>
	<u>\$ 103,885</u>

The future minimum lease payments under capital lease and the net present value of the future minimum lease payments are as follows:

Year Ending June 30	Amount
2013	\$ 8,064
2014	<u>4,704</u>
	12,768
Less: Amounts representing interest	<u>745</u>
Net minimum lease payment	12,023
Less: Current portion	<u>7,431</u>
Long-term obligations under capital leases	<u>\$ 4,592</u>

6. Local Educational Agency Revenue

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the years ended June 30, 2012 and 2011, the rate for the School District of Philadelphia was \$8,773 and \$8,608, respectively per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$1,082,287 and \$205,317 for the fiscal years ended June 30, 2012 and 2011, respectively.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2012 and 2011

7. Government Grants and Reimbursement Programs

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for retirement (pension) expense are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2012 and 2011 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

8. Leasing Arrangements

The School leases a portion of 4322-42 North 5th Street in Philadelphia, Pennsylvania under a 10 year lease operating lease from Aspira, Inc. of Pennsylvania (a related party, see Note 10). The School paid monthly rent of \$10,000 for the year ending June 30, 2012.

9. Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There have been no settled claims resulting from these risks which have exceeded commercial insurance coverage.

10. Related Party

The School is associated with Aspira, Inc. of Pennsylvania ("Aspira") through board control. The School is associated with Aspira Community Enterprises, Inc. ("ACE"), Antonia Pantoja Charter School ("Pantoja"), John B. Stetson Charter School ("Stetson"), Olney Charter High School ("Olney"), and ACE/Dougherty, Inc. through common board membership and management.

The School's bylaws stipulate that Aspira will appoint 55 percent of the members of the School's Board of Trustees. As of June 30, 2012 and 2011, the School owed Aspira \$280,565 and \$47,158, respectively.

All receivables and payables with related parties are unsecured, non-interest bearing and have no repayment terms.

As described in Note 8, the School leases a portion of Aspira's building under an operating lease expiring in the year 2022. In connection with the operation of its charter school, the school made lease payments to Aspira in the amount of \$120,000 for the year ended June 30, 2012.

The School reimbursed Aspira for instruction and administrative expenses paid by Aspira in the amount of \$82,187 and \$105,060 for the years ended June 30, 2012 and 2011.

The School owed Antonia Pantoja Community Charter School \$1,066 for the year ended June 30, 2012.

The School owed Olney Charter High School \$54,364 for the year ended June 30, 2012.

11. Commitments and Contingencies

The School is involved in legal proceedings arising in the ordinary course of business. In the opinion of management, although the outcome of any legal proceedings cannot be predicted, ultimate liability of the School in connection with its legal proceedings will not have a material adverse effect on the financial position or activities of the School.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2012 and 2011

12. Retirement Plan

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing multiple-employer defined benefit pension plan. The plan provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125. This publication is also available on the PSERS website at www.psers.state.pa.us/publications/cafr/index.htm.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.5 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System after June 30, 2011, may choose between two classes of membership in PSERS, and therefore, two base contribution rates. These rates are between 7.5 percent and 9.5 percent (Membership class T-E) and 10.3 percent and 12.3 percent (Membership class T-F).

Employer contributions are based upon an actuarial valuation. For the fiscal year ended June 30, 2012, the rate of employer's contribution was 8.65 percent of covered payroll.

Payroll expense for employees covered by the System for the year ended June 30, 2012 was approximately \$470,000.

In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities' contributions. The School's contribution to the Plan for the year ended June 30, 2012 was \$36,000.

13. Subsequent Events

The School has evaluated subsequent events occurring after the statement of net assets date through the date of April 18, 2013 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.



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Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited the financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School"), as of and for the year ended June 30, 2012, which collectively comprises the School's basic financial statements and have issued our report thereon dated April 18, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of Aspira Bilingual Cyber Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not to for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Aspira Bilingual Cyber Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC".

April 18, 2013



WithSmith+Brown
A Professional Corporation
Certified Public Accountants and Consultants

ASPIRA BILINGUAL CYBER CHARTER SCHOOL

Financial Statements

June 30, 2013

**(With Summarized Comparative Financial Information
For The Year Ended June 30, 2012)**

With Independent Auditors' Reports

Aspira Bilingual Cyber Charter School
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June 30, 2013
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)

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Independent Auditors' Report

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") as of June 30, 2013, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of June 30, 2013, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Aspira Bilingual Cyber Charter School's June 30, 2012 financial statements and we have expressed an unmodified audit opinion on these financial statements in our audit report dated April 18, 2013. In our opinion, the summarized comparative information presented hereon as of and for the year ended June 30, 2012 is consistent in all material respects, with the audited financial statements from which it is have been derived.

Other Matters

In addition, the management discussion and analysis is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted by the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the measurement and presentation of the required supplementary information. However, we did not audit the information and do not express an opinion on it.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated January 8, 2014 on our consideration of the Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspira Bilingual Cyber Charter School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC".

January 8, 2014

**Aspira Bilingual Cyber Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

The Board of Trustees of the Aspira Bilingual Cyber Charter School offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- This fiscal year was the second of the School's operation.
- Current year revenues of \$1,574,775 are primarily due to the per student subsidy amounts earned for the approximately 163 regular education and 28 special education students enrolled at the School.
- At the close of the current fiscal year, the School reports ending net assets of \$94,816. This net assets balance represents an increase in net assets of \$48,928 for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$198,020, representing an increase of \$1,954 from June 30, 2012.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: management's discussion and analysis (this section), the basic financial statements, budgetary comparison and report required under *Government Auditing Standards*.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has three governmental funds - general, food services and student activities.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

**Aspira Bilingual Cyber Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities exceeded assets by \$94,816 as of June 30, 2013.

	2013	2012
Total assets	\$ 887,917	\$ 594,644
Total liabilities	<u>793,101</u>	<u>548,756</u>
Total net assets	<u>\$ 94,816</u>	<u>\$ 45,888</u>

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

	2013	2012
Revenues		
Local education agencies	\$ 1,328,185	\$ 1,082,287
Other local sources	103	--
State sources	84,419	16,086
Federal sources	<u>162,068</u>	<u>--</u>
	1,574,775	1,098,373
Expenditures		
Instruction	786,548	702,847
Student support services	95,792	55,744
Administration support	548,024	285,958
Pupil health	13,853	72
Business services	37,558	14,270
Student activities	6,155	468
Depreciation	<u>37,917</u>	<u>26,250</u>
	<u>1,525,847</u>	<u>1,085,609</u>
Change in net assets	48,928	12,764
Net assets, beginning	<u>45,888</u>	<u>33,124</u>
Net assets, ending	<u>\$ 94,816</u>	<u>\$ 45,888</u>

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds, (the General and Student Activities Funds), reported an ending fund balance of \$(33,911). For the year ended June 30, 2013, the School's revenue of \$1,574,775 exceeded its expenditures of \$1,562,712 by \$12,063.

**Aspira Bilingual Cyber Charter School
Management's Discussion and Analysis
June 30, 2013
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

Governmental Fund Budgetary Highlights

Some categories of revenues and expenditures varied significantly from those budgeted. Expenses allocated from Aspira for maintenance, security, IT support and other administrative expenses were not included in the budget due to the deadline of the filing of the budget and the fact that the expenses could not be reasonably estimated.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2013, the School's net investment in capital assets for its governmental activities totals \$133,319 (net of depreciation). This investment in capital assets consists of computer equipment.

Major capital asset purchases during the year included the following:

- Computer equipment amounting to \$67,351

Additional information on the School's capital assets can be found in Note 4 of this report. There were capital lease obligations related to the investment in capital assets amounting to \$4,592 at June 30, 2013.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will decrease by approximately \$274,253 for fiscal year 2013-2014, due to an increased subsidy per student of \$533, but a decreased enrollment of 42. The per student subsidy will increase by approximately \$156,474 in special education for fiscal year 2013-14 due to an increased subsidy per student of \$2,411 and an increased enrollment of 4. The current amount of students enrolled at Aspira Bilingual Cyber Charter School is 191, consisting of 163 Regular Education students and 28 Special Education students, which is expected to increase in fiscal 2013-2014.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Academic Officer, Aspira Bilingual Cyber Charter School, 4322 N. 5th Street, Philadelphia, PA 19140.

Aspira Bilingual Cyber Charter School**Statements of Net Assets****June 30, 2013****(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

	Governmental Activities	
	2013	2012
Assets		
Current assets		
Cash and cash equivalents	\$ 198,020	\$ 196,066
State subsidies receivable	26,635	16,086
Federal subsidies receivable	132,495	--
Other receivables	397,304	278,607
Due from related parties	144	--
Total current assets	<u>754,598</u>	<u>490,759</u>
Capital assets - net of depreciation		
Computer equipment	133,319	103,885
	<u>133,319</u>	<u>103,885</u>
	<u>\$ 887,917</u>	<u>\$ 594,644</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued expenses	\$ 45,514	\$ 19,541
Accrued payroll and payroll taxes	105,061	137,109
Refundable advances	44,088	44,088
Due to related parties	593,846	335,995
Current portion of obligations under capital lease	4,592	7,431
Total current liabilities	<u>793,101</u>	<u>544,164</u>
Long-term liabilities		
Obligations under capital lease	--	4,592
Total liabilities	<u>793,101</u>	<u>548,756</u>
Net assets		
Invested in capital assets, net of related debt	128,727	91,862
Unrestricted	<u>(33,911)</u>	<u>(45,974)</u>
Total net assets	<u>94,816</u>	<u>45,888</u>
	<u>\$ 887,917</u>	<u>\$ 594,644</u>

The Notes to Financial Statements are an integral part of these statements.

Aspira Bilingual Cyber Charter School

Statement of Activities

June 30, 2013

(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)

Functions	Expenses	Program Revenues		2013	2012
		Charges for Service	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets	Net (Expense) Revenue and Changes in Net Assets
				Total Governmental Activities	Total Governmental Activities
Governmental activities					
Instruction	\$ 786,548	\$ --	\$ 162,068	\$ (624,480)	\$ (702,847)
Student support services	95,792	--	--	(95,792)	(55,744)
Administrative support	548,024	--	--	(548,024)	(285,958)
Pupil health	13,853	--	--	(13,853)	(72)
Business services	37,558	--	--	(37,558)	(14,270)
Student activities	6,155	103	--	(6,052)	(468)
Depreciation	37,917	--	--	(37,917)	(26,250)
	<u>1,525,847</u>	<u>103</u>	<u>162,068</u>	<u>(1,363,676)</u>	<u>(1,085,609)</u>
General Revenues					
				84,419	16,086
				1,328,185	1,082,287
				<u>1,412,604</u>	<u>1,098,373</u>
				48,928	12,764
				45,888	33,124
				<u>\$ 94,816</u>	<u>\$ 45,888</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School

Balance Sheet – Governmental Funds

June 30, 2013

(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)

Functions	General Fund	Student Activities Fund	2013 Total Governmental Activities	2012 Total Governmental Activities
Assets				
Cash and cash equivalents	\$ 198,020	\$ --	\$ 198,020	\$ 196,066
State subsidies receivable	26,635	--	26,635	16,086
Federal subsidies receivable	132,495	--	132,495	--
Other receivables	397,304	--	397,304	278,607
Due from related parties	144	--	144	--
	<u>\$ 754,598</u>	<u>\$ --</u>	<u>\$ 754,598</u>	<u>\$ 490,759</u>
Liabilities				
Accounts payable and accrued expenses	\$ 45,514	\$ --	\$ 45,514	\$ 19,541
Accrued payroll an payroll taxes	105,061	--	105,061	137,109
Refundable advances	44,088	--	44,088	44,088
Due to related parties	593,846	--	593,846	335,995
Total liabilities	<u>788,509</u>	<u>--</u>	<u>788,509</u>	<u>536,733</u>
Fund Balances				
Unrestricted fund balances	<u>(33,911)</u>	<u>--</u>	<u>(33,911)</u>	<u>(45,974)</u>
	<u>\$ 754,598</u>	<u>\$ --</u>	<u>\$ 754,598</u>	<u>\$ 490,759</u>

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets
June 30, 2013

Total Fund Balances for Governmental Funds \$ (33,911)

Total net assets reported for governmental activities in the statement of net assets is different because:

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:

Computer equipment	\$	201,029	
Accumulated depreciation		(67,710)	
Obligations under capital leases		(4,592)	
		128,727	128,727

Total net assets of governmental activities \$ 94,816

Aspira Bilingual Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
Year Ended June 30, 2013
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)

Functions	General Fund	Student Activities Fund	2013 Total Governmental Activities	2012 Total Governmental Activities
Revenues				
Local educational agency assistance	\$ 1,328,185	\$ --	\$ 1,328,185	\$ 1,082,287
Other local sources	--	103	103	--
State sources	84,419	--	84,419	16,086
Federal sources	162,068	--	162,068	--
	1,574,672	103	1,574,775	1,098,373
Expenditures				
Instruction	861,330	--	861,330	809,642
Support services	95,792	--	95,792	55,744
Administrative support	548,024	--	548,024	285,958
Pupil health	13,853	--	13,853	72
Business services	37,558	--	37,558	14,270
Student activities	--	6,155	6,155	468
	1,556,557	6,155	1,562,712	1,166,154
Excess (deficiency) of revenues over expenditures	18,115	(6,052)	12,063	(67,781)
Other financing sources (uses)				
Transfer in	--	6,052	6,052	2,490
Transfer out	(6,052)	--	(6,052)	(2,490)
	(6,052)	6,052	--	--
Net change in fund balances	12,063	--	12,063	(67,781)
Fund balances - beginning of year	(45,974)	--	(45,974)	21,807
Fund balances - end of year	\$ (33,911)	\$ --	\$ (33,911)	\$ (45,974)

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund
Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2013

Net Change in Fund Balances - Total Governmental Funds \$ 12,063

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.

Capital outlays	67,351
Payments under capital leases	7,431
Depreciation expense	<u>(37,917)</u>

Change in Net Assets of Governmental Activities \$ 48,928

The Notes to Financial Statements are an integral part of this statement.

Aspira Bilingual Cyber Charter School

Notes to Financial Statements

June 30, 2013 and 2012

1. Organization and Purpose of Corporation

Aspira Bilingual Cyber Charter School ("the School") was incorporated as a 501(c)(3) in 2008 under the non-profit law of the Commonwealth of Pennsylvania. The School serves grades eight through twelve and is located in Philadelphia, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending on June 30, 2015. The net assets of the School would remain with the School if its charter were not renewed. Aspira Bilingual Cyber Charter School is a charter school which has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

Aspira Bilingual Cyber Charter School began operations in December 2010. The School provides instruction in the form of interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to each student's individual education needs. Students access their courses online where worksheets, study material, quizzes and tests are all provided for the student to either read and complete on the computer or print for their own reference or completion by hand.

One of the most unique features of the School is its full two-way immersion bilingual program in order to develop fluency in both English and Spanish. By integrating native Spanish and native English speakers together and teaching classes in both languages, it allows for all students regardless of language preference to receive a truly high quality education while learning a second language.

2. Summary of Significant Accounting Policies

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles for state and local governments that have implemented the accounting pronouncement on financial reporting for state and local governments, "Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments."

Government-wide and Fund Financial Statements

The government-wide financial statements (the statement of net assets and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental funds balance sheet and statement of governmental funds revenues, expenditures and changes in fund balances) report on the School's general, food services, and student activities funds.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

- Government-wide Financial Statements- The statement of net assets and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2013 and 2012

Fund Financial Statements-Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports the following major governmental funds:

- General Fund - The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding food services and student activities.
- Student Activities Special Revenue Fund - The Student Activities Special Revenue Fund is used to account for student activity revenues and expenditures.

Method of Accounting

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets (deficit), and a statement of activities and changes in net assets (deficit). It requires the classification of net assets (deficit) into three components - invested in capital assets, net of related debt; restricted; and unrestricted.

These classifications are defined as follows:

- Invested in capital assets, net of related debt - This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no temporarily or permanently restricted net assets.
- Unrestricted net assets - This component of net assets consists of net assets that do not meet the definition of "restricted" or "invested" in capital assets, net of related debt.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At June 30, 2013 and 2012, the School received eighty-one and eighty-eight percent, respectively of their total revenue from one source.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2013 and 2012

Capital Assets

Capital assets, which includes computer equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the life of the lease.

Income Tax Status

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision or liability for income taxes has been recorded in the financial statements.

The School adopted the accounting pronouncement dealing with uncertain tax positions as of the date of inception in December 2010. Upon adoption of this accounting pronouncement, the School had no unrecognized tax benefits. Furthermore, the School had no unrecognized tax benefits at June 30, 2013 and 2012. There were no open tax years prior to 2011. In addition, the School had no income tax related penalties or interest for the periods reported in these financial statements.

3. Cash and Cash Equivalents

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For each of the years ended June 30, 2013 and 2012, none of the School's bank balances were exposed to custodial credit risk:

	2013	2012
Uninsured and uncollateralized	\$ --	\$ --
Plus: Insured amount	210,734	209,124
Less: Outstanding checks	(12,714)	(13,058)
Plus: Deposits in transit	--	--
Carrying amount - bank balances	<u>198,020</u>	<u>196,066</u>
Plus: Petty cash	--	--
Total cash per financial statements	<u><u>\$ 198,020</u></u>	<u><u>196,066</u></u>

4. Capital Assets

Capital asset activity for the years ended June 30, 2013 and 2012 was as follows:

	<u>Balance</u> <u>July 1, 2012</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2013</u>
Computer equipment	\$ 133,678	\$ --	\$ 67,351	\$ 201,029
Less: Accumulated depreciation	<u>29,793</u>	<u>--</u>	<u>37,917</u>	<u>67,710</u>
Capital assets, net	<u><u>\$ 103,885</u></u>	<u><u>\$ --</u></u>	<u><u>\$ 29,434</u></u>	<u><u>\$ 133,319</u></u>

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2013 and 2012

	<u>Balance</u> <u>July 01, 2011</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2012</u>
Computer equipment	\$ 33,793	\$ --	\$ 99,885	\$ 133,678
Less: Accumulated depreciation	<u>3,543</u>	<u>--</u>	<u>26,250</u>	<u>29,793</u>
Capital assets, net	<u>\$ 30,250</u>	<u>\$ --</u>	<u>\$ 73,635</u>	<u>\$ 103,885</u>

Depreciation expense for the years ended June 30, 2013 and 2012 was \$37,917 and 26,250, respectively.

5. Capital Leases

The School leases computer equipment, under a capital lease, with a total original cost of \$21,798 for each of the years ended June 30, 2013 and 2012. The lease expires in 2014, with monthly principal and interest payments of \$672. The interest rate on this capital lease is 7.30 percent. Computers are included in property and equipment in the statement of net assets at June 30, 2013 and 2012 as follows:

	2013	2012
Machinery and equipment	\$ 21,798	\$ 21,798
Less: Accumulated depreciation	<u>(18,165)</u>	<u>(10,899)</u>
	<u>\$ 3,633</u>	<u>\$ 10,899</u>

The future minimum lease payments under capital lease and the net present value of the future minimum lease payments are as follows:

Year Ending June 30	Amount
2014	\$ 4,704
Less: Amounts representing interest	<u>112</u>
Net minimum lease payment	4,592
Less: Current portion	<u>4,592</u>
Long-term obligations under capital leases	<u>\$ --</u>

6. Local Educational Agency Revenue

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the years ended June 30, 2013 and 2012, the rate for the School District of Philadelphia was \$8,096 and \$8,773, respectively per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$1,328,185 and \$1,082,287 for the fiscal years ended June 30, 2013 and 2012, respectively.

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2013 and 2012

7. Government Grants and Reimbursement Programs

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for retirement (pension) expense are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 and 2012 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

8. Leasing Arrangements

The School leases a portion of 4322-42 North 5th Street in Philadelphia, Pennsylvania under a 10 year operating lease from Aspira, Inc. of Pennsylvania (a related party, see Note 10). The School paid monthly rent of \$20,000 and \$10,000 for the years ended June 30, 2013 and 2012.

9. Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There have been no settled claims resulting from these risks which have exceeded commercial insurance coverage.

10. Related Party

The School is associated with Aspira, Inc. of Pennsylvania (“Aspira”) through board control. The School is associated with Aspira Community Enterprises, Inc. (“ACE”), Eugenio Maria de Hostos Charter School (“Hostos”), Antonia Pantoja Charter School (“Pantoja”), John B. Stetson Charter School (“Stetson”), Olney Charter High School (“Olney”), and ACE/Dougherty, Inc. through common board membership and management.

The School’s bylaws stipulate that Aspira will appoint 55 percent of the members of the School’s Board of Trustees.

As described in Note 8, the School leases a portion of Aspira’s building under an operating lease expiring in the year 2022. In connection with the operation of its charter school, the School made lease payments to Aspira in the amount of \$240,000 and \$120,000 for the years ended June 30, 2013 and 2012, respectively.

The School reimbursed Aspira for instruction and administrative expenses paid by Aspira in the amount of \$137,237 and \$283,120 for the years ended June 30, 2013 and 2012, respectively.

All receivables and payables with related parties are unsecured, non-interest bearing and have no repayment terms.

	2013		2012	
	Receivable	Payable	Receivable	Payable
ASPIRA, Inc. of Pennsylvania	\$ --	\$ 476,414	\$ --	\$ 280,565
Antonia Pantoja Charter School	--	1,044	--	1,066
Eugenio Maria de Hostos Charter School	72	--	--	--
John B. Stetson Charter School	72	--	--	--
Olney Charter High School	--	116,388	--	54,364
	<u>144</u>	<u>593,846</u>	<u>\$ --</u>	<u>335,995</u>

Aspira Bilingual Cyber Charter School
Notes to Financial Statements
June 30, 2013 and 2012

11. Commitments and Contingencies

The School is involved in legal proceedings arising in the ordinary course of business. In the opinion of management, although the outcome of any legal proceedings cannot be predicted, ultimate liability of the School in connection with its legal proceedings will not have a material adverse effect on the financial position or activities of the School.

12. Retirement Plan

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing multiple-employer defined benefit pension plan. The plan provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125. This publication is also available on the PSERS website at www.psers.state.pa.us/publications/cafr/index.htm.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.5 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System after June 30, 2011, may choose between two classes of membership in PSERS, and therefore, two base contribution rates. These rates are between 7.5 percent and 9.5 percent (Membership class T-E) and 10.3 percent and 12.3 percent (Membership class T-F).

Employer contributions are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of employer's contribution was 8.65 percent of covered payroll.

Payroll expense for employees covered by the System for the years ended June 30, 2013 and 2012 was approximately \$608,000 and \$470,000, respectively.

In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities' contributions. The School's contribution to the Plan for the years ended June 30, 2013 and 2012 was \$90,646 and \$41,253, respectively.

13. Subsequent Events

The School has evaluated subsequent events occurring after the statement of net assets date through the date of January 8, 2014 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.



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215 546 2140 . fax 215 546 2148
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New York, Pennsylvania, Maryland,
Florida, and Colorado

**Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with
Government Auditing Standards**

Independent Auditors' Report

To the Board of Trustees,
Aspira Bilingual Cyber Charter School:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") and the related notes to the financial statements, as of and for the year ended June 30, 2013, which collectively comprises the School's basic financial statements and have issued our report thereon dated January 8, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Aspira Bilingual Cyber Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Aspira Bilingual Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Aspira Bilingual Cyber Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given those limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Aspira Bilingual Cyber Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Withum Smith & Brown, PC".

January 8, 2014

Jun-10

Name

Position

Aracely Rosales	Chairperson	
Olabisi Laniya	Treasurer	
Tamara Newton	Secretary	
Miguel A. Torres, Jr.	Member	
Lisette Gonzalez	Member	
Orlando Quevedo	Member	
Marleen Walsh	Member	
Marisol Medina	Member	Hostos Parent
Melva Romero	Member	Pantoja Parent

Jul-11

Name

Position

Aracely Rosales	Chairperson	
Olabisi Laniya	Treasurer	
Tamara Newton	Secretary	
Miguel A. Torres, Jr.	Member	
Lisette Gonzalez	Member	
Orlando Quevedo	Member	
Marleen Walsh	Member	
Edna Dejesus	Parent Member Stetson	
Melva Romero	Parent Member Pantoja	
Joyce Crosscombe	Parent Rep Hostos	

Jan-12

Name

Position

Aracely Rosales	Chairperson	
Olabisi Laniya	Treasurer	
Tamara Newton	Secretary	
Catherine Williams-Frank	Member	
Lisette Gonzalez	Member	
Orlando Quevedo	Member	
Marleen Walsh	Member	
Joyce Crosscombe	Parent Rep Hostos	

Jun-12

Name

Position

Aracely Rosales	Chairperson	
Marleen Walsh	Treasurer	
Tamara Newton	Secretary	
Catherine Williams-Frank	Member	
Lisette Gonzalez	Member	
Orlando Quevedo	Member	

Joyce Crosscombe

Parent Rep Hostos

Jan-13

Name

Position

Aracely Rosales
Orlando Quevedo
Lisette Gonzalez
Carmen Paris
Julio Largo
Orlando Quevedo
Fred Ramirez
Joyce Crosscombe

Chairperson
Treasurer
Secretary
Member
Member
Member
Member
Parent Member Hostos

Jun-13

Name

Position

Fred Ramirez
Orlando Quevedo
Lisette Gonzalez
Carmen Paris
Julio Largo
Orlando Quevedo
Joyce Crosscombe

Chairperson
Treasurer
Secretary
Member
Member
Member
Parent Rep Hostos

Sep-14

Name

Position

Fred Ramirez
Orlando Quevedo
Lisette Gonzalez
Carmen Paris
Julio Largo
Joyce Crosscombe
Jacqueline Santiago
Natasha Harris
Miguel Justiniano

Chairperson
Treasurer
Secretary
Member
Member
Hostos Parent Rep
Stetson Parent Rep
Olney Student Rep
Pantoja Parent Rep

Joyce Crosscombe



~~Do~~ not file with the Ethics Commission

The State Ethics Commission has received this (or these) form(s) in error. Current or former local public employees and elected or appointed public officials need only file the white portion of their forms with their respective political subdivisions Human Resource, Personne, or /Business Office for the: [county, township, borough, city, school, college, authority, dept., agency, board, commission, municipality or _____].
The yellow copy is for the filers records.

Information on where to file appears on the back of the Statement of Financial Interests form.

However, upon reviewing the Statement of Financial Interests form(s) please be advised that the form(s) is (or are) incomplete (*deficient*) and need revised.

Incomplete block(s) or blank block(s) are as checked below: (If none applies, check the none box(es) a blank block is considered incomplete)

- Block 1
- Block 2
- Block 3
- Block 4
- Block 5 *Aspiva charter school*
- Block 6
- Block 7 Should read _____
- Block 8
- Block 9
- Block 10-List any direct or indirect sources of income of \$1,300 or more (for example: your employment usually exceeds this amount)
- Block 11
- Block 12
- Block 13
- Block 14
- Block 15
- Please sign and enter the current date at the bottom of the form.

After the original forms are revised they stay on file with the office indicated in the first paragraph of this letter. They should stay on file at this office for a period of five years so that compliance is met in the event of an audit.

If you have any questions regarding this matter, please contact The State Ethics Commission at 717-783-1610 or toll-free at 800-932-0936.

Enclosure(s): Statement of Financial Interests form(s)

Send back as per:

SFI Def & Does not file here

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

Crosscombe Joyce E

02 ADDRESS City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Board Member

seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Missionary

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Honda Finance Address: PO Box 7829 Phila PA 19101 Interest Rate: 6%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Converge Worldwide Address: 2002 S. Arlington Heights Rd Arlington Heights, IL 60005

(OFFICIAL USE ONLY) 2012 APR 26 A 11:44

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift

Address of Source of Gift

Circumstances (including description of gift)

Value of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address)

Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address)

Name: Address:

Position Held

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business

Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address)

Transferee (Name and Address)

Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Joyce Crosscombe Enter Current Date 1-27-12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

Curmen Serrano



Do not file with the Ethics Commission

The State Ethics Commission has received this (or these) form(s) in error. Current or former local public employees and elected or appointed public officials need only file the white portion of their forms with their respective political subdivisions *Human Resource, Personne, or /Business Office for the: [county, township, borough, city, school, college, authority, dept., agency, board, commission, municipality or _____]*.
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Incomplete block(s) or blank block(s) are as checked below: (If none applies, check the none box(es) a blank block is considered incomplete)

- Block 1
- Block 2
- Block 3
- Block 4
- Block 5
- Block 6
- Block 7 Should read 2011
- Block 8
- Block 9
- Block 10-List any direct or indirect sources of income of \$1,300 or more (for example: your employment usually exceeds this amount)
- Block 11
- Block 12
- Block 13
- Block 14
- Block 15
- Please sign and enter the current date at the bottom of the form.

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If you have any questions regarding this matter, please contact The State Ethics Commission at 717-783-1610 or toll-free at 800-932-0936.

Enclosure(s): Statement of Financial Interests form(s)

Send back as per:

SFI Def & Does not file here

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
 Serrano Carmen M

02 ADDRESS 5903 agusta St City Philadelphia State Pa Zip Code 19149 Area Code 215 Phone 904-3728

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCHOOL BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ANTONIA PANTOJA CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) BOARD MEMBER

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: [] [] [] []

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: _____ Address: _____ Interest Rate _____

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: _____ Address: _____ (OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift _____ Value of Gift _____

Address of Source of Gift _____ Circumstances (including description) of Gift _____

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) _____ Value _____

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) _____ Position Held _____

Name: _____ Address: _____

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business _____ Interest Held _____

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) _____ Interest Held _____

Transferee (Name and Address) _____ Relationship _____ Date Transferred _____

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Carmen M Serrano Enter Current Date 01/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.



Date: 4/26/12

Dear Filer:

~~The State Ethics Commission has received this (or these) Statement of Financial Interests form(s) in error.~~ We have stamped the form(s) for evidence of the date of filing.

For the May 1 filing, current or former local public employees and elected/appointed public officials need only file the white portion of their forms with their respective political subdivisions Human Resources/Personnel/Business Office for [county, township, borough, city, school district, college, authority, dept., agency, bureau, board, commission, municipality or _____]. *The yellow copy is for the filers records.*

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Enclosure(s): Statement of Financial Interests Form (s)

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
 Gonzalez Lisette

02 ADDRESS 27 W. Central Ave Marlton NJ 08057 Phone 215 306 6444

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Board Member

seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ASPIRA PA CHARTER SCHOOLS

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description)

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

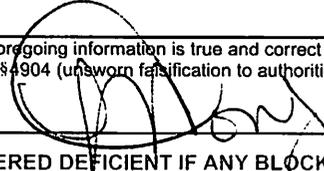
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature  Enter Current Date 1/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.



Date: 4/26/12

Dear Filer:

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If you have any questions regarding this matter, please contact The State Ethics Commission at 717-783-1610 or toll-free at 800-932-0936.

Enclosure(s): Statement of Financial Interests Form (s)

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
 WILLIAMS - FRANK CATHERINE

02 ADDRESS City State Zip Code Area Code Phone
 2 INTERNATIONAL PLAZA SUITE 640 PHILA PA 19130 537-1042

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ASPIRA BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ASPIRA OF PA CHARTER SCHOOLS

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) SCHOOL BOARD MEMBER

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: TOYOTA FINANCIAL SERVICES PO BOX 5855 CARLSTOWN IL 60197 Interest Rate 19%

CHASE FINANCIAL PO BOX 15153 WILMINGTON DE 19805-5153 13.99%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: DEPT OF HOMELAND SEC. Address: 2 INTL PLAZA STE 640 PHILA PA 19130

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift

Address of Source of Gift

Circumstances (including description) of Gift

Value of Gift

STATE ETHICS COMMISSION APR 26 11:44

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address)

Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address)

Name Address Position Held

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Catherine Williams Frank Current Date 3/28/2012

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.



Date: 4/26/12

Dear Filer:

~~The State Ethics Commission has received this (or these) Statement(s) of Financial Interests form(s) in error.~~ We have stamped the form(s) for evidence of the date of filing.

For the May 1 filing, current or former local public employees and elected/appointed public officials need only file the white portion of their forms with their respective political subdivisions Human Resources/Personnel/Business Office for [county, township, borough, city, school district, college, authority, dept., agency, bureau, board, commission, municipality or _____]. *The yellow copy is for the filers records.*

Information on where to file appears on the back of the Statement of Financial Interests form.

If you have any questions regarding this matter, please contact The State Ethics Commission at 717-783-1610 or toll-free at 800-932-0936.

Enclosure(s): Statement of Financial Interests Form (s)

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME: Q U E V E D O FIRST NAME: O L A N D O MI: R SUFFIX:

02 ADDRESS: 433 W Girard Av City: Philadelphia State: PA Zip Code: 19123 Area Code: (610) Phone: 439 3583

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS: Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A S C H O O L C O O R D M E M B E R seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A A S P I R A P A C H A R T E R S C H O O L S

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4): Professional artist and Professor

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Orlando Quevedo Address: 433 W Girard Av City: Phila, PA Zip: 19123

self employed

(OFFICIAL USE ONLY) 2012 APR 26 11:45 AM STATE ETHICS COMMISSION

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 6104 (Unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature:  Enter Current Date: 12/24/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.



Date: 4/26/12

Dear Filer:

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Enclosure(s): Statement of Financial Interests Form (s)

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

L A N I N A O L A B I S I 14

02 ADDRESS City State Zip Code Area Code Phone

215 STANBRIDGE ST NORRISTOWN PA 19401 610, 803-9129

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A BOARD MEMBER seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ASPIRA PA CHARTER SCHOOLS

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

AUDITOR 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name AMERICAN EXPRESS Address Interest Rate 6%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

(OFFICIAL USE ONLY)

2012 APR 26

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description of Gift)

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name JOHN B. STEYSON Address PHILA, PA TREASURER

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (transmission falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature [Signature] Current Date 1/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

RAMIREZ FREDERICK

02 ADDRESS (work or home) 4519 N. 5th St. City Phila. State Pa. Zip Code 19140 Area Code (215) Phone 457-1620

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCHOOL BOARD MEMBER seeking hold held

B seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A seeking hold held

B seeking hold held

06 OCCUPATION OR PROFESSION (This may be the same as block 4) HEALTH ADMINISTRATOR

07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS. 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: _____ Address: _____ Interest Rate N/A

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: PAN-AMERICAN HEALTH Address: 4519 N. 5th St. Phila. Pa. 19140

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift _____ Value of Gift _____

Address of Source of Gift _____ Circumstances (including description) of Gift _____

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) _____ Value _____

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Name: PAN-AMERICAN MENTAL H. Address: 4519 N. 5th St. Phila Pa Position Held PRES./CEO

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business PAN-AMERICAN MENTAL HEALTH, INC. Interest Held SHARES

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) _____ Interest Held _____ Relationship _____ Date Transferred _____

Transferee (Name and Address) _____

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature [Signature] Enter Current Date 3/12/2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
Paris Carmen I

02 ADDRESS (work or home) City State Zip Code Area Code Phone
8339 Mansfield Ave Phila Pa 19150 (215) 753-0199

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)
A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor
B Nominee C Public Official (Former) D Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held
A Board Member seeking hold held
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A Aspira Charter School
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
Healthcare Administrator 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.
Name: BMW Financial Address: New Jersey Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)
Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.
Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.
Business Entity (Name and Address) Position Held
Name: Hispanic Community Counseling Address: 3156 Kensington Ave VP - HR & Operations

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.
Business (Name and Address) Interest Held Relationship Date Transferred
Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Carmen Paris Enter Current Date 2-28-14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

ROSALES ARACELY

02 ADDRESS City State Zip Code Area Code Phone

510 Carpenter Lane Phila PA 19119 (215) 849-1601

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Chair seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PANTOJA SCHOOL

B HOSTOS

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Consultant

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2009

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name Address Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name Address (OFFICIAL USE ONLY)

contracts

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Arcely Rosales* Current Date 7-24-10

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

LEBRON JOSE E

02 ADDRESS (work or home) City State Zip Code Area Code Phone

419 W. Wyoming Ave Philadelphia PA 19140 (267) 226-4655

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A HIGH SCHOOL PRINCIPAL seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A OLNEY CHARTER HIGH SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

HIGH SCHOOL (Charter School) Principal

07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: BMW Financial Services Address: P.O. Box 9001065
Louisville, KY 40290-1065

Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

(OFFICIAL USE ONLY)

Name: Olney Charter High School Address: 100 W. Duncannon Ave.
An Aspira School Phila. PA 19120

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Jose E. Lebron Enter Current Date 2/1/13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in	For state office file with State Ethics Commission . For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
Unannounced Write-in Winners of Nominations			
Unannounced Write-in Winners of Elections			
B. STATUS BLOCK B - NOMINEE State Level	State Ethics Commission	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
County/Local Level	Governing authority of political subdivision		
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	File with <u>each</u> Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	
(Incumbent Judges and Magisterial District Judges who are not candidates do not file)			
Constables / Deputy Constables	State Ethics Commission		
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer	No additional copy required	
County City Borough Township Municipal (home rule) Municipal Authority School District	File only with your political subdivision		
} EMPLOYEE			
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of <u>each</u> political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

C	L	A	R	K	J	A	M	I	E	L	
---	---	---	---	---	---	---	---	---	---	---	--

02 ADDRESS (work or home) City State Zip Code Area Code Phone

100 West Duncannon Ave Philadelphia PA 19 (724) 309-9169

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ADMINISTRATOR seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Assistant Principal 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Honda Financial Services Address: P.O. Box 7829 Philadelphia, PA 19101 Interest Rate: ?

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature James L. Clark Enter Current Date 2/7/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in Unannounced Write-in Winners of Nominations Unannounced Write-in Winners of Elections	For state office file with State Ethics Commission. For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
B. STATUS BLOCK B - NOMINEE State Level	State Ethics Commission	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
County/Local Level	Governing authority of political subdivision		
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	File with <u>each</u> Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	
(Incumbent Judges and Magisterial District Judges who are not candidates do not file)			
Constables / Deputy Constables	State Ethics Commission		
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer	No additional copy required	
County City Borough Township Municipal (home rule) Municipal Authority School District	File only with your political subdivision		
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of <u>each</u> political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

B U J A K B R I D G E T J

02 ADDRESS (work or home) City State Zip Code Area Code Phone

100 West Duncannon Avenue Philadelphia PA 19120 (215) 456-3014

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ADMINISTRATOR seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A SCHOOL DISTRICT

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Administrator - Assistant Principal

07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Valley National Bank Address: PO BOX 1015 Spring Valley, NY 10977-0815

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: ASPIRA Inc. of PA Address: 100 W. Duncannon Ave. Olney Charter High School Philadelphia, PA 19120

11 GIFTS (See instructions on page 2) If NONE, check this box. Value of Gift

Source of Gift Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held

Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. Interest Held Relationship Date Transferred

Business (Name and Address) Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Bridget J. Bujak Enter Current Date 2/6/2014

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

Mckinley Kathryn M

02 ADDRESS (work or home) City State Zip Code Area Code Phone

1525 Christian St Philadelphia PA 19146 (267) 528-8920

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Director of Special Education seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ASPIRA Schools

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Director of Special Education Support Services 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Bernard Dyer - husband. Address: 4320 ST. ROCK PA 19104
Hospital of the University of Pennsylvania Philadelphia PA 19104

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: ASPIRA Schools inc. Address: 4322 N. 5th St Phila PA 19140 Director of SPED

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Kathryn McKinley* MS NCEP Enter Current Date Feb 26, 2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Luzia Paramis* Enter Current Date 2/28/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in	For state office file with State Ethics Commission . For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
Unannounced Write-in Winners of Nominations			
Unannounced Write-in Winners of Elections			
B. STATUS BLOCK B - NOMINEE State Level	State Ethics Commission	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
County/Local Level	Governing authority of political subdivision		
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	File with each Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with each entity as required)	
(Incumbent Judges and Magisterial District Judges who are not candidates do not file)			
Constables / Deputy Constables	State Ethics Commission		
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer	No additional copy required	
County City Borough Township Municipal (home rule) Municipal Authority School District	File only with your political subdivision		
 EMPLOYEE			
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of each political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with each entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.

Statement of financial interest

LUCILA PARAMO

BLOCK 10 :Sources of Income

- | | | |
|---|------------------|---------------|
| 1. Community College of Philadelphia | 15,000.00 | yearly |
| 2. Real Estate Properties | | |
| A. 4038 E. Roosevelt Blvd Philadelphia | 5,000.00 | |
| B. 7052 Rutland St Philadelphia | 7,000.00 | |
| C. 6929 Kindred Av | 6,000.00 | |

BLOCK 13: Business Entity – solely owner

International Higher Education Consultant	9,000.00
15009 Kelvin Av Philadelphia Pa 19116	

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

A G O S T O C I N T R O N L I S E T T E M

02 ADDRESS (work or home) City State Zip Code Area Code Phone

100 W. DUNCANSON AVE PHILADELPHIA PA 19120 (215) 436-5592

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ASSISTANT PRINCIPAL seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A OLNEY CHARTER HIGH SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Assistant Principal 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: ~~Wells Fargo~~ School loans Address:
 Citibank Interest Rate 8%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Olney Charter HS Address: Philadelphia, PA
 Harcum College Bryn Mawr, PA

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

780.00

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

OLNEY CHARTER HS

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Lisette McIntyre Centron Enter Current Date 2/28/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in Unannounced Write-in Winners of Nominations Unannounced Write-in Winners of Elections	For state office file with State Ethics Commission . For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
B. STATUS BLOCK B - NOMINEE State Level County/Local Level	State Ethics Commission Governing authority of political subdivision	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission P.O. Box 11470 Room 309 Finance Building Harrisburg, PA 17108-1470	File with <u>each</u> Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts (Incumbent Judges and Magisterial District Judges who are not candidates do not file)	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	
Constables / Deputy Constables	State Ethics Commission	No additional copy required	
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer		
County City Borough Township Municipal (home rule) Municipal Authority School District	EMPLOYEE File only with your political subdivision		
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of <u>each</u> political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

V A R G A S C A O N A B O A



NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold hold

A Administrator seeking hold hold

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A School seeking hold hold

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

School Principal 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

NONE

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: AES Address: Interest Rate: 8%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferor (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature: Caonabo A. Vargas Enter Current Date: 2/25/14

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STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
CRUZ VEGA CYNTHIA A

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Assistant Principal seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A Eugenio Maria de Hostos C.S.

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Assistant Principal 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name Address Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name Eugenio Maria de Hostos Address 6301 W 2nd St Philadelphia Pa 19128

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 8 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Cynthia Vega*

Enter Current Date 8/22/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

Gonzalez Sandra

02 ADDRESS (work or home) City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Administrator seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A Antonia Pantogja Charter School

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Administrator - School Principal 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME (including but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Pantogja C.S. Address: 4101 N American St

11 GIFTS (See instructions on page 2) If NONE, check this box. Value of Gift

Source of Gift Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held

Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. Interest Held Relationship Date Transferred

Business (Name and Address) Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature [Signature] Enter Current Date 2/26/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

G A R C I A L U I S

02 ADDRESS (work or home) City State Zip Code Area Code Phone

4101 N. American St. PHICA PA 19140 (215) 329-2733

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ASSISTANT PRINCIPAL seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

ASSISTANT PRINCIPAL 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: ANTONIA PANTOJA Address: 4101 N. AMERICAN ST.
CHARTER SCHOOL PHICA, PA 19140

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *[Signature]* Enter Current Date 2/27/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
Lajara Renato M

02 ADDRESS (work or home) City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)
A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor
B Nominee C Public Official (Former) D Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held
A Administrator
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
Principal 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.
Name: Police and Fire Credit Union Address: 901 Arch Street Philadelphia PA 19120 Interest Rate: 9.99%
(OFFICIAL USE ONLY)

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.
Name: John B. Stetson Charter Address: 3200 B. Street Philadelphia PA 19134

11 GIFTS (See instructions on page 2) If NONE, check this box.
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.
Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.
Business Entity (Name and Address) Position Held
Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.
Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

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Signature: [Signature] Enter Current Date: 2/27/2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

M U L L I N T H O M A S E

02 ADDRESS (work or home) City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A ADMINISTRATOR seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Asst Principal (School Administrator) 2014

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Freedom Credit Union Address: 10400 Drummond Rd. Philadelphia, PA 191 Interest Rate: 12.5%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: John B. Stetson Chaeter Address: 3200 B. Street Philadelphia PA 19134

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature _____ Enter Current Date _____

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

J u s t i n i a n o M i g u e l A



NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A B o a r d m e m b e r P a r e n t R e p seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A A n t o n i a P a n t o j a C h a r t e r S c h o o l

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

PTA president (Board member) [] [] []

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Miguel A. Justiniano Enter Current Date 11/20/13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

CROSSCOMBE JOYCE E

02 [REDACTED]

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) MISSIONARY

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: CONVERGE WORLDWIDE Address: 2002 S. ARLINGTON HEIGHTS ARLINGTON HEIGHTS, IL 60005 (OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Joyce Combe Enter Current Date 3-26-13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

QUEVEDO DELANDO R

02 ADDRESS City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCHOOL BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Professional artist and Prof. cor

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Orlando Quevedo self employed Address: 433 W Givards Av Phila, PA 19123

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

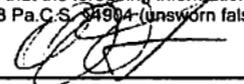
14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (uniform falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature  Enter Current Date 8/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

Gonzalez Lisette



NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Board Secretary seeking hold held

B Co-Chair seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A Lighthouse

B Huine, Inc

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

NONE

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: NONE Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Friends of Seth Williams Address: PO Box 2072 Phila PA 19103 (OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

NONE Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

NONE

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Secretary Usel Gonzalez Address: Aspin School Secretary

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

NONE

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address) NONE

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Enter Current Date 1/30/13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

W I L L I A M S - F R A N K C A T H E R I N E

02 A [REDACTED]

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A A S P I R A B O A R D M E M B E R

seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A A S P I R A O F P A C H A R T E R S C H O O L S

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) SCHOOL BOARD MEMBER

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated. 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name TOYOTA FINANCIAL SERVICES Address 60197
CHASE FINANCIAL PO BOX 15153 WILMINGTON DE 19805-5153 SESS

Interest Rate 190
13.9970

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name DEPT OF HOMELAND SEC Address 2 INTL PLAZA STE 640 PHILA PA 19113

2 INTL PLAZA STE 640 PHILA PA 19113

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferor (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Catherine Williams Frank Current Date 3/28/2012

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

UVEVEDC UPLANDU R

02 ADDRESS

[REDACTED]

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCUDUC BOOBY MEMBER

seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Professional artist and Professor

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Orlando Quintero self employed Address: 433 W Girard Ave Phila, PA 19123

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

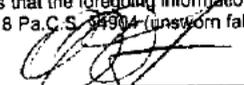
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §9904 (uniform falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature  Enter Current Date 1/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

LANNYA OLARISI IC

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A LO PAD MEMBER IC seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

AUDITOR 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: AMERICAN EXPRESS Address: Interest Rate: 6%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Address: (OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: JOHN R. SIFSON Address: PHILA PA TRAVELER

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature: [Signature] Current Date: 1/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

LUCIANO CARMEN M



NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCHOOL BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A AMTUN, A PANTOTA CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) BOARD MEMBER

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: [] [] []

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: _____ Address: _____ Interest Rate: _____

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: _____ Address: _____ (OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift _____ Value of Gift _____

Address of Source of Gift _____ Circumstances (including description) of Gift _____

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) _____ Value _____

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) _____ Position Held _____

Name: _____ Address: _____

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business _____ Interest Held _____

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) _____ Interest Held _____

Transferee (Name and Address) _____ Relationship _____ Date Transferred _____

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Carmen Luciano Enter Current Date 01/25/11

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STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

Crosscombe Joyce E

02 ADDRESS City State Zip Code Area Code Phone

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Board Member

seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

Missionary 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Honda Finance Address: PO Box 7829 Phila PA 19101 Interest Rate: 6%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Converge Worldwide Address: 2002 S. Arlington Heights Rd Arlington Heights, IL 60005

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Joyce Crosscombe Enter Current Date 1-27-12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME Gonzalez FIRST NAME Lissette MI SUFFIX

02 [REDACTED]

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)
A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing
B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held
A Board Member
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)
07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.
Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)
Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.
Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.
Business Entity (Name and Address) Name: Address: Position Held

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.
Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature [Signature] Enter Current Date 12/25/12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

DOUGLAS-WALSH MARLENE D W/S

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A SCHOOL BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A ASPIRA PA CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) Hospital Administrator

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Name: Friends Hospital Address: 4641 Roosevelt Blvd Philadelphia Pa 19124

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held

Name: Address:

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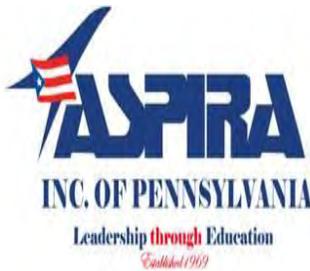
Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

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Signature: Marlene Douglas-Walsh Enter Current Date: 4/2/12

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ASPIRA, Inc. of PA Charter Schools

*Antonia Pantoja Charter School
ASPIRA Bilingual Cyber Charter School
Eugenio Maria de Hostos Charter School
John B. Stetson Charter School
Olney Charter High School*

BOARD OF TRUSTEES
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Lisette Gonzalez, Secretary
Orlando Quevedo, Treasurer
Julio Largo, Member
Carmen I. Paris, Member

Dr. Lucila Paramo, Interim Chief Academic Officer
Alfredo Calderon, Chief Executive Officer
PARENT BOARD MEMBERS
Joyce Crosscombe, Eugenio Maria de Hostos Charter School
Jacqueline Santiago, John B. Stetson Charter School
Natasha Harris, Olney Charter High School
Miguel Justiniano, Antonia Pantoja Charter School

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BOARD OF TRUSTEES MEETING MINUTES
April 8, 2014**

A meeting of the Board of Trustees of ASPIRA Bilingual Cyber Charter School, an ASPIRA of Pennsylvania School was held on April 8, 2014 at the ASPIRA Main Office, 4322 N. 5th Street, Philadelphia, PA 19140.

Board Members Present: Fred Ramirez, Carmen I. Paris, Orlando Quevedo, Joyce Crosscombe. Natasha Harris, Miguel Justiniano

Board Members Absent: Lisette Gonzalez, Julio C. Largo

Quorum Established: Yes

Others Present: Dr. Lucila Paramo, Interim CAO; Sandra Gonzalez, Principal of Antonia Pantoja Charter School; Dr. Jose lebron, Pincipal of Olney Charter High School; Alberto Vargas, Principal of Eugenio Maria de Hostos Charter School; Marisol Morales, HR; Dallas Alexander, Teacher at Olney Charter High School; Michael Roth, Assistant Principal of Olney Charter High School; Shelly Williams, PTA of Eugenio Maria de Hostos; Jessica Mendez, PTA of Eugenio Maria de Hostos Charter School; Hanako Franz, Teacher at OCHS; Bridget Bujak, Assistant Principal of Olney Charter High School; Nimet Eren, Teacher at Olney Charter High School; Hal Doner, Roster Chair of Olney Charter High School; Roger Masch, Masch & Co

Call to Order

Call the meeting to order at 6:50pm. Board Chair decided to change the agenda around; after the routine matters, Finance will present and then the CAO. Quorum has been established. Mr. Ramirez asked for school representatives to introduce themselves.

Approval of Minutes

Approval of Minutes from February 2014

Moved to approve the minutes: Carmen I. Paris

Seconded: Orlando Quevedo

Mr. Ramirez explained that the school board postponed meeting because the treasurer and Interim CAO were not going to be available.

Finance Report

Mr. Masch introduced the 2 sided document. First thing usually discussed is working capital and ratio. Second page shows the statement of activities or income and expense, shows each school individually. Spend about 3 out of every 4 dollars on people, closer to 4 out of 5. Federal monies are going to be coming; they owe us a lot of money. City and district money is fairly steady money per month. Mr. Ramirez asked if there is anything on the horizon? Mr. Calderon replied that the schools budget is based on the School District budget, we have not received an allocation from the district we do not know whether or not we will receive an increase, we have no clue. I will ask if we can have it ready for next week, we will create two budgets, one with a budget increase and one without a cut. Get a budget based on the expenses that the school district reports. The school district cut \$400,000. Not only from ASPIRA Schools but also from other charters schools because there was an error, they took it back less than a month ago. Mr. Ramirez emphasized the importance of letting the teachers know. Ms. Carmen I. Paris stated she always struggle with this budget because she do not have anything to compare it too. She would like to compare last years budget, compared to what is going on this year. Give something can be compare to give an analysis. Ms. Paris has asked Mr. Masch to add each column next to each school.

Overview of CAO's Report- Presentation Attached

Dr. Paramo's presentation included the following: ReportUpdate- February-April 8, 2014

Olney has about 85 more students than last year. Stetson is under the cap, Cyber increased numbers, increasing the number of students means increasing the number of Special Education numbers and ELL students. All schools have completed the first benchmarks and PSSA's, and OCHS has taken Keystones, results will be available in the summer. The School Board has asked the font be made bigger.

Last year there was another assessment and there is no real comparison. Mr. Fred Ramirez commented that there are a lot of below basic in Math and Reading. Dr. Paramo explained that Common core has affected all scores because it was just implemented. Alberto Vargas, Principal at Hostos stated the number should change by the 3rd or 4th benchmark because students are being tested on items they have not been taught. Sandra Gonzalez, Principal at Pantoja explained that the date cannot be compared because the exams were not the same, but we can see growth.

Dr. Paramo further explained that the change in common core meant that scores went down for all schools. Hostos seems to be better in Math than Reading. It was found that certain answers to questions were actually wrong. Stetson is better in reading and lower in Math. The Keystones exams are harder and Olney was not the only school to have some issues with the exams. Ms. Bujak proceeded to explain that administration from several schools, including several special admit high school ordered a second round of Keystone exams because the changes in the exam was going to lower the scores. Ms. Bujak went further to state that while we

would all like to have exponential growth as other schools, we may see cheating, as part of ASPIRA we do not support that and are more concerned with seeing incremental growth. Mr. Ramirez agreed with Ms. Bujak in that ASPIRA would never create an environment of cheating, but we also need to hear the truth so that we can continue to work towards the mission.

Dr. Paramo continued with the Power Point- Focus Groups presented their recommendations to the CAO and at least one School Board Member. Mr. Fred Ramirez stated that attending the presentation gave the School Board an opportunity to hear the teachers, and this Board intends that we should continue the dialogue and continue to study. A common thread in the focus group presentations was communication. Work is needed to enhance communication.

Ms. Carmen I. Paris has asked about the next step is to have all recommendations together because they have different needs. Not looking for an action plan, just share all of the recommendations with all the other teachers. Mr. Ramirez has asked the Dr. Paramo to share all the information with the teachers so that they are ware of what is going on in the schools. Curriculum is steadily moving ahead but its always is changing, currently in the process of reviewing the curriculum.

Ms. McKinley spoke about Special Education Occupational services and emphasized that the services are expensive and she is currently working on sharing services between the schools. Ms, Crosscombe asked about the Dual Language Program and if the teachers are receiving the support they need to support the program. Mr. Vargas spoke on behalf of Hostos Charter School stating that there is teacher coach but she is not bilingual so she can't support the teachers in the classroom but we they do have the materials. Ms. Sandra Gonzalez spoke on behalf of Antonia Pantoja Charter School. Pantoja has purchased all new material, received a lot PD's, and had PD on language itself, and Ms. Gonzalez is proud to say that all kindergarten students are reading in Spanish.

Move to Accept the Interim CAO Report:
Motion: Carmen Seconded: Orlando Quevedo

Parent Report- Parent Representative

N/A

Board Action Items

Requirements for Dean Position at all ASPIRA of PA Charter Schools

Carmen I.Paris explained that there are two options, as of right now. One option is to continue to require that Deans be certified and the other is to not mandate certification but compensate those who are with an increase in salary. The salary structure for the second option will mimic that of the teacher's salary structure. Mr. Fred Ramirez opened the floor for questions.

Mr. Doner stated that in order to leave a student alone with an adult they must be certified. There is no recognized certification for a Dean. Mr. Ramirez called for a vote on
Recommendation 1: status Quo
Recommendation 2: Change requirements

Motion made to change the current policy and put into place the second recommendation.

Motion made by: Carmen I. Paris Seconded: Orlando Quevedo Unanimous.

2014-2015 ASPIRA of PA Charter Schools Calendar

Mr. Ramirez has asked the CAO to speak on the Proposed calendar changes. Dr. Paramo explained that school will start August 26th, four days before labor day. The reason is because 1. We can accumulate days and time for snow days. 2. More instructional time. Moved one day so that vacation is from Dec 24th-January 6th, ASPIRA will move holiday. Jessica Mendez- Represents Hostos Parents posed the following question; Are the schools ready? Once June hits the building gets hot, are the buildings equipped with AC.

Mr. Calderon clarified that there are no air conditioners and there was a grant but there were some logistical issues because the parts must be made in the United State. Not one screw can be from out of the United States.

Schools are not air conditioned. Approval of the calendar has been tabled until the School Board meets to discuss, caucus and vote on it. Ms. Hanako commented that ASPIRA is a community organization and that the community should be taken into consideration.

Chairperson's Report

At the last meeting we created committees; one was specific auditing committee and two Truancy and behavioral, great participation. Great participation, this board is very concerned with Truancy, 3rd was the Dean Committee. Ms, Carmen I. Paris added there is also a committee for the School Business Manager and Board.

Jimenez and Associates- Treasurer met with the team and they are working with the auditors. By the end of the month there will information regarding the audit. It was a targeted audit, a specific point which was brought to our attention from Administration, teachers and outside of the organization. There was as second meeting that involved the CEO, Roger Masch and Julio C. Iargo and there will be a follow up meeting. There is no specific schedule but every item of concern

Ms. Carmen I. Paris added that Marisol Morales, Sandra Gonzalez, Lisette Agosto and Dr. Paramo were all part of the Dean Committee. Ms. Paris apologized for not having Sandra's name on the list but it will be added.

Mr. Ramirez mentioned that truancy and behavioral health and mental was a common thread during the meeting. Stetson has a very avid person who was really participating, and also Olney to discuss truancy in the schools. Everything will be in draft form before it is finalized. Other items discussed include discipline, even the enforcement of uniform, truancy and behavior and safety of students outside of the school.

CEO Report

SDP called asked if ASPIRA would like to apply, they did not tell the school, there was only a week to provide information. Instead of the past they only chose two of the few CMO chosen to participate. Next year will be a bigger process. ASPIRA was matched with Marin, and Mastery was matched with Steele. Has to present to the school and the parents would have to vote. Tours have been set to the parents interested. Nothing is guaranteed, that is why many

people did not hear about it because it was last minute. There was no real time to notify the people.

Question posed from the public were, What is the process? Mr. Calderon clarified that Parents vote is on May 1st. The School District was not clear about how they would choose the providers, it could be that the district simply says yes or the district goes with a parent vote and make a decision based on that.

Move to accept CEO Report.

Motion made by: Orlando Quevedo Seconded by: Carmen I. Paris Unanimous

Public Comments

Marc Kircz

Teacher at OCHS. People have done a lot of work for the laptop carts, it has been helpful to get the technology. Started with the acuity testing and is really concerned with the amount of testing the students will undergo. The test was too hard for them, 3 time a year, 4 days to implement the exam, 12 days a year in loss, over 19 days in testing. Talking about increasing instructional time but taking the exam take up the time. Students need more time reading and more time doing the work. Scared of how much we are testing the students. Data is important but testing that makes sense. Testing also requires manual grading, when are the teachers supposed to grade them? Teachers need a voice.

Hanako Franz

Lose prep regularly because students come to me. Really worries that a lot of people are going to leave, the turnover is going to be high. Olney is full of dedicated teachers. New teachers means that there will be a learning curve for the students. Teachers do afterschool programs and are dedicated. Include teachers in conversion and make them feel like they are listened too. Every Tuesday and Friday 9th grade teachers, Ms. Pearlstein included are running the 9th grade because there is no Administrator. We don't give up because the stakes are too high. The people who suffer are our students. Accountability is great, but how? ASPIRA please grant neutrality

Erina Pearlstein

Eco Ms. Franz comment. Ms. Pearlstein stated she was incredibly excited for such an organization founded by a woman who cared so much about the children of this country, and motivating student. Teachers at Olney are organizing a staff union because we feel that our voice is not valid.

Sarah Apt

Jose Urena came to speak to the Board had to leave because we switched locations and then wait 45 minutes. Ms. Apt stated that she heard that thousands of dollars were spent to fight the union efforts. Poses a different budget, library, books , 9th grade administrator, funder for new ELL Comer program, funding from school dance/activities, pencils for classroom, raises for teachers. The board needs to stop spending public funds to hurt our student. Please grant neutrality.

Nimet Eren

On Thursday, 4 Books for Olney event will host an event with a special speaker. The book to be discussed is *I am Malala*. Going to welcoming a speaker from Pakistan, wife of the late Minister of Culture and Diversity in Pakistan who was hot by the Taliban for speaking out on religious freedom. I would like to thank ASPIRA, Ms. Harris, PTA and Dr. Lebron. Not representing anyone but herself, Ms. Eren stated that she is concerned that dedicated teachers will leave because there is no communication regarding the contracts. Olney has already lost teachers to Mastery.

Hal Doner

Mr. Doner would like to echo Ms. Eren's event. Also, in regards to data in would be nice to see the student who have come through the ASPIRA system, students that are in the schools from K until graduation. Mr. Doner stated he would be glad to help with how the data is gathered.

Before adjournment, Mr. Ramirez would like to discuss future Board policies in regards to the Spain trip. Most important is how the trip can be made enjoyable and safe, and what adults should be allowed to attend the trip. Also included is input into curriculum.

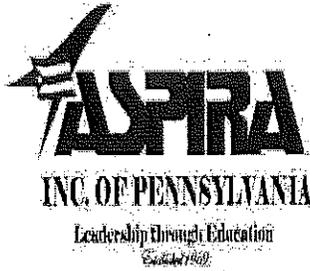
Mr. Ramirez would also like to clarify that this Board listens to selective issues from anybody. The School Board gets a lot of requests to discuss issues but Board members cannot be in the building every day, and have to be very selective. We listen, take up the issue and then intervene. The School Board request cooperation in that the school board must be selective. Other items to be addressed include Discipline and Language. To close out the meeting Mr. Ramirez would like to comment on an event he attended 3 weeks ago sponsored by Al Dia and Academy of Fine Arts. PBS documentary- Mr. Ramirez would have liked the students at Olney to attend. Students should really be aware of Latin American History.

Adjournment

There being no further business to come before the meeting, the meeting was adjourned at 9:02pm.

Minutes Recorded by: Patricia A. Sannuti

Respectfully submitted by : _____
Lisette Gonzalez, Secretary of the Board



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**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BOARD OF TRUSTEES MEETING MINUTES
February 4, 2014**

A meeting of the Board of Trustees of ASPIRA Bilingual Cyber Charter School, an ASPIRA of Pennsylvania School was held on February 4, 2014 at the ASPIRA Main Campus, 6350 N. 2nd Street, Philadelphia, PA 19120.

Board Members Present: Fred Ramirez, Carmen I. Paris, Orlando Quevedo, Joyce Crosscombe, Natasha Harris, Miguel Justiniano.

Board Members Absent: Lisette Gonzalez, Julio C. Largo

Quorum Established: Yes

Others Present: Dr. Lucila Paramo, Interim CAO; Renato M. Lajara, John B. Stetson Charter School Principal; Natasha Harris, Olney Parent Representative; Joyce Crosscombe, Hostos Parent Representative; Miguel Justiniano, Pantoja Parent Representative; Roger Masch, Masch & Co; Dr. Frances Rosado; Paula Schroeder; Albert Vargas, Eugenio Maria de Hostos Charter School Principal; Jamie Clark, Bridget Bujak, Hal Doner, Ellen Green, Dr. Jose Lebron, Olney Charter High School Principal.

Call to Order

Meeting called to order at 6:47pm.

Public Comments

Hannah Myers OCHS ESOL

Ms. Myers stated she is dedicated to education. She is unsure who to direct questions too and doesn't feel she is heard. When Dr. Paramo distributed the survey teachers rolled their eyes. The survey is not a teacher's voice. Ms. Myers asks the Board for neutrality.

Chris Bishop

Mr. Bishop thanked Dr. Paramo. The survey included 169 questions. Mr. Bishop asks the Board for neutrality.

Derick

Mr. Derrick expressed a concern with teacher morale. Many teachers feel afraid of retaliation. There was a recent article, what is there to alleviate concerns? Derrick asks for Board neutrality.

Judith

The survey was a first step of hearing the concerns, Ms. Judith stated that she is afraid for the students at Olney because Olney will lose good teachers. Relationships are the foundation of the schools. Salary is a big issue.

Emily Guck

Expressed gratitude for the survey. However, it has been a door of revolving policy changes. Teachers are concerned about contracts. Ms. Guck encourages neutrality from the board.

Ellen Pierson 3rd Year Teacher

Ms. Pierson stated there is a need for positive changes for a positive organization. The mission is what attracted Ms. Pierson to work at Olney. Please understand that voices do matter to move forward toward shared goals. Ask for neutrality from the Board.

Xiomara- Parent of 9th grader at Olney

Feels happy to participate and keep in the fight for education. Have to work with teachers, parents cannot do it by themselves, it's a group effort.

Sarah Apt

Leaves Olney very late some work days. Stated she is dedicated to staff and education. Asked the Board is they heard about the recent student attacks. Ask for neutrality.

Hal Doner- Roster Chair

Mr. Doner has stated that he does not want OCHS to be union. Those who want a union have not been specific about what they want a voice in.

Bridget Bujak/Dr. Jose Lebron

Ms. Bujak distributed the comparison of neighborhood schools to Olney. Olney is Ranked as #1.

Nimet

Announced the Reading Event "4 Books for Olney". Thanked Mr. Wade for providing food services for the event. There are upcoming events that include other books if the Board is interested in attending.

Approval of Minutes- November 19, 2013

Move to approve the minutes: Carmen I. Paris Seconded by: Orlando Quevedo Unanimously Accepted

Interim CAO Report – Educational Highlights (Report Attached)

Dr. Paramo presented enrollment numbers in comparison to last year, 2012-2013. She stated that there has not been a significant change in enrollment figures. Teacher surveys have been collected and the

window to complete a survey will be closed. The next step is to analyze the results and create focus groups.

Ms. Paris asked who will analyze the data. The board has requested that Dr. Paramo send the reports on Thursday, February 13, 2014. Dr. Paramo confirmed that the report will be sent. Administration will receive a general report.

Move to accept the report: Orlando Quevedo Seconded by: Carmen I. Paris Unanimously Accepted

ASPIRA Bilingual Cyber Parent Representative Report-NA

Finance Report (Attachment)

All the audits were complete and there were no findings. Alfredo Calderon stated there have been at least 5 or 6 audits, were successful with no findings. Fred Ramirez confirmed that the Board will hire an independent auditor to look at specific information targeting areas alleging misuse.

Ratifications-NA

Board Action Items-NA

Chairperson's Report

Mr. Ramirez stated there have been several items brought before the board and discussions to further study the issue began. The following committees will be formed to address the issue;

Dean Committee- Ms. Carmen I. Paris will lead the committee to address the certification requirements for school Deans.

Treasurer Committee- Mr. Orlando Quevedo will lead the committee to hire an independent auditor for all the schools and create a draft budget before they are set in stone.

Truancy Committee- Ms. Lisette Gonzalez will lead the committee to address the growing concern of Truancy in the school.

School Business Manager Job Description Committee- Ms. Carmen I. Paris will lead the committee to review the job description with the possibility of adding a lot of duties. Taking a wider look at what is added.

Mr. Ramirez acknowledges the concerns of teacher contracts and increases in salary. The issuing of teacher compensation comes from the Governor's office. Mrs. Sannuti has recommended Board Governance Training.

CEO Report

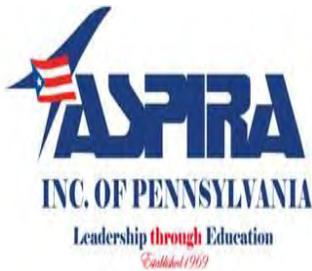
Alfredo Calderon confirmed the status of the audits as successful. Alfredo Calderon also emphasized the importance of having contract determinations as soon as possible.

Adjournment

There being no further business to come before the ASPIRA Bilingual Cyber Charter School Board of Trustees the meeting is adjourned at 8:07pm. The next School Board of Trustees meeting will be held on March 18, 2014.

Minutes Recorded by: Patricia A. Sannuti

Respectfully submitted by: _____
Lisette Gonzalez, Secretary of the Board



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**ASPIRA BILINGUAL CYBER CHARTER SCHOOL
BOARD OF TRUSTEES MEETING MINUTES
November 19, 2013**

A meeting of the Board of Trustees of ASPIRA Bilingual Cyber Charter School, an ASPIRA of Pennsylvania School was held on November 19, 2013 at the ASPIRA Main Campus, 6350 N. 2nd Street, Philadelphia, PA 19120.

Board Members Present: Lisette Gonzalez, Julio C. Largo, Carmen I. Paris, Orlando Quevedo (via teleconference)

Board Members Absent: Fred Ramirez

Quorum Established: Yes

Others Present: Lucila Paramo, Interim CAO; Sandra Gonzalez, Principal of Antonia Pantoja Charter School; Luis Garcia, Assistant Principal of Antonia Pantoja Charter School; Santiago Paul, Director of Language Support for ASPIRA Schools; Thomas Mullin, Assistant Principal of Stetson Charter School; Renato Lajara, Principal of Stetson Charter School; Joyce Crosscombe, Parent Representative of Eugenio Maria de Hostos Charter School; Natasha Crawford-Harris, Parent Representative of Olney Charter High School; Roger Masch, Masch & Co; Angelic Lopez, Dr. Frances Rosado, Paula Schroeder, A.Harris, Hannah Myers, Marisol Morales, Dawn Adamoli

Call to Order

Ms. Lisette Gonzalez called the meeting to order at 6:37pm. Quorum was established. Lisette Gonzalez has designated the first part of the meeting for public comments.

Public Comments

Chris Bishop (10th grade Math Teacher at Olney Charter High School)

Asked, why are the teachers required to use Ed Insight? The teachers were not involved in the decision making process. The program is not friendly and is difficult to use. The teachers had zero input.

Zachary

Teacher materials cost money. Why is Ed Insight being used rather than Google docs, which is free? Will the teacher materials be copyrighted by ASPIRA? Asks the School Board to take a stand of neutrality to have a seat at the bargaining table.

Ellen Pierson (12th grade Social Science teacher)

There is a common challenge at Olney. Students are missing school and are truant for an extended amount of time. Is there a truancy comprehensive plan to deal with the truancy issue at Olney? Who should we go to with concerns when Administration is not available? Appreciates that the Board acknowledged that they may not know the answer to every question but would like the Board to direct teachers to someone who can provide answers.

Derrick (9th grade teacher at Olney)

There are concerns about who is involved in the decision making process. Was the decision to use Ed Insight one from administration, or the Board? There is no understanding as to why the decision was made. We were told at a meeting with Administrators that if we had questions we should come and ask the Board. Presenters do not really take responsibility for the decision. Ms. Paris asked, who told you to come to the Board? Derrick stated that Carol Trench mentioned it a meeting. Several attendees stated that they did not want Carol Trench to be subjected to retaliation because is she a great employee.

Mark Hats (10th grade English)

How is the school working to improve employee retention? Olney has good teachers who clearly make a difference. 22 staff members left in 2010-2011. He stated that 30% of staff left in the 2011-2012 school year. Those numbers do not include other staff such as custodial/maintenance. The students need consistency, and the teachers need a voice. There are more fights in the school. Staff doesn't know if they will have contracts for the following year, and staff is worried as many are starting families. The contracts are not given until the end of the year. Ask for neutrality from the Board.

Emily

The culture of the school is at risk. We are concerned about high retention rates with the students.

Emily Guck (Olney Teacher)

Is teacher retention a priority? There are currently a lot of vacancies at Olney and it is effecting education and climate. Substitute teachers are not necessarily qualified to teach in the subjects being taught. The 9th grade has no administrator; a group of teachers has agreed to pick up the workload with no extra compensation until the position is filled. The teacher's actions are a huge testimonial to their dedication. There is no sustainability. Teachers are experiencing burn out, frustration and are overworked. The current situation is disheartening. What is being done to eliminate vacancies? What is being done to create a sustainable school environment? Consistency is so important for our students and staff.

Sarah Apt (ESOL)

There is inconsistent student rostering, uneven class sizes and misuse of teacher resources. Students don't have basic literacy skills because they have had three different coordinators in three years. Teachers are not paid for their curriculum. The ESOL teachers/staff feel devalued. Plans made at the beginning of the year are completely disregarded. Would Antonia Pantoja be proud of the current ELL Program? The goal is to make ASPIRA students great. Sarah asks the Board for neutrality.

Hannah (ESOL)

We are dedicated and motivated. We advocate for a population that cannot do it for themselves due to linguistics and socioeconomic barriers. Teachers should be able to speak up for the needs of the students without the fear of retaliation. Teachers remain committed to ASPIRA. Hannah states that she has been committed to ASPIRA for four years. Many of the staff work 11 hours a day six days a week. The goal is to make ASPIRA better for the students. The Board will not answer questions. Teachers want a bargaining seat at the table. Hannah asks the Board for neutrality.

Ivena Pearlstein (Music Teacher)

Ms. Pearlstein would like to echo what has already been stated. Teachers want input about decisions made. Feel bombarded with new systems, burdened with busy work, over worked, and does not attain a desire to stay at Olney. Retention is very important to the staff at Olney. Teachers should be part of the decision. Why weren't they included in the decision to use Ed Insight? Teachers are passionate, come early and stay late, make thousands of phone calls, give up lunch breaks to attend IEP meetings and provide

support emotionally for the students. Teachers have the right to be a part of the teaching. Ivena ask for neutrality from the Board.

Hannah

There was a recent article about a student jumped at Olney. Our vision is in line with one another. Work with students to empower, Antonia Pantoja's story drew me to work for ASPIRA. Hannah asks that the board grant neutrality. Teachers want to feel like they are in a safe environment.

Richard Jannety (Lawyer)

Wanted to ask how environment is commensurate with the School District? Stated that he has been part of many labor movements. What plan is there to retain teachers? Things work better when both sides communicate, and the refusal to communicate is why they feel like they a need a seat at the bargaining table. A cooperative environment and working together is best for the schools. The National Labor Relations Act will land on your head. You will regret not creating a bargaining agreement. The long-term welfare of the community. Is at stake. Mr. Jannety stated the Board is making a mistake.

Tony Abata (community member)

Tony Abata is a taxpayer and is concerned with the accountability of ASPIRA. Mr. Abata asked about the budget and how many is being spent. Olney has very inspiring teachers. What steps have been taken as the Board to address community concerns about how public money is being spent? Everything in the city is under scrutiny. It is overwhelming that there isn't more information about how the money spent.

Natasha Harris commented that she would have loved to see all of the teachers who commented at the PTA Meeting. I am advocate, community member, a parent and educator. Where is the parent engagement? Start with parent engagement. I am expecting to see all of you.

Many Olney teachers stated the announcements were made late over the intercom.

SAC Member

PTA and SAC meetings are held the same time every month. The PTA meeting is the 3rd Monday at 5:30pm, and the SAC meetings are the 3rd Tuesday at 5:30pm.

Approval of Minutes

Approval of Minutes from October 11, 2013. Carmen moved to approve the minutes. Orlando Quevedo seconds motion.

Interim CAO Report – Educational Highlights (Report Attached)

This is the report for the last four weeks. We show events, activities and meetings held from October-November. Special Education and ELL updates are attached. Enrollment increased by 173 in comparison to November 2012. Explained the new platform Ed Insight. It can accommodate curriculum. Hostos, Pantoja and Stetson have completed the uploading of lesson plans. Pantoja was the first school to complete the lesson plans in the platform. Last year Pantoja was using Google Docs. The same is said for Stetson and Hostos. Carol Trench is conducting workshops to help prepare the staff.

All the schools and Olney are doing well with the material. If the curriculum is uploaded on the platform then the lesson plans can be connected to the lesson plans. The difference between the schools is the size. Olney is bigger, has more students and more teachers. Olney is moving slowly but are doing well.

A teacher commented about creating curriculum and lack of compensation. Some teachers have never been paid. Dr. Paramo said that issues with copyrights could be resolved. We are waiting for evaluations of the plans once they are uploaded. Each plan will be carefully evaluated. ELL needs to have a meeting. I am at Olney on Tuesdays all day sometimes until late evening. I try not to interrupt classroom instruction. When I go to Olney you are welcome to visit me in room 207. There are 479 special education students. The special education update is included in the Board Package.

Met with all Principals and data is now available. Analyzing how the schools can improve. Dr. Lebron is not here because Zoralis won the EDDY Award. She is an Olney Student. All school has their own plans. The Ed Insight system is very good and we continue to educate you about the system. Dr. Paramo asked Mr. Vargas to speak about his experience with the Benchmarks.

Mr. Vargas stated the students struggled with the academic language, as it was stronger than the year before. The test itself was easy for the students to take.

Several teachers expressed concerns with ASPIRA copyrighting the curriculum. Dr. Paramo stated that some information is original and some is not, but that it will be evaluated carefully.

All schools continue with Leadership Meetings. I will directly invite two teachers for the meetings at 1:30pm at Olney. We have continued with partnerships from La Salle University, Holy Family.

Dr. Paramo asked the CEO to provide an update about Operation Exito. Alfredo Calderon spoke about OE-Operacion Exito. It an online platform where students can compete against others students and win prizes. The top 19 students competed; the top 3 were from Olney and competed in New York. Vy Vu won the trip to Puerto Rico and has won the opportunity to obtain a \$100,000. Scholarship. Most of the students who performed at the top level were from the ELL Program. Also the debate team is doing great, and the chess team. There are a lot of different activities.

Carmen I. Paris moved to approve the Interim CAO Report. Julio C. Largo seconds the motion.

Chairperson's Report- Absent

Finance Report (Attached)

Carmen I. Paris moved to approve the Finance Report. Seconded by Julio Largo.

Board Action Items

Service Provider Policy

Ms. McKinley stated that the goal of the document is standardize policies school wide for OT, Speech and PT.

Carmen I. Paris moved to approve the policy. Motion seconded by Julio C. Largo.

CEO Report

Approving the new language on the Admission/Enrollment forms allows the finalizing of the charter renewals. The Schools are operating under the new charter. The district is having issues with some schools but ASPIRA Schools are fine.

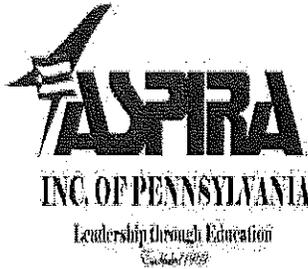
Lisette Gonzalez moved to approve the CEO Report. Motion seconded by Julio C. Largo

Adjournment

There being no further business to come before the ASPIRA Bilingual Cyber Charter School Board of Trustees the meeting is adjourned at 7:44pm. The next School Board of Trustees meeting will be held on Tuesday, January 21, 2014.

Minutes Recorded by: Patricia A. Sannuti

Respectfully submitted by : _____
Lisette Gonzalez, Secretary of the Board



ASPIRA, Inc. of PA Charter Schools

- Antonia Pantoja Charter School*
- ASPIRA Bilingual Cyber Charter School*
- Eugenio Maria de Hostos Charter School*
- John B. Stetson Charter School*
- Olney Charter High School*

BOARD OF TRUSTEES

Fred Ramirez, Chair
Lisette Gonzalez, Secretary
Orlando Quevedo, Treasurer
Julio C. Largo, Member
Carmen I. Paris, Member

Dr. Lucila Paramo, Interim Chief Academic Officer
Alfredo Calderon, Chief Executive Officer

PARENT BOARD MEMBERS

Joyce Crosscombe, Eugenio Maria de Hostos Charter School
Natasha Harris, Olney Charter High School
Jacqueline Santiago, John B. Stetson Charter School

Board Members Present: Fred Ramirez, Lisette Gonzalez, Carmen I. Paris, Orlando Quevedo, Julio C. Largo, Joyce Crosscombe, Natasha Crawford-Harris.

Board Members Absent: Jacqueline Santiago

Quorum Established: Yes

Others Present: Dr. Lucila Paramo, Interim CAO; Sandra Gonzalez, Principal of Antonia Pantoja Charter School; Luis Garcia, Assistant Principal of Antonia Pantoja Charter School; Santiago Paul, Director of Language Support for ASPIRA Schools; Thomas Mullin, Assistant Principal of Stetson Charter School; Renato Lajara, Principal of Stetson Charter School; Alberto Vargas, Principal of Eugenio Maria de Hostos Charter School; Doreen Amster, Teacher of OCHS; Edward Pollard, Teacher of OCHS; Paula Schroeder, Pasos Director; Dr. Frances Rosado, Roger Masch, Masch & Co

October 10, 2013

A meeting of the Board of Trustees was held on October 10, 2013 at the ASPIRA Main Campus, 6350 N. 2nd Street, Philadelphia, PA 19120.

Call to Order

Ms. Lisette Gonzalez called the meeting to order at 6:34pm. Quorum was established with 7 members present.

Approval of Minutes

MOTION to ACCEPT meeting minutes for August 10, 2013 made and seconded by Orlando Quevedo, passed unanimously.

MOTION to ACCEPT meeting minutes for September 17, 2013 made and seconded by Lisette Gonzalez, passed unanimously.

Reports

CAO Report (Attached)

Special Education numbers have increased at Olney, Pantoja, ASPIRA Bilingual Cyber Charter School. Attendance issues may be attributed to acclimation. There is progress with the curriculum. The percentage of lesson plans have increased to 80%. There was some resistance initially, teachers need to know more. Enrichment Clubs at Olney must submit lesson plans, or at least the framework. Attendance must be taken. EC request deadline was October 15, 2013. Olney has completed GMade/Grade exams. Mr. Ramirez asked why is there a deadline for EC Requests. Dr. Paramo stated that last year clubs started at any time. When club leaders were asked to provide the results, or evaluation they did not have any. The EC Clubs are part of the 21st Century Program, and includes programs such as GED/ESL. Grant requirements include evaluations and results at the end of the program. Working on integration of Music, Art, and Dance. Participation in Leaderships are positive. Need to take the pulse of the organization, see what happens. Goal is to attend at least two Leadership meetings at each school. Spanish GED classes for all parents and community is available. Day classes are at Eugenio Maria de Hostos, and evening classes are held at Olney Charter High School. Operation Exito is making strides. Alfredo Calderon has donated \$500.00. Mr. Calderon explained that Operation Exito is an online learning platform where students gain prizes through competition. Top competitors then enter "La Maxima" competition and winners move on to "La Magna" where student can win prizes such as a car, or \$100,000. Smaller prizes students can win are donated and include; Flyers/Eagles tickets which provide excitement and motivation for the students to earn prizes.

Ms. Natasha Harris has agreed to look into providing advertisement for the event through a local cable network. Other Enrichment clubs at Olney Charter High School include Fishing Club, which recently went fishing at Point Pleasant and they caught a lot of fish. The debate Team competed at Drexel in a citywide competition. Dr. Lebron also mentioned the Trojans. Pantoja one first place and Hostos took second place at the Puerto Rican Parade. November 1, 2013 is Olney's Career Fair External partnerships have increased. (A list of external partnerships are listed in the CAO Presentation) They have offered Professional Development for many areas including the Arts, Music, Math and Science. There is a partnership meeting scheduled with La Salle University on October 15, 2013. Natasha Harris has offered to contact someone at the African American Museum to inquire about partnering with ASPIRA. Dr. Lebron stated that Peirce College has been working with three students at Olney and they will receive a full scholarship to the Paralegal Studies Program at Peirce College. Ms. Lisette Gonzalez inquired about the responsibility of maintaining the relationship once contact and partnership is established. Alfredo Calderon commented that it depends who made the contact. For example, Lisette Agosto-Cintron has contacts with Holy Family University so she maintains the relationship with them. The Star Party is scheduled for November 6:00pm on Campus. The event is hosted by the Franklin Institute. They will provide the telescopes. The date was chosen by the Astronomer as the best day to see the stars. School Enrollment (Exact numbers listed on the CAO PowerPoint)

3. Cell phone Policy
Moved by: Orlando Quevedo Second: Julio C. Largo Unanimous
4. Children in the Workplace Policy
Moved by: Carmen I. Paris Second: Orlando Quevedo Unanimous
5. Confidentiality Policy
Moved by: Lisette Gonzalez Second: Orlando Quevedo Unanimous
6. Conflict of Interest Policy
Moved by: Orlando Quevedo Second: Julio C. Largo Unanimous
7. Dress Code Policy
Moved by: Julio Largo Second: Carmen I. Paris Unanimous
8. Dress Down Policy
Moved by: Julio C. Largo Second: Carmen I. Paris Unanimous
9. Drug Free Workplace Policy
Moved by: Lisette Gonzalez Second: Julio C. Largo Unanimous
10. IT Equipment Policy
Moved by: Carmen I. Paris Second: Orlando Quevedo Unanimous
11. Information Technology Policy
Moved by: Julio C. Largo Second: Carmen I. Paris Unanimous
12. Smoke Free Workplace Policy
Moved by: Lisette Gonzalez Second: Julio C. Largo Unanimous
13. Social Media Policy
Moved by: Julio C. Largo Second: Carmen I. Paris Unanimous
14. Time and Attendance
Moved by: Julio C. Largo Second: Carmen I. Paris Unanimous
15. Travel Reimbursement Policy
Moved by: Orlando Quevedo Second: Julio C. Largo Unanimous
16. Tuition Reimbursement Policy
Moved by: Carmen I. Paris Second: Orlando Quevedo Unanimous
17. Discipline Policy
Moved by: Lisette Gonzalez Second: Julio C. Largo Unanimous

CEO Report

Mr. Alfredo Calderon mentioned that the SRC wants Hostos/Pantoja to open the application process and will not settle unless the application process is opened for at least a month. They have also asked for the schools to change the language of the re-enrollment process. Resolution allowing to renew charter until application and lottery information is changed. The numbers of available slots are limited because most spaces are taken by siblings. Ms. Crosscombe asked if a special admit amendment can be made for next year in relation to the 90/10 model. The senate in Harrisburg is considering changing the charter law that would allow for multiple charter schools under the same management to run as one district. This will benefit the schools in many ways including how financials are handled.

Public Comments:

Mr. Fred Ramirez has allowed two minutes per person for public comments.

Hal Doner (Roster Chair at OCHS)

Mr. Doner said that he is very proud, and appreciate. Suburban neighbors are no longer afraid to drive by during dismissal. Olney is now clean. Many teachers feel it unnecessary, unjust and no proof that they are asking for a voice. There are 5 school counselors, there is only one per 7 schools in Philadelphia School District, 35 STM's, 2 School Nurses, breakfast, more EC. This should be shown in a positive light. A small group should not determine for the big group.

Edward (Teacher)

ASPIRA has done a great job, free breakfast, lunch, and safer environment. Personal attacks on Alfredo Calderon are baseless and have driven a wedge between the teachers. Doesn't see how a union would change anything, union doesn't create curriculum, teachers passions, skills. They have a different agenda. Mr. Edward mentioned that he has had to correct ideas of union. Mr. Edward has always liked Alfredo Calderon because he was honest. Glad to be part of the organization and will do his best to support.

Executive Session called at 7:51pm

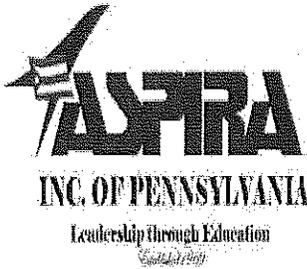
Adjournment

Regular session resumed at 8:38pm and there being no further business to come before the meeting, the meeting was adjourned at 8:39 pm.

Minutes Recorded by: Patricia A. Sannuti

Respectfully submitted by :

Lisette Gonzalez, Secretary of the Board



ASPIRA, Inc. of PA Charter Schools

*Antonia Pantoja Charter School
ASPIRA Bilingual Cyber Charter School
Eugenio Maria de Hostos Charter School
John B. Stetson Charter School
Olney Charter High School*

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Dr. Lucila Paramo, Interim Chief Academic Officer
Alfredo Calderon, Chief Executive Officer

PARENT BOARD MEMBERS

Joyce Crosscombe, Eugenio Maria de Hostos Charter School
Jacqueline Santiago, John B. Stetson Charter School

Board Members Present: Fred Ramirez, Lisette Gonzalez, Carmen I. Paris, Joyce Crosscombe

Board Members Absent: Orlando Quevedo, Julio Largo

Quorum Established: Yes

Others Present: Lucila Paramo, Interim CAO; Sandra Gonzalez, Principal of Antonia Pantoja Charter School; Luis Garcia, Assistant Principal of Antonia Pantoja Charter School; Santiago Paul, Director of Language Support for ASPIRA Schools; Thomas Mullin, Assistant Principal of Stetson Charter School; Renato Lajara, Principal of Stetson Charter School; Joyce Crosscombe, Parent Representative of Eugenio Maria de Hostos Charter School; Roger Masch, Masch & Co

September 17, 2013

A meeting of the Board of Trustees was held on September 17, 2013 at the ASPIRA Main Campus, 6350 N. 2nd Street, Philadelphia, PA 19120.

Call to Order

Ms. Lisette Gonzalez called the meeting to order at 6:37pm. Quorum was established with 4 members present. Ms. Gonzalez welcomed everyone and asked that the Board of Trustees introduce themselves to the attendees. After introductions the meeting began. A request for public comments was approved. Mr. Fred Ramirez stated that public comments can be made in the order in which they signed in. Mr. Ramirez designated the first part of the meeting for public comments.

Public Comments

Lindsey (a concerned community member)- The School Board intentionally scheduled the meeting on "Back-to School" night.

Patricia – In March, a report stated that there was \$169,000 of unaccounted transactions. Speaker wants to know the status of the investigation. School Board should reconsider answering questions.

Ron (concerned community member)- ASPIRA has a rich history of civil rights. He stated that he doesn't understand why there is no union. Speaker worked with Dr. Lebron at Julia de Burgos and states that Dr. Lebron was a supporter of the teachers union.

Kathy Black- Wants to discuss the recent ruling of the labor relations board where supporters of the union were threatened. Ms. Black hopes that ASPIRA changes their stance on forming a union.

Laura- Ms. Laura stated that ASPIRA owns 23 million in property and wanted to know if ASPIRA would consider giving the properties back to community if the charter does not get renewed?

Ellie- Stated she wanted more information about a recent report that tax dollars were not being spent legally.

Christopher- When will you respect your workers and recognize the Union?

Samuel Jones (retired Olney Teacher)- Mr. Jones indicated that he is an advocate for public education but is concerned about the \$17,000.00 spent on lawyers to fight the union.

John Monroe- Mr. Monroe would like clarity on allegations against ASPIRA.

Jihad- Mr. Jihad would like to know where the 33 million dollars go?

Sam (retired Olney Teacher)- He indicated that in a May Board Meeting it was reported that Olney Charter High School was \$300,000.00 under budget. Olney remains understaffed and there are no co-teachers. Inquired about the availability of the Board allotting more money for more staff, co-teachers and the Camelot Program.

Xantha- Ms. Xantha questioned the acquiring of mortgages for its members.

Approval of Minutes

Minutes for the August 10, 2013 meeting to be presented at subsequent meeting for approval.

Overview of CAO's Report

Dr. Paramo's presentation included the following:

- Presentation of the Strategic Plan 2013-14 to ASPIRA organization.
- August Professional Development per school
- September enrollment per school
- Curriculum Phase II
- ELL Report

- Special Education Reports
- Strategic Plan 2013 -14 per school.
- New Projects

Details of the CAO report is attached.

Chairperson’s Report

Mr. Fred Ramirez requested that all School Board Meeting documents be forwarded to all School Board members and to Ms. Patricia Sannuti at least three days before the meeting. Mr. Ramirez gave commendation to Dr. Paramo for an excellent report but stated that the Board of Trustees could not vote on it because they did not receive the information presented. Documents need to be reviewed with time so that it can be voted on at the meeting. Mr. Ramirez indicated that the Principal and CAO Reports should be combined into one report. If there is something the Principals need they can contact the School Board. Finance reports were emailed to one member who was out of the country. Finance Reports must be submitted to Ms. Patricia Sannuti with anticipation so that she ensures that all members receive the information for review. Voting on the HR policies would not take place because the Board of Trustees needs more time to review them. CEO, Alfredo Calderon confirmed that the HR policies were reviewed and strengthened by the legal staff at O’Donnell, and Lisette Gonzalez worked with Marisol Morales, ASPIRA Board, and lawyers. The Board of Trustees has a lot of work material. Meetings should be held more often, to bring people in and give more clarity. A meeting will be scheduled as soon as the public notice allows. Ms. Paris agreed that there shouldn’t be no more individual reports. Reports will be combined into one report from the CAO. Finance reports should be reviewed together. It is important that all Board of Trustees members be present. Ms. Sannuti has a lot of work, coordinating times and dates.

CEO Report

Mr. Calderon met with the ASPIRA Board Chair, Elise Miranda-Martin, and it was requested that the School Board meetings always take place before the ASPIRA Board meeting. The meetings should not be competing, or take place at the same time.

Ms. Crosscombe (Hostos Parent Representative)

Parent meetings will be held the first Thursday of the month. A group of parents along with ASPIRA worked over the summer with the books and the remodeling of the library. Ms. Crosscombe stated that she does not how much is in fundraising because most of it goes to the Spain trip. Elections for Antonia Pantoja Charter School PTA will take place next week.

Adjournment

There being no further business to come before the meeting, the meeting was adjourned at 7:23pm.

Minutes Recorded by: Patricia A. Sannuti

Respectfully submitted by : _____
 Lisette Gonzalez, Secretary of the Board

**School (Academic) Board Retreat
Saturday, August 10, 2013**

Attendees:

Lisette González (Secretary), Julio Largo, Orlando Quevedo (Treasurer), Lucila Paramo (CAO), and Fred Ramírez (Chair)

Excused Absence: Carmen Paris

Invited Guests:

Alfredo Calderón (ASPIRA CEO & President), Ana Benítez (ASPIRA Board Vice Chair), Michele Lebrón (ASPIRA Board Secretary), and Elise Miranda-Martin (ASPIRA Board Chair)

Welcoming Remarks

Mr. Fred Ramírez, ASPIRA School Board Chair, welcomed the school board of directors and guests. The meeting began at 10:05 a.m.

Agenda 1: Strategic Plan

2012-2013 Strategic Plan

Dr. Paramo, Interim Chief Academic Officer (CAO), provided an overview of the strategic goals that were achieved in the academic year 2012-2013 (Refer to handout). She highlighted and stressed:

1. A needs assessment was conducted per school that helped gear 2013-14 academic strategic goals...
2. Curriculum - A curriculum was written per subject area per school.
3. Antonia Pantoja
 - a. 250 participated in the Science Fair
 - b. Library was renovated
4. Pequeños Pasos
 - a. Enrollment: Full capacity
 - b. Common core – new concept all areas (next year)
5. Olney
 - a. Had a science fair
 - b. Lack of interest/motivation by teachers, staff and administrator.
 - c. Organization of union by teachers
6. Eugenio de Hostos
 - a. No science fair
 - b. No new initiatives or activities
7. Stetson
 - a. No science fair
 - b. No new initiatives or activities
 - c. No ELL Program; non-compliance
8. School Evaluations
 - a. Per principals – face to face & completed evaluations by Dr. Paramo
 - b. Per school – conducted annual (data, programs, activities, truancy, incident reports)
 - c. Current: twice a year (February 2014 and June 2014)

2013-2014 Strategic Plan/Transition Plan

Dr. Paramo explained the kickoff event that took place on Wednesday, August 7, 2014. The participants were the ASPIRA Executive Team, Directors, Managers, Coordinators, Supervisors, Principals, and Assistant Principals. [Refer to attachment]

The review recommendations were conducted by Dr. Paramo. Dr. Paramo indicated that there were three issues she wished to recommend be included in various action plans:

1. Olney: (1) truancy, (2) Lack of communication, and (3) Complains of teachers about Mrs Burgae's decisons
2. Hostos/Stetson/Pantoja: have few recommendations for each school that can be presented during the final school evaluation on June 15, 2013.

Dr. Paramo explained the 2013-14 strategic plan

1. District Wide Priorities
 - a. Achievement: 5 to 10 point increase in all the areas of PSSA
 - b. Accountability has increased
 - c. Training an effective and efficient workforce
 - d. Improving compliance – grants & state requirements [Ms. Lisette Agosto submitted application (for school wide instead of targeted population) before due date. Pending approval. Awesome Job, Ms. Lisette Agosto.
 - e. Improving communication – administrator to administrator; teacher to teacher; administrator to teacher
 - f. Improving educational facilities
 - g. Improving and maintaining organizational climate [Nurture both students and teachers to achieve their greatest potential academically, and instructionally.]
2. Role of Principals
 - a. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
 - b. Improve fiscal responsibility by each principal [preparation & submission of proposed budgets; management of project expenditures; special requirements related to sponsor notifications & prior approvals]
 - c. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
 - d. Ensure compliance with all laws, board policies and civil regulations.
 - e. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
 - f. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
 - g. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and

mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

- h. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- i. Keep the Board advised of employees not meeting their contractual agreement.
- j. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff and monthly staff meetings.
- k. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- l. Maintain visibility with students, teachers, parents and the Board.
- m. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- n. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- o. Complete in a timely fashion all records and reports as requested by the Board. Communicate with the Board regularly about the needs, successes and general operation of the school.
- p. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.
- q. Maintain positive, cooperative and mutually supportive relationships with staff, and parents
- r. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

3. Pillars

- a. Our Five Pillars are: (1) United Vision, (2) Excellent in Education, (3) Outstanding OPERATIONS, (4) ACTIVE Stakeholders, and (5) Focus on Social Changes
- b. Core values to be incorporated across discipline via instruction and activities

4. Physical Education

- a. To be added to the curriculum
- b. It will connect after school at Campus – begin sporting events and activities
- c. Begins on October 1, 2013... parent orientation to convince and provide the importance of the programs.
- d. A competition will be held within schools & across schools
- e. Bus transportation cost is in questioned (approximately \$170 a day)
- f. Fundraising ideas are needed

5. After School Program
 - a. Support for all our schools
 - b. Create a connection w/ all schools while providing the college students internships.
 - c. Programs (English, Reading & Math)
 - d. Sport activities after homework has been completed
 - e. We will be getting student teachers sent from Holy Family instead of hiring our teachers

6. Holy Family
 - a. School internship (student teachers) will be resourceful
 - b. Schedule: 3:00 – 4:00 – Homework; 4:00 – 5:00 – Activities

7. Professional Development
 - a. Wednesday Afternoon every 2 weeks (January 10 – June 2013)
 - b. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for.

8. Instructional Positions
 - a. 5 ILA (Instructional Leader Apprentice) Then: provided/trained principals; eliminations of ILA positions.
 - b. Masters – Then: provided/trained teachers; never visited or coached; now: conduct teacher evaluations twice a year; conduct informal observations; must have a master's and provide them with feedback.

9. Projects & Activities
 - a. Science Fair (Keystone Exam, PSSA exams)
 - b. Science First
 - c. STEM
 - d. NASA project – teachers were sent to training;
 - e. Summer camp -- evaluation was very good

10. Special Education & English Language Learners (ELL)
 - a. Implemented ELL programs at Stetson
 - b. Revised the policies and procedures across schools

11. School Evaluations
 - a. Per principals – face to face & completed evaluations by Dr. Paramo
 - b. Per school – conducted annual (data, programs, activities, truancy, incident reports)
 - c. Evaluations tied to the ASPIRA schools' strategic goals
 - d. Current: twice a year (February 2014 and June 2014)

12. Policies – to be added or revise
 - a. Truancy
 - b. Technology – social media

13. Education

- a. Creating partnerships [w/ several universities] & coordination improvement between schools & OST
- b. Partnership with Holy Family (Dr. G): 20% discount
- c. Meeting for future partnerships with Gwynedd Mercy & LaSalle University
- d. Internship: student teachers will be resourceful
- e. GED/ESL programs for parents – graduation ceremony in September 2013...
- f. CPR program to be added

Areas for Improvement & Recommended Solutions...

Issue 1: Olney lost over 1.3 million due to absences/truancy. There was no follow up by counselors, teachers, or administrators at the school.

Resolution: Dr. Paramo created a matrix that will help facilitate monitoring attendance and follow-up with parents. The matrix is

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal
1 Counselor	1 Counselor	1 Counselor	1 Counselor
2 Truancy Officers	1 Truancy Officer	1 Truancy Officer	1 Truancy Officer

Issue 2: Two out of four administrators are not visionaries; are followers not leaders.

Resolution: Provide principals with coaching, administrative training. It is important for the ASPIRA school board, Interim CAO, school administrators to reiterate consist, clear and concise expectations while setting a positive and positive tone throughout the schools.

Issue 3: "Hiring from within was questionable," stated Mr. Ramirez. Dr. Paramo explained the hiring process. First, the interview panel consists of the Interim Chief Academic Officer, Director of Human Resources, school administrators, directors and/or supervisors. Dr. Paramo requested that each principal, director of technology, and the director of special education to generate two questions in their area of expertise at the before interviewing the potential candidate.

Resolutions: (1) Dr. Paramo is looking at expanding the panel to include parents, teachers, and board members. She also mentioned that at a recent interview with a principal. (2) The pool of potential candidates need to have diverse educational skills, and invested in education via initiatives and programming at previous school.

Issue 4: Mr. Quevedo and Mr. Largo stated, "Educate our parents." Our parents' believe that local churches, community agencies and schools are responsible for educating their child not them or their families." We realize it does cost money, resources and time; however, we need to change the parents' mentality.

Resolution: Mr. Quevedo suggested that we charge a nominal fee parents for extracurricular activities.

Future (Other) Issues:

- Establish a CPR Program/Training
- Add Summer Reading (Literature) – integrated in dual language
- Intervention & Academic Plans

Agenda 2: Unions

Recap Issues Meeting in June 2013

Mr. Ramirez's Perception:

1. Councilwoman Maria D. Quiñones-Sánchez is playing official 'union town' & is neutral & talk to each other. I noticed that Olney, labor environment, he was uncomfortable unionize for unionize; Ms. Regina Medina, Daily News Writer, wrote articles on union in the Olney...
2. There is one complaint with two counts filed.
3. Olney's Principal (Dr. Lebrón) & Asst. Principals (Bridget/Lisette A) said several comments that has hurt us 'Are you ready to play hardball!!' & is defensible; Furthermore, Dr. Lebrón distributes the ASPIRA manual to new hires.
4. An employee submitted her grades late – she reprimanded; she was singled out by union [however, 4 other teachers were reprimanded too
5. Teachers (Erica & male teacher) were let go & want to appeal the decision {Lisandra & former CAO – you have a 30-day appeal process}
6. Per Union - ASPIRA was a joint employer; has two boards but is actually one... how are teachers hired? Who do I send the resume to? Who does the Human Resources Director worked for? Who is the hiring authority? Who signs the checks? Who makes the decisions?
7. Your fiduciary responsibility is the 'Right to Know'
8. **Consequences** – we go to the trial in October 2013 if we don't send a statement stating, "Lebrón and Bridget made inappropriate comments."

Mr. Calderón's perception:

1. He spoke about the services offered in the management agreement
2. We are separate institution...

BREAK – Lunchtime 2 p.m. – 3:15; Meeting resumed at 3:15 P.M.

Agenda 3: Bylaws

1. Every school has bylaws
2. Amending the bylaws
3. CSP recommends
 - a. Limited active parents on the board due to conflict of issues
 - b. Founding members should not be elected after a 5 years of services...
4. Added Items
 - a. Parent advisory board
 - b. Board composition
 - c. ASPIRA Inc. of PA needs to be removed

Agenda 4: Financial

1. Received 6% of increase for regular education & 12 % of increase for special education
2. Next year: expect a decrease in funding
3. Mr. Quevedo is extremely successful in negotiating
4. Recommendation by Orlando: Find competent individual to help Orlando Q to review financial reports before board meetings & completes confidentiality agreement (independent consultant that will be paid)
5. ACE [ASPIRA Community Enterprises] & ACE Dougherty LLC – (501c3) and it manages the schools

6. Pantoja – Sovereign bank 5.5 mil at 5.5%; PNC: 2 – 1million at 7.2%; balloon payment of 1.8 million; PNC – will buy it at 3.5% [owned all rights to the 2 properties]
7. Hire an Executive Secretary for Chief Academic Officer & will be board liaison
8. Hire someone as a Financial Officer & Human Resources Officer
9. Auditors should be different every year & different from ASPIRA

Agenda 5: Organization/Collaboration of Schools and ASPIRA Programs

1. Meet twice a year to collaborative in initiatives, programs, and workshops
2. Open communication line of communication

Agenda 6: Board Open Door Policy Discussion

1. Have a monthly meeting on Saturdays to hear issues, problems, or concerns
2. Open forum for teachers & community members to express their voice, opinions & perceptions

Agenda 7: Puerto Rico Trip

The Antonia Pantoja Principal in charge of the trip, Ms. Sandra González, is conducting an investigation. Dr. Paramo and Ms. González are doing follow up calls and interviewing parents, students, and administrators who attended the trip. Furthermore, Mr. Ramírez, Ms. González, and Dr. Paramo will meet with the parents regarding the results of the investigation.

Agenda 8: Chief Academic Officer Position/Role

ASPIRA School Board of Directors has started the interview process for potential candidates for the Chief Academic Officer position. Dr. Lucila Paramo is one of the interviewees.

Written & submitted by Elise Miranda-Martin

Enrichment Programs



Afterschool Programs

- A variety of programs offered to K-12th grade students
- Provide academic enrichment, skill development activities, personal development, and safe environments
- Have received awards for consistently overachieving attendance and retention goals

Leadership Clubs

- 5th-12th graders learn the process of awareness, analysis, and action (AAA)
- Provide leadership training, cultural enrichment activities, and community action projects
- Founded in 1961 and is the hallmark program of ASPIRA nationally

In-School Training Institute

- Youth development programming during school hours for middle school students
- Topics include personal growth, adolescent development, building resistance, and leadership
- Lessons are catered to the particular needs of each school

Male and Female Development Programs

- Address gender-specific issues with students in grades 4-12
- Build young leaders who value themselves, their peers, families, and community
- Offer a safe-haven to authentically discuss and explore real issues facing teenagers.

Career Awareness and College Preparation Program

- Helps 6th-12th grade students and their families prepare for post-high school pursuits
- Explores post-secondary educational options, the SATs, and financial aid
- Provides resume writing workshops and mock interviews

21st Century Community Learning Center

- Provides intensive support to middle and high school youth and their families
- Offers students academic support, enrichment activities, physical fitness, and character development activities
- Offers parents free courses and family nights

Career Exploration Summer Program

- Serves high school students for 6 weeks each summer
- Students explore careers and develop skills necessary for workforce success
- Have placed 1st, 2nd, and/or 3rd in the citywide competition for the past 3 years

Summer Camps

- Offer elementary and middle schoolers constructive and enjoyable summer experiences with their peers
- 6 weeks each summer, full days, 5 days per week
- Utilize project-based, service learning to increase academic proficiency and 21st century skills

Parenting Empowerment Program

- Parenting skill development implemented via various learning paths
- Topics include fostering social and emotional development, effective discipline, and communicating with children about difficult topics
- Focuses on families with language barriers and/or with school aged children



Stakeholder Groups

- Community stakeholders, including businesses, government agencies, educators, and parents
- Have implemented community clean-ups, playgrounds, fundraisers, and safety/health initiatives
- Focus areas are domestic abuse, child safety, job readiness, truancy/delinquency, and youth engagement

cradle-to-college/career



Pequeños Pasos de ASPIRA

- 3-5 year olds; 385 students; over 200 students on waiting list
- Largest PreK/HeadStart program with the School District of Philadelphia
- School environment, not day care
- Dual language instruction
- Partnered with the Brain Development Institute



Eugenio María de Hostos Charter School

- 1st bilingual charter school in the state of Pennsylvania; grades K-8; 440 students
- 97% student attendance; 95% student retention; 90% teacher retention
- 8 consecutive years of achieving Adequate Yearly Progress (AYP)
- 2011 School Performance Index (SPI) score of 2 out of 10 (1 is the top score for exemplary performance)



Antonia Pantoja Charter School

- Opened in 2008 with full enrollment in all 9 grades; grades K-8; 700 students
- Technology-rich learning environment
- 95% student attendance; 98% student retention; 94% teacher retention
- 3 consecutive years of achieving Adequate Yearly Progress (AYP)
- 2011 School Performance Index (SPI) score of 2 out of 10 (1 is the top score for exemplary performance)



John B. Stetson Charter School

- Just completed its 2nd year of transition from a public to a charter school; grades 5-8; 700 students
- \$2 million invested in the school prior to school opening
- Much local media recognition, including an exposé from Fox News that aired early in 2011
- 1st year behavioral results: suspensions from 492 to 4; serious incidents from 90 to 10; attendance from 86% to 92%
- 1st year academic results: reading proficiency from 24% to 33%; math proficiency from 28% to 50%



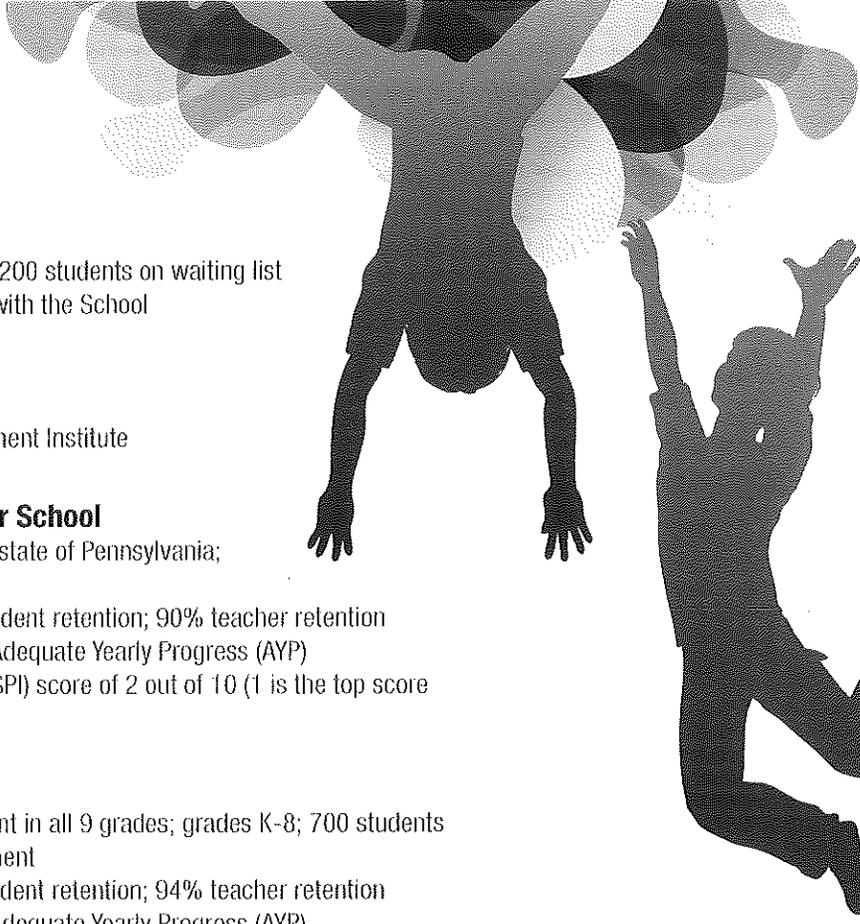
Olney Charter High School

- Just completed its 1st year of transition from 2 public schools into 1 charter school; grades 9-12; 1765 students
- New furniture for all classrooms, technology, curriculum, interior paint, 240 surveillance cameras
- Student Excellence Center and Parent Empowerment Center
- Much local media recognition, including articles in The Notebook, Metropolis, Impacto, and Al Dia magazines.
- 1st year academic results: reading proficiency from 18% to 30%; math proficiency from 16% to 32%
- Of all Philadelphia high schools, Olney ranked #10 in math and #17 in reading on the 2012 PVAAS (PA Value-Added Assessment System) growth measure
- 1st year graduation rate of 93%



ASPIRA Bilingual Cyber Charter School

- Just completed its first complete school year; grades K-12; 175 students
- 1st bilingual cyber charter school in the state of Pennsylvania
- Several Advanced Placement course options
- 1st year graduation rate of 75%



History

Community-Based Organization

In 1961, Dr. Antonia Pantoja and a group of educators and professionals created ASPIRA (Spanish word for "aspire"), to address the exceedingly high dropout rate and low educational attainment of Puerto Rican youth. They were convinced that the only way to free the Latino community from poverty and to promote its full development was by focusing on the education of young people, and developing their leadership potential, self-esteem, and pride in their cultural heritage. The ASPIRA Association is currently the largest nonprofit organization dedicated to Hispanic education in the United States, with nine (9) affiliates in the United States and Puerto Rico.



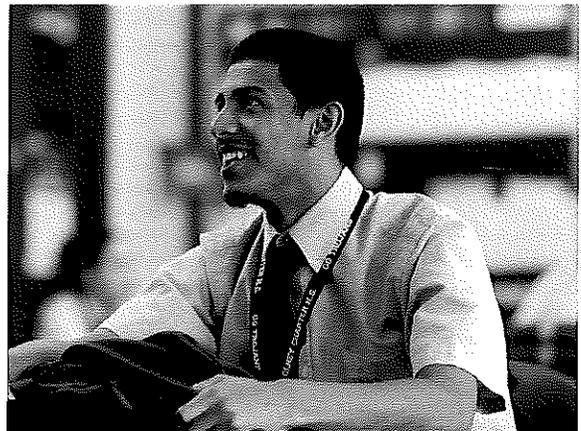
ASPIRA, Inc. of Pennsylvania was formed in 1969 and primarily serves the at-risk minorities of North Philadelphia. To address the low academic attainment of youth in Philadelphia, ASPIRA of PA began its hallmark Leadership Development program in 1969, which remains active in several schools today.

We have added several other programs, such as TRIO Educational Talent Search, afterschool programs, summer camps, EPIC Stakeholders, and courses for parents. ASPIRA of PA currently manages fifteen (15) educational programs.



Charter Management Organization

As the high school dropout rate in Philadelphia continued to rise and the Philadelphia School District was taken over by the state for continued poor performance, ASPIRA of PA began to consider how it could help youth in Philadelphia obtain a quality education. With the advent of the new PA charter school law in the 1990s, starting our own school seemed to be an appropriate course of action to help youth. In 1998, ASPIRA of PA founded Eugenio Maria De Hostos Charter School, which operated as an independent school until 2008, when ASPIRA of PA became a Charter Management Organization (CMO) and took over school management. Since 2008, our CMO has founded and operated a variety of charter schools, including traditional charters, a cyber charter, and restart schools from the School District of Philadelphia. Our proven success with increasing student proficiency has enabled us to now operate five (5) charter schools.



ASPIRA of PA offers great insight and success to the charter education world and provides an innovative, proven, replicable model of educational transformation for similar populations nationally and in Puerto Rico.



Students and Schools

		Pasos Preschool	Hostos Charter	Pantoja Charter	Stetson Charter	Cyber Charter	Olney Charter	Total
Students	Hispanic	86%	86%	96%	81%	90%	49%	72%
	African American	7%	8%	4%	18%	4%	46%	24%
	Asian	2%	N/A	N/A	N/A	1%	1%	1%
	Caucasian	1%	1%	N/A	1%	1%	1%	1%
	Did Not Specify	4%	5%	N/A	N/A	4%	3%	2%
	Low-Income	100%	80%	92%	100%	N/A	91%	90%
	Special Education	N/A	15%	18%	19%	14%	22%	20%
	English Language Learners	54%	18%	18%	30%	16%	17%	23%

		Pasos Preschool	Hostos Charter	Pantoja Charter	Stetson Charter	Cyber Charter	Olney Charter	Total
Schools	Year Founded	2005	1998	2008	2010	2010	2011	N/A
	Grades Served	PreK	K-8	K-8	5-8	K-12	9-12	PreK-12
	# of Students	385	455	700	700	175	1765	4,180



Filosofía educativa

Nosotros creemos....

En las ideas de Paulo Freire:

- Nosotros necesitamos proporcionar a la población nativa una educación moderna y anticolonial.
- La educación tiene que servir para desarrollar una identidad cultural.
- La educación permite a los oprimidos recuperar su humanidad y a superar dicha condición, sin embargo, ellos mismos tienen que jugar un papel fundamental en su propia liberación.
- Una reciprocidad profunda debe ser introducida en nuestras nociones de profesor y alumno. La participación en las aulas debe incluir el aprendizaje de los profesores y la enseñanza de los estudiantes.
- Los maestros y los estudiantes deben ser conscientes de las políticas que rodean la educación.
- El aprendizaje experimental y de descubrimiento son rasgos distintivos y primordiales del aprendizaje.
- El pensamiento crítico es necesario para la transformación de nuestro mundo.
- La formación permanente es esencial. Debemos de examinar continuamente lo que creemos que sabemos y debemos de estar dispuestos a aceptar que podemos estar equivocados.

En la enseñanza de John Dewey:

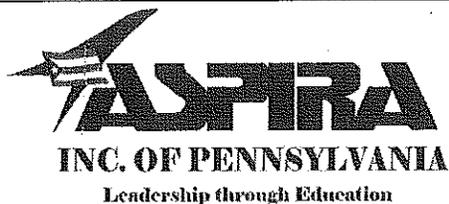
- La educación y el aprendizaje son procesos sociales e interactivos y, por lo tanto, la propia escuela es una institución social a través de la cual la reforma social puede y debe de tener lugar.
- Los estudiantes prosperan en un ambiente donde se les permite experimentar e interactuar con el plan de estudios, y todos los estudiantes deben tener la oportunidad de participar en su propio aprendizaje.
- El propósito de la educación no debe girar en torno a la adquisición de un conjunto predeterminado de habilidades, sino más bien en la realización del propio potencial y en la capacidad de usar esas habilidades para el bien común.
- La educación y la escolarización son fundamentales para crear una reforma y cambio social.



Nos esforzamos por...

- Crear unidad y darle poder a la comunidad retando a los jóvenes, padres, maestros y demás trabajadores a servir con respeto, compromiso y altas expectativas.
- Generar estudiantes de por vida, dedicados a la constante reflexión y al examen crítico de su mundo.
- Proporcionar a todos los estudiantes un claro sentido de su identidad cultural, un enfoque crítico de su historia cultural y otorgarles las habilidades y experiencias necesarias para desarrollar un compromiso fuerte de cambio social dentro de su comunidad.
- Ser un recurso educativo para nuestros maestros, estudiantes, padres y comunidad, adoptando la idea de que se necesita de toda una comunidad para educar a un niño y que el aprendizaje es un proceso continuo que requiere apoyo a diferentes niveles.
- Desarrollar una juventud equipada con las habilidades del siglo 21, preparada para los rápidos cambios de nuestra actual sociedad global.
- Proveer un plan de estudios riguroso que refleje los estándares nacionales y estatales en las áreas de contenido, además de un enfoque de servir y aprender a desafiar el potencial académico y de ciudadanía del estudiante.





Are YOU looking for a

EDUCATIONAL or JOB CAREER?



ASTRA JOB AND EDUCATIONAL FAIR

**WEDNESDAY
04.17.13**

**LOCATION: John B. Stetson Charter School
3200 "B" Street
Philadelphia, PA 19134**

TIME: 9:00a.m. - 2:00p.m.

SPONSORED BY:



Explore Educational Careers and Job Opportunities!

- ◆ Employers
- ◆ University/College
- ◆ Local Training Providers
- ◆ Professional Attire Workshop

For more information, please contact: Dr. Frances V. Rosado @ 267.981.0482

DOMESTIC VIOLENCE WORKSHOP

This workshop was created for victims and survivors who have been exposed to domestic violence. This workshop is open to the community and, it will be on Wednesday, March 13, 2013 at 9:00am in John B. Stetson Charter School's auditorium (3200 "B" St.). For more information, please call Dr. Frances V. Rosado- Santiago, Social Services Coordinator at 215-291-4720. Refreshment will be served.

TALLER DE VIOLENCIA DOMESTICA

Este taller fue creado para las víctimas y sobrevivientes que están expuestos a la violencia doméstica. El taller será el miércoles, 13 de marzo del 2013 a las 9:00am en el auditorio de la escuela Autónoma John B. Stetson (3200 calle "B"). Para más información favor de llamar a la Dra. Frances V. Rosado-Santiago, Coordinadora de Servicio Sociales al 215-291-4720. Refrigerios serán servidos.



_____ Yes, I will attend. Child's name _____ School _____

_____ Si, atenderé. Nombre del estudiante _____ Escuela _____

Parent Workshop

HANDS-ON TECHNOLOGY

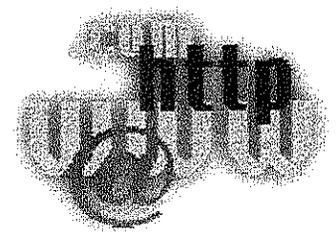
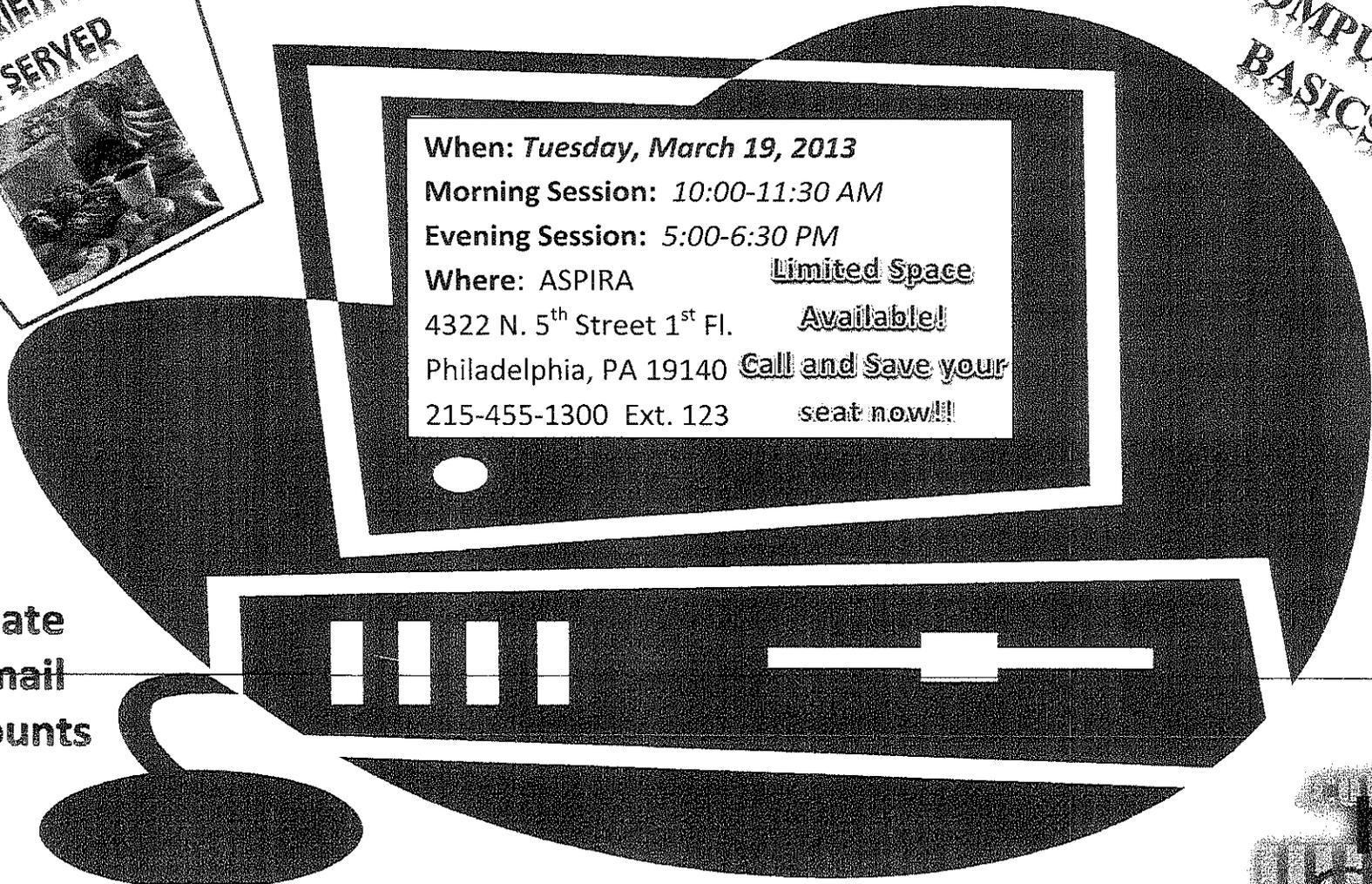


COMPUTER
BASICS

When: *Tuesday, March 19, 2013*
Morning Session: 10:00-11:30 AM
Evening Session: 5:00-6:30 PM
Where: ASPIRA **Limited Space Available!**
4322 N. 5th Street 1st Fl. Philadelphia, PA 19140 **Call and Save your seat now!!!**
215-455-1300 Ext. 123

COMPOSE
&
SEND
EMAILS

Create
G-mail
Accounts



A morning and an evening session
are offered for your convenience

Taller Para Padres

INTERACTIVO

SE OFRECERAN
REFRIGERIOS



COMPUTACION
BASICA

Cuándo: Martes, 19 de marzo 2013
Sesión de la mañana: 10:00-11:30 AM
Sesión de la tarde: 5:00-6:30 PM
Dónde: ASPIRA Espacio limitado
4322 N. Calle 5, 1er Piso Disponible!
Philadelphia, PA 19140 ¡llame y guardar su
Tel: 215-455-1300 ext. 123 asiento ahora!

COMPONER
Y
ENVIAR
CORREOS
ELECTRONICOS

Crear
Cuentas
G-mail



http

Se ofreceran dos sesiones para su
Conveniencia; en la mañana y la noche

Parent Workshop – March 26, 2013

To get to Google:

- Open internet explorer browser
- <https://google.com>
- Click sign in
- Under Accounts click “create an account for free”

Creating a gmail account.

Username: _____

Password: _____

The image shows a screenshot of the Google account creation form. The form is titled "Name" and has two input fields for "First" and "Last". Below that is a section for "Choose your username" with a text input field and a "@gmail.com" suffix. The next section is "Create a password" with a text input field, followed by "Confirm your password" with another text input field. The "Birthday" section has a "Month" dropdown, a "Day" dropdown, and a "Year" input field. The "Gender" section has a "Male" dropdown. The "Mobile phone" section has a text input field. The "Your current email address" section has a text input field. The "Prove you're not a robot" section has a checkbox for "Skip this verification (phone verification may be required)" and a CAPTCHA image showing the words "fell" and "zabtes". Below the CAPTCHA is a text input field for "Type the two pieces of text:" and a "C" icon. The "Location" section has a "United States" dropdown. At the bottom, there are two checkboxes: "I agree to the Google Terms of Service and Privacy Policy" and "Google may use my account information to personalize +1's on content and ads on non-Google websites. About personalization." A "Next step" button is at the bottom right.

Learn more about why we ask for this information.

Meeting Agenda Orientation

February 8, 2013

- I. Introduction
 - a. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
- III. Child Find
 - a. Information
 - b. Distribution
- IV. Cyber Bullying
 - a. Information
- V. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VI. Question & Answer / Closing



Date: Wednesday, January 16, 2013

Time: 9:00am to 10:30am

At: John B. Stetson Charter School
3200 B. Street
Philadelphia, PA 19134

Presenter: *Stephanie Jarmul from El Concilio.*

For more information call Dr. Frances V. Rosado-Santiago at 267-981-0482.

Breakfast will be served.



ASPIRA of PA invites you to:

“Let’s Talk about Sex with Our Kids”

Let’s Talk about Sex is a free workshop designed to help parents talk to their children about sex. Through lecture, discussion and interactive exercises, parents will learn how to communicate confidently with their children and build healthy parent-children relationships in the process.

Topics include:

- Sexual development
- Teenagers brain development
- Self-awareness
- Sexual content lyrics
- Social Media, Peers and Sexting

Please fill this portion and have your child bring it back to school.

_____ I will be attending.

Child’s Name _____ Grade _____



Día: miércoles, 16 de enero del 2013

Hora: 9:00am a 10:30am

En: John B. Stetson Charter School
3200 B. Street
Philadelphia, PA 19134

Presentadora: *Stephanie Jarmul* de El Concilio.

Para más información llamar a la Dra. Frances V. Rosado-Santiago al 267-981-0482. Desayuno será servido.



ASPIRA de PA lo invita a:

“Hablemos Acerca de Sexo con Nuestros Niños”

Hablemos de sexo es un taller gratuito diseñado para ayudar a los padres a hablar con sus hijos/as sobre el sexo. A través de ejercicios de lectura, discusión e interactivo, los padres aprenderán a comunicarse con confianza y a construir una relación sana con sus hijos/as durante en el proceso.

Temas a discutir:

- Desarrollo Sexual
- Desarrollo del cerebro en un adolescente
- Conciencia de sí mismo
- Canciones con contenido sexual
- Medios de comunicación social, los compañeros y sextiando

Si desea asistir favor de completar y esta parte regresarla con el estudiante.

_____ Yo atenderé.

bre del estudiante _____ Nombre del Padre/Tutor/a _____

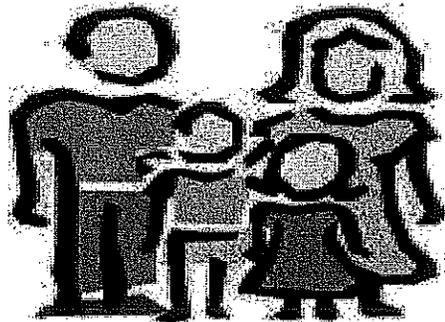
Participación de los Padres

Taller de crianza efectiva

Por Sheila Ramos-Pagan

Padres, tutores y cuidadores recibirán consejos sobre:

- Visión general de los programas de Aspira
- Una mejor manera de comunicarse
- Ayudar a la creación de un correo electrónico
- Revisión de la plataforma A +
- Almuerzo de Navidad



Jueves, 20 de diciembre 2012

11:00 am-2: 00pm

Aspira Bilingual Cyber Charter School
4322 N 5th St, 2nd Floor 215.455.1300 ext 123

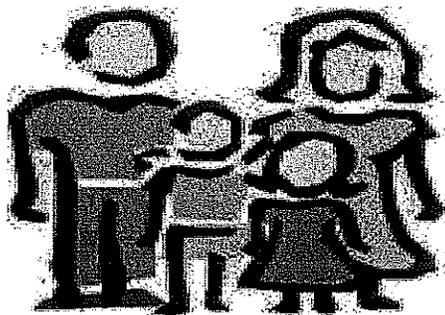
Parent Involvement

Effective Parenting Workshop

Presented by Sheila Ramos-Pagan

Parents, Guardians and Caregivers will get tips on:

- Overview of Aspira Programs
- Better way to communicate
- Assisting setting up an email
- Review of A+ student classwork
- Holiday Lunch



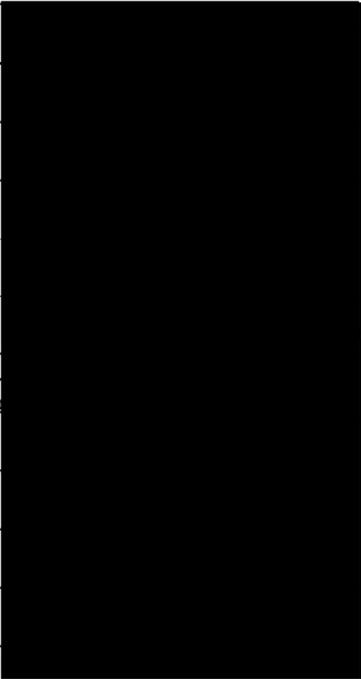
Thursday, December 20, 2012

11:00am-2:00pm

Aspira Bilingual Cyber Charter School
4322 N 5th St, 2nd Floor 215.455.1300 ext 123

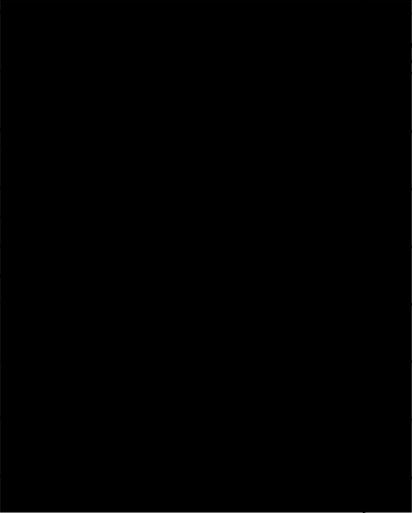
Cyber Holiday Luncheon Celebration 12/19/2012

(PLEASE PRINT/POR FAVOR ESCRIBA)

	Last Name	First Name	Grade	Telephone Number	Signature
1.	Garcia	Michael	6		M G
2.	Ruera	Kareneth	7		L.R.
3.	Sosa	Alvaro	4		AS
4.	Calfasco	Elliott	10 th		A.S.
5.	Colon Soto	Rosalie			
6.	Ruiz	Edwin	11 th		Edwin Ruiz
7.	Bruno	Baron	11 th		Baron Bruno
8.	Rodriguez	Nileena	10 th		WK
9.	Reusz	Emily	6		Emily Reusz
10.	Lem	Carlo	6		Carlo Lem
11.	Lem	Conula	6		Conula Lem
12.	Amador				
13.	Maura Orts				
14.	Ileana Delgado				Ileana Delgado
15.	Soto	Alisa	10 th		Alisa Soto
16.	Ramirez	Valleri	College		Valleri Ramirez
17.	Mercado	Bryan	10 th		
18.	Nieves	Edna			Edna Nieves
	Hernandez	Rebecca			Rebecca Hernandez

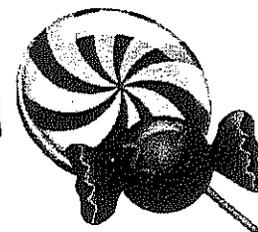
Cyber Holiday Luncheon Celebration 12/19/2012

(PLEASE PRINT/POR FAVOR ESCRIBA)

Last Name	First Name	Grade	Telephone Number	Signature
1. Lugo	Roselani	5		Rosa Lugo
2. Lugo	Rosa			Rosa Lugo
3. Ortiz	Moraima	7		
4. Ortiz	Jessica	10		
5. Ortiz	Jean L.	7		
6. Ortiz	Moraima	Madre		
7. Valentin	Nilda	Abuela		
8. Colón	Jan	Pino		
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				



Cyber Holiday Luncheon



Come join the fun with a dish in hand as we
celebrate the holidays!

Parents and Students are welcome
Please bring a favorite dish for you to
share with others

Date: Dec 19, 2012

Time: 11am to 1pm

Where: Aspira Bilingual Cyber Charter School

4322 N 5th St 1st Fl, Phila, PA 19133
215-455-1300 X123



Plan to share your dish with 10 to 15 people!



Parent Workshop

Caring Parents of Aspira Bilingual Cyber Charter School



What: Parent Workshop

(cyber student are encouraged to come with you)

Topic: Cyber Bullying

When: Friday, December 13, 2012

Time: 10:30am

Where: Aspira Bilingual Cyber Charter School

4322 N 5th St, 2nd Floor

- ❖ School Information
- ❖ Presentation on "Cyber Bullying" by Sheila Ramos Pagan – School Counselor
- ❖ Question and Answer Session

You don't want to miss !!!

Taller Para Los Padres

Importante para los padres de la escuela Aspira Bilingual Cyber Charter



Que: Taller de Padres

(estudiante cyber se les anima a venir con usted)

Tema: Cyber Bullying / Comportamiento Agresivo e Intimidación

Hora: 10:30am

Cuando: viernes, diciembre 13, 2012

**Lugar: Aspira Bilingual Cyber Charter School
4322 N 5th St, 2^{do} Piso**

- ❖ Información de la Escuela
- ❖ Presentación de "Intimidación Cibernética" por Sheila Ramos Pagan –Consejera
- ❖ Preguntas y Respuestas

No se lo pierda!!!

Meeting Agenda Orientation

November 15, 2012 K- 12th

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing

Meeting Agenda Orientation

October 4, 2012 K- 12th

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing

Meeting Agenda Orientation

September 17, 2012

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing



STUDENTS ORIENTATION 2012-2013

SIGN IN SHEET (9/17/2012)

3

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Maria Rodriguez	Destiny Torres ✓	11 th		
Maria Rodriguez	Arsenio Montejó ✓	9 th		
Eva Childs	Karee Oliphant ✓	11 th		
Jenny J. Rincoe	Kemie R. Vega ✓	9 th		
Emilia Colon	Stephanie Martinez ✓	9 th		
Emilia Colon	Samantha Martinez ✓	10 th		
Cristobal	Umar	9 th AM		
Myke	Enrique Hernandez	12		
Nydia Colon	Nicole Morales	11		
Michelle Cornea	Michelle Cornea ✓	12		
Janelle Jones	Kevin Amul ✓	10		
Desmette Rodriguez	Freslynette Rodriguez ✓	12 ✓		
Siam Herrera ←	Lera Cartreiras ✓	11		
Daisy Coraballe	Ethan Galindez	10		
Sheila Mercado	Hermes Pizarro ✓	11		
Brenda Ortiz	Joseun Lopez ✓	11 th		
Zakuyah Boyd	Zakuyah Boyd ✓	9 th		
Glenn Pabon	Muhammad Pabon ✓	11 th		
Niyaleise Torres	Niyaleise Torres ✓	12 th		

Meeting Agenda Orientation

September 7, 2012 K- 8th

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing

Meeting Agenda Orientation

Returning Students September 6, 2012 11th – 12th

- I. Staff Introduction
 - a. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing



GENERAL TRAINING 2012-2013

SIGN IN SHEET (Sept 6, 2012) 11th and 12th Grades

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Shari Drayer	Elsie Drayer	8 ✓		
	Olivia	10 ✓		
	Croffrey	6 ✓		
Jewel Ramos	Jewel Ramos Esther	11		
Adelina Rios	Cynthia Rios	10 ✓		
Chileen Salgado	Yairé Acosta	11		
Gilbert Melendez	Gilbert Melendez Jr	12		
Jessica Medina	Kaleb J. Figueroa	10		
Naomi Rodriguez	Nilsa Rodriguez	10		
	Antonio Rodriguez	9		
	Luis Rodriguez			
Rosalía Colón	Allisa Soto Robert Fuentes	10 9		
Daisy Caraballo	Ethan Galindez	9		
Sandra Rivera	Paul Vega	10		
Maria Rodriguez	Magdalena Montejó	11		
Ernestine Rincabark	Rachel Vega	9		
Hanani Vazquez	Mariangelie Martinez	9		
Norma Rodriguez	Shacity Melendez	9		
Annette Colón	Kassandra Rosa	10 th		

Meeting Agenda Orientation

Returning Students September 6, 2012 9th – 10th

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing



GENERAL TRAINING 2012-2013

SIGN IN SHEET (Sept 6, 2012) 9th and 10 Graders

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
	Bryan Mercado	10 th		
	Karla Acuedo	10 th		
-	Elliana Sanchez	9 th		
	Joseph Torres	10 th		
Heana Delgado	Elliot y. Carrasco	10 th		
Omayra Villanueva	Kashy Morales	10 th		
Wilmaris Marrero	Wilmaris Marrero	11 th		
Virginia Estrada	Virgen Cruz	10 th		
Eric Garcia - Nibedkoro	Jonathan E. Garcia	9		
El Maldonado	Hector Servano	9		
Suz Alvarez	Yimarey Alvarez	10 th		
Arlene Montalvo	Francisco Mulero	10 th		
Sonia Guzman / Yersonia Gu	Yersonia Guzman	10 th		
Florencia Bowen / Emilio Benitez	Emilio J. Benitez	9 th		
Daisy Neris	Alexandra Neris	10 th		

Meeting Agenda Orientation

September 5, 2012

- I. Staff Introduction
 - a. Teacher
 - b. Cyber Mission
- II. Parent & Student Handbook
 - a. Home Facilitator
 - i. Duties / Responsibility
 - ii. Assisting for Home Facilitator
 - b. Attendance
 - c. Academics
 - d. Equipment/ Material
- III. Break
 - a. Snack
 - b. Question & Answer
- IV. Child Find
 - a. Information
 - b. Distribution
- V. Cyber Bullying
 - a. Information
- VI. Reminder
 - a. Dateline
 - b. Assessment GMade/Grade
 - c. Equipment Distribution
- VII. Question & Answer / Closing



Returning

~~NEW~~ STUDENT ORIENTATION 2012-2013
SIGN IN SHEET (9/05/2012)

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Fior Santiago	Joan M Santiago	9 th Grade		
Sonia Guzman	Yesenia Guzman	10 th		
Jazmine Corrao	Itiana Sanchez			
KATHY SOLER	KATHY GARCIA	11 th		
MARIA CARTAGENA	LUIS RODRIGUEZ	12 th		
MARIA Ortiz	Mileena Rodriguez	10 th		
Sandra Rivera	PAUL NEGRON	11 th		
Astrid Zayas	Angelize Rodriguez	11 th		
Rosalvia Cola	Robert Fuentes	9 th		
Felix Vargas	Alex Vargas	9 th		
Lisa Pagan	Melissa Valentin	12 th		
Angelina Martinez	Reina Velazquez	11 th		
Angelin Martinez	Damaris Vazquez	9 th		
Willyanny Morrey	WILANNY MORREY	11 th		
Carmen Melendez	Baron Bruna	11 th		
Virginia Marquez	David Velez	12		
Anna Marquez	Suzain Rodriguez	11		
Aria Garcia	Joseph Torres	10		



NEW STUDENT ORIENTATION 2012-2013 SIGN IN SHEET (9/05/2012)

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Hanani Vasquez	Mariangelie Martinez	9 th		
Norma Rodriguez	Shacily Melendez	9 th		
Carmen Mendez	Natasha Rodriguez	8 th		
Megan El Rivera	Harry J Rivera	9 th		
Megan El Rivera	Javier J Martinez	11 th & 12 th		
	Xashuf Morales	10 th		
Rosa Lugo	RoseLani Lugo	5 th		
Madeline Anglada	Barbara Anglada	9 th		
Madeline Anglada	Manuel Rivera	9 th		
Ledy Rodriguez	Edwin Ruiz	11 th		
Edwin Ruiz ^{Astasio Madelin}	Ledy Rodriguez	10 th		
Julia Rosa	Nelson L. Canceel	11 th		
Lisi	Lisbeth Rivera	9 th		
Lisi	Michael Garcia	7 th		
Maria Jimenez	David S. Moncz	9 th		
Sebastian Feeney	Nellie Feeney	12 th		
Ernestine Kivenback	Rachel Vega	9 th		
Claudia Rojas	Wendy Abence	11 th		
Olga Rodriguez	Leslynette Rodriguez	12 th		



NEW STUDENT ORIENTATION 2012-2013 SIGN IN SHEET (9/05/2012)

(PLEASE PRINT/POR FAVOR ESCRIBA)

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PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Shari Draayer	Olivya, Eisle & Gregory Draayer	10, 8 & 6		
Ileana Delgado	Elliot V. Carrasco	10		
Marilyn Marquez	Lester A. Fajardo	12 ^{mo}		
Katy Correa	Miguel Gonzalez	11 th		
Katy Correa	Alvin Gonzalez	11 th		
Katy Correa	Anthony Gonzalez	9 th		
Raide Delgado	Rafael Gonzalez	11 th		
Uileen Delgado	Guirett Acosta	11 th		
	Esther Ramos	11 th		
Hilda Lorenzo	Lucero De Lorenzo	12 th		
Liz Gomez	Emily Ramos	9		
Naomi Rodriguez	Nilsa, Antonio, Luis Rodriguez	9, 10, 11		
Chris Simmons				
Patricia Cook	Kasha Thomas	12 th		
Jose Alvarez	Vimarey Alvarez	10		
Jennifer Rivera		11		
Melba Sanchez	Carla Diaz	9		
Yreka Herrera	Yensicastro	8		



NEW STUDENT ORIENTATION 2012-2013 SIGN IN SHEET (9/05/2012)

(PLEASE PRINT/POR FAVOR ESCRIBA)

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Hanani Vasquez	Mariangelie Martinez ✓	9 th		
Norma Rodriguez	Shacidy Melendez ✓	9 th		
Carmen Mendez	Notaska Rodriguez	8 th		
Megan M Rivera	Harry J Rivera ✓	9 th		
Megan M Rivera	Javier J Martinez ✓	11 th & 12 th		
	Xashua Morales ✓	10 th		
Rosa Lugo	RoseLani Lugo ✓	5 th		
Madeline Anglada	Barbara Anglada ✓	9 th		
Madeline Anglada	Manuel Rivera ✓	9 th		
Ledy Rodriguez	Edwin Ruiz ✓	11 th		
Ledy Rodriguez	Ledy Rodriguez ✓	10 th		
Julia Bosa	Nelson L. Caneel ✓	11 th		
Lisi	Lisbeth Rivera ✓	9 th		
Lisi	Michael Garcia ✓	7 th		
Maria Jimenez	David S. Jimenez ✓	9 th		
Sebastian Feeney	Nellie Feeney ✓	12 th		
Ernestine Rivenbark	Rachel Vega ✓	9 th		
Claudia Rojas	Wendy Adame ✓	11 th		
Olga Rodriguez	Leslynette Rodriguez ✓	12 th		



NEW STUDENT ORIENTATION 2012-2013 SIGN IN SHEET (9/05/2012)

(PLEASE PRINT/POR FAVOR ESCRIBA)

6

PARENT/GUARDIAN NAME Nombre del Padre/Guardian	STUDENT NAME Nombre del Estudiante	GRADE SEPT 2012 Grado 2012	TELEPHONE NUMBER Numero de telefono	Email Address Correo Electronico
Shari Draayer	Olivia, Elsie & George Draayer ✓	10, 8 & 6		
Hleana Delgado	Elliot Y. Carrasco ✓	10		
Marlyn Marquez	Lester A. Farrero ✓	12 ^{mo}		
Katy Correa	Miguel Gonzalez ✓	11 th		
Katy Correa	Luis Gonzalez ✓	11 th		
Katy Correa	Anthony Gonzalez ✓	9 th		
Raids Delgado	Rafael Gonzalez ✓	11 th		
Aileen Delgado	Warriett Acosta ✓	11 th		
	Esther Ramos ✓	11 th		
Hilda Lorenzo	Lucero De Lorenzo ✓	12 th		
Liz Gomez	Emily Ramos ✓	9		
Naomi Rodriguez	Nilsa, Antonio, Luis Rodriguez ✓	9, 10, 11		
Chris Simmons				
Patricia Cook	Kasha Thomas ✓	12 th		
Gezi Alvarez	Vimarey Alvarez ✓	10		
Jennifer Rivera		11		
Melba Sarmiento	Karla Diaz ✓	9		
Yrene Herrera	Jensica Castro ✓	8		

ASPIRA Parent Empowerment Program Offers Free Parenting Classes

Program provides the following items to Participants:

- Refreshments
- Incentives/Raffles
- Tokens
- Certificate of Completion

TWELVE FREE SESSIONS THAT WILL SHOW PARENTS WAYS TO:

- Develop a positive, cooperative relationship with their child with a focus on solutions rather than blame.
- Learn how to talk with children so that real communication takes place.
- Learn how to encourage self-worth and confidence for both parent and child.
- Deal with everyday problems such as homework issues, meal and bedtime routines, arguments, and chores.
- Reinforce Positive Parenting Methods.

And Much, Much More!

CLASS DETAILS

SATURDAY CLASS LOCATION:

ASPIRA, Inc. of Pennsylvania
4322 N. 5th Street, 3rd Floor

TUESDAY CLASS LOCATION:

John B. Stetson Charter School
3200 B Street, Lower Level-Rm8

DATE:

Saturdays, 11/5/2011 - 1/28/2012

DATE:

Tuesdays, 11/1/2011 - 1/24/2012

CLASS TIME:

9:30 a.m. - 11:30 a.m.

CLASS TIME:

8:45 am - 10:45 am

Please Contact Marta Sierra at 215-455-1300 To Register .



Funding provided by the City Department of Human Services and the Public Health Management Corporation.

Aspira Bilingual Cyber Charter School

Parent Workshop

Hands-on Technology
Only for 10th and 11th grader

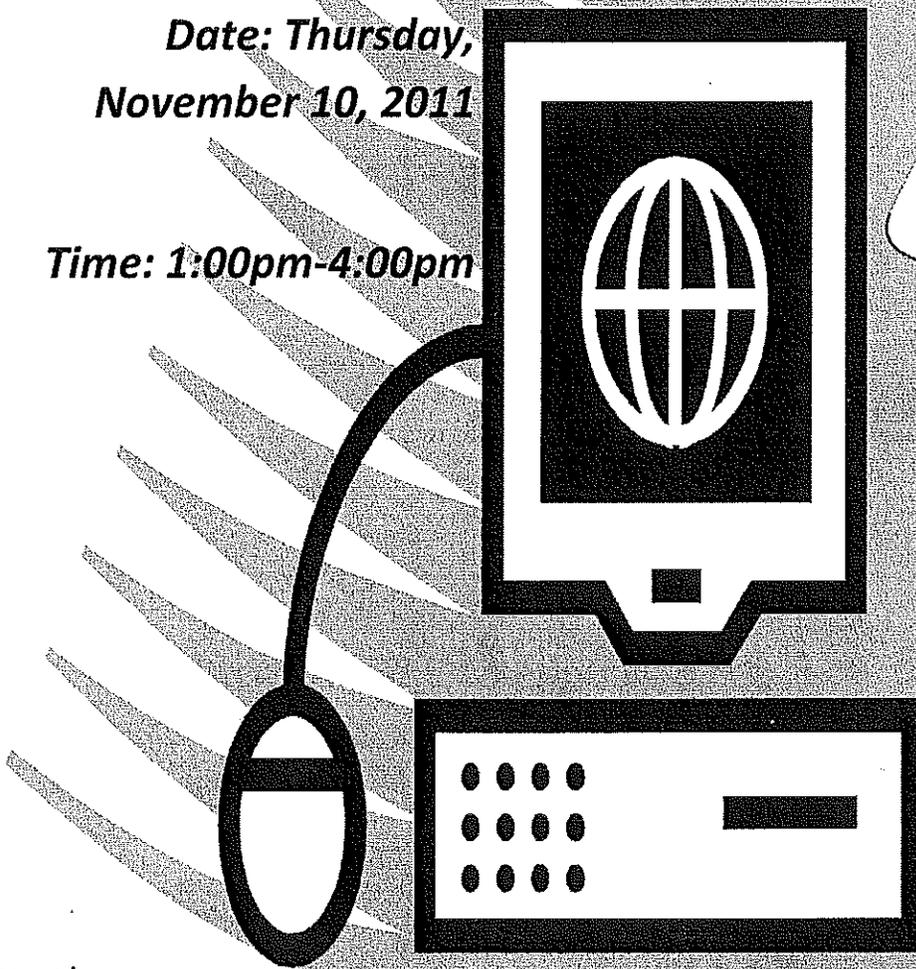
Where: ABCCS

**4322 North 5th Street 2nd floor
Philadelphia, PA 10140**

**Date: Thursday,
November 10, 2011**

Time: 1:00pm-4:00pm

**ABCCS
STUDENTS MUST
BRING LAPTOP
ALONG WITH
PARENTS**



Refreshment



Aspira Bilingual Cyber Charter School

Parent Workshop

Hands-on Technology
Only for 9th and 12th grader

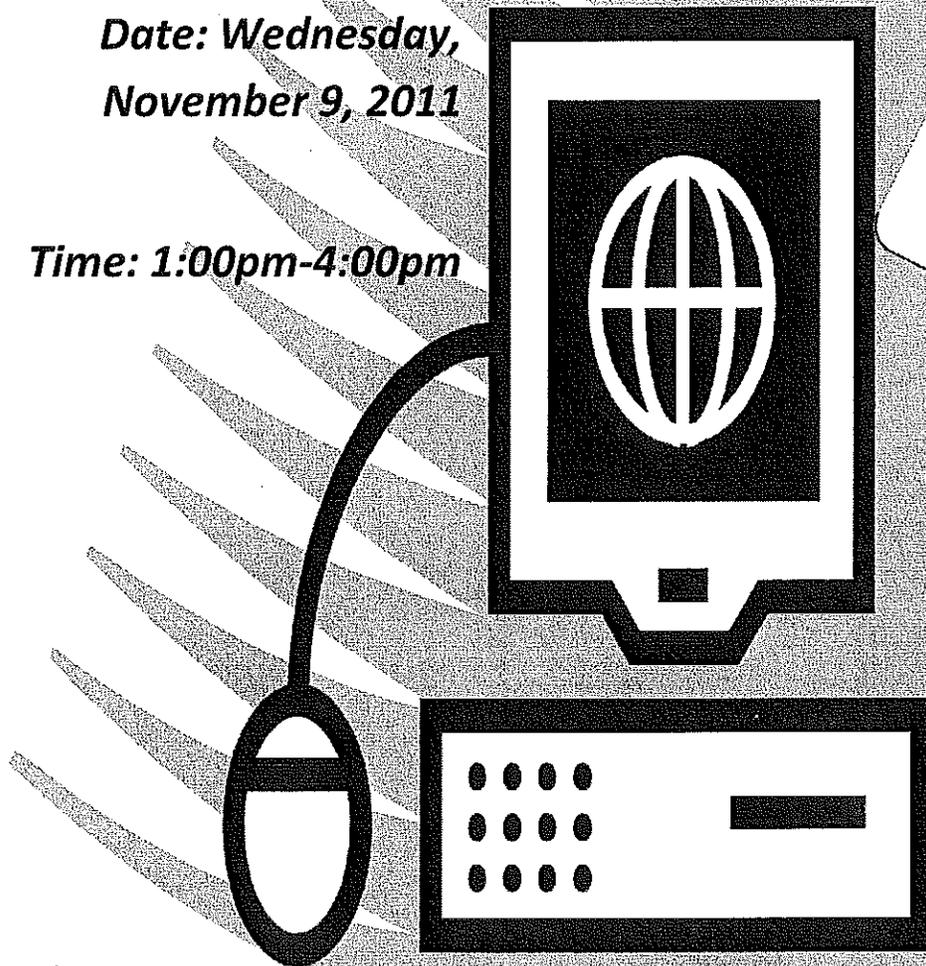
Where: ABCCS

**4322 North 5th Street 2nd floor
Philadelphia, PA 10140**

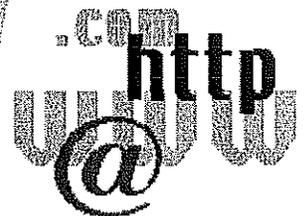
**Date: Wednesday,
November 9, 2011**

Time: 1:00pm-4:00pm

ABCCS
STUDENTS MUST
BRING LAPTOP
ALONG WITH
PARENTS



Refreshment



Get Involved in the
Hunting Park Stakeholders Group
Our meeting dates are as follows:

Thursday, December 15, 2011	4:00 - 5:30
Thursday, January 19, 2012	4:00 - 5:30
Thursday, February 16, 2012	4:00 - 5:30
Thursday March 15, 2012	4:00 - 5:30
Thursday, April 19, 2012	4:00 - 5:30
Thursday, May 17, 2012	4:00 - 5:30
Thursday, June 21, 2012	4:00 - 5:30

Place: Antonia Pantoja Charter School
4101 N. American Street
Time: 4:00 p.m. - 5:30 p.m.

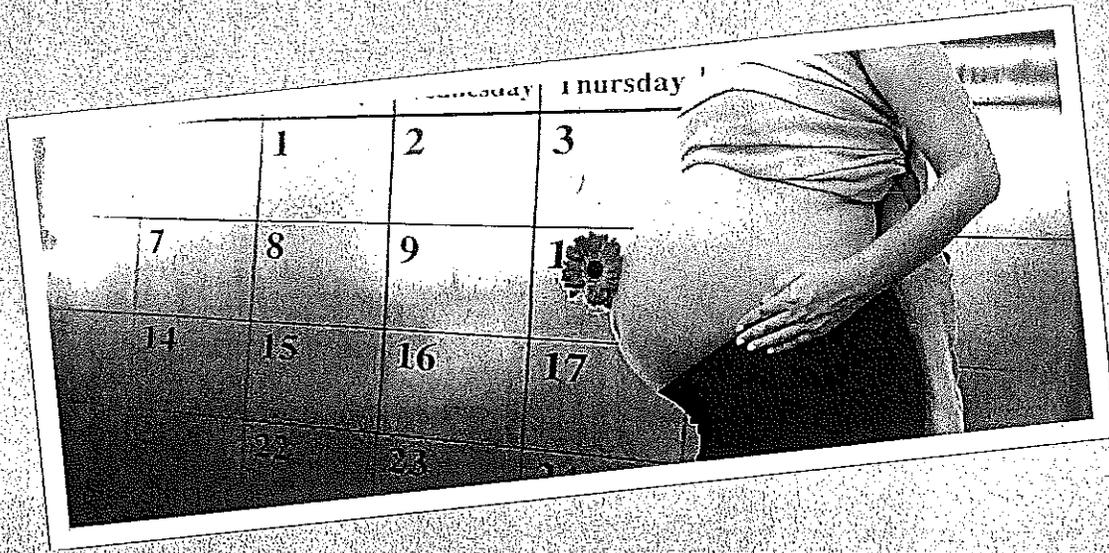
For more information, please contact Mayra Pabón at (215)-455-1300

**Dinner will be provided. * Come and Invest in Our
Children!**

Funds Provided By Department of Human Services * Facilitated By ASPIRA, Inc. of PA

Childbirth Preparation Class

The best way to get ready for your baby's birth!



Childbirth Preparation is a one-day class designed to help you prepare for labor and delivery.

When: Saturdays- January 21st, February 18th,
March 17th, April 21st,
May 19th, June 16th

Where: Northeastern Ambulatory Care Center
2301 E. Allegheny Ave
Philadelphia, PA 19134
Free Parking Available

Time: 10:00 am - 4:30 pm

Bring your labor coach along
Light refreshments will be provided
Please Note: No Lunch Will be Served

***Register by calling Anna Caraballo at 215-926-3517
or Justine Livewell at 215-926-3484***

***Please leave a message with your name and the phone number
where you can be reached.***



ABCCs

Parents.

ESL Spring 2012 Schedule

In person registration: December 13, 2011 to January 20, 2012
Based on seat availability

Course Fee: \$70

Payment is due at the time of registration and must be made by money order only. Classes may be canceled due to low enrollment. Refunds will be granted only if the class is canceled or the student withdraws before the first class meeting. To withdraw, you must do so in person at Enrollment Services.

You Must Register In Person At:

Northwest Regional Center (room 143) from December 13, 2011 through January 5, 2012. Main Campus (room S3-10) from January 9 through 20, 2012. Monday to Thursday, 9:00 – 11:30 a.m. and from 1 – 2:30 p.m. No registrations on Fridays and from December 23, 2011 through January 2, 2012.

MAIN CAMPUS - 1700 Spring Garden Street

No Class: Feb 20; Mar 5 - 8

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16558	403	ESLP	A8609	ESL 1	90	200 - 430	MTWR	Jan 24	Apr 3	S3-13A
16508	402	ESLP	A8609	ESL 1	90	600 - 830	MTWR	Jan 24	Apr 3	S3-11
16475	401	ESLP	A8610	ESL 2	90	200 - 430	MTWR	Jan 24	Apr 3	S3-10
16476	401	ESLP	A8610	ESL 2	90	600 - 830	MTWR	Jan 24	Apr 3	S3-10
16477	401	ESLP	A8611	ESL 3	90	200 - 430	MTWR	Jan 24	Apr 3	S3-11
16478	402	ESLP	A8611	ESL 3	90	600 - 830	MTWR	Jan 24	Apr 3	S2- 10

NORTHWEST REGIONAL CENTER - 1300 W. Godfrey Avenue

No Class: Feb 20; Mar 5 - 8

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16482	171	ESLP	A8609	ESL 1	90	830 - 1100	MTWR	Jan 24	Apr 3	143
16514	171	ESLP	A8610	ESL 2	90	830 - 1100	MTWR	Jan 24	Apr 3	244
16515	172	ESLP	A8610	ESL 2	90	600 - 830	MTWR	Jan 24	Apr 3	244
16480	171	ESLP	A8611	ESL 3	90	830 - 1100	MTWR	Jan 24	Apr 3	252
16481	172	ESLP	A8611	ESL 3	90	600 - 830	MTWR	Jan 24	Apr 3	252

WEST REGIONAL CENTER - 4725 Chestnut Street

No Class: Feb 20; Mar 5 - 8

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16509	117	ESLP	A8610	ESL 2	90	830- 1100	MTWR	Jan 24	Apr 3	103
16510	118	ESLP	A8610	ESL 2	90	600 - 830	MTWR	Jan 24	Apr 3	103

North Philadelphia

Casa Del Carmen – 4400 N. Reese St, Phila., PA 19140 (215) 329-5660

No Class: Feb 20; Mar 5 - 7

Class meets on the Ground Floor of the Day Care Center on Blavis St.

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16511	281	ESLP	A8610	ESL 2	90	600 - 830	MTW	Jan 24	Apr 24	TBA

Congreso De Latinos – 2800 N. American St., Phila., PA 19133 (215) 763-8870 Ext. 7268

No Class: Feb 20; Mar 5 - 8

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16513	289	ESLP	A8610	ESL 2	90	600 - 830	MTWR	Jan 24	Apr 3	TBA

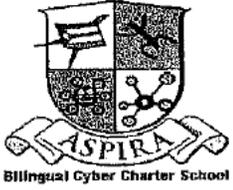
ASPIRA – 4322 N. 5th St., Phila., PA 19140

Class meets at J.B. Stetson Charter School – “B” St. & Allegheny Ave.

No Class: Feb 20; Mar 5 - 8

CRN	Sect	Subj	Crse	Title	Hrs	Time	Days	Start	End	Room
16512	101	ESLP	A8610	ESL 2	90	900 - 1130	MTWR	Jan 24	Apr 3	TBA

November 21/11
Thanksgiving Lunch



ASPIRA BILINGUAL CYBER CHARTER SCHOOL

DAILY SIGN IN

Date	Name	Phone	Address	Reason
11-21-11	Adrienne Rosario			
	Jeannette Rosario			
	Emily Perez			
	DIXSON SALAZAR			
	Moraima Ortiz			
	Laura Perez			
	BARIN BIANO			
	Issa Perez			
	Ashley M. Ortiz			
	Jean C. Ortiz			
	Jessica Ortiz			
	Moraima Ortiz			

