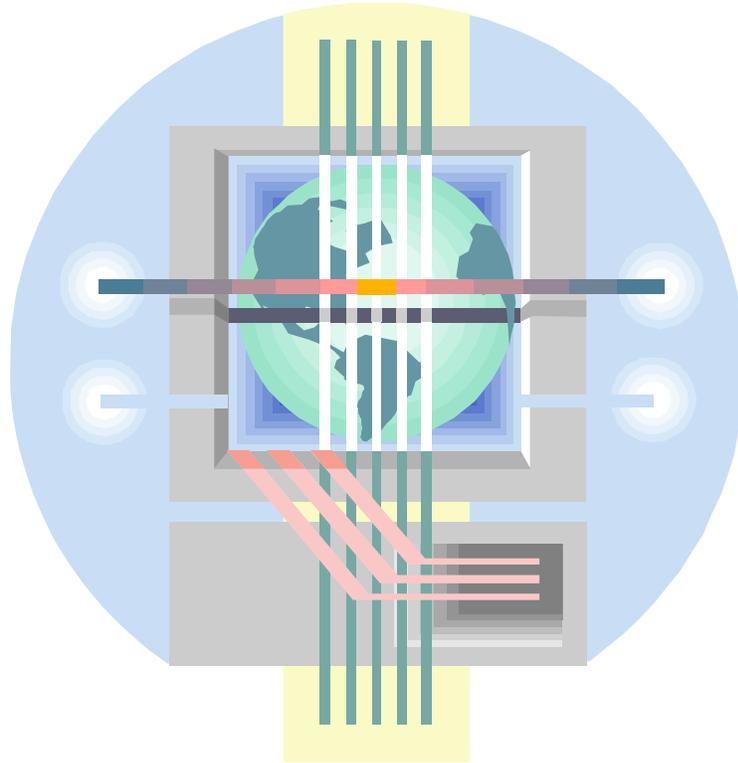


Commonwealth of Pennsylvania Department of Education Cyber Charter School Application

2011



Inspiring productive, fulfilled, life-long learners

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Pennsylvania Department of Education
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Division of Curriculum
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
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Harrisburg, PA 17126-0333
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2011 Cyber Charter Schools Requirements and Application

Introduction

This application format serves as the framework for the official 2011 application, submitted by a cyber charter school applicant to the Department of Education. In developing this format, the research-based components that are identified as essential in the planning process for the creation of a cyber charter school serve as the basis for this framework. The five essential components are School Design, Needs Assessment, Governance, Finance/Facility; and Administration. In addition to the requirements that follow, when completing the application the applicant should review and refer to the two Basic Education Circulars on charter and cyber charter schools. The charter and cyber charter school Basic Education Circulars are available at:

http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/charter_schools/507318 (charter schools)

The deadline for submitting the 2011 Cyber Charter School Application is 5:00 PM Eastern Standard Time, Monday October 3, 2011. If you are planning to submit an application, please contact the PDE Charter School Office for additional information regarding submission requirements.

Questions should be directed to:

Marlene Kanuck
(717) 783-9294
mkanuck@state.pa.us

Esperanza Cyber Charter School Application 2011

Application Requirements

Successful applications will include all of the following information per sections 1719-A and 1747-A of the Charter School Law, and describe how the school will meet the requirements of section 1743-A(c) and (d), the provisions regarding the dissemination of information to parents and school district, and section 1748-A, the provisions requiring the notification of enrollment and withdrawal from a cyber charter school.

Section 1719-A:

- 1. The identification of the cyber charter applicant.*
- 2. The name of the proposed cyber charter school.*
- 3. The grade or age levels served by the cyber charter school.*
- 4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.*
- 5. The mission and (measurable) education goals of the cyber charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals. Cyber charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.*
- 6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (of the Charter School Law).*
- 7. Procedures which will be used regarding the suspension or expulsion of pupils.*
- 8. Information on the manner in which community groups will be involved in the cyber charter school planning process.*
- 9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 (of the Public School Code).*
- 10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.*
- 11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.*
- 12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with provisions of section 1502.*
- 13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.*
- 14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence: provided, that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.*
- 15. A report of criminal history record, pursuant to section 111, for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.*
- 16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.*
- 17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees and its board of trustees.*

Section 1747-A:

1. *The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.*
2. *The number of courses required for elementary and secondary students.*
3. *An explanation of the amount of online time required for elementary and secondary students.*
4. *The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.*
5. *A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.*
6. *The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.*
7. *A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.*
8. *A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.*
9. *The technical support that will be available to students and parents or guardians.*
10. *The privacy and security measures to ensure the confidentiality of data gathered online.*
11. *The level of anticipated enrollment during each school year of the proposed cyber charter school including expected increases due to the addition of grade levels.*
12. *The methods to be used to insure the authenticity of student work and adequate proctoring of examinations.*
13. *The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.*
14. *Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A (9).*
15. *The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.*
16. *The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h).*

Section 1743-A(c)(d)

1. *Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:*
 - a. *A copy of the charter.*
 - b. *A copy of the cyber charter school application.*
 - c. *A copy of all annual reports prepared by the cyber charter school.*
 - d. *A list of all students from that school district enrolled in the cyber charter school.*
2. *Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:*
 - a. *A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.*

- b. *A description of the lessons and activities to be offered online and offline.*
- c. *The manner in which attendance will be reported and work will be authenticated.*
- d. *A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.*
- e. *The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.*
- f. *The address of the cyber charter school and the name, telephone number and e-mail address of the school administrator and other school personnel.*
- g. *A list of any extracurricular activities provided by the cyber charter school.*
- h. *The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.*
- i. *A list of all services that will be provided to the student by the cyber charter school.*
- j. *Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.*
- k. *Information on:*
 - i. *The cyber charter school's professional staff, including the number of staff personnel, their education level and experience.*
 - ii. *The cyber charter school's performance on the PSSA and other standardized test scores.*
- l. *Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.*
- m. *A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks.*

Section 1748-A

1. *Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form developed by the Department of Education.*
2. *The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.*

CYBER CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name (Must Include “Charter School” in the Title)

Esperanza Cyber Charter School

Proposed Cyber Charter School Administrative Location: 4261 N. 5th St. Philadelphia, PA 19140

County: Philadelphia

Intermediate Unit: 26

Proposed Start Date: September 2012

Federal Employer Identification Number: 23-2853988

Contact Person: First: Danny **Middle:** **Last:** Cortes

Organization: Esperanza

City: Philadelphia **State:** PA **Zip Code:** 19140

Telephone: 215-324-0746 **Fax Number:** 215-324-2542 **E-mail:** dcortes@esperanza.us

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents: 1 Teachers: 4 Business Partners: 2 Community Based Orgs: 6 Museums: 0 Higher Education: 1	Elementary: K-8 Secondary: 9-12 Age of Kindergarten: 5.0 Age of Beginners: 5.5 Circle Appropriate Grade(s) (K 1 2 3 4 5 6 7 8 9 10 11 12): All of the above	1 st Year 600 2 nd Year 720 3 rd Year 864 4 th Year 1035 5 th Year 1245 Total Number of Teachers: 0* Teachers will be provided through the online curriculum providers. Academic coaches will be onsite with students at a ratio of 10:1

Does the cyber charter applicant have an existing retirement system? Yes No We will use The Pennsylvania State Employee Retirement System (PSERS)

Does the applicant group presently have access to a facility suitable for the cyber charter school’s administrative offices? Yes: No

Our administrative offices will be located at 4261 North 5th Street, Philadelphia, PA 19140.

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school's mission, educational focus, and other essential characteristics.

Mission

Esperanza Cyber Charter School (ECCS) prepares students in grades Kindergarten through 12 to meet the challenges of living creatively and productively in an increasingly technologically sophisticated and interconnected world. Esperanza Cyber Charter School will provide students with an academically rigorous, yet flexible, online learning program that tailors learning experiences to each child through a combination of curriculum choices and regular in-person tutoring and counseling. Students will explore career directions that coincide with their interests and strengths beginning at the earliest ages, and will begin "majors" in particular career areas starting with the middle grades. Esperanza Cyber is targeted toward underserved and at risk students who have not always found success in traditional schools. Esperanza Cyber Charter School places students on a pathway to post secondary success.

Key features of Esperanza Cyber's online school include:

Fully certified teachers: All teachers and professional staff will be highly qualified and certified to educate students in Pennsylvania.

Sophisticated learning management system: ECCS will provide an integrated learning management system that connects parents, students, teachers and administrators to assess, diagnose, plan, track and post assignments.

Nearby "brick and mortar" learning centers throughout Pennsylvania: Underserved and at risk students require physical learning locations. Multiple locations will be provided throughout the state, staffed with counselors, academic coaches, tutors and administrators, and equipped with the latest in high speed computers and internet access. The goal is to have a learning center within 45 minutes drive from any student attending the school. Students will have access to attend learning centers for multiple hours per day as well as multiple days in a week. Assistance with transportation will be provided.

One to one computing: Each student will receive a computer in order to access online curriculum, classes and school services. This will include printer/scanner, internet reimbursement, school supplies, math and science manipulatives, textbooks, consumables and technical support.

Top quality curriculum and online learning resources: Students will be provided with the best available curricular materials, both in print and on-line, such as the latest in textbooks and simulations from Pearson Learning, and access to Discovery Education Streaming instructional videos on a wide variety of topics.

Flexible learning environments: Not every second grader will learn best from or be engaged by one particular type of curriculum. While one student might learn best from reading printed materials, another might need more visual cues in their instruction. ECCS finds the best combination of learning resources to help each student to meet the Pennsylvania Academic Standards in all areas.

Intentional Career Exposure and Preparation: Children have interests and aspirations that drive them from an early age, yet those aspirations are often put off or ignored by many schools as programs focus on reducing achievement deficits, particularly for low income children. ECCS begins early education by introducing all students to a wide variety of careers, connecting students to mentorships and career majors by the time they enter middle school, and requiring career majors with a set program of "electives" and internship requirements as they enter high school. All students will develop the skills

necessary for full participation in a productive workforce as outlined by the Secretary's Commission on Achievement of Necessary Skills (SCANS). Graduation from the school requires completion of a detailed 5 year post-graduation plan for working and learning.

College Preparation for Every Student: All students at Esperanza Cyber Charter School will complete a rigorous core academic program that will include coursework oriented toward the knowledge and skills associated with success in college (as outlined by the Knowledge and Skills for University Success (KSUS).

Technology Education for the 21st Century: Every student, beginning in Kindergarten, will be provided a curriculum that focuses on understanding the technologies that are currently empowering our lives, and the technologies that are being developed that are likely to shape their lives in the future. The students will all master the National Educational Technology Standards for Students (NETS-S) developed by ISTE.

Celebration of Hispanic and Latino Culture: The school will provide on-going opportunities to learn about and celebrate the rich heritage of Hispanic cultures, and the contributions of Hispanics and Latinos to the sciences, arts, humanities, and political structures in America and the world. All students will learn Spanish as a language that can connect them to hundreds of millions of people across the world as a part of their preparation for life in an interconnected, "high tech, high touch" world.

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

Public Law 108-382: Improving America’s Schools Act of 1994 imposes certain additional requirements for applications for Public Charter Schools. The following application serves as an addendum to the Cyber Charter School Application for the Commonwealth of Pennsylvania and, if approved, may entitle the applicant to federal funds.

- I. Describe how the cyber charter school agency will provide for continued operation of the school once the federal grant has expired.

Esperanza Cyber Charter School will maintain fiscal solvency based on the revenues provided by its students’ school districts of residence. Additionally, we will actively pursue other grants through the US Department of Education, the Pennsylvania Department of Education and private foundations which support public education. We will also have ongoing fundraising campaigns led by our parent engagement group, Board of Directors, students and staff. These activities will support the educational and extra-curricular activities of Esperanza Cyber Charter School.

- II. Describe how the federal sub-grant funds will be used, including specifically how such funds will be used in conjunction with other federal programs.

The federal sub-grant funds will be used to support instruction by purchasing curriculum, supplies and other pertinent learning materials. We will also use the funds to help support the professional development of our instructional and administrative staff, where and when applicable.

- III. Please check X___ that you will provide an annual report to the Department of Education, no later than August 1, including information on the progress made in meeting the cyber charter school’s stated goals and objectives.
- IV. Please check X___ that you will cooperate with the Department of Education in the evaluation of your cyber charter school program.
- V. Please check X___ that you will provide additional information and assurances required by the Department of Education.

SIGNATURES

Name of Proposed Cyber Charter School: **Esperanza Cyber Charter School**

Date _____

President/Vice-President _____

Board of Trustees

Secretary/Treasurer _____

Board of Trustees

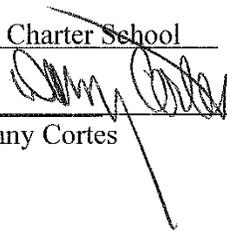
FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

PLEASE SIGN THE FOLLOWING ASSURANCES AS A SUPPLEMENT TO THIS FEDERAL GRANT APPLICATION PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS

Pursuant to section 10303(b) of Public Law 108-382: Improving America's Schools act of 1994, as a duly authorized representative of a Public Charter School, I certify the following:

- the charter school, with an enabling state statute, is exempted from state and local rules that inhibit the flexible operations and management of public schools;
- the charter school will make a contribution to assisting educationally disadvantaged and other students in achieving State content standards and State student performance standards and, in general, will contribute to the State's education improvement plan;
- the charter school is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- the charter school operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- the charter school provides a program of elementary or secondary education, or both;
- the charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- the charter school does not charge tuition
- the charter school complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1993, and part B of the Individuals with Disabilities Education Act;
- the charter school admits students on the basis of a lottery, if more students apply for admissions than can be accommodated;
- the charter school agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State.
- the charter school meets all applicable Federal, State, and Local health and safety requirements; and
- the charter school operates in accordance with State law.

Charter school: Esperanza Cyber Charter School Date 10/3/11

Authorized Representative 
Danny Cortes

I. SCHOOL DESIGN

1. Mission Statement:

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

Mission:

Esperanza Cyber Charter School (ECCS) prepares students in grades Kindergarten through 12 to meet the challenges of living creatively and productively in an increasingly technologically sophisticated and interconnected world. Esperanza Cyber Charter School will provide students with an academically rigorous, yet flexible, online learning program that tailors learning experiences to each child through a combination of curriculum choices and regular in-person tutoring and counseling. Students will explore career directions that coincide with their interests and strengths beginning at the earliest ages, and will begin “majors” in particular career areas starting with the middle grades. Esperanza Cyber is targeted toward underserved and at risk students who have not always been a fit in traditional schools. Esperanza Cyber Charter School places students on a pathway to post secondary success.

B. What is your overarching vision of the school?

Vision:

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

Esperanza Cyber Charter School will provide an inspiring academic and social online learning environment that prepares students to be critically thinking, socially capable, culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century. The school aims to improve the educational and career opportunities of all students in Pennsylvania, and particularly for Hispanic and other minority students, English Language Learners, at risk students and out of school youth. These student populations are currently struggling and are underserved in Pennsylvania’s traditional schools. ECCS also believes that traditional Cyber education which has little to no on site time with school staff will not provide the necessary structure to move our students ahead. Through a combination of online learning and in-person teaching, tutoring, counseling, and peer interactions, the school will ensure that each student’s educational programming maximizes their opportunities for learning. Through a PA standards based program we will seek to close the achievement gap in underserved populations that are educated at ECCS. Esperanza has already begun conversations with school districts around the state that educate the student population that ECCS is targeting. Reading, York and Philadelphia have all expressed interest in possibly partnering to meet the needs of students in their district

According to the Pennsylvania Department of Education Hispanic and Latino children in Pennsylvania are currently struggling to keep up with their peers in traditional schools across the state. They have the lowest level of high school graduation statewide - only 76% - at a time when high school graduation and college preparation is critical for participation in an increasingly competitive workforce. They also currently have the second lowest school attendance rate - 72% average daily attendance. Migrant students, many of whom are Hispanic, have the lowest graduation rate in the State - only 72%. Only half (51%) of Hispanic students in the State scored at the Proficient level in Reading in Pennsylvania in 2010, and only 31% of migrant students scored at that level. In Math, only 59% of

Pennsylvania's Hispanic students scored at the proficient level in 2010. As those students get older, their performance drops dramatically, with only 34% of 11th Grade Hispanic students performing at the Proficient level in Math and 44% achieving the Proficient level in Reading. In Science, only 14%, or about 1 in 7, Hispanic students performed on grade level.

Esperanza Cyber is designed to turn the statistics around in a major way for Pennsylvania's Hispanic students, while providing non-Hispanic students with the same high quality career preparation and introduction to Hispanic cultures and traditions offered to Hispanic students. The school will draw on the network of supportive people and organizations developed and sustained by the founding organization, Esperanza, and particularly on its experiences operating a successful, highly regarded charter school in Philadelphia. The school will not be a replication of that school translated on line, however, but a completely new type of school that enables thousands of families across the state to benefit from a wide array of synchronous and asynchronous learning tools and technologies. Key features of Esperanza Cyber Charter School include:

Fully certified teachers: All teachers and professional staff will be highly qualified and certified to educate students in Pennsylvania.

Sophisticated learning management system: ECCS will provide an integrated learning management system that connects parents, students, teachers and administrators to assess, diagnose, plan, track and post assignments.

Nearby "brick and mortar" learning centers throughout Pennsylvania: Underserved and at risk students require physical learning locations. Multiple locations will be provided throughout the state, staffed with counselors, academic coaches, tutors and administrators, and equipped with the latest in high speed computers and internet access. The goal is to have a learning center within 45 minutes drive from any student attending the school. Students will have access to attend learning centers for multiple hours per day as well as multiple days in a week. Assistance with transportation will be provided.

One to one computing: Each student will receive a computer in order to access online curriculum, classes and school services. This will include printer/scanner, internet reimbursement, school supplies, math and science manipulatives, textbooks, consumables and technical support.

Top quality curriculum and online learning resources: Students will be provided with the best available curricular materials, both in print and on-line, such as the latest in textbooks and simulations from Pearson Learning, and access to Discovery Education Streaming instructional videos on a wide variety of topics.

Intentional Career Exposure and Preparation: Children have interests and aspirations that drive them from an early age, yet those aspirations are often put off or ignored by many schools as programs focus on reducing achievement deficits, particularly for low income children. ECCS begins early education by introducing all students to a wide variety of careers, connecting students to mentorships and career majors by the time they enter middle school, and requiring career majors with a set program of "electives" and internship requirements as they enter high school. All students will develop the skills necessary for full participation in a productive workforce as outlined by the Secretary's Commission on Achievement of Necessary Skills (SCANS). Graduation from the school requires completion of a detailed 5 year post-graduation plan for working and learning.

College Preparation for Every Student: All students at Esperanza Cyber Charter School will complete a rigorous core academic program that will include coursework oriented toward the

knowledge and skills associated with success in college (as outlined by the Knowledge and Skills for University Success (KSUS)).

Technology Education for the 21st Century: Every student, beginning in Kindergarten, will be provided a curriculum that focuses on understanding the technologies that are currently empowering our lives, and the technologies that are being developed that are likely to shape their lives in the future. The students will all master the National Educational Technology Standards for Students (NETS-S) developed by ISTE.

Celebration of Hispanic and Latino Culture: The school will provide on-going opportunities to learn about and celebrate the rich heritage of Hispanic cultures, and the contributions of Hispanics and Latinos to the sciences, arts, humanities, and political structures in America and the world. All students will learn Spanish as a language that can connect them to hundreds of millions of people across the world as a part of their preparation for life in an interconnected, “high tech, high touch” world.

2. Measurable Goals and Objectives:

A. What are the school’s measurable academic goals and objectives to promote student learning?

Esperanza Cyber Charter School’s academic goals and objectives are directly aligned with the goals and objectives of the State of Pennsylvania as outlined in Chapter 4 of Act 22. Specifically, the school will provide career guidance and academic opportunities that will enable them to achieve the Pennsylvania Academic Standards in all specified areas (1) Science and Technology, (2) Environment and Ecology, (3) Social Studies, (4) Arts and Humanities. Study of Dance, Theatre, Music, Visual Arts, Language and Literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work, (5) Career Education and Work, (6) Health, Safety and Physical Education, (7) Family and Consumer Science, (8) Reading, Writing, Speaking and Listening, and (9) Mathematics. Following full adoption by Pennsylvania of the Common Core State Standards in July of 2013, the Reading, Writing, Speaking and Listening Standards will be substituted by the Common Core for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Likewise, at that time, the PA Mathematics Standards that will be the basis of the school will be substituted with the Common Core State Standards for Mathematics.

- (1) Science. Students will master the study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Students will achieve Proficiency on the PSSA Tests in Science in 11th grade prior to the summer of 2015. Beginning in the spring of 2016, students will achieve proficiency on the Keystone exam in Biology or the corresponding AP or IB exam.
- (2) Technology. Students will develop proficiency in the use of computers and communications technology for research and learning beginning in Kindergarten. Students will learn about the latest technological developments and will study how technology shapes and is shaped by our society and global economy. All students will develop proficiency in all areas of the National Educational Technology Standards for Students developed by ISTE. Students will understand how science is used to develop tools to enable societal development, including food and fiber production, manufacturing, building, transportation and communication.

- (3) Environment and Ecology. Students will develop a deep understanding of the components of ecological systems and their interrelationships with social systems and technologies. Students will use project based learning and research projects to study resource management, agricultural diversity, and the impact of human actions on natural systems.
- (4) Social studies. Students will master the Pennsylvania Standards for all areas of Social Studies, including History, Geography, Civics and Government, and Economics. Prior to graduation beginning in the Spring of 2014, all students will be required to demonstrate proficiency on the U.S. History Keystone Exam or the corresponding AP or IB exam. Beginning in the Spring of 2016, all students will be required to demonstrate proficiency on the Civics and Government or World History Keystone Exam or the corresponding AP or IB exam.
- (5) Arts and Humanities. Students will demonstrate proficiency in understanding of the core components of the Art forms of Dance, Theatre, Music, Visual Arts, Language and Literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work. All students will be proficient as measured through achievement on culminating arts projects at each grade level using school-developed rubrics indexed to the Pennsylvania Academic Standards.
- (6) Career education and work. All students will be fully prepared to participate in the increasingly global, interdependent and technologically dependent 21st Century workforce. Students will begin identifying interests and building research projects around those interests starting in Kindergarten. Beginning in the 6th grade, students will start projects in a “major” career area, exploring relationships between that particular career and its function in society. By high school, students will develop a career “major” that will require mastery of elective courses in that major, and successful completion of an internship related to that major.
- (7) Health, Safety and Physical Education. Students will master concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities. Students will demonstrate knowledge of healthy eating and exercise habits. Students will engage in activities on a daily basis that involve at least 20 minutes of cardiovascular exercise. Students will be provided opportunities to engage in team sports and will be encouraged to do so.
- (8) Reading, Writing, Speaking and Listening. All students will become proficient readers and fluent communicators in the English language. Students will achieve proficiency on the Reading PSSA exam in grades 3 to 8. Beginning in 2015, all students will demonstrate proficiency on the English Literature Keystone exam prior to high school graduation. Beginning in 2017, all students will demonstrate proficiency on the English Composition Keystone exam prior to graduation. Beginning in the 2013-14 school year, all students will master the Common Core State Standards for English Language Arts and Literacy at all grade levels.
- (9) Mathematics. Students will demonstrate proficiency in the Pennsylvania Academic Standards in Mathematics. Students will demonstrate proficiency in mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Beginning in the 2013-14 school year, all students will demonstrate proficiency in the Common Core State Standards for Mathematics. All students will achieve proficiency on the Algebra I Keystone exam beginning in the 2014-15 school year prior to graduation. Beginning in the 2015-16 school year, all students must demonstrate proficiency on two Mathematics Keystone exams prior to graduation.
- (10) Spanish. All students will be proficient in Spanish prior to graduation from high school. Students will study Spanish language, Spanish-speaking cultures, and the history of Spanish-speaking people in America at every grade level. Proficiency in Spanish must be demonstrated through achievement on local assessments of reading, writing, speaking and listening to Spanish.

B. What are the school's measurable non-academic goals and objectives to promote student performance?

Esperanza Cyber Charter School is a project of Esperanza, a national organization that provides a wide variety of educational and community improvement programs for Hispanic Americans as well as building capacity in organizations that serve the Hispanic community. Esperanza's mission has always been to provide Hispanics with services that accurately reflect their need, build ownership and provide opportunities to gain assets for long-term change. Esperanza's vision for strong Hispanic communities is realized through our many areas of work.

Esperanza's goal of strengthening Hispanic communities is central to the school's goals. Every student in the school will be expected to be involved in identifying the needs of their community and finding ways of engaging with and improving their community. Even though many think of cyber schools as isolated students and family's learning alone, the main thrust of Esperanza Cyber will be the opposite- to connect students and family's from across Pennsylvania into a supportive community that meets to socialize regularly and shares a communal online space where they can discuss ideas and activities that improve their local and the larger community. Our school will promote a sense of stewardship for each student's community, providing ample opportunities to participate in improving their online and local community.

NON-ACADEMIC GOALS

Non-Academic Goal 1. Students will demonstrate a commitment to improving their community. Students will be engaged in community improvement projects that involve the documentation of activities that improve their local community. All students at every grade level will be required to participate in a minimum of 25 hours of service learning activities each school year. This will be required for students to be promoted to the next grade.

Non-Academic Goal 2. Students will become active, online citizens. Students will learn how to create positive social environments on the school's website and in cyberspace. Students will learn that demeaning or bullying a person in cyberspace is just as harmful as bullying that person in person, and that those types of behaviors are unacceptable.

Non-Academic Goal 3. Students will assume responsibility for their own actions. Students will work with their parents, teachers, and fellow students to learn socially acceptable behaviors. Students will attend school regularly (>94%), logging in to the main school computer system for the required amount of hours each school day.

Non-Academic Goal 4. Students will develop a deep understanding of their heritage and cultural identity. Students will demonstrate an understanding of their own culture through projects that explore their ties to different cultures and ethnic groups. Students will create projects each year that demonstrate knowledge of the types of activities and celebrations that are typical of their native culture and of their local and the larger American culture.

3. Educational Program:

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

Esperanza Cyber Charter School's educational program is designed to provide a wide variety of curriculum materials and online teaching and learning resources that will enable all students to master the Pennsylvania Academic Standards in all areas. Esperanza Cyber's educational model will provide a highly tailorable and customized education that prepares all students to be critically thinking, socially capable, spiritually sensitive and culturally aware young world citizens who can use English, Spanish and technology as tools for success in the 21st century. The educational program builds on the foundational work of both Esperanza Academy Charter High School, our charter school partner, and Connections Learning, Inc., a highly successful online learning company that provides a wide array of online educational programming solutions to public and charter schools in Pennsylvania and throughout the country.

The educational program and curriculum provides flexibility for parents and students in the form of the finest K–12 resources available and use of Connections' Learning Management System. Each course is carefully aligned to state and national standards, and incorporates materials that have been designed through years of research to support effective instruction in all areas. Materials used in Esperanza Cyber's program have been reviewed and recommended by national educational organizations such as iNACOL (International Association for K–12 Online Learning), the International Reading Association, the National Council of Teachers of Mathematics, the National Council for the Social Studies, and the National Science Teachers Association (NSTA). They have also been reviewed by the founders of the school, who have chosen them because of their ability to engage students from a wide variety of backgrounds, skill levels, learning styles and personal interests.

The school's curriculum use both cutting-edge online resources and the most highly rated and time-tested textbooks and materials, providing choices for teachers, parents and students in the most productive pathways for students to take. Because development of new and better materials is constant in the online learning world, the curriculum will continually be reviewed, updated and improved through a community review process. Parents, teachers, students and administrators will provide continual feedback and suggestions regarding the types of materials that have been found to work best, and those that have worked not so well, in bringing a richer and deeper understanding of topics in each domain. The curriculum will therefore be a living set of materials with a central goal of preparing all students to build the knowledge and skills necessary for success in college, careers and life as an adult.

Esperanza Cyber's learning materials have been developed by the leading print and online publishers such as Pearson, McGraw-Hill, Houghton Mifflin Harcourt®, Connections Learning and Discovery Education. Connections Learning's Teachlet® tutorials are particularly effective in providing mini-lessons on demand for students, combining graphics, video, and audio to bring ideas and concepts to life.

Connections Learning's Connexus Learning Management System will be used to assist with the planning of a student's academic and social life at the school, and provides a platform for instructional delivery, assessment and progress monitoring. With this Learning Management System, Esperanza Cyber students and parents can:

- View daily and monthly schedules at a glance.
- Access all daily lessons and assignments for all courses.
- Monitor student progress 24/7 through the up-to-the-minute online grade book.
- Adjust schedules.

- Receive alerts through WebMail messages about assignments to be read, attendance lapses, or overdue assignments.
- Communicate with teachers and other students and families via secure WebMail message and message boards.
- Access the Virtual Library and many other online learning resources.
- Provide ratings and written feedback about specific courses and the overall learning experience.
- Participate in clubs and activities.
- View a directory of students.

The school is organized into a K to 6th grade lower school, a 7th and 8th grade middle school, and a high school. The lower school focuses particularly on the fundamentals of mathematics and communication, incorporating those key skills and standards into every lesson in every subject. As students move into the middle grades, they begin to conduct research projects that explore careers in areas of their interest in depth. As they move into high school grades, they begin to take seminars that will help them to focus on career preparation and college preparation, and begin to introduce them to the wide array of choices that they will have to make as they enter the world of adulthood. Beginning in 9th grade, students begin studying careers in earnest, and devote themselves to studying a particular career “major”, under the guidance of a mentor.

Esperanza Cyber Charter School Comprehensive ESL Program

The goals of the teachers in the Esperanza Cyber Charter School ESL department are to provide ESL students with intensive English instruction in the four communication domains which are: reading, writing, speaking, and listening. According to the ACCESS for ELL rubric and ESL state standards; students will be taught by teachers and technology, functional and academic English through direct instruction, act as a resource for teachers in the content areas to help service the ESL students with accommodations and modifications and assist administrators and facilitators with providing appropriate accommodations to ESL students when administering standardized tests.

ESL facilitators/tutors are charged with providing support in the content areas through face to face meetings at the community academic resource center or through a person to person on-line conference. As needed, ESL facilitators are to provide appropriate accommodations and modifications to ESL students in content classes. In order to maximize the effectiveness of instruction for ESL students at the Esperanza Cyber Charter School, each ESL facilitator works with a set number of ESL students in a specific content area and thereby develops a specialization in that subject.

Before entering the Esperanza Cyber Charter School all students are given a home language survey inquiring which language is spoken at home. This is the first step in identifying an ESL student. If the language spoken at home is anything other than English, students are then provided with a screening exam entitled the *WIDA Access Placement Test* or (WAPT). The WAPT test is provided by the state of Pennsylvania and its purpose is to identify students who may be candidates for English as a second language (ESL) and/or bilingual services. The WAPT exam will also determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services required. Based on the scores on the WAPT exam, students’ will be placed in the appropriate English class (tier) and receive intensive English instruction through a virtual classroom or a rigorous self paced on-line curriculum. In addition to appropriate placement, the WAPT exam will afford the Esperanza Cyber Charter School the ability to accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs testing.

There are 5 levels of ELL instruction at the Esperanza Cyber Charter School which directly correlate to the ELL proficiency levels outlined by the state of Pennsylvania and mimic the five levels found on the states' ACCESS for exiting exam. They are:

ESL 1A-(entering)-These students have just recently arrived in the US within the past academic year without much English language instruction and test at the lowest level on the WAPT screening test.

ESL 1B – (beginning) These students have some social language proficiency and some, but not extensive, academic language proficiency in English

ESL 2 – (developing) These students have social language proficiency and have acquired some literacy in English yet are not at grade level proficiency.

ESL 3 – (expanding) These students have social language proficiency and have acquired some literacy in English and are approaching grade level but still need assistance in the core content areas.

ESL 4 – (bridging) These students are about to reach (or have reached) grade level proficiency in English and are approaching grade level literacy in the core content areas. These students will likely meet the state's exit criteria for support services by the end of the academic year.

Every year the English language learners at the Esperanza Cyber Charter School must take the **ACCESS** test for ELL's. This test, (*Assessing Communication and Comprehension in English State to State*) tests the learner's proficiency in social and academic English. The academic English is specifically assessed in Science, Math, Language Arts and the Social Sciences. The exam is divided into four sections and tests these skills in the four communication domains which are: Reading, Writing, Listening and Speaking.

Results from the ACCESS exam

The Esperanza Cyber Charter School's ESL department will strategically use the results of the ACCESS exam to identify strengths and weaknesses in a student's English proficiency. This information will then be provided to parents, teachers, and the primary ESL teacher to help individualize instruction and hone the weaker skills of the student. Furthermore, this information is used in tailoring student course work and academic program so as to maximize the students' potential and assist with the selecting of classes which are deemed appropriate for students English language level. For example, at the Esperanza Cyber Charter School there is a sequence of classes which allows language learners to have a higher success rate based on which classes they take—given where they are in their English. For example, “hands-on science class filled with experiments, activities, and projects-- with a lower percentage of written assessments-- would be best for an emergent or beginner English language learner. A more advanced language learner would be more capable of taking a social science class where reading a dense text and writing essays would be required.

Finally, teachers will use the results from the ACCESS exam to design assessments, determine work groups and attempt to pair ESL students with other ESL students who may excel where they have a weakness. (Pair up a good speaker with poor writing skills with a good writer who speaks well.)

Along with the results of the ACCESS exam, teachers and parents are given a rubric of “can do descriptors” which outlines what a student “can do” based on their score. This rubric provides examples of productive and receptive skills which can be expected from an ESL student at each level. It is extremely helpful in designing authentic assessments and gauging expectations as to how the student may best participate in on-line discussions and class work in English.

Elementary ESL:

Most ESL level 1 & 2 students in the elementary grades will be placed in designated LEAP (Language Enrichment for Academic Progress) academic program. In the LEAP Program, the content teacher will team with an ESL coach and a literacy specialist to work in small groups with students on line or at the community academic resource center. Instruction will be focused on activities that develop oral language and literacy skills.

Most ESL level 3 & 4 students are placed in a mainstream program. These students will receive support from a reading or ESL specialist as needed, in collaboration with their content teacher.

Students are placed in the LEAP program based on their scores on the English Language Proficiency tests given when they enroll and in the spring of each school year. Students whose scores place them in Level 1 or 2 are eligible to be in a LEAP classroom.

The purpose of the LEAP Program is to provide a learning environment where a consistent and deliberate integration of activities that foster oral language and literacy development can be a part of the daily classroom routine. In the LEAP Program, the classroom teacher will team with an ESL teacher and a literacy specialist to work in small groups with level 1 ESL students.

Students will receive instruction in English integrated into reading, math, science and social studies. The curriculum is based on grade level objectives from the Pennsylvania State Standards governing ESL. Teachers will help students learn concepts from earlier grades that are needed for the understanding and advancement of concepts in their current grade level. Language and reading development will be integrated into instruction in all content areas through hands-on activities and appropriately leveled reading materials.

English that students will be taught is segmented into two areas or two types of English. The two types are commonly known as BICS (Basic Interpersonal Communication Skills) or “Playground English”, and CALP (Cognitive Academic Language Proficiency), or “Academic English”. Because a student’s life is naturally inundated with “Playground English”, and not “Academic English”, the focus of the LEAP program is on preparing students for academic success. In light of students over exposure to “Playground English”, students in a LEAP classroom will have a stronger foundation in “Academic English”.

Every student in a Leap classroom will receive:

- Individual attention from expert teachers
- Instruction in a small group rather than in a large class
- The opportunity to learn through a variety of hands-on experiences in all subjects
- A foundation for study in math, science and social studies at the same time he/she is learning to speak, read & write in English.
- Individualized instruction via the internet or at the community academic resource center
- Leveled materials and technology that will enhance student curiosity and further , challenge them while reducing frustration

Elementary ESL Resources:

Supplemental programs that will be utilized in closing the achievement gap in ESL are “RIGOR”, Achieve 3000 and Study Island.

RIGOR:

Reading Instructional Goals for Older Readers (RIGOR) is designed for English Language Learners (ELLs) who read at a pre-literate or early-grade reading level in English and/or their native language. RIGOR develops a student’s language, literacy and content understanding. It is available in both English and Spanish skill bags. A skill bag contains a teacher’s guide with explicit, integrated daily lessons to support the RIGOR five-step process. The components of the five-step process are the essential building blocks of academic language and literacy that Students with Interrupted Formal Education (SIFE) lack.

The five steps of RIGOR

- Step 1: Develop phonemic awareness and phonics skills.
- Step 2: Build vocabulary through seven–step instruction and practice sequence.
- Step 3: Increase reading comprehension, fluency, and content knowledge.
- Step 4: Use writing to expand and reinforce literacy.
- Step 5: Compile assessment data to inform instruction.

Achieve 3000:

Achieve 3000, the second of the three supplemental programs purchased and regularly used by Esperanza’s ESL staff is an ELL Success differentiated instruction solution which gives us a powerful, proven means to enable reading and writing proficiency for our Spanish-speaking students. It is a Web-based, differentiated reading and writing instruction program that reaches every student at his or her individual reading level in English, Spanish, or Haitian-Creole – and that provides appropriate instructional support in each language.

Using Achieve3000, ELL students' Lexile levels in English are assessed initially using LevelSet, a proprietary assessment tool that determines each student's level of comprehension for informational text. Then, by providing level-appropriate, standards-aligned nonfiction assignments via e-mail...and by providing real-time diagnostic data via ongoing assessments...Achieve3000 ELL Success provides teachers real time data to continual improvement.

Study Island:

Study Island our third supplemental program / Benchmark allow students to grow at their individual pace while rendering very useful and crucial daily data to teachers and paraprofessionals.

The K-8 Curriculum

The curriculum for K–6 students is designed to provide them with a solid foundation in reading, writing, and mathematics that is essential for success in all academic pursuits. In addition, there is a focus on foundational science, social studies, technology, art, and physical fitness skills. Learning to love learning is a central message of the school in the younger years. Building on successes as well as failures, and learning to work well in cooperation with others are equally central to the model of schooling in the younger years.

Kindergarten

The kindergarten curriculum provides students with everything they need to get started on a lifetime of learning. The texts, stories, and activities cover all the basics of reading, writing, science, social studies, and math, while providing young students with a fun and interactive learning experience.

Language Arts The foundation for successful reading begins in kindergarten. The building blocks include phonics, listening, comprehension, and vocabulary instruction, with daily exposure to books. Classic poems and stories are also used to introduce skills. Students learn early language skills as well as letter formation, and they practice these with journal writing and by composing brief narratives. By the end of kindergarten, many students will be reading, and all students should be able to recognize consonant and short-vowel sounds.

Text: Houghton Mifflin Reading, Houghton Mifflin, 2005

Math In kindergarten, mathematical thinking and problem solving are introduced. Students learn how to identify and write numbers and count up to 31. They also compare objects and learn basic shapes. Stories and activities introduce addition and subtraction; hands-on exercises teach students about money, time, fractions, and measurement.

Text: Math, Addison Wesley Math

Science The key to science is to stimulate curiosity. Science exercises encourage students to observe, describe, measure, and question the world around them. Life science—including parts of the body and the changes that plants and animals undergo—is introduced, as are units on Earth and space.

Social Studies Students learn the concepts of community, family, nation, and world in this course. They discuss personal responsibility, good citizenship, famous people, and major holidays. In addition, basic geography featuring the ideas of place and regions is introduced.

Educational Technology and Online Learning This kindergarten course introduces basic computer skills and computer-related terms. In addition to basic computer operations, students study the identification and naming of computer components and begin to explore early keyboarding skills. The course also provides Internet safety lessons and includes instruction on using the computer, with parental guidance, as a tool to find information.

Art In art, students explore color, line, and shape. They then sharpen their fine motor skills and explore the areas of art they find interesting. Activities include drawing with crayons, painting with watercolors, weaving, and craft projects.

Music Students sing and move to traditional songs to learn basic musical concepts. The goal is to have them become comfortable with their singing voice and develop a clear singing tone. The next stage is to develop fine and gross motor skills and learn how to keep a steady beat with rhythm instruments.

Activities The focus here is on interactive games and activities. Students jump, run, sing, act, build, plan, guess, observe, and draw—all while developing essential skills that lay the foundation for their future learning.

Additional Resources

- BrainPOP Jr.®
- Connecting Cubes
- Discovery Education TM streaming

- EBSCO host databases
- Early Phonics Storybooks
- Grolier Online®
- Handwriting Workbook
- Kindergarten Supply Kit
- Kindergarten Teacher Aids
- Little Big Books
- Math: Practice and Enrichment Workbook
- The MusicBreakCD1and2
- Phonics Library Blackline Masters
- Poems & Prose
- Read Aloud Books
- Reading Practice Book, Volumes 1&2
- ScienceKActivityPages
- ScienceKLesson Manual
- SkillsTutor™
- Social StudiesKLesson Manual
- Sounds&Symbols/Early Phonics Workbook
- Take Me to Your Readers (CD)
- Word and Picture Book Resources

First Grade

The curriculum for grade one builds on the foundation established in kindergarten. The focus is on developing reading skills and learning the basics of math, science, and social studies. Students strengthen their communication skills, as well as the concepts of number sense, addition, subtraction, and basic geometry, and they develop an understanding of both the United States and the world.

Language Arts In first grade, beginning readers work to become fluent readers. Students are taught to attack new words using a variety of decoding and contextual strategies and are given daily opportunities to apply these skills to decodable and authentic texts. They are taught to think about what they read through a variety of guided reading strategies. In writing, students create increasingly complex compositions and improve their handwriting.

Text: Reading Street, Scott Foresman, 2008

Text: Handwriting, Zaner-Bloser, 2008

Math In first-grade math, students develop an understanding of numbers to 100 using a variety of models. While building strategies for addition and subtraction of whole numbers up to 18, students also develop their problem-solving and reasoning skills. Hands-on activities and tools support students as they practice money and measurement concepts. They also explore geometry topics—shapes, congruence, and symmetry—as well as data analysis with picture graphs, data, and bar graphs.

Text: enVisionMATH, Scott Foresman, 2009

Science This course encourages students to explore the natural world. They study Earth, its resources, and ways to protect them, and how plants and animals grow and change. They create a model of a mountain and investigate the way sunlight affects leaves. Students also learn about the scientific method and explore possible careers in science.

Text: Science: A Closer Look, McGraw-Hill, 2008

Social Studies Students learn about the ways in which people contribute to their communities and work together to the benefit of all. This course explores the concepts of good citizenship, neighborhoods, and

economics. Students also study maps, photos, biographies, illustrations, poetry, and music to help explain the concept of communities and extend it to the larger world.

Text: Social Studies: All Together, Scott Foresman, 2008

Educational Technology and Online Learning First graders learn basic skills and terminology, and are introduced to the Internet and Internet safety using child-friendly tools. Students also learn how to properly place their fingers on the keyboard while continuing to develop more advanced keyboarding skills. Internet safety lessons include instruction on using the computer, with parental guidance, as a source to find information.

Art Students expand their understanding of color, line, and shape. Activities include drawing, cutting, creating designs, and paper construction. The concepts of texture and three-dimensional forms also are introduced.

Physical Education Each week, students learn new games and activities that are grouped in thematic units, including Making Healthy Choices and Games Around the World. In addition to the activities described in the lessons, students have the option of participating in yoga or an individual or team sport.

Additional Resources

- Activity Tracker
- ArtKit
- BrainPOP Jr.®
- Connect-a-Majig®
- DigitalLearning CD-ROM Powered by KnowledgeBox®
- Discovery Education™ streaming
- EBSCOhost databases
- Grammar and Writing Practice Book
- Grolier Online®
- JumpRope
- LanguageArts1 Course Guide
- Language Arts: Practice Book
- Math 1 Course Guide
- Math: Interactive Homework Workbook
- Math Manipulatives Kit
- Phonics and Spelling Practice Book
- Science 1 Course Guide
- Science: Building Skills Reading and Writing Workbook
- Science Kit
- SkillsTutor™
- Social Studies1 Course Guide
- Social Studies: All Together Workbook
- Take Me to Your Readers (CD)
- Connections Learning: Teachlet® Tutorials
- Yoga DVD

Second Grade

The focus in grade two is on improving students' comprehension and fluency, along with grammar, spelling, and handwriting skills. Students continue their social studies and explore basic

history, geography, economics, and government. In math, they progress to adding and subtracting three-digit numbers and are introduced to basic concepts in algebra, geometry, and measurement. The science course stimulates students' curiosity.

Language Arts In second grade, students are introduced to all parts of the reading process. Students are given the opportunity to apply word-attack skills to increasingly complex texts and build their oral and sight vocabularies through daily instruction. While practicing new skills, students take part in activities based on selections they are reading. Students apply handwriting and grammar skills to frequent journal entries as well as to longer and more complex compositions.

Text: Reading Street, Scott Foresman, 2008

Text: Handwriting, Zaner-Bloser, 2008

Math In second grade, problem solving is emphasized as students further their understanding of numbers and operations, learning to add and subtract one- and two-digit numbers. Hands-on activities help students study time, money, geometry, and fractions. Students connect numbers to statistics using basic algebraic concepts and simple graphs. Measurement topics, such as weight, mass, capacity, time, and temperature, are also investigated.

Text: enVisionMATH, Scott Foresman, 2009

Science This course stimulates students' curiosity about the world around them. They study clues to Earth's past and learn about an archaeologist's responsibilities. They also investigate energy and changing states of matter, such as liquid water changing to water vapor, and create a weather chart. Students enjoy hands-on and virtual activities as they investigate the importance of water and vegetation in life science and explore forces in physical science.

Text: Science: A Closer Look, McGraw-Hill, 2008

Social Studies Students explore basic concepts of history, geography, economics, and government, while discovering more about world cultures. Students practice basic map, chart, graph, and thinking skills. They also learn about ordinary people who demonstrate good citizenship and famous people who have influenced our country and the world.

Text: Social Studies: People and Places, Scott Foresman, 2008

State History This course offers an introduction to the history of Pennsylvania. Students trace the timeline from Native Americans through the present while focusing on the state's people, government, economy, resources, and geography. The course introduces analytical skills such as recognizing change and continuity over time and identifying cause and effect.

Educational Technology and Online Learning Second graders continue to practice their keyboarding skills and apply those skills to create short paragraphs. Students are introduced to child-safe search engines and Internet safety practices. They also learn how to use a printer and how to create simple multimedia projects.

Art Students learn how the elements and principles of art are combined to create unique and expressive artwork. As a part of their studies, students learn the basics of drawing, painting, and three-dimensional design.

Physical Education Each week, students learn a new game or activity based on thematic units, including Games You Can Make and Games Around the World. In addition to doing the activities described in the lessons, students have the option of participating in yoga or an individual or team sport.

Additional Resources

- Activity Tracker
- Art Kit
- BrainPOP Jr.®
- Connect-a-Majig®
- Digital Learning CD-ROM Powered by KnowledgeBox®
- Discovery Education TM streaming
- EBSCO host databases
- Grammar and Writing Practice Book
- Grolier Online®
- Jump Rope
- LanguageArts2Course Guide
- Language Arts: Practice Book
- Letter Tiles
- Math2Course Guide
- Math: Interactive Homework Workbook
- Math Manipulatives Kit
- Phonics and Spelling Practice Book
- Science 2 Course Guide
- Science: Building Skills Reading and Writing Workbook
- Science Kit
- SkillsTutorTM
- Social Studies 2 Course Guide
- Social Studies: People and Places Workbook
- TakeMe to Your Readers (CD)
- Connections Learning Teachlet® Tutorials
- YogaDVD

Third Grade

In grade three, the goal is to strengthen students' comprehension skills as they read and analyze more complex texts. In science, students use hands-on activities and observation to further their understanding of the scientific method. In math, they explore various strategies for multiplication and division. In social studies, students compare communities, study money, and more.

Language Arts Students in third grade continue to build a solid foundation of reading skills. As they read critically and analyze fiction and nonfiction, they also are learning and applying new word-study skills. Writing progresses from complete sentences to paragraphs and, eventually, longer compositions. As they compose, students learn the five stages of writing: planning, drafting, revising, editing, and publishing. During the course, they continue to master such basic skills as spelling, grammar, and the proper use of language.

Text: Reading Street, Scott Foresman, 2008

Text: Handwriting, Zaner-Bloser, 2008

Math Third-grade math focuses on strategies for adding and subtracting numbers with regrouping. Multiplication and division are introduced, as well as adding and subtracting decimals. Students' understanding of these operations continues to develop as they apply problem-solving strategies and mathematical reasoning to solve problems. Hands-on activities let students explore geometric patterns, shapes, and solids. They also use tools to determine measurements, including time and temperature. In the probability unit, students gather data, create graphs, and perform experiments.

Text: enVisionMATH, Scott Foresman, 2009

Science Students explore the living world and the sky above. In life science, students begin by analyzing things that make up our living world and then investigate Earth and space. Students study the composition of Earth, and study its location in relation to the sun and moon. In physical science, students discover the properties of matter.

Text: Science: A Closer Look, McGraw-Hill, 2008

Social Studies This course centers on the theme of community, focusing on history, along with civics, economics, and geography. Students compare communities and examine the American political system, including the Declaration of Independence, the U.S. Constitution, and the three branches of government, all within the context of a citizen's rights and responsibilities. Students are introduced to economics by studying money, prices, and supply and demand, with a special emphasis on making good personal economic decisions.

Text: Social Studies: Communities, Scott Foresman, 2008

Educational Technology and Online Learning The main topics in this course are word processing and using the Internet safely. Students further develop their keyboarding aptitude and apply those skills while creating a word-processing document. They also learn Internet safety skills and how to find safe information sources for research. Email is introduced, with strict school and parental guidelines.

Art "The Four Seasons" theme features arts and crafts based on the characteristics of each season. Art history and art criticism are introduced, and students study the art of various cultures. They also use a variety of media to create two- and three-dimensional projects.

Physical Education By third grade, students are expected to understand and demonstrate clearly defined combinations of movements and each week they learn one or more new activities. The students learn the importance of nutrition as it relates to health and physical fitness. Students also have the option of participating in yoga or an individual or team sport.

Gifted and Talented Course Students who need additional enrichment beyond the traditional topics of third grade are provided an opportunity to engage in research projects each week that explore upper level topics from a variety of disciplines

Additional Resources

- Activity Tracker
- Art Kit
- BrainPOP Jr.®
- Digital Learning CD-ROM Powered by KnowledgeBox®
- DimensionM TM
- Discovery Education TM streaming
- EBSCO host databases
- Get Fit Handbook
- The Grammar & Writing Book
- Grolier Online®
- Jump Rope
- Math Manipulatives Kit
- Novels
- Phonics and Spelling Practice Book
- Science: Building Skills Reading and Writing Workbook
- Science Kit

- SkillsTutor™
- Social Studies: Communities Quick Study
- Take Me to Your Readers (CD)
- Connections Learning's Teachlet® Tutorials
- Yoga DVD

Fourth Grade

The fourth-grade curriculum continues to advance the student's study of fiction and nonfiction. Students enhance their exploration of science with the help of the science kit; apply geographic skills in social studies; and advance their math skills by working with fractions, decimals, and units of measurement.

Language Arts Students develop and apply their comprehension skills with a wide variety of fiction and nonfiction reading. They learn to understand vocabulary and read more independently. Basic writing skills are reinforced as students write longer, well-organized compositions. Spelling, handwriting, and proper language usage also are emphasized. Daily spelling activities help students learn to spell and use words correctly.

Text: Reading Street, Scott Foresman, 2008

Math All four basic math operations are applied to greater numbers, fractions, and decimals. Mastery of basic skills helps students multiply two-digit numbers and divide three-digit numbers by one-digit divisors. Measurement covers both customary and metric units. Students also study geometry concepts, including lines, angles, polygons, perimeter, area, and congruence. Fourth-grade math also covers equations, statistics using data and graphing techniques, and probability concepts. Throughout the course, students practice problem-solving strategies and explain mathematical reasoning.

Text: enVisionMATH, Scott Foresman, 2009

Science In this course, students focus on investigation, simple observations, and experiments, while reviewing the scientific method. In the area of life science, they explore the differences and similarities among organisms. In Earth science, students investigate the differences between rocks and minerals and explore forces and forms of energy. Students also are introduced to the idea of a career in science.

Text: Science: A Closer Look, McGraw-Hill, 2008

Social Studies A regional approach is used to examine the geography and history of the United States in this course. During their studies, students learn how to use different types of maps and apply geographic skills and concepts.

Text: Social Studies: Regions, Scott Foresman, 2008

Educational Technology and Online Learning Students are introduced to new computer skills and computer terminology during this course. They engage in lessons incorporating activities that address both academic and technology objectives. In addition, students learn about Internet safety and review their study skills.

Art In this course, the students are introduced to works of art from several continents. As they become more familiar with art elements and the principles of design, they learn how these are applied in creating visual art in diverse cultures around the world. In addition, students use various media to create two- and three-dimensional projects.

Physical Education By fourth grade, students are ready for more advanced instructions for both individual and partner activities. They understand rules and the importance of following them, and their hand-eye coordination has improved. The students learn the importance of nutrition and exercise as they relate to health and physical fitness. Students have the option of participating in yoga or an individual or team sport.

Gifted and Talented Course Students who need practice with pursuing advanced learning topics based on their assessed achievement levels and teacher recommendations are provided weekly research projects for enrichment.

Additional Resources

- BrainPOP®
- Digital Learning CD-ROM Powered by KnowledgeBox®
- Dimension MTM
- Discovery Education TM streaming
- EBSCOhost databases
- Get Fit Handbook
- The Grammar & Writing Book
- Grolier Online®
- Jump Rope
- Math: Interactive Homework Workbook
- Math Manipulatives Kit
- Novels
- Science: Building Skills Reading and Writing Workbook
- Science Kit
- SkillsTutor™
- Social Studies: Regions Quick Study
- Connections Learning's Teachlet® Tutorials
- WordStudy and Spelling Practice Book
- Yoga DVD

Fifth Grade

In fifth grade, students continue to strengthen their reading comprehension and build reading proficiency. They sharpen their investigative skills while expanding their knowledge of Earth, physical, and life sciences. Students also are introduced to more advanced mathematical operations, learn American history up to the present day, and chart the growth of the nation.

Language Arts In fifth grade, students read short fiction and nonfiction texts, as well as poetry and novels, to sharpen critical-thinking and analytical skills. Writing instruction focuses on structure, format, and grammar. Students use effective planning tools such as graphic organizers and outlines to create compositions in a variety of genres.

Text: Reading Street, Scott Foresman, 2008

Math Students refine addition, subtraction, multiplication, and division skills, extending them to cover fractions, decimals, and mixed numbers. The order of operations is discussed, and students learn to solve and write equations and inequalities. Students advance in geometry as they classify two- and three-dimensional solids; calculate the surface area and volume of regular and irregular figures; explore graphing and probability; create circle graphs; and make predictions based on statistics. Throughout the course, students practice problem-solving strategies and explain their mathematical reasoning.

Text: enVisionMATH, Scott Foresman, 2009

Science Students continue to sharpen their investigative skills in the area of life science where they examine the living world, and in physical science where the characteristics of matter, sound, and light are discussed. Students explore Earth's composition and the forces that shape its surface. The scientific method is reinforced, and careers in science are discussed.

Text: Science: A Closer Look, McGraw-Hill, 2008

Social Studies In this course, the history of the United States from the earliest Americans to the 21st century is traced. Students practice map skills as they chart the growth of the nation and develop their ability to compare, sequence properly, and interpret sources. Students also study how geography has affected culture and historic events.

Text: Social Studies: The United States, Scott Foresman, 2008

Educational Technology and Online Learning Students complete advanced keyboarding lessons to develop their typing speed. They also focus on developing files; creating documents; working with advanced email programs; creating multimedia projects; and learning how to use the proper citation for copyrighted materials. Internet safety skills featured in the course include identifying cyber communities, and learning how to choose secure passwords and screen names.

Art In this course, students are introduced to works of art throughout time and become familiar with art elements, the principles of design, and how these elements and principles were applied to create visual art in different time periods and cultures. Students use various media to create two-and three-dimensional projects.

Physical Education By fifth grade, students understand the concept of fair play and playing by the rules. Respecting themselves and others is emphasized during cooperative physical education activities. Students learn the importance of nutrition and exercise as they relate to health and physical fitness. They have the option of participating in yoga or an individual or team sport.

Gifted and Talented Course Students who need practice with pursuing advanced learning topics based on their assessed achievement levels and teacher recommendations are provided weekly research projects for enrichment.

Additional Resources

- Art Kit
- BrainPOP®
- Digital Learning CD-ROM Powered by KnowledgeBox®
- Dimension MTM
- Discovery Education TM streaming
- EBSCO host databases
- GetFit Handbook
- The Grammar & Writing Book
- Grolier Online®
- Jump Rope
- Lab Investigator: Rock and Mineral Kit
- Math: Interactive Homework Workbook
- Math Manipulatives Kit
- Novels
- Science: Building Skills Reading and Writing Workbook
- Science Kit

- SkillsTutor TM
- Social Studies: The United States Workbook
- Connections Learning's Teachlet® Tutorials
- Word Study and Spelling Practice Book
- YogaDVD

All Grades K to 6

Music (I, II, III) Courses use children's songs and classical music to teach basic musical concepts. The courses aim to have students become comfortable with their voices and to develop a clear singing tone. Through movement, students develop fine and gross motor skills as they learn to keep a steady beat as well as play rhythm instruments. Music courses help improve music-reading skills.

Spanish Engaging, creative activities introduce students to the Spanish language at all grade levels. Students discover Spanish through activities such as singing, games, exercises, and storytelling. Students study Spanish in-depth until they are able to demonstrate proficiency in Reading, Writing, Speaking and Listening to Spanish. Students participate in online learning sessions, and are encouraged to connect with each other online and in person to practice conversational Spanish.

Sixth Grade

Sixth Grade begins the more content-oriented transition to middle school. Students learn how to be more independent, and begin taking more responsibility for the direction of their academic studies. Projects become more extensive, particularly toward the end of the academic year.

Language Arts In sixth grade The goal this year is to deepen students' appreciation of literary works, ranging from poetry to nonfiction to novels. The activities in this course are designed to enable the student not only to read, comprehend, analyze, and critique text, but also to connect the writing process to the literature that is read. Students also compose a variety of prose. Grammar, spelling, and vocabulary are emphasized throughout the year, and students develop fundamental research skills.

Text: Literature: Reading with Purpose Course 1, Glencoe, 2007

Typical reading selections:

- The Cay
- Journey to Topaz
- Walk Two Moons

Math 6 Students apply mathematical operations to integers, decimals, and fractions. The course reinforces patterns and variables as a method for solving equations and inequalities, and presents the basics of statistics and geometry in order to prepare students for more advanced coursework.

Text: Mathematics Course 1, Prentice Hall, 2004

Science Students discover how science surrounds them every day. They use interactive labs and engaging assignments to investigate the key elements of Earth, life, and physical sciences. Students also explore the nature of matter, from a single atom to more complex molecules, and discuss energy and motion. In life science, the sixth graders examine organisms and the basics of heredity. Units on Earth and space science explore the planets, the universe, and the relationships between them.

Text: Science: Level Red, Glencoe, 2008

Social Studies Students focus on ancient civilizations. They begin by looking at a historian's role and the analytical tools he or she would use: time lines, geography, and evaluating multiple sources.

Students trace how societies shifted from hunting and gathering to farming. Then, they trace the development of ancient China, India, Mesopotamia, Egypt, Greece, and Rome. Students practice critical thinking by interpreting primary sources and reading eyewitness accounts.

Text: World History: Journey Across Time: The Early Ages, Glencoe, 2008

Art The sixth-grade art course focuses on how students can identify art in everyday life and in their surroundings. Students discover art forms from the items they find in their home and in the community. They complete art history, art criticism, and art production activities with an American art focus. Through a variety of media, students create two- and three-dimensional art projects, emphasizing drawing, design, and functionality.

Health and Physical Education The focus of this course is on well-being, from both the physical and emotional standpoints. Topics include first aid, developing a personal fitness program, recognizing the warning signs of eating disorders or steroid use, sportsmanship, and coping with peer pressure. Students can choose from three programs: CA fitness, Personal Fitness, or yoga and track their progress.

Music Students learn the six elements in music, while rounding out their knowledge of music notation and of rhythmic and melodic patterns.

Sign Language This course introduces students to the fundamentals of American Sign Language. They explore vocabulary, grammar, and conversation, using basic signing and fingerspelling techniques. Special activities and exercises also help your student understand the culture of the deaf and hard-of-hearing community.

Spanish Students learn to use Spanish in real-life situations. Students also write in Spanish and increase their vocabulary. Speaking exercises, which teachers review, are another important part of the course. High school language courses are available for advanced students. Students also learn about Hispanic cultures and their contributions to American society and the world.

Middle Grades, 7 and 8

In Grades 7 and 8, students begin to plan for and explore high school and careers in depth. Students move from one or two teachers providing the core of their academic program to a set of subject-matter specific teachers who work with them on preparing for the rigors of high school and college preparation. Students become more responsible for their work, and more independent. Longer learning projects become more common across all subjects. Advanced students and “academically gifted” students may begin taking high school courses, subject to approval by their teachers, counselors, and the school’s CEO.

Language Arts, Seventh Grade The student’s goal is to read a wide variety of works: informational texts, short fiction, poetry, speeches, biographies, folktales, and myths. The activities in this course are designed to enable the student not only to read, comprehend, analyze, and critique text, but also to connect the writing process to the literature that is read. Students also work on activities that improve grammar and use the writing process to compose a variety of compositions.

Text: Literature: Reading with Purpose Course 2, Glencoe, 2007

Typical reading selections:

- Dragonwings
- The Watsons Go to Birmingham – 1963

Language Arts, Eighth Grade The aim for students this year is to delve more deeply into literature and writing, and to prepare for high school coursework. Students read a variety of award-winning novels and literary works to hone their skills such as predicting, clarifying, summarizing, analyzing, and understanding plot development, and to strengthen their writing skills by composing works of fiction and nonfiction.

Text: Literature: Reading with Purpose Course 3, Glencoe, 2007

Typical reading selections:

- The Giver
- Johnny Tremain
- The Hobbit

Math, 7th Grade This course provides students an opportunity to expand their knowledge and skills in basic geometry, algebra, and statistics. While they are learning, students create and interpret graphs, solve multi-step equations and inequalities, and apply their skills to solve real-world problems.

Text: Mathematics Course 2, Prentice Hall, 2004

Algebra Readiness (Pre-Algebra), 7th grade Students prepare for algebra as they solve systems of equations and inequalities and explore relations and functions. They also apply algebraic skills to geometry, data analysis, and probability.

Text: Pre-Algebra, Prentice Hall, 2004

Algebra 1 This course applies knowledge of properties of real numbers to equations, inequalities, and multi-step equations. Students learn to identify, write, and graph functions and equations, simplify radical expressions, and solve quadratic equations. They learn to factor and perform operations with binomials and polynomials. Students calculate slope and use slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically.

Text: Algebra 1, Prentice Hall, 2011

Science, Seventh Grade Students master writing a lab report and practice the scientific method. Earth science lessons include investigating the properties of rocks and minerals, studying patterns in the atmosphere, and comparing Earth to other bodies in the solar system. Life science lessons encourage students to explore how living things interact and the way body systems function. In physical science, they investigate the physical and chemical properties of matter, compare different types of forces and motion, and describe various forms of energy.

Text: Science: Level Green, Glencoe, 2005

Science, Eighth Grade Students build on the skills they learned in previous science courses and further apply the scientific method. They study Earth's geologic history and investigate the causes and effects of earthquakes and volcanic eruptions. Life science lessons ask students to describe and predict genetic traits, analyze the relationships between organisms and their environments, and compare cycles in nature. In physical science, students examine the way atoms combine during physical and chemical reactions, interpret the periodic table, and continue studying forms of motion and force.

Text: Science: Level Blue, Glencoe, 2005

Social Studies, Seventh Grade Students study the political, economic, and social changes from the fifth century to modern times. They make connections between historical events, such as the rise and fall of empires and the rise of democracy, and understand long-term changes and recurring patterns in world history. Students complete a comprehensive study of the history, geography, nations, and cultures of

North and South America, and they also hone their social studies skills by reading primary source documents, forming historical hypotheses, and drawing conclusions to the facts presented.

Text: World Studies: Medieval Times to Today, Prentice Hall, 2005

Text: World Studies: Western Hemisphere, Prentice Hall, 2005

Social Studies, Eighth Grade The first segment of American history is focused on pre-colonial times through the Civil War and Reconstruction. Using a chronological approach, students connect historical events and their impact on the American people. They learn to interpret primary sources, read time lines and graphs, compare and contrast, and recognize bias in historical accounts.

Text: The American Republic to 1877, Glencoe, 2005

Art, Seventh Grade Students focus on the visual arts as a form of personal expression. Students explore the basics of art, including the methods and themes of expression. This course has strong ties to social studies and a strong emphasis on drawing and painting techniques.

Art, Eighth Grade Students in eighth-grade art learn how visual art influences people and places, and alternatively, how people and places influence the world of art. Students make connections between art from across time and location as they create their own art meant to influence ideas, actions, or environments.

Educational Technology and Online Learning, Seventh and Eighth Grade In this course, students progress to more sophisticated work, such as using electronic media for projects and presentations and developing spreadsheets. Students also produce presentations on Internet safety, and discuss online predators and cyberbullying.

Health and Physical Education The focus of this course is on well-being, from both the physical and emotional standpoints. Topics include first aid, developing a personal fitness program, recognizing the warning signs of eating disorders or steroid use, sportsmanship, and coping with peer pressure. Students can choose from three programs: CA fitness, Personal Fitness, or yoga and track their progress with the new Activity Tracker tool!

Music Students learn the six elements in music, while rounding out their knowledge of music notation and of rhythmic and melodic patterns.

Sign Language This course introduces students to the fundamentals of American Sign Language. They explore vocabulary, grammar, and conversation, using basic signing and fingerspelling techniques. Special activities and exercises also help your student understand the culture of the deaf and hard-of-hearing community.

Spanish Students learn to use Spanish in real-life situations. Students also write in Spanish and increase their vocabulary. Speaking exercises, which teachers review, are another important part of the course. High school language courses are available for advanced students. Contributions of Hispanics to American culture, and the current situation of Hispanics in America are explored in depth.

HIGH SCHOOL CURRICULUM

High School Program and Graduation Requirements

Twenty-eight (28) credits are required to graduate from Esperanza Cyber. This is higher than the former Pennsylvania state requirements, and provides the foundation we believe is necessary for adequate college preparation. High school courses are structured to assist students with achieving proficiency on the relevant Pennsylvania Academic Standards, on the PSSA exams in Math, Reading,

Writing, and Science, and on the new Keystone Exams. In addition to the 28 required academic credit, in order to graduate, all students must complete 100 hours of community service, a Senior Project, Proficiency on PSSA Math and Reading exams (Keystone Exams beginning in 2015) and completion of a postsecondary plan of action. AP exam scores of 3 or higher may be substituted for the Keystone exams subject to approval by the CEO.

All high school courses will have a required writing component. All humanities courses will adhere to ELA writing and reading performance standards. All mathematics and science courses will follow the investigative and scientific method approach. The science courses emphasize a conceptual approach to understanding.

In all high school courses, emphasis will be placed on inquiry-based teaching and project-based learning to better engage students in critical thinking and more in-depth learning and teaching strategies. Honors and AP courses will be available for core high school academic subjects. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills.

Curricular Majors and Senior projects

Curricular Majors will be a centerpiece of Esperanza Cyber's academic program. Students will begin conducting research projects in their chosen career major area starting in 7th grade. By 9th grade, each student will take courses specifically organized to learn about and gain experience in the fundamental knowledge and skills necessary for a particular career. Choosing a major typically requires the dedication of all or nearly all elective credits toward that major. All curricular majors involve a senior experience, which allows students to do such things as participate in an internship in the community, study with a master teacher in their field, or engage in higher-level independent studies. Senior culminating projects will be required of all students for graduation, which will involve development of a career-related research paper, presentation, and five year post-graduate plan. Majors will continually expand with student interests, but will begin with the following:

- Engineering
- Health Sciences
- Technology
- Entrepreneurship
- Teacher education
- Journalism
- Liberal Arts
- Dance
- Drama
- Film
- Instrumental Music
- Visual Arts
- Vocal Music.

Twenty-eight Credit Core Curriculum for Curricular Majors

Credits	Subject Area
4	English
4	Science
4	Math
4	Social Studies
3	Spanish
1	Technology/Computers
1	Phys.Ed/Health
2	Seminars
5	ELECTIVES
28	TOTAL

Mentorships

The Mentor Program is designed to provide support to students through an assigned mentor who will set an online or in-person meeting time with each student weekly beginning in the 9th grade. During these meetings, mentors will discuss plans, accomplishments and challenges facing the student, and provide direction and support when needed.

Freshman Seminar

Beginning in 9th grade, all students will attend an online Freshmen Seminar course intended to help ease the transition for students between middle and high school. Through Freshmen Seminar, students participate in character development studies, study the importance of obtaining a college degree, and take steps toward choosing and planning a career that suits their interests, aspirations and work preferences. Freshmen Seminar also helps students prepare for the rest of their instructional program at school by helping them to explore additional career majors to which they might not have previously been exposed. Students are assigned mentors to work with them beginning in the 9th grade.

Sophomore Seminar

This online course required of all sophomores, will help students further develop their skills in both reading and math in preparation for taking the PSSA their junior year, as well as the PSAT and SAT throughout their high school years.

Junior Seminar

All Juniors are required to take an online Junior Seminar that meets once each week, where students receive valuable skill reinforcement to help them perform on the state standardized exams and begin their preparation for college entrance exams and college exploration and planning. The Junior Seminar also provides preparation for the Senior Project, which is a year long career-exploration and community services project.

Spanish Fluency

All of our students must be fluent in Spanish Reading, Writing and Speaking in order graduate from the school. Fluency will be determined by tests of Reading, Writing and Speaking developed by our school's CEO and Spanish language teachers. One of the many ways that the instructional program is designed specifically with our students' skills in mind is our Spanish for Native Speakers program. All students entering the school may take a Spanish placement test if they have already taken Spanish in school or spoken Spanish at home. If they score proficient level, they may enter into the Native

Speakers program, especially designed to develop the reading and writing skills of the proficient Spanish speaker.

English Department

Texts/Online courses:

English 9:

- Pathways: Literature for Readers and Writers, Perfection Learning Corp., 2008
- The Essential Guide to Language, Writing, & Literature, Perfection Learning Corp., 2007
- APEX Learning English I: Introduction to Literature and Composition
-

English 10

- Reading the World, Perfection Learning Corp., 2010
- Writing with Power, Perfection Learning Corp., 2012
- APEX Learning English II: Critical Reading and Effective Writing

English 11

- American Short Stories, Perfection Learning Corp., 2010
- Multicultural II, Perfection Learning Corp., 2008
- Writing with Power, Perfection Learning Corp., 2012
- APEX Learning English III: American Literature

English 12

- British Literature, Perfection Learning Corp., 2010
- Writing with Power, Perfection Learning Corp., 2012
- APEX Learning English IV: British and World Literature
-
- APEX Learning Reading Skills and Strategies
- APEX Learning Writing Skills and Strategies
- APEX Learning Creative Writing

High School Literacy

Credit: 1.0

Schedule: Year-long

This course is tailored to students reading below grade level, concentrating on developing reading strategies and writing skills. The goal is that at the end of the year, students will be ready to enter into the regular ELA program.

Latino and African American Studies

Credit: 1.0

Schedule: Year-long

Honors Course Available

This course analyzes major themes from African-American and Latino short stories and novel excerpts. Students concentrate on persuasive, reflective, and narrative writing, while studying about such topics as identity, family, marginalization, and history.

Studies**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** Latino and African-American Studies***Honors Course Available***

This course is a survey studying the major genres of writing: the novel, poetry, the essay, the play. Major texts include *Their Eyes Were Watching God*, *The Color Purple*, and poetry from around the world. Students concentrate on response to literature and poetry writing.

Contemporary Literature**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** completion up to and including Genre Studies

Contemporary Literature is an in-depth and critical look at important creative writing that is being published today. Students will study the literary movements and cultural context of works written within the last 30 years in an effort to better understand today's world. The novels, short stories, and poems chosen for this course take into consideration the various cultures and histories that make up the writers and poets of our times. Students will also work to take part in the ever changing world of creative writing in the 21st century.

U.S. Literature**Credit:** 1.0**Schedule:** Semester/Block**Prerequisites:** Latino and African-American Studies; Genre Studies***Honors Course Available***

This is a course studying the important writers from the United States. Major texts include *Catcher in the Rye*, *The Great Gatsby*, *The Bluest Eye*, and *The Joy Luck Club*. Students concentrate on developing their response to literature writing skills.

British Literature**Credit:** 1.0**Schedule:** Semester/Block**Prerequisites:** Latino and African-American Studies; Genre Studies; U.S. Literature***Honors Course Available***

This is a course studying the important writers and traditions from England. Major texts include the epic poem "Sir Gawain and the Green Knight," Shakespearean dramas *Othello* and *Macbeth*, and the novels *Great Expectations*, *Animal Farm*, and *Lord of the Flies*. Students concentrate on report writing, analysis of narrative craft, and further development of their response to literature writing skills.

Prerequisites: Latino and African-American Studies; Genre Studies; U.S. Literature**AP English****Credit:** 1.0**Schedule:** Year-long**Prerequisite:** completion of U.S. Literature and department approval

AP English is a college-equivalent course in reading and writing. Students will read a challenging survey of English literature from a variety of time periods, cultures, and viewpoints, mostly focusing on

the essay form. The readings will be grouped into thematic units designed to help students understand the complexity of ideas and arguments that exist in literature, and help them develop the synthesis skills necessary to success in college writing. Students will also improve their composition skills by studying the art and tools of academic writing and rhetoric and putting them into practice through regular essay assignments. Students will practice using outside texts as inspiration, sources, and context for creating their own arguments. In addition to course work, students will prepare for the AP exam, with the possibility of earning college credit with a passing score.

Math Department:

Texts:

- Pre-Algebra, Prentice Hall, 2009
- Mathematics: Algebra 1, Prentice Hall, 2011
- Mathematics: Geometry, Prentice Hall, 2011
- Mathematics: Algebra 2, Prentice Hall, 2007
- Advanced Mathematical Concepts: Precalculus with Applications, Glencoe, 2006
- Calculus, Houghton Mifflin, 2006
- Calculus, Graphical, Numerical, Algebraic, Third Edition, Prentice Hall, 2010
- APEX Learning Math:
 - Introductory Algebra
 - Algebra I
 - Algebra II
 - Geometry
 - Precalculus
 - Mathematics of Personal Finance
 - Integrated Math I
 - Integrated Math II
 - Financial Literacy
 - Probability and Statistics

Algebra 1A/1B

Credit: 2.0

Schedule: Block/Semester

This course is for students who entered into high school below grade level in math, and not yet prepared for regular Algebra 1. Students in this course will have a block of Algebra 1 for both semesters, thereby earning 2 credits. The intention is that with an extra block each semester, students will be able to successfully complete their Algebra 1 requirement, and move into the regular math sequence of courses.

Algebra 1

Credit: 1.0

Schedule: Year-long

Prerequisite: passing the math entrance exam

Honors Course Available

Algebra 1 is the study of equations dealing with what equations represent and how to solve them. Students will learn the techniques used to solve equations successfully and to write equations that model real life applications.

Algebra 1 Honors Block**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Score in the top 20 on the math placement test

This course is an entire year of Algebra 1 in one semester. It is an advanced class where the pace of instruction will be accelerated. Students will take geometry in the second semester of the year, so they will be on an accelerated track to be ready for Calculus their senior year.

Geometry**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** Algebra 1***Honors Course Available***

In the Geometry course, students will learn the properties and characteristics of lines, angles, polygons, circles, and three-dimensional shapes. These properties will be explored using deductive reasoning to construct simple proofs regarding lines, angles, triangles, and other concepts. Students will also derive many of the formulas for perimeter, area and volume from the linear measurements of these objects. The measurement units stress application of these formulas to real world problems that require students to discern what formulas and which parts of these formulas are required.

Geometry B**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** Algebra 1; teacher/administrator recommendation

This course mirrors the regular Geometry curriculum, but moves at a slower pace.

Geometry Honors Block**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Algebra 1 Honors Block

This course is designed for students who are advanced in mathematics and will complete a year of Geometry in one semester. Students will then continue on the advanced track to take Calculus in their senior year.

Geometry/Algebra 2**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** Algebra 1

This course is designed to give the student skills from Geometry and Algebra 2 that they will need in future math courses in college. The first semester focuses on Geometry, where basic geometric relationships are taught. The second semester will focus on Algebra 2 skills that students will need to take placement tests in college.

Algebra 2**Credit:** 1.0**Schedule:** Year-long**Prerequisites:** Algebra 1 and Geometry***Honors Course Available***

Algebra 2 continues the study of equations and their solution but in the broader context of functions and functional behavior. The applications of the mathematics in Algebra 2 are more advanced and will be modeled numerically, algebraically, and graphically.

Trigonometry/Pre-Calculus**Credit:** 1.0**Schedule:** Year-long**Prerequisites:** Algebra 1; Geometry; Algebra 2***Honors Course Available***

This course will cover the study of trigonometry and its applications. Students will be able to solve problems using right triangles and non right triangles in various situations. When the study of trigonometry is completed the student will work on functions in their various forms in the precalculus part of the course.

Introduction to Probability and Statistics**Credit:** 1.0**Schedule:** Year-long**Prerequisites:** Algebra 1; Geometry; Algebra 2

This course is an introduction to probability and statistics. Topics include: principles and applications of descriptive statistics, sampling and experimentation, counting principles, probability principles, probability distributions, hypothesis testing, linear regression and correlation, structure of data sets, histograms, means and standard deviations, correlation and regression, and significance tests.

AP Calculus**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** Completion up to and including Pre-Calculus, and math department chair permission

In this course students will be prepared to take the AP Calculus AB exam. Students should develop an understanding of the concepts of calculus and have experience with its methods and applications. The Rule of Four will be applied to all topics learned in this course. The concepts of limit, the derivative and the integral will be developed and applied. Understanding the ideas of calculus will enable these students to continue their mathematical studies at the college level.

Spanish Department:**Texts/Online Resources**

- Revalidates: Level A. Prentice Hall: 2004 (Plus Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).

- Realidades: Level B. Prentice Hall: 2004 (Plus Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).
- Realidades: Level 1. Prentice Hall: 2004 (Plus Interactive Textbook CD- ROM; Practice Workbook; Writing, Audio, and Video Workbook; Grammar Study Guide; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).
- Realidades: Level 2. Prentice Hall: 2004 (Plus Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Grammar Study Guide; Guided Practice Activities for Vocabulary and Grammar; Reading & Writing for Success: and a reading anthology).

Spanish I

Credit: 1.0

Schedule: Year-long

Modified Course Available

This is an introductory course which allows students to develop their skills in the Spanish alphabet, pronunciation, basic vocabulary, grammar, and conversation.

Spanish II

Credit: 1.0

Schedule: Year-long

Prerequisite: Spanish I

This course begins with a review of material learned in Spanish I, in addition to development of linguistic proficiency in reading and writing. Students also gain cultural awareness of the different Hispanic countries around the world.

Spanish III

Credit: 1.0

Schedule: Year-long

Prerequisite: Spanish I; Spanish II

This course focuses on teaching communication skills necessary to speak Spanish in a professional and articulate way. Students also gain insight into the geographical, historical, and cultural insights of the entire Latino/Hispanic community. Depending on their major, students can choose a Spanish III that is focused on arts and culture, or one that is focused on business and technical language skills.

Spanish for Native Speakers

Students who meet proficiency on the Spanish placement test can opt to take their three Spanish courses in this program. Courses will be specially designed for native speakers in a way that concentrates on grammar, writing, and standard Spanish conversation.

Prerequisite: Proficiency on Spanish placement test

AP Spanish**Credit:** 1.0**Schedule:** year-long**Prerequisite:** completion of Spanish for Native Speakers 2 or department approval

Advance Placement Spanish is a reading, listening and writing intensive course solely in the target language designed to raise student language abilities. While taking part in this course, the students will gain experience responding, in verbal/written form to a variety of subjects designed to enhance their awareness and self-confidence in the target language. The course also infuses writing skills through heavy emphasis on reflection and response to auditory narratives, video recordings and authentic text. Furthermore, communication skills will demand use of target language in all exchange of ideas and responses both verbal and in written form while exercising proper use of grammar, syntax, punctuation and vocabulary. Students will have the opportunity to take the AP Spanish exam at the end of the course, possibly earning college credit with a passing score.

Department of English as a Second Language

The ESL Department offers five separate courses to meet the diverse needs of our student population. The classes are:

ESL 1A**Credit:** 2.0**Schedule:** Year-long

ESL 1A is a course designed for students who have very recently arrived in the United States and have little to no English skills. The course focuses on conversation and sentence construction incorporating functional and academic vocabulary.

ESL 1B**Credit:** 2.0**Schedule:** Year-long**Prerequisite:** successful completion of ESL 1A or appropriate score on WIDA placement test

ESL 1B is a basic English language course that works to build student skills in reading, writing, speaking, and listening, in an integrated fashion. The course addresses specific text types including persuasive, reflective, narrative writing, as well as asking students to respond to literature. During the course tenure, students will read short stories, novel, and other various text types.

ESL 2**Credit:** 2.0**Schedule:** Year-long**Prerequisite:** successful completion of ESL 1A, ESL 1B, and/or appropriate score on WIDA placement test

ESL 2 is a continuation of the English as a Second Language curriculum. The students continue to build on their reading, writing, speaking, and listening skills. The topics covered in this course include reflective, persuasive, and narrative writings, as well as asking students to respond to different types of literature. The students write essays throughout the entire year and learn skills essential to the writing process. Literature in the course includes short stories, poems, plays, and novels.

ESL 3**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** successful completion of ESL 1A, ESL 1B, ESL 2 and/or appropriate score on WIDA placement test

ESL 3 is designed to ready students for entry into the general English Language Arts curriculum. Students learn to analyze and interpret literature as well as evaluate genres, elements and devices of literature. ESL 3 focuses on the further development of reading, writing, speaking and listening abilities as students are expected to compose persuasive, reflective, and narrative responses to literature.

ESL 4**Credit:** 1.0**Schedule:** Year-long**Prerequisite:** successful completion of ESL 3 and/or appropriate score on WIDA placement test

The class mirrors the regular Genre Studies course, with special consideration to continued development of English skills specific to English language learners' needs.

Social Studies Department:**Texts/Online Courses**

- United States History, Prentice Hall, 2010
- United States Government: Democracy in Action, Glencoe, 2006
- World History: Modern Times, Glencoe, 2005
- World History: Patterns of Interaction . McDougall Littell
- Economics: Principles in Action, Prentice Hall, 2007
- Foundations of Economics, Pearson, 2011
- Government in America: People, Politics, and Policy, Pearson, 2011
- America Past and Present, Pearson, 2011
- Online- APEX Learning:
 - Geography and World Cultures
 - World History
 - World History to the Renaissance
 - World History since the Renaissance
 - U.S. History
 - U.S. History to the Civil War
 - U.S. History since the Civil War
 - U.S. Government and Politics
 - U.S. and Global Economics

Geography**Credit:** 1.0**Schedule:** Semester/Block or Year-long

Students will focus on the five basic ideas, or themes of geography. These five themes involve place, location, human and environmental interaction, human movement, and regions. Students will examine case studies and primary sources to show the relevance of geography to current events.

World History**Credit:** 1.0**Schedule:** Semester/Block or Year-long***Honors Course Available***

This is an interactive survey of human history. The study will include ancient civilizations, world religions, and the European Middle ages, Renaissance and Reformation. Students will be encouraged to develop critical thinking skills as they view the spread of Imperialism from different perspectives. This course will help students connect European involvement in the development of North American societies and conclude with the study of the World Wars from a world perspective.

U.S. History**Credit:** 1.0**Schedule:** Semester/Block or Year-long**Prerequisite:** World History***Honors Course Available***

This is an exploration of the history of the United States from the era of the Native American societies to present day. Students develop their research and analytical skills through extensive writing practice and assessment. Students develop analytical skills by critiquing opposing viewpoints regarding social developments within the United States.

AP U.S. History**Credit:** 1.0**Schedule:** Semester/Block or Year-long**Prerequisite:** World History; Teacher recommendation

The AP US History Course is designed to help students pass the AP exam. Students will study US History from colonization to the 1980's. Students will study major themes throughout American History as well as eras and specific dates. Students will analyze primary and secondary source materials, maps, and develop multiple perspectives/opposing views regarding US social development.

US Government and Politics**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** World History; U.S. History I and II***AP Course Available***

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

Economics**Credit:** 1.0**Schedule:** Semester/Block or Year-long

This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes, and international trade. Students also examine how capitalism and the global economy work.

AP Macroeconomics**Credit:** 1.0**Schedule:** Semester/Block or Year-long

Students cover the overall economy and explore such measures as gross domestic product (GDP) and other indicators. Students also examine inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Working with a theoretical economy, they also use fiscal and monetary policy to create high employment and a higher standard of living. This course effectively prepares students for the AP Macroeconomics exam.

AP Microeconomics**Credit:** 1.0**Schedule:** Semester/Block or Year-long

This course introduces the ways in which people make use of limited resources. Students examine supply and demand, factors of production, the roles of labor and management, the relationship between the environment and the economy, and the impact of government policies on individuals' economic decisions. Students also study the stock market and trace the progress of various stocks. This course effectively prepares students for the AP Microeconomics exam.

Physical Education/Health:**Text/Online Resources**

- McGraw Hill/Glencoe, Health: Making Life Choices, 2009
- Houghton Mifflin, Core Concepts in Health (Insel), 11th Edition, 2010
- Holt, Lifetime Health, 2009
- Videos:
 - "The Secret Life of Mary Margaret: Portrait of a Bulimic,"
 - "Real People: Coping With Eating Disorders,"
 - "Nutrition Facts,"
 - "Cholesterol: What You Can Do"
 - "Eat Well, Be Well: The Seven Dietary Guidelines and Eating a Variety of Foods,"
 - "Eat Well, Be Well: Eating Foods with Adequate Starch and Fiber,"
 - "Eat Well, Be Well: Avoiding Excess Sugar, Sodium, and Alcohol,"
 - "Eat Well, Be Well: Maintaining Ideal Weight and Avoiding Excess Fat, Saturated Fat, and Cholesterol,"
 - "Food Guide Pyramid,"
 - "Student Body Workout,"
 - "Dying To Be Thin,"
 - "Eating Disorders,"
 - "The Real Scoop About Diet and Exercise,"

"Slim Hopes, Advertising and the Obsession With Slimness," 30 min.,
 "Looking Good, Feeling Good,"
 "Hidden Fat,"

Physical Education/Health

Credit: 1.0

Schedule: Semester/Block

Physical Education component: the purpose of the course is to introduce physical activities to the students that they can participate in through out their life. In this course we will focus on fundamental knowledge about team sports and individual and dual sports. The sports of basketball, floor hockey, baseball, soccer, football, lacrosse, badminton, Frisbee games, pickle ball, and speed ball. The topics include history of the sport, required equipment, fundamental sports skills and techniques, strategies, safety concerns and terminology. The students will create an individualized physical fitness plan that will be evaluated at the end of the semester.

Health component: This course is designed to improve the quality of students' lives and reduce their risks of unnecessary morbidity and premature mortality, while providing a framework they can use to make healthy choices through their adolescent years and beyond.

Science Department:

Texts/Online Resources

- Earth Science, Prentice Hall, 2009
- Physical Science: Concepts in Action, Prentice Hall, 2009
- Biology: The Dynamics of Life, Glencoe, 2004
- Chemistry, Prentice Hall, 2008
- Physics, Holt, Rinehart, & Winston, 2006
- Biology, Ninth Edition, Pearson, 2011
- Physics: Principles with Applications, Pearson, 2009
- Online- APEX Learning:
 - Earth Science
 - Physical Science
 - Biology
 - Chemistry
 - Psychology

Physical Science

Credit: 1.0

Schedule: Semester/Block

Honors Course Available

Modified Course Available

Physical and Earth Science is a ninth-grade level course that provides an overview of the nonliving sciences. This course introduces students to experimental techniques, focusing on data collection and representation. Topics covered in this course include: motion, forces, gravity, simple machines, and rock, water, atmospheric and space cycles.

Text: Globe Fearon's Science Workshop Series

Biology**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science or proficient score on Science placement test***AP/Honors Course Available***

This course includes how living things function, develop, and interact with their environments. Instruction is designed to promote student inquiry through conducting investigations. Dissection of laboratory animals may be a required part of this class.

Chemistry**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology***AP/Honors Course Available***

This course is designed to follow Biology, and allows the students an in-depth study of the elements in our world. This course is designed to give the student a basic understanding of chemical theory and principles. The subject matter also includes descriptive chemistry and practical applications. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using equipment and instruments associated with the chemistry laboratory.

Science Electives:***Students may choose to fulfill their fourth and final science requirement with one of the following:*****Anatomy/Physiology Honors****Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology; Permission of Science Department Head

This course focuses on the functions of living organisms. The primary emphasis is on human functions with extensive laboratory work. The functions of cells, tissue, and organs are studied. Dissection of laboratory animals may be a required part of this class.

AP Biology**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology; Chemistry; Permission of Science Department Head

Advanced Placement Biology is designed to be the equivalent of a college level introductory Biology course. It should be taken after Biology and Chemistry. The course is aimed at enhancing a students' conceptual framework, factual knowledge, and analytical skills in order to seriously investigate the rapidly changing science of Biology. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. The three main areas of study are molecules and cells, heredity and evolution, organisms and populations.

Chemistry 2 Honors**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology; Chemistry;

This course is designed for college bound students who wish to enrich their knowledge of chemistry and develop more advanced skills and techniques.

Students learn the usefulness and relevance of chemistry in both their intended areas of study and in the everyday world.

Environmental Science**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology; Chemistry

Environmental Science is a Senior-level elective that focuses on interrelationships between the biotic, abiotic, and human systems on Earth. This course will include topics in ecology including relationships and population dynamics, natural resource management, pollution control and remediation, and urban planning. Concepts in this course will be investigated through field work and virtual laboratory experimentation. Students will be able to prepare college-level scientific writing after completion of this course.

Advanced Earth Science**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Physical Science (or placement out); Biology; Chemistry

Advanced Earth Science is a Senior-level elective that will investigate the dynamics of our Earth. Topics to be covered will include geologic timescale including glaciation, fossil deposition and superposition, geologic dynamics, and geomorphology. Students will also be introduced to concepts in coastal systems, oceans, and meteorological processes. The class will include laboratory investigations and field studies to enhance learning.

Technology Department:**Online Resources:**

- Connections Learning Technology Courses

Microsoft Office Suite**Credit:** 1.0**Schedule:** Semester/Block

This course concentrates on basic the basic history of the computer, keyboarding, and proficient use of Microsoft Word. Students have the opportunity to take the Microsoft certification exam.

Introduction to Computers and Applications

Credit: 1.0

Schedule: Semester/Block

This course helps students understand hardware, software, and operating systems. Topics include hardware features and commonly used business applications. Students will learn the basics of creating a word-processing document in Microsoft Word®, a spreadsheet in Excel®, and PowerPoint® presentations. Internet safety skills are also covered, including the effective use of search engines and respect for intellectual property rights. In addition, students create their own presentations on subjects such as cyberbullying.

Seminars:

Freshmen Seminar

Credit: 1.0

Schedule: Year-long

This course, required of all entering freshmen, will help introduce students to the basic skills needed to successfully complete a high school curriculum. Students will develop their skills in studying, research, organization, in addition to exploring career interest and learning the academic expectations of Esperanza Cyber.

Sophomore Seminar

Credit: 1.0

Schedule: Year-long

This course, required of all sophomores, will help students further develop their skills in both reading and math in preparation for taking the PSSA their junior year, as well as the PSAT and SAT throughout their high school years.

Junior Seminar

Credit: 1.0

Schedule: Year-long

This course, required of all juniors, will help students reinforce their skills in reading and math in preparation for the Spring PSSA and/or Keystone Exams. Students also learn useful techniques in preparation for taking the SAT.

Special Education Department:

The Special Education Department provides classes for those requiring specifically designed instruction and accommodations. The classes reflect the Esperanza Cyber curriculum, Pennsylvania Academic Standards, Benchmarks in Listening, Speaking, Reading and Writing, and the academic, life skill and vocational goals of the students' IEPs. The Learning Support classes offered by the Special Education Department are ever changing in order to address students' needs

- General Science from Globe Fearon Publishing,
- Biology from AGS publishing,
- Environmental Science from Globe Fearon Publishing
- Biology from Prentice Hall.
- Environmental Science: Scott-Foresman Addison-Wesley

- Mathematics concepts, by Siegfried Haenischm, Basic Mathematics, by Globe Ferron
- Momentum Math, Kaplan Learning Services.
- Algebra 1 Rescue (Sopris West Educational Services)
- Transitional Math Level 3-Understanding Algebraic Expressions (Sopris West Educational Services)
- Pacemaker World History by Stephen C. Larsen et al.
- Pacemaker World History Workbook by Jane Petlinski

Fundamentals of ELA

Credit 1.0

Schedule: Year-long

This is a course for students who are functioning below grade level in reading and language skills and have not mastered basic skills in reading. Students receive special help in reading, writing, language and communication skills. By the completion of this course, students should have improved their reading level by at least one year.

Developmental ELA

Credit 1.0

Schedule: Year-long

This class is designed to introduce students to basic elements of literature while focusing intensively on improving their reading level. We will begin with an introduction to the common components of stories. As students become more familiar with the structure of stories, we will begin to focus upon the novel. Throughout the year, we will also be using the Wilson Reading System in order to help each student become a better reader. This phonics-based reading remediation program is designed to ensure students are familiar with word structure and able to recognize the consistencies within the language.

Major Texts: Short Stories: Local News and Help Wanted by Gary Soto, 145th Street by Walter Dean Myers, Sixteen: Short Stories by Outstanding Writers for Young Adults edited by Donald R. Gallo, Who Am I Without Him? by Sharon G. Flake and Life is Funny by E.R. Frank.

Fundamentals of High School Literacy

Credit 1.0

Schedule: Year-long

This course is designed to allow students reading below grade level to improve both their reading and writing skills. Students will be taught the commonalities of all stories while also being introduced to research-based comprehension strategies. Students will be asked to demonstrate their comprehension of texts in written assignments which will culminate in the formation of a traditional five paragraph essay. By the end of this course, students should have improved their reading level by at least one year and be familiar with the basic elements of paragraph writing.

Fundamentals of Science

Credit 1.0

Schedule: Semester/Block

The focus in this class is to familiarize the students with the three main areas of science: life science, earth science, and physical science. The content of the course is organized around understandings, including scientific processes, cells, genetics, evolution and natural systems. By the end of the semester, every student should be familiar with various scientific concepts which will prepare the student to enter a general education science class or to obtain additional science credits in a learning support environment.

Fundamentals of Biology**Credit 1.0****Schedule:** Semester/Block

This course is a survey of the fundamentals of biology with emphasis on humans. It will examine the relationship of humans as organisms to the physical and biotic environment and some of the internal systems of humans. This course is taught in a learning support and student driven environment. Consideration will be given to the human being as a whole organism, with emphasis on human body systems, diseases from malfunctional perspective, environment, and hereditary traits. Laboratory topics cover simple internal anatomy, genetic problems, food borne disease investigation, and presentations on human diseases.

Fundamentals of Environmental Science**Credit 1.0****Schedule:** Semester/Block

Environmental Science is an upper level, learning support class that serves as an introduction to the topics of environmental health and sustainability. This course is largely laboratory-based (virtual) and uses hands-on activities and field experiences to explore the concepts of natural resources, energy, alternative sources, water quality, soil quality, air quality, and ecosystem interactions.

Fundamentals of Mathematics**Credit 1.0****Schedule:** Year-long

This course is designed for students with special needs in Mathematics. Students will build a basic mathematical foundation with a step-by-step approach. This course will concentrate on the following trends: mastering arithmetic operations, teaching estimation and problem solving strategies and applying mathematics in real life situation.

Fundamentals of High School Math**Credit 1.0****Schedule:** Year-long

This course is designed for students who are below grade level in mathematics and who are identified as special education. This course will serve as a modified version of the regular education course, High School Math. Based on student's individual needs, modifications and accommodations will be made throughout the curriculum and the class will be student-driven. This course is designed to instruct according to individual student needs, promote mastering in students who are below grade level, and monitor student progress. This course gives students a refresher of all necessary basic mathematics for entrance into the regular math program.

Fundamentals of Algebra**Credit 1.0****Schedule:** Year-long

This course is designed for students who are below level in mathematics. The course will serve as a modified version of the regular education course, Algebra I. Based on students' individual needs, modifications and accommodations will be made throughout the curriculum and the class will be

student-driven. This course is designed to instruct according to individual student needs, promote mastery in students who are below grade level, and monitor student progress.

Fundamental of World History

Credit 1.0

Schedule: Year-long

Fundamental of World History is a course designed to provide students with an overview of the major periods of human civilization. Through the completion of this course, students will gain an understanding of how civilization developed since the advent of agriculture through the present day. In addition students will improve their ability to understand and predict the outcome of current social and political conditions through the study of significant social and political changes throughout history.

Fundamental of Geography

Credit 1.0

Schedule: Year-long

This course will teach students important concepts of geography based on the five themes of geography. Students will study different types of globes and maps and how to use them. They will also study absolute location, and the difference between latitude and longitude. In addition, students will learn how to use graphs, charts and diagrams. Students will be able to use what they are learning by participating in games and hands on activities every week. Finally, students will learn how geography influences our lives every day.

Texts: World Geography, Glencoe, McGraw-Hill

Resource List: World atlas and Geography Alive!: Regions and People, TCI

Current Events/Citizenship

Credit 1.0

Schedule: Year-long

This is a year-long course where the first semester is devoted to Current Events and the second semester is Citizenship. Current Events is a course designed to provide students with an overview of the major events in today's world and how they relate to historical events and time periods. Through completion of this course, students will gain an understanding of journalism and how local, national, and international events affect the students' lives. Citizenship is a course designed to help students develop the basic knowledge and skills needed to function in our democracy. While completing this course, students will gain a basic understanding of U.S. government, geography, and history through reading, map-work, and class discussion.

Texts: Texts: Newspapers, various periodicals and United States Government, Globe Ferron publisher.

Transitional Seminar

Credit 1.0

Schedule: Year-long

Transitional Seminar is a course designed to help 11th grade students meet the transitional requirements as outlined in each student's Individualized Educational Plan (IEP). The goal is for students to explore career/vocational and competitive employment options. Other areas of focus will be self advocacy and determination, community resource assistance and developing a strategic post graduation plan while fostering the research skills necessary to graduate.

Applied Arts**Credit 1.0****Schedule:** Year-long

The course is intended to offer students a broad base in Art & Design which allows development of 2 and 3 dimensional language in a creative and informative way. The vocational context of the qualification leads to a portfolio with a view to progress within the field of Art & Design. Students will initially study several elements of design and then the students will apply these elements to everyday everyday/functional art. The course will explore a broad range of disciplines which will include drawing, painting, print, 3D design, sculpture, fashion/textiles, graphics, illustration and photography.

Curricular Majors at Esperanza Cyber Charter School

We believe that students who explore career interests while in high school stay more engaged in their studies and have a greater connection to the school community. Students who choose majors become part a community of learners centered around common interests and goals. Majors are a key component to an Esperanza education. This engagement and control over their curricular offerings ultimately raises graduation rates, increases college readiness, and lowers dropout rates. Research show for example that Hispanic males that study Entrepreneurship education while in high school graduate and go onto college at a higher rate than those who do not study this subject. Majors are chosen in areas that support math and reading proficiency. It is expected that due to the nature of our curricular majors, students will spend regular time on site working with other students taking the same courses. All courses will be have a primary cyber component but will also include on site work.

VISUAL ARTS:**Texts**

- Sporre: Artsguide: World and Web
- Sporre: Perceiving the Arts, 7th Ed.
- Sporre: Reality Through the Arts, 4th Ed.
- Sporre: The Creative Impulse: An Introduction to the Arts, 6th Ed.

Introduction to Visual Arts**Credit:** 1.0**Schedule:** Semester/Block***Required for majoring students – Tier One***

This course is designed to introduce students to the history, criticism, and practice of art-making. Students will gain experience in analyzing and critiquing artwork. They will consider art-making styles and techniques in the context of culture. In addition, they will create original paintings, drawings, sculptures, prints, book, and mixed-media images. The course culminates in a student exhibition, utilizing professional presentation skills.

Drawing and Painting I**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Introduction to Visual Arts***Required for majoring students – Tier One/Tier Two***

This class introduces the foundations of observational drawing and painting, focusing on observation, analysis, and rendering in pencil, charcoal, pen and ink, pastels, watercolor, and acrylics. Figurative study, still-life, perspective, and portraiture are introduced, along with an art historical evaluation of drawing as an art form.

Three-Dimensional Art

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Introduction to Visual Arts; Drawing and Painting I

Required for majoring students – Tier Two/Tier Three

This class emphasizes the understanding of form as an integral part of art training. Students work in ceramics, plaster casting, and sculpting in a variety of materials. Art historical segment focuses on 3D crafts as well as fine art sculpture of various cultures and eras. Focus is on pre-Columbian and Latin American Arts.

Portfolio Design

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Introduction to Visual Arts; Drawing and Painting I; Three-Dimensional Art; teacher/administrator approval

Required for majoring students –Tier Three

This course is designed for those interested in pursuing post-secondary education in the art field. The students in Portfolio Design receive intensive instruction in observational drawing, a fundamental skill. Students will spend time during this course working on creating a portfolio of art work, in addition to learning about possible career opportunities in the art world.

FILM:

Film Analysis and Technique/Production

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This course introduces students to film and television analysis through screenings, lectures, and readings in the context of film theory, history, and aesthetics. Students will also explore both hands-on production processes and theoretical foundations of film. The second half of his course will deal with screenwriting. This course covers the most critical elements of screenwriting. Among them are the development of plots and subplots through the inciting incident, back-story, turning points, image systems, beats and scenes units, and set-ups and pay-offs. Coursework will primarily consist of student writing, group projects, combined with film viewings and lectures as well. The major assessment of this course is a complete spec script that may be used to advance students in the professional industry.

Experimental Video and Multimedia

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Film Analysis and Technique; Film Production

Required for majoring students – Tier Two

This course combines intensive laboratory studies with field experience, exploring personal, aesthetic, and social applications of video. This course includes regularly scheduled screenings of experimental and multimedia projects produced by the students.

Screen Directing and Performance

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Film Analysis and Technique; Film Production; Experimental Video and Multimedia

Required for majoring students – Tier Three

Theories of directing and dramatic form will complement acting technique as applied to television and film. The course will operate through lectures, demonstrations, readings, and applied exercises.

DRAMA:

Theater 1 (Introduction to Theater)

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This course is a introductory acting class with emphasis on basic acting technique. Students participate in theatre games and exercises that develop team building skills and group participation. Theatre vocabulary and history is introduced along with script analysis in the study of simple scenes and monologues, which are performed at semester's end.

Theater 2 (Acting and Analysis/Stage Movement)

Credit: 1.0

Schedule: Year-long

Prerequisite: Theater 1

Required for majoring students – Tier Two

This course is a lecture-laboratory course that focuses on the principles of acting play analysis, and stage voice/movement. It places major emphasis on character analysis and development and emphasizes plotting and the dramatic writing required to create effective scenes. Students will be challenged through scene-work, monologue preparation, and script analysis that connect the actor's internal choices to the external needs of the character. The course also focuses on assessing the creative process, physical centering and aligning of the body, and incorporating contextually-appropriate dialects into an actor's performance.

Theater 3 (Audition and Directing)

Credit: 1.0

Schedule: Year-long

Prerequisite: Theater 1 and Theater 2

Required for majoring students – Tier Three

Audition focus on skills necessary for selection, preparation, and presentation of material appropriate for collegiate auditions. Topics include: cold/prepared readings, monologues, cattle calls, headshots, resumes, resource centers in major cities. The course material is chosen from a wide selection of contemporary and classical texts. The Direction component of the course serves as an introduction to the theories and practices of directing for the stage. The course offers exercises in analysis, interpretation,

staging, and collaboration; as well as practice working with student actors and other aspects of stage direction with special reference to developing collaborative relationships.

MUSIC:

Musicianship

Credit: 1.0

Schedule: Year-long

Required for all music majors– Tier One

This course is designed for beginning Music major students as an introduction to basic music notation, theory and musicianship. This course will give the student instruction on the fundamental elements of music (melody, harmony, rhythm, form and timbre). This course will give students the academic background in music and analysis to become comprehensive instrumental/vocal musicians.

Band Ensemble

Credit: 1.0

Schedule: Year-long

Required for majoring students - Tier One/Tier Two

This course offers students the opportunity for brass, woodwind and string musicians to play in a large ensemble setting at a secondary level. Students will learn and perform standard repertoire. Instruction will include full-ensemble and sectional rehearsals and lectures. Written work and group projects will develop a fuller understanding of ensemble playing, careers in music performance and the history of orchestral music.

String Orchestra

Credit: 1.0

Schedule: Year-long

Required for majoring students - Tier One/Tier Two

This course offers students the opportunity for string players to learn and perform at a secondary level. Students will learn and perform culturally relevant and educationally valid standard repertoire. Students will receive instruction about the five elements of music (melody, harmony, rhythm, form and timbre). Instruction will include full-ensemble and sectional rehearsals, lectures, and individual rehearsal times. Students will receive detailed instruction about the five elements of music (melody, harmony, rhythm, form and timbre).

Elite Band

Credit: 1.0

Schedule: Year-long

Required for majoring students - Tier Three

This course offers advanced instrumental students the opportunity for a more concentrated study of their instrument, and an opportunity to perform with similarly advanced students.

Choir Ensemble**Credit:** 1.0**Schedule:** Year-long***Required for majoring students - Tier Two/Tier Three***

This course offers vocal Music major students the opportunity to refine and further develop their singing voice and repertoire. Students continue to learn and perform standard ensemble repertoire. Student work will be evaluated and critiqued for posture, tone quality, diction, and overall performance value. Class instruction will include full-ensemble and sectional rehearsals, and lectures. Class time will also be dedicated to understanding the changes and development of the young singer's voice, healthy habits of the serious vocalist, diction, and Choral pedagogy. The student will engage in a Senior portfolio production project, where they will compile the necessary repertoire to apply to an accredited, post high-school Music program and the materials needed to complete a community-based internship or performance opportunity. The student will learn and use the International Phonetic Alphabet to sing songs in foreign languages. Introductory lessons into sight singing, written work, oral reports and group projects will continue to develop a fuller understanding of ensemble playing, careers in music performance and the history of vocal music.

DANCE:**Introduction to Dance/Technique I****Credit:** 1.0**Schedule:** Semester/Block***Required for majoring students – Tier One***

This course provides students with an introduction to dance and its history. It presents an overview of the various dance methods and styles. Emphasis will be on student performance and student evaluation of both class work and filmed dance.

Composition I**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Intro to Dance***Required for majoring students – Tier One/Tier Two***

Composition I is an introduction course to the art of composing dance. In this course students will learn choreography in regards to structure. It is focused on preparing the student to create, criticize and analyze dance. In this course students will learn the structures from which dance choreography are composed. Students will be able to incorporate the elements and principles of dance in their own choreography. The students in this course will further explore choreography as they create and examine solo dances. Students will also be introduced to various forms used to create and compose dance such as: improvisation, beginning middle and end, and mirroring. This course will begin the portfolio construction process for each student.

Technique 2**Credit:** 1.0**Schedule:** Semester/Block**Prerequisite:** Intro to Dance; Technique 1***Required for majoring students – Tier Two/Tier Three***

Technique II is an advanced dance course designed to give students a physical experience employing a specific dance style. Students enrolled in this course will be able to develop kinesthetic awareness,

proper body alignment, physical strength, flexibility, endurance, and body care. In this course students will learn routines and drills that will allow them to memorize and execute dance steps. Students will be able to recall dance terminology as they relate to the movements being presented. Students will also get a brief introduction to dance choreography. This course will primarily focus on the dancing body more than the cognitive understanding of dance. Assessments for this course will focus on physical demonstrations and overall participation.

Senior Choreographic Study

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Intro to Dance; Technique 1; Technique 2

Required for majoring students – Tier Three

Senior choreographic study is the last course in the dance program that allows students to master the art form of dance. It is designed to prepare students for the rigorous audition process required by colleges and universities. Students in this course will be finalizing portfolios and working on choreography that will later be used for an audition. This course will give attention to specifics such as creative process, portfolio, technique, and design. At the end of the course the student will perform his or her final choreography on stage as a senior project.

TEACHER EDUCATION:

Introduction to Teaching Education

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This course is designed to introduce the theories and practice of teaching. Students will explore the trends and theories that are used in classrooms today. A lesson plan model will be developed for the student to use in constructing lessons throughout the major. Students will develop lessons and teach in front of their peers in the class. Distinct methods that work best with curricular subjects and with student learning patterns will be developed. This is one of the two initial courses in tier one of the major. Successful completion of this course is required before a student moves onto tier two courses.

TECHNOLOGY:

Computer Graphics

Credit: 1.0

Schedule: Semester/Block

Prerequisite: Microsoft Office Suite

Required for majoring students – Tier One

This course is designed to give students an introduction to the world of computer graphics. While completing this course students will utilize Adobe Photoshop, Adobe Illustrator, Adobe InDesign and the Internet to produce creative print, multimedia, and online projects.

Advanced Microsoft Office Suite**Credit:** 1.0**Schedule:** Semester/Block

This course allows students to explore more advanced skills involved with Microsoft Word and other Microsoft applications. Students have the opportunity to take the Microsoft expert certification exam as part of this course.

Business Keyboarding**Credit:** 1.0**Schedule:** Semester/Block

Students begin by learning the functions of all the keys, how to find them quickly, and the importance of keyboarding in virtually every career. They explore the alphabetic and numeric keyboard, study the history of the keyboard and new technology, and build their speed and accuracy. They also cover proper formatting for various academic and business documents, and discuss business ethics.

Business Systems Technology**Credit:** 1.0**Schedule:** Semester/Block

This course helps students understand and use today's most common business systems and applications. Students learn to use word-processing and presentation software as well as how to create spreadsheets and databases, and explore the basics of computer networking. They also study viruses, hoaxes, and other threats to computer and network security.

Emergent Computer Technology**Credit:** 1.0**Schedule:** Semester/Block

In this course, students learn the basics of building safe websites, including the use of hypertext markup language (HTML). They then plan their own sites, learning how to link and navigate pages. As they progress to more complex design techniques, students also learn how graphics can make a site more attractive.

Game Design**Credit:** 1.0**Schedule:** Semester/Block

This course introduces students to the basic skills necessary for game design. Students study the various games in the industry, explore the processes and art of making game elements and what orients them to the gaming market, and develop a prototype showing their understanding of the game design process.

Programming I: VB.NET**Credit:** 1.0**Schedule:** Semester/Block

This course presents basic programming and the essential concepts of VisualBasic.NET (VB. NET). Students see the basic uses of the programming language, its similarities to the English language (and others), and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. The course participants

will also complete a series of hands-on projects covering built-in data types, operators, control structures, classes, and objects.

Programming II: Java

Credit: 1.0

Schedule: Semester/Block

This course shows how to build and compile a stand-alone Java application and is designed especially for students who have taken Programming I. It concentrates on the Java programming language, built-in data types, control structures, classes, objects, inheritance, and polymorphism. By the end of the course, students are able to write basic programs using Java as well as basic applets using updated techniques.

AP Computer Science A

Credit: 1.0

Schedule: Semester/Block

This course is equivalent to the first semester of a college-level computer science course. It involves developing skills to write programs that will correctly solve specific problems; emphasizes the design issues that make programs understandable, adaptable, and reusable; introduces the development and analysis of algorithms and the use of fundamental data structures; and facilitates the study of standard algorithms and typical applications. In addition, understanding basic hardware and software computer components and the responsible use of these systems are integral parts of the course.

Web Design I

Credit: 1.0

Schedule: Semester/Block

In this course, students become Web Design Interns for a virtual company called Education Designs. They learn about Internet basics, HTML, and the file structure of a well-organized website. Part of the course involves creating visually interesting webpages with clear text, complementary colors, visual assets, and appealing designs. Students also learn how to navigate the Internet to fill their website with useful and well-researched information.

Web Design II

Credit: 1.0

Schedule: Semester/Block

The purpose of this course is to equip students to be master architects, contractors, and managers of a valuable online property. Students learn how to create a storyboard or blueprint, website navigation, style sheets, graphics, digital image optimization, security, and server hosting. They use Adobe® CS4 products for their website creation and management.

JOURNALISM:

Introduction to Journalism

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This course provides students with a working introduction to journalism, with a focus on news writing. The course also provides training in interviewing, photography, and page design. Students will collaborate to produce the various sections of the digital student newspaper, including news, opinion, features, entertainment, and sports. Consideration will be given to career options and the social, legal, and ethical environment in which news media operate.

Journalism 2: Editing and Ethics

Credit: 1.0

Schedule: Year-long

Prerequisite: Introduction to Journalism

Required for majoring students – Tier Two

This course is an advanced study of editing and journalism ethics. Students will use the material learned in the class to act as senior-level reporters and editors for the digital school newspaper.

Journalism 3: Craft and Career

Credit: 1.0

Schedule: Year-long

Prerequisite: Introduction to Journalism, Journalism 2

Required for majoring students – Tier Three

In this advanced Journalism course, students cultivate and perfect the journalistic writing skills acquired in previous journalism courses. As in Journalism 2, students write and edit the digital school newspaper *Esperanza Post*. Additionally, Journalism 3 students coordinate to develop newspaper templates for use throughout the school year.

Beyond the digital school newspaper, students analyze a variety of journalistic mediums, including broadcast, radio, web, and print. Reading content also includes selections from journalistic biography and memoir.

Because Journalism 3 is the capstone course in the Journalism major, attention is devoted to exploring the professional and educational opportunities available after high school. Students investigate universities with established journalism programs and devote time to fine-tuning portfolios and resumes for use in college and internship applications. Finally, each student selects and submits work to at least one journalism or other writing competition.

ENTREPRENEURSHIP:

Introduction to Entrepreneurship/Marketing

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This course is designed to introduce the students to business and entrepreneurship. Students will explore the benefits and risks of small business ownership. The nature of success in small business will be developed. This course is meant to introduce entrepreneurship and to encourage students to begin the identification and pursuit of a passion or dream. Much emphasis will be given to bringing in guests that can talk of personal experience. The Marketing section of the course will allow the student to see the importance of intentional marketing of their enterprise. A substantial amount of the class will be spent

analyzing the marketing and advertising of successful companies. Students will study the issues of market identity and how to use the knowledge of the customer to your advantage. Students will use surveys to begin the process of building product and market research. Each student will design an advertising campaign to launch their enterprise.

Technology in Business/Personal and Business Finance

Credit: 1.0

Schedule: Year-long

Prerequisite: Introduction to Entrepreneurship

This course will prepare the student for the application of planned technology into the operations of a business. Students will be challenged to think through how technology has changed this age and how it will continue to change the way that we live and the way that we do business. A portion of the course will explore the machinery and applications while the other portion of the course will involve the student demonstrating proper techniques. The second part of the course will prepare the student to begin thinking of two realms of financial stability. Students will explore personal finances and then to be able to examine financial strategies related to businesses. In the realm of personal finance much emphasis will be placed on the student being able to budget, plan and save. In the business realm the emphasis will be on the knowledge of key terms and the ability to examine simple accounting statements. This is one of the two initial courses in tier one of the major. Successful completion of this course is required before a student moves onto tier two courses.

Senior Experience

Credit: 1.0

Schedule: Year-long

Prerequisite: Introduction to Entrepreneurship; Technology in Business/Personal and Business Finance

Senior experience is a mini internship which gives the student an opportunity to make use of what was learned in classes and compare it with business management. Although this will take place in a business it is not designed to be an employment situation. Students can do a senior experience internship in a place where they are employed, but the school encourages the student to locate a business that they can intern with that is not their place of income. The Entrepreneurship Senior Experience is primarily a time of observation and performing small tasks. In certain situations the student might be able to get more involved with the affairs of the business. The determination regarding the level of involvement with the business will depend on both the student and the business.

ENGINEERING:

Introduction to Engineering

Credit: 1.0

Schedule: Year-long

Required for majoring students – Tier One

This is a project based course designed to introduce students to the engineering profession. Students will learn about the history of engineering and the different strands of engineering (i.e. mechanical, electrical, etc.) in a hands on way. They will solve real life engineering type problems. There will be a focus on presentation techniques and cooperative learning.

Principles of Engineering**Credit:** 1.0**Schedule:** Year-long**Required for majoring students – Tier Two**

Principles of Engineering is a foundational course that builds on students understanding of the engineering design process. Students continue the development of problem-solving and critical-thinking skills required in their postsecondary pursuits and engineering careers. Students will be introduced to systems theory, engineering materials and the life cycle of products. By exploring engineering case studies, students will understand how environmental and societal concerns play a role in engineering ethics.

Foundations of Technology**Credit:** (1.0)**Schedule:** (Semester-Block)**Prerequisite:**

Foundations of Technology is a foundational course in which students will develop an understanding of the influence of technology throughout history. By exploring technologies in manufacturing, construction, energy and power, and communication, students will gain an understanding of technology innovation and the fact that it often results when ideas, knowledge, or skills are shared within a technology, among technologies or across other fields of study. In exploring various technologies and processes, students also learn how engineers address concerns about the social and political consequences of technological changes.

Engineering in the Digital Age**Credit:** (1.0)**Schedule:** (Semester-Block)**Prerequisite:** Principles of Engineering, Foundations of Technology, Algebra II

Engineering in the Digital Age is a course of study of the applied digital logic typically found in watches, calculators, video games, and computers. This course focuses on the fundamentals of modern engineering and technology in the information and communications age, including examples from wireless and telecommunications, electronic music and multimedia technologies. Using advanced software systems, students will test and analyze simple and complex digital circuitry. Smart circuits are present in virtually all parts of our lives, and their use is rapidly increasing, making this course a critical path of study for any student pursuing a career in engineering/engineering technology.

Topics in Engineering**Credit:** (1.0)**Schedule:** (Semester-Block)**Prerequisite:** Principles of Engineering, Foundations of Technology

Topics in Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its unlimited and diverse career opportunities. Through theory, guest speakers, field trips, and hands-on problem-solving activities, students experience firsthand what engineering is all about and are able to answer: “Is a career in engineering or engineering technology for me?”

Engineering Design**Credit: (1.0)****Schedule: (Semester-Block)****Prerequisite: Successful completion of all courses associated with the Engineering Major: Introduction to Engineering, Principles of Engineering, Foundations of Technology, Engineering in the Digital Age, and Topics in Engineering.**

In the Engineering Design course, students continue the development of their teamwork skills by working in teams of two to four to select, design, and construct a solution to an engineering problem. The project requires the application of theories, principles, and processes learned in the previous engineering major courses. The design problem may be selected from a database of engineering problems, a recognized local/national concern/challenge, or an original engineering problem identified by the team. The completion of the engineering design culminates with the preparation of a formal design report and presentation of findings.

HEALTH SCIENCES:**Introduction to Health Sciences****Credit: 1.0****Schedule: Semester/Block*****Required for majoring students – Tier One***

This course is designed to introduce Health Science majors to the different career options in the health science field. Students will explore how technology, politics, and changes in society affect health sciences. Through participation in this course, students will begin to develop their general science knowledge needed for their future course progression.

Anatomy/Physiology Honors**Credit: 1.0****Schedule: Semester/Block****Prerequisite: Physical Science (or placement out); Biology; Permission of Science Department Head*****Required for majoring students – Tier Two***

This course focuses on the functions of living organisms. The primary emphasis is on human functions with extensive virtual laboratory work. The functions of cells, tissue, and organs are studied. Virtual dissection of laboratory animals may be a required part of this class.

EMT Training**Credit: 1.0****Schedule: Semester/Block****Prerequisite: Introduction to Health Sciences*****Required for majoring students – Tier Two or Three***

This course is designed to prepare students to participate and pass the practical and written exams for the EMT Basic Certification in Pennsylvania. Students will learn fundamental physiology, pathology, and treatment strategies relative to providing basic life support.

Advanced Placement Coursework

College Board–approved AP offerings will be provided by Esperanza teachers where they have the required training, and otherwise by certified APEX Learning teachers or Connections Learning teachers. We will provide the following AP courses to our students:

- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP French Language
- AP Macroeconomics
- AP Microeconomics
- AP Physics B
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP United States Government
- AP United States History

DUAL ENROLLMENT

Esperanza Cyber Charter School will offer Dual Enrollment courses for its Philadelphia area students at Esperanza College of Eastern University through an existing Dual Enrollment program in Partnership with Esperanza Academy Charter High School.. Course offerings will be in the area of Economics, Teacher Education, and Health Sciences. As students are educated in other parts of the state Dual Enrollment partnerships will be sought in order to provide students the opportunity for advanced standing in upon college enrollment.

PROGRAMS FOR STRUGGLING STUDENTS

Esperanza Cyber students who are having difficulty with particular concepts or skills can access a wide array of proven supplemental support programs that can be tremendously helpful in getting a struggling student back on track. Headsprout® and Raz-Kids boost reading skills, while Hotmath.com explains assigned math homework problems. SkillsTutor enhances basic skills in all subjects. Study Island helps students practice and master the skills required by their state-specific curriculum. DimensionM and DimensionLTM improve math and language arts skills for students. In addition, special courses are provided that assist students with improving their skills, and all teachers are trained in working with students on finding tutoring and effective resources to accelerate the development of particular skills.

TEACHING FOR MASTERY

Teachers will teach students directly through online lessons in which students will participate using online whiteboards and interactive microphones. This technology is widely available, and would be used by teachers and students (and their parents in the early grades) to access lessons taught in the particular language. Teachers will teach particular lessons, which will then be archived for review at any time by students or parents who wish to review that lesson again. Upon logging into the system, students and their parents will be able to review the topics on which they will be working during the school day, in all of their respective subjects for that day. The students will be working toward mastery of the topics of those lessons, and will have the curriculum materials available in hand or online in order to begin review of those lessons, complete their homework, etc.

If a student has successfully completed their assigned work, and has demonstrated their mastery of the content of a specific lesson being taught by their teacher (with mastery being demonstration of knowledge of 80% of the material), then the student may work on other material which they have been assigned at that time, either online or off-line.

All of the topics that the students will study will be identified and catalogued in the online Learning Management System. The topics will be arranged by scope and sequence, and by the days in which those lessons will be addressed by the teacher in the virtual classrooms. Once a student has demonstrated mastery of those topics, the status of those topics will be changed and a visual marker placed by the teacher that shows that the topic has been mastered. The student will then be assigned to the next topic to be covered by the teacher or the next higher level of that topic. Students will always be given the ability to login to their particular classroom at the time to which they have been assigned. However, if there is space in the virtual classroom (e.g., less than 30 students participating), and the teacher grants permission for them to participate, then students may participate in any of the online virtual lessons that are being provided by the school at any given time.

Hands-on, project based learning

Project Based Learning is a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions, and carefully designed products and tasks”

(retrieved 11/1/05 <http://www.bie.org/pbl/pblhandbook/intro.php>). PBL will encompass a spectrum ranging from brief projects of one or two weeks in one classroom to year-long, interdisciplinary projects in special elective classrooms.

Individual and small group tutoring

Tutorials and small group instruction will be available to students at local learning centers throughout the Commonwealth, and through online learning sessions arranged at particular times throughout each day. Tutorials provide dedicated time to complete homework, correspond with teachers, work with tutors, use computer-based learning, and engage in test preparation.

College preparation for high school students

All of our students will be fully prepared for lifelong learning, and to attend higher education institutions after graduating. The skills and knowledge required for mastery of each course will be fully aligned with the Knowledge and Skills for University Success developed by the Association of American Universities (Conley, D., 2003, *Understanding University Success*, Philadelphia: Pew Charitable Trusts). The KSUS standards are the result of a two-year study in which more than 400 faculty and staff members from twenty research universities participated in extensive coursework reviews designed to identify what students must do to succeed in entry-level courses at their

institutions. National academic content standards documents were analyzed and used for comparison. Multiple peer reviews were employed to hone the standards and ensure their validity, and consultants with expertise in standards development contributed suggestions for improvement. The standards reflect the skills and knowledge students must possess to succeed in college without having to take remedial courses. Based on the KSUS standards and other college preparatory program research and recommendations, the hallmarks of our curriculum are as follows:

Focus on Creativity, Critical thinking and Problem solving

All of our students will be shown and will be required to show the elements of reasoning essential for posing, investigating, analyzing and evaluating problems that are central to success in their lives as teenagers, in later careers and in college (National Center on Education and the Economy, 2006, Tough Times or Tough Choices, Report of the New Commission on the Skills of the American Workforce). These habits of mind are critical thinking, analytic thinking, and problem solving, an inquisitive nature and interest in taking advantage of what a college has to offer, creativity, openness to many possible futures, and ability to cope with frustrating and ambiguous learning tasks. Other skills will include the ability to express oneself in writing and orally in a clear and convincing fashion, to discern the relative importance and credibility of various sources of information, to draw inferences and reach conclusions independently, and to use technology as a tool to assist in the learning process. These goals will be common to all courses and will be synthesized in the Project Based Learning in which all students will participate.

College Connections

All students will have exposure to college, not just through college fairs and other admissions activities, but through online AP classes. Students will be required to produce entry level college work in their senior coursework, and demonstrate work at the college entry level in their Senior Projects. Tutors from local colleges will also be provided to work with students at the school, giving them firsthand experience with the requirements and benefits of college life.

Frequent communication with parents

The support and involvement of parents is essential for us to meet the mission of our school. Parents are the child's first teacher, and a co-manager of the child's learning with our online teachers. They must work with the school to continue to set the educational and behavioral achievements of their child as they work their way through high school and on to higher learning. They provide the home conditions that support academic learning (rest, diet, stress relief, comfort), provide inspiration and stimulation to children's development, and reinforce all of the academic learning and social habits that are taught in the school. Teachers will communicate with parents through the Web Portal, by telephone, and in paper through the mail or by fax. Many of our staff will be bilingual in order to be able to communicate with parents whose primary language may be Spanish. All materials will be provided in English and Spanish as well as any other language that may be the family's primary language. Families and students' home cultures are celebrated in the school, with frequent open houses and social gatherings to allow families and school staff to socialize outside of the regular academic day.

Technology Mastery

All students will utilize technology in every aspect of their program exploring both widely used and promising new technologies while developing both their academic and workplace skills. All students will become proficient in the new (2007) National Educational Technology Standards (NETS-S) created by the International Society for Technology Education (ISTE). To that end, students will use a variety of computer software to create, plan, implement, and analyze projects, to conduct online and offline research, and to collaborate with their peers and with industry professionals.

Daily Schedule

A sample school day schedule of online Lower School programming is provided below: Schedules will remain flexible in order to be able to adapt to the individual needs of the student and family.

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Morning Meeting				
9:00-10:00	Reading Writing Speaking in English				
10:00-10:30	Technology	Technology	Technology	Technology	Technology
10:30-11:00	Spanish	Spanish	Spanish	Spanish	Spanish
11:00-12:30	Math Learning Block				
12:30 - 1:00	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials
1:00 – 2:15	Science	Arts	Science	Arts	Physical Education
2:15-3:00	Social Studies	Physical Education	Social Studies	Physical Education	Social Studies
3:00 – 4:00	Projects	Projects	Projects	Projects	Projects

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts.

The administration and staff of Esperanza Cyber Charter School will not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a student's disability or the student's need for special education or supplementary aids or services. The administration and staff will not include measures of achievement or aptitude in its admission policies or practices. The administration and staff at Esperanza Cyber Charter School value the individual differences of all children and look forward to educating those with special needs.

Instructional Support Teams

The administration of Esperanza Cyber Charter School will promote collaboration and support to strengthen the capacity of the teachers to educate and accommodate students exhibiting educational and behavioral difficulties. Activities will include but are not limited to collaboration, problem solving, team building, team maintenance, instructional assessment and adaptation, effective interaction patterns, student discipline and behavioral management. This program will include a multidisciplinary approach

to meet students' needs. Students may eventually be referred for special education, but the instructional support teams may be able to identify specific learning styles and varied educational methods that will contribute to students meeting success.

Child Find

Child Find refers to activities that lead to the identification, location and evaluation of students enrolled in a charter school. The administration of Esperanza Cyber Charter School recognizes that in addition to Chapter 711 of PA regulations, they must also abide by I.D.E.I.A. and Section 504 of the Rehabilitation Act of 1974. The administration of Esperanza Cyber Charter School will establish written policies and procedures to ensure that all children with disabilities who are in need of special education and related services are identified, located and evaluated. The special education staff and the school as a whole will ensure the rights of children with disabilities. The administration of the Esperanza Cyber Charter School will post the special education policies including procedures, programs and services available on the school web site and in the school's Policy Manual that will be distributed to all parents and students attending Esperanza Cyber Charter School and those requesting information about the school. In addition to Child Find procedures, the staff at the charter school will provide a Student Assistance Program to supplement these efforts.

Systematic screening of Esperanza Cyber Charter School students will be ongoing and will lead to the identification, location and evaluation of those needing special education services. The special education staff will be thoroughly trained to understand their responsibilities concerning Child Find. If any staff member has a suspicion that a student may need an evaluation, they will refer them to the Coordinator of Special Education.

The Coordinator of Special Education will evaluate further and assess each student according to their past and current records. Specifically trained special education staff members will be available to answer questions from parents relating to policies and procedures in order to assist in matters such as completing forms or requesting information about various aspects of special education.

Screening

Consistent with Child Find, parental notification activities will be combined with screening at the time of student enrollment and throughout the student's educational process. Initially, parents will be provided with a questionnaire requesting information about their student's learning styles and functional abilities. These responses will then be reviewed and validated through screening tools used by the special education staff.

Screening procedures will include but are not limited to ongoing analysis of the student's response to instruction; performance on state wide assessments; reviews of enrollment records, health records and transcripts/report cards. The screening activities will also include hearing and vision screens to be completed by the school nurse or a private physician as mandated under Pennsylvania Public School Code.

Evaluation

A student may be referred for an initial evaluation in two ways: (1) parents may make a request for an evaluation at any time or (2) the school may contact the parents for permission to evaluate. The administration of Esperanza Cyber Charter School recognizes that a student may need more assistance than is typical. When it becomes apparent that the student has a physical, sensory, mental or emotional disability or may be in need of special education services, or if the parents express a concern about the

student's progress in school, the student may be referred for a special education evaluation. A parent's request for an evaluation of their student must be done in writing. The school will direct parents who make an oral request to write the request. The staff of Esperanza Cyber Charter School will make this form readily available and will assist parents in answering questions related to it. If a request is made orally, the staff will provide a written form within the required ten (10) calendar days of the oral request.

When screening indicates that a student may be exceptional Esperanza Cyber Charter School staff will seek parental consent to conduct an evaluation. The purpose of the evaluation is to determine if the student has a disability and if related services and educational modifications are needed.

The entire evaluation process will be conducted according to state and federal laws. The evaluation will include information from the student's teacher, such as results of informal tests and narrative statements describing the student's strengths and needs.

This process will also include an evaluation by the appropriate individual, such as a psychologist, tests conducted by a hearing specialist, a medical doctor for a student with health problems and/or input from a therapist if certain related services, such as physical, language, speech or occupational therapy, may be needed. Understanding that laws change, the administrative, special education and student personnel staff will, as a team, take the responsibility of monitoring and responding to those changes.

The determination of specific learning disabilities will follow the state-level criteria and will be included in the Esperanza Cyber Charter School Policy Manual.

Reevaluation

According to Chapter 711, the administration of Esperanza Cyber Charter School recognizes that a parent or the school has the right to request a reevaluation annually. If both the school and the parent agree, a reevaluation may occur more frequently. Students with disabilities will be reevaluated at least once every three (3) years. Children identified as mentally retarded will be reevaluated every two (2) years.

IEP

If a student with an IEP enrolls at Esperanza Cyber Charter School, the school administration will ensure that the student will receive special education services and related services as directed by the IEP, either by adopting the existing IEP or developing a new one. Students fourteen (14) years of age or older will be provided with a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and/or independent living skills.

When a student is evaluated and found to have a disability, an IEP will be developed by a team and will include the parent/legal guardian, special education teacher, general education teacher, a student personnel staff member, a member of the administrative staff and, where appropriate, the student. The team may include the school psychologist or someone who is able to interpret the evaluation results and others who know the student and have worked with the student who can give input into the student's needs. The IEP team uses the evaluation report and input from the team members to write an IEP at the meeting.

The parents will be notified of the date, time and location of the IEP meeting and who will attend. The meeting will be scheduled at a time convenient to all those who plan to attend. The IEP will be completed within thirty (30) days after the evaluation report is complete. The IEP will be in place as

soon as possible but no later than ten (10) days after the IEP is completed. The student's IEP will be reviewed each year at an IEP meeting, or more often if requested by the parent or any other IEP member. Eligibility for extended school year and services to be provided will also be determined as part of the IEP process.

Positive behavioral support and procedural safeguards involving discipline will be included in the Esperanza Cyber Charter School's Policy Manual and will follow Chapter 711 guidelines.

Transportation

Because Esperanza Cyber is a virtual school, regular transportation 'to the school' is not usually a factor to consider. ECCS is committed to providing transportation for students attending the local education centers. There are also instances where students receiving IDEA or Section 504 services will require specialized transportation, modifications or accommodations for transportation. Provision of these modifications, including specialized equipment and bus aides that are included in a student's IEP or Section 504 Service Agreement are the obligation of the Esperanza Cyber Charter School.

Access to instructional materials

The staff at Esperanza Cyber will provide high quality alternate instructional material in a timely manner to students needing specialized, accessible formats such as, large-print, audio, digital or Braille. The staff at Esperanza Cyber Charter School will take all reasonable steps to ensure that students who are blind or have print disabilities have access to their accessible format instructional materials at the same time students without disabilities have access to instructional materials. If a student enrolls after the start of the school year and needs alternate print format, the staff will make every effort to provide the student with this material within ten (10) days. Assistive technology will be available to further enhance access to instructional materials such as the use of scanners and screen readers. Many of our materials will be available on-line, and in a form that can be converted readily into forms that accommodate different learning disabilities. For example, the majority of our textbooks will be able to be read digitally through screenreaders for students with limited vision. Our online learning management system will likewise provide accommodations for students and parents with disabilities.

Education Records - Confidentiality

The staff at Esperanza Cyber Charter School will maintain records and confidentiality for children with disabilities consistent with the regulations for the Family Educational Rights and Privacy Act (FERPA) of 1974. The administration and staff understand the requirements of a school to give annual notice regarding special education services and programs and the rights of students with disabilities and notification of rights under the Family Educational Rights and Privacy Act. The administration or designee will notify parents annually of their confidentiality rights according to FERPA on the school's website and in a letter sent out at the end of each school year. The annual notice will be published in newspapers or other media before any major identification, location or evaluation activity and will contain all information required by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. The Administrative Team shall be responsible for the implementation of the policy, which includes protection of confidentiality and maintenance of records.

The administration and staff at Esperanza Cyber Charter School will adhere to all rules under Chapter 711 concerning transferring of records.

Personnel and Projected Enrollment

The CEO or designee of Esperanza Cyber Charter School will coordinate special education programs and supervise special education teachers and paraprofessionals who work under the direction of a certified staff member in providing instructional programs and services to students with disabilities. The special education teachers will hold Pennsylvania certification. Paraprofessionals will meet state guidelines including qualifications and participation in ongoing staff development training relating to their assignment. Student Services personnel will be available to assist students with disabilities and will possess appropriate certification. If educational interpreters are needed to provide students who are deaf or hard of hearing with interpreting or transliteration, only those who are qualified under the Sign Language Interpreter/Translator State Registration Act will be hired.

The Administrative Team will be responsible to ensure that in-service trainings are appropriately and adequately provided to address the special knowledge required to serve unique needs of children with disabilities. These trainings will be part of the Professional Development Plan and Act 48 credits will be available. Completion of training of personnel will be documented on a regular basis and an opportunity for staff to request specific training will be available.

The administration of Esperanza Cyber plans to provide full inclusion in classes to all children with disabilities. Students will receive a wide a range of accommodations based on their individual needs as included in their IEPs or their Section 504 agreements. Annual goals described in measurable terms of what a student is expected to learn will be included in the IEP. Services and programs will be decided at the IEP meeting and included in the IEP. Section 504 agreements will include services and accommodations covered under the Rehabilitation Act of 1974. The team will determine what supplemental aids and adjustments/accommodations are necessary for the student to meet success in the general education class. These accommodations may include but are not limited to extended time on tests or assignments, oral testing, use of assistive technology, adaptation of curriculum, auxiliary aids such as large print or Braille, assistive listening devices, and/ or a paraprofessional under the supervision of a certified teacher to assist in instruction. Supplemental tutoring will also be available.

The administration of Esperanza Cyber Charter School will commit to a staffing level at the opening of school based on anticipated enrollment, projections of needs and parent questionnaires. As the student population grows and individually assessed needs are recognized, the administration of Esperanza Cyber Charter School will add additional staff and services and contract qualified individuals or organizations to meet specific student needs that may include speech, occupational, physical or rehabilitation therapy or other services based on a student's IEP or 504 agreement. Esperanza Cyber Charter School will include Grades K through 12. The administration and staff will provide special education teachers, paraprofessionals, student personnel staff and qualified contracted professionals based on enrollment and the specific needs of students.

In cases where there is no parental involvement, Esperanza Cyber Charter School will comply with the attached Surrogate Parent policy. In cases where a meeting of the minds is not possible regarding the provision or level of services, Esperanza Cyber Charter School will either utilize the Office of Dispute Resolution's mediation process or proceed with due process proceedings, as appropriate.

A special education coordinator will be hired to ensure that Esperanza Cyber coordinates the provision of services including interfacing with the student's regular education teacher as well as the student, the parent or learning coach. The special education coordinator will also ensure that the school remains in compliance through periodic review of student IEPs for appropriateness, relevancy and

consent. When necessary, we will contract with organizations to provide speech therapy, reading support, and physical therapy.

The administrative, pupil services and special education personnel and teachers of Esperanza Cyber Charter School are committed to providing a quality education to students with disabilities appropriate to their needs, abilities and interests. Esperanza Cyber Charter School will comply with all Federal and State legal requirements. The administration, CEO or designee, will ensure a least restrictive environment and inclusion at all levels of the academic programs, sports and extracurricular activities to maximize positive experiences for all students.

C. Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

Teaching methods at Esperanza Cyber Charter School will reflect best practices based on the growing canon of theories about and research on teaching and learning in online learning environments. A combination of teaching methods will be used, including methods for working with students synchronously and asynchronously online, and methods for working with students directly in physical classrooms. Teachers will be responsible for planning and managing their students' progress through the curriculum, working with parents and the students to establish learning goals that are directly aligned to the school's and the state's academic standards and to teach and guide students toward achievement of those goals.

Teachers will communicate with students synchronously, in person in the school's "satellite" learning centers, by telephone through phone calls or instant messaging, and through the Internet through email, web chat, Blackboard, or "face to face" using online software such as Skype, with email. Teachers will hold online "class times" for students using online teaching software such as Blackboard or WizIQ (http://www.wiziq.com/Virtual_Classroom.aspx). Online lessons will also be provided asynchronously for students to access even outside of regular school hours and school days, using online teaching tools such as Moodle (www.moodle.org).

For student instruction, teachers will use direct instruction, modeling, guided practice activities, and independent practice. Teachers will provide lessons with components that will include an introduction, explanation, practice, assessment and follow-up for all concepts.

Teachers will direct student learning using standards-based curricula from national publishers through online one-to-one tutoring, online distance-learning classrooms, and extended learning projects. Students will be engaged in a mastery-learning environment, with required evidence of success at mastering content and skills at a given level in a discipline before moving to the next level or topic.

Parents and teachers will work together to manage each student's learning. Parents ensure that their child is logging into the Learning Management System regularly and participating in required lessons. Students will also be provided opportunities to progress through the curriculum at their own pace, provided that the teacher has confirmed their mastery of prior material as judged through submitted projects, online assessments, teacher-developed assessments, and standardized assessments and benchmarks.

ESPERANZA CYBER WILL USE THE FOLLOWING BEST TEACHING PRACTICES FOR THE TEACHING OF ALL SUBJECTS:

1. Standards-linked assessments provide continuous feedback for individual student growth

The school's Learning Management System incorporates assessments that students, parents and teachers can use to plan and adjust student learning paths. Assessments are organized as a progression through mastery of content and skills central to each discipline. Esperanza Cyber will have a standards-based accountability system for all students that includes a systematic review of progress by a certified teacher and regular feedback to parents and students regarding progress relative to State standards and benchmarks. Progress of the school and the student will be linked to the Pennsylvania Standards, and diagnostic test scores will be used by teachers, parents and administrators to make decisions regarding allocation of additional resources and alterations to a student's program to ensure their success in all academic areas.

2. Rigorous and engaging curriculum

The curriculum will be directly correlated to the Pennsylvania Academic Standards for the school's first two years, and to the Common Core State Standards where appropriate following those first two years. Esperanza Cyber will use only the highest quality curriculum materials and online educational resources that have been proven to be effective in virtual instruction environments. Students will be provided with engaging, multimedia online learning materials wherever possible, such as mini-lesson videos that accompany Pearson Learning's new Addison Wesley: Envision Math. Because our school will serve a largely Hispanic population, the large majority of our curriculum materials will be available in both English and Spanish versions.

3. Innovative, creative and effective instruction

Instructional methods at the school will be individualized, using a combination of teaching techniques that engage each student most productively in their progress toward mastery of the material. Students' strengths will be developed equally as well as their weaknesses, providing challenges for students that reach just beyond their current mastery level, but not so far that they become discouraged and feel incapable of continuing. The students will be engaged in problem based learning, Internet based research projects, learning oriented toward their choice of career-focused "majors", and opportunities to collaborate on projects and learning of academic content with their peers. Because student progress will be monitored frequently, teachers will have a wealth of evidence to use to change instructional methods and introduce new materials to keep each student fully engaged in their learning. For students who need additional support or benefit from more social engagement, one on one and small group tutoring will be provided at school-run learning centers located throughout the State.

4. Artful use of infrastructure

The primary tool for guiding a student through their mastery of the academic program will be the school's learning management system. The school will begin by using Connections Learning, Inc.'s Learning Management System, an interactive system that keeps track of attendance, helps parents, students and teachers plan instructional regimens, facilitates communication between students, parents, and the school, presents student lesson assignments, assesses and documents student progress, and provides access to a wide array of learning resources. Each student will have their own computer that will be connected to the Internet to provide them full access to interactive and archived lessons, to lesson assignments, to online learning materials, to the Learning Management System, and to teachers and other students at the school.

The school will also be providing "brick and mortar" learning centers in locations throughout the state that will allow students to work directly with other students, certified teachers, counselors, and tutors to help them to progress toward the school's academic and non-academic goals.

5. Deep partnerships with community organizations, universities, businesses and/or, regional and national organizations

Esperanza Cyber will be supported by Esperanza, a national community development organization for Hispanic Americans. Esperanza has provided educational and career development support for hundreds of thousands of people, and will provide connections between the school and its wide network of professionals and resources at the local and national level. The school will also work with Eastern University, who will provide access to college level coursework and college preparation materials and resources. Esperanza Cyber Charter School will also partner with Artists and Musicians of Latin America for its Music Instruction (AMLA) As the school grows throughout Pennsylvania, the network of partners and substance and variety of partnerships will grow as well.

6. Intensive teacher and leadership training

Teachers will be engaged in professional development that is focused primarily on the needs of their students. All teachers will be trained specifically in how to work with students in a cyberschool environment, and how to use the school's Learning Management System to plan, organize, instruct, assess and provide positive and effective feedback to students. Teachers will be taught in face-to-face and virtual learning environments, through regularly scheduled professional development sessions.

Administrators will also be constantly engaged in learning "best practices" of how to manage personnel and student learning effectively in a cyber-school environment. The school will use its connections to experienced virtual school managers from Connections Academy, K12.com and ASPIRA of PA to continually learn from them best practices for school leadership. Administrators will also attend leadership classes sponsored by local IUs and by PDE in order to keep abreast of important developments and promising practices that are being shared by these agencies.

HABITS OF PRACTICE:

1. Serve students who have traditionally been underserved by the public schools, are considered hard to reach and/or are underrepresented in future career fields

Esperanza Cyber is being created as an important tool to boost the educational attainment and career success of Hispanic Americans and low income, minority students who have a long history of underachieving in American society. The school will work in partnership with Esperanza, a national organization that was started in Philadelphia whose mission is to strengthen the Hispanic community, particularly in the areas of career development and education. The school will provide a unique opportunity for students from across the Commonwealth to learn about the importance and contributions to American life of Hispanic cultures and peoples, while mastering the Spanish language, preparing all students for college, and establishing the foundational skills essential for careers beginning in middle school.

2. Focus on building relationships and trust

Esperanza Cyber's goal is to develop a community that fully supports the success of Hispanic Americans inside and outside of school. As such our goal is not simply to provide an education, but to create a state-wide supportive community of learners and actively engaged citizens. In order to make that happen, we will focus on the development of relationships, between school administrators, teachers, parents, and students, with multiple forums provided to gather and share feedback and insight into ways to make the school and the community a better place to be and to live. Promoting positive involvement does not require the presence of forums only, however, the school must also provide an environment of open-ness and trust among our community members. Parents will be provided seats on the Board of Trustees, and will be provided opportunities to assess administrators, teachers and other staff through regular, anonymous surveys. Teachers and administrators will be regularly accessible to parents, and will be trained in how to work positively with parents to find solutions to any of their

concerns. Administrators and teachers will have a close, working relationship, sharing responsibilities for evaluating the curriculum, setting the educational direction of the school, developing effective methods for teaching students, and other tasks central to the school's success.

3. Build upon education practices proven successful nationally and/or are supported through scientifically based research

Virtual school environments have been demonstrated to be effective for increasing the academic success of students who have traditionally struggled in school, as well as for students who have special skills and talents that regular public schools do not have the time or resources to accommodate. A recent report commissioned by the US Department of Education found that online and blended learning, the two methods being proposed in Esperanza Cyber, have been proven to be more effective than purely face to face teaching and learning environments (US Dept of Education, 2009, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies). Computer-supported collaborative learning, a primary approach that will be used by this school for student learning, has been shown to be highly valuable for teaching and learning both social and academic skills, and is recommended as an educational technique by the US Department of Education (Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. The Journal of the Learning Sciences, 3(3), 265-283).

4. Foster positive partnerships with their local school district in order to inform each other's practice, share knowledge and leverage resources

Esperanza Cyber's partner "brick and mortar" school, Esperanza Academy Charter School, has a long history of working in partnership with its local school district, the School District of Philadelphia. The school has shared best practices with the school district, and was recently invited to submit a proposal to manage a School District school. Esperanza was chosen by the School District of Philadelphia to be a Renaissance School Provider eligible to manage a low performing district school. Esperanza Cyber will work in partnership with school districts across the Commonwealth in helping them to make better connections and find solutions for low income minority students, particularly those of Hispanic heritage.

5. Commit to participating in networks with colleagues at other Pennsylvania charter schools and charter schools in other states

Esperanza Cyber will join the Pennsylvania Coalition of Public Charter Schools and the Charter Friends National Network. We will work with any charter school to develop solutions for improving the academic and career success of traditionally underperforming and underserved students.

Characteristics of Esperanza Cyber Instruction

- Structured learning.
- Structured course design.
- Lessons developed through daily and weekly plans.
- Lessons that are paced from beginning to end.
- Lessons that challenge students.
- Individualized instruction through curriculum and teaching strategies.
- Individualized instruction for students needing accommodations.

Techniques of Esperanza Academy Instruction

- Vocabulary development.
- Technology.
- Role of textbooks and online learning resources.

- Formal instruction along with standardized student performance expectations.
- Cooperative learning that blends cognitive and behavioral approaches.

Management of the Esperanza Cyber Classroom

- Firm commitment to Esperanza school wide procedures and rules.
- Simple class procedures are in place.
- Simple class rules in place.
- Consistent enforcement of a structured learning environment.
- Use of quality lessons to reduce student behavior problems.

Assessment in the Esperanza Cyber Classroom

- Ongoing and Diagnostic Assessment
- Assessment is teacher designed.
- Each marking period features traditional and alternative assessment.
- Assessment challenges the student and is fair.
- Students are taught academic integrity and to avoid plagiarism.
- Students will use MLA format for written work.

Assessment Design and Implementation

- Design of assessment within the context of the entire course.
- Design of assessment in periods of grade reporting.
- Design of formal (traditional) assessment.
- Matching the assessment strategy to the instructional modes and methods.
- Planning for accommodations from the beginning.

CHARACTERISTICS OF ESPERANZA CYBER INSTRUCTION:

Structured course design

Esperanza Cyber will provide course overviews for every course that give the curricular department and teacher the expectations of course content. Each overview gives outline summary to the length of the course, the manner in which it is taught, the expected outcome and the units of content. From these course overviews the teacher is expected to merge together in this order; 1) their own knowledge of the subject 2) materials from the text that has been provided 3) and outside sources, to build the total course content.

Lessons that are paced from beginning to end

Esperanza Cyber's teacher-taught lessons are paced according to the amount of time allotted for that class' lesson time. The lesson should begin with quick assessments and ways of getting students immediately involved in the topic of the day, followed by a demonstration of the topic of the lesson, then guided and individual and group or collaborative practice. Discussions of the particular topic should be encouraged, ending with a description of work expectations that reinforce outside of class what has been taught in class.

Lessons that challenge students

Esperanza Cyber's model is developed based on the recognition that many students enter school performing at several grade levels lower than where they should be, and some students enter school performing several grade levels above their age-level expectations. And, most students excel in some areas but do not do as well in others. All students should be diagnosed continually as to their specific

needs and challenges, and their academic programs designed accordingly. Critical thinking and using knowledge and skills for problem solving should be central to every educational experience.

Removing the barriers to ineffective instruction

Different students react differently to certain types of educational environments, and this holds true with online learning and teaching environments as well as brick and mortar environments. Teachers should continually observe how each student learns best, and try to design the learning experiences for that student that challenge them to move quickly toward mastery of that level and attainment of the next higher set of content and skills for that discipline.

Individualized instruction through curriculum and teaching strategies

All students should be provided a college preparatory experience and introduction to careers that match their interests and strengths. Parents should be consulted heavily in designing each student's educational experiences, so that the program directed by students and parents at home is the most productive, engaging, and inspirational for both students and parents.

D. Attach the school calendar and identify hours of the school operation, as per section 1715-A(9).

Esperanza Cyber will operate on a 180-day calendar that mirrors the school calendar of the School District of Philadelphia, where our central office will be located. Esperanza Cyber will also offer summer instruction for those needing course or credit recovery as well as enrichment. The learning management system and online learning materials will be available for students' use 24 hours a day, through the year. Online class time and group and individual tutoring sessions at the school's central and satellite learning centers will be held from 8:00 am to 4:00 p.m Eastern Time. The Elementary level students will be eligible to participate in at least 6.5 hours of instruction from trained teachers each regular school day (1,170 hours of instructional time annually). Secondary students will be expected to complete the 28 credit college preparatory program, which will include 900 hours of instructional time per year.

School Calendar 2012-13

September 4	First Day of Classes
September 18	“Online Back to School Night” for Parents
November 8, 9	Parent/Teacher Conferences
November 12	Veteran’s Day- school closed
November 19	Teacher Professional Development Day – no classes
November 22-23	Thanksgiving Holiday- school closed
December 19 - January 1	Winter Holiday- school closed
January 2	Students back to school
January 21	Martin Luther King, Jr. Day – Day of service for students and staff- No regular classes scheduled
January 25	Teacher Professional Development Day- no classes
February 15	Teacher Professional Development Day- no school
March 22-29	Spring Holiday- school closed
May 14	High School Graduation
May 27	Memorial Day – school closed
June 4	Last Day of School – Commencement exercises

4. School Accountability:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The school’s Board and Administration will work in partnership to assess the school’s progress toward its goals on a quarterly basis, with a primary analysis of all of the year’s data conducted during the spring and summer in preparation for submission of the Annual Report on August 1. Data will be

collected throughout the year that reflect directly on the school's academic and non-academic goals and objectives, as they are described earlier in this section.

Regarding assessment of academic goals, students are expected to master content specified at each grade level for each academic subject, which is defined as demonstrating understanding of at least 80% of the material presented for that subject at that grade. Students' grades will reflect that level of mastery, and will be based on rubrics, portfolios, projects, locally developed assessments, textbook based assessments and related work. Mastery of the Pennsylvania Academic Standards will also be assessed using the PSSA exams in Writing, Mathematics, Reading and Science at the respective elementary grade levels. Mastery of the Keystone exams in Science, Social Studies, English Language Arts and Mathematics and/or AP exams in those subjects will also provide information on the school's attainment of its academic goals.

Progress toward mastery of the school's non-academic goals will be assessed through a collection of data included in annual teacher, parent and student surveys, as well as parent feedback collected through email, by phone and presented at Board of Trustees meetings. The Board of trustees will assess the school's ability both the increase student academic achievement, but also the well-being of the student community as reported by that community and by the teachers. Progress toward the school's mission of involving students in projects that contribute to the betterment of their community will be evaluated by the Board through reflections on the variety and depth of student projects that have a tangible effect on improving the school and surrounding community. As counselors meet with all of the students throughout the state, they will provide feedback to the administration regarding the school's progress in improving the well-being, attitudes, and academic engagement of the students.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

The Board of Trustees will evaluate school leadership through the development of goals and objectives with those individuals. Although school leadership will oversee human resources, this oversight is subject to the ultimate authority of the Board of Trustees.

Teachers and administrators, including school leadership, at the Esperanza Cyber Charter School will be evaluated and supported through the setting of goals, collaboration and professional development. The rating system will comply with the model developed by the Pennsylvania Department of Education. Professional staff will be rated using the appropriate Pennsylvania Department of Education forms available: (PDE 5501, 426, 427, and 428). Act 48 experiences may also be included in the setting and documenting of goals.

Instructional Staff will be evaluated formally at least twice a year using an evaluation method, which is conducive to successful communication between teachers and administrative staff. Instructional Staff will have pre and post observation conferencing opportunities. The pre-conference focuses on what the objective of the lesson will be. After the observation is done a post conference is scheduled and a discussion surrounds strengths and weaknesses of the lessons and an area of improvement is agreed upon. A recording of the lesson will be made using the computer's recording capabilities, in order to support a more accurate joint review of the lesson by the teacher and the administrator. An action plan will then be devised for improving the teacher's strategies and approaches to the virtual lesson format.

Informal evaluations of instructional staff will be conducted by administrators, who will monitor sessions both in person and on-line. Information from formal and informal observations will be included at the end of the year in a Instructional Staff Evaluation Report. The report focus on overall performance in the implementation of Team Work and Collaboration, Interdisciplinary Study, Project -Based Learning, Servicing students with Special Needs, Cultural Infusion and an Inclusive Curriculum. Other areas looked at are Planning and Motivation, Instructional Delivery, Virtual Classroom Management,

Working with Students' Parents as Co-teachers, and Professional Development. From this form staff and the CEO will work collaboratively in devising an action plan of areas in need of improvement for the following year.

Staff who receives unsatisfactory ratings will be reviewed with regard to their ability to create and adhere to a promising plan of improvement of their instructional strategies. Staff who are unable or unwilling to engage in the required improvement plans will be released from their contracts.

Staff will attend workshops and conferences that support their content and engage in regular, on-going professional development. Staff will have on-going collaborative sessions in which they will share strategies and methodologies.

Administrators and staff will be expected to attend professional conferences, workshops, and in-services, and enroll in college courses when appropriate. Presentations by those attending workshops, etc., will be made to the faculty. Presenting at conferences and workshops will be encouraged as teachers expand professional horizons.

A board of instructional staff review will be established to review performance per quarter utilizing a performance management system. Supports will be put in place to help staff if there is a need.

This system of evaluation is primarily formative, and is focused on improving instructional strategies. This proactive approach to improving instruction will ultimately result in higher student achievement.

C. How will your school be accountable to the parents of the children attending your school?

Regular meetings with parents both individually and by group will be required. Parents will be invited to share their concerns and ask questions to teachers, staff, administrators and the Board of Trustees. Translators and translations will be available to convey information effecting parents in their home language. Because the school expects to serve primarily Hispanic students, all relevant materials will be translated into Spanish from the initiation of the school, including the school's Webpage and Learning Management System.

As the students' "first teachers", and those responsible for ensuring that their children attend school regularly and participate fully in the school's academic and non-academic programs, parents will have full access to their child's complete records and learning plans through the school's comprehensive Learning Management System. The Learning Management System will be used to communicate to parents about their child's progress toward mastery of the academic content, and to provide lesson plans and activities designed to challenge and motivate their child. The system will support multi-way communication, with parents, administrators, students, and school support staff working together in a shared online space to ensure that each child receives the type of instruction and support he or she needs to be successful.

Parents will be asked to commit to:

- A quiet study environment;
- A dedicated study area (not the bedroom);
- Adherence to a dedicated schedule – time management;
- Ensuring that the provided computer is available for student use, and
- Chaperoning students for community ventures.

Parents, teachers and counselors will meet periodically, including home visits, to ensure that program guidelines are being followed.

Multiple ways of communicating with parents will be established. These methods include a school web site, email, school and class newsletters, school calendar, and letters from the administration.

Parents will be encouraged to form a Parent-Teacher organization as well as attend the public meetings of the Board of Trustees. Members of the Parent Teacher organization will be invited to present their ideas to the Board of Trustees at each Board meeting.

Parents will be informed regarding the goals and objectives of the school via the school's Webpage, and the CEO's introduction of students and parents to the school.

Teacher, parent and student conferences will be held quarterly, in conjunction with posting of quarterly report cards. At these conferences, all assessment information will be shared. Parents will be encouraged to attend these conferences as well as to request conferences when the need arises. Teacher, parent and student conferences will be held at the school's learning centers and by Skype or at students' homes, where necessary.

School publications will include course descriptions published on the school website so that parents will be aware of specific goals and objectives. The school will also distribute a newsletter and other publications to inform the parents regarding student achievement.

As described in the attached Parent Complaint policy, there will be formal ways parents will be invited to communicate complaints.

D. Discuss your plan for regular review of school budgets and financial records.

Esperanza Cyber will employ a Chief Financial Officer for financial management. The Chief Financial Officer will work closely with the CEO to develop the budget for the Board's consideration and oversee all financial records. The school will maintain a vigorous Internal Controls Policy. The following financial documents and statements will be provided to the Board of Directors on a monthly basis: Financial Statements including cash flow projections and lists of expenditures.

The CEO and Treasurer will present these statements to the Board at the monthly meetings, and the Board will review these monthly statements to determine (taking into consideration recommendations of school leadership) if any changes need to be made to the then-current Approved Operating Budget.

Esperanza Cyber will submit to all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically, Esperanza Cyber will hire an outside independent auditing firm. Esperanza Cyber will be audited annually by an independent certified public accounting firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit shall be borne by Esperanza Cyber Charter School. Copies of the audit will be submitted to all required parties.

The CFO and CEO will oversee the budget and all financial records. A secretary will be identified to maintain a safe and secure location both on computer and in hard copy. All records will be kept up-to-date and discussed at weekly meetings. The budget will be designed with allocated funds for each school division. Quarterly audits will be conducted by an outside provider.

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

Esperanza Cyber Virtual Charter High will protect, secure and maintain the security and privacy of all student records. Student educational records that are kept in hard copies will be maintained in a locked file room in locked file cabinets. Student information kept electronically will be restricted. Everyone entering a student record will sign in and will therefore be recorded as having accessed a particular student's records. Parents and students will have the right to access their child(ren)'s /their educational records; an opportunity to seek to have the records amended; and some control over the disclosure of information from the records. Parents will have the right to access, seek to amend or consent to disclosures of their child(ren)'s educational records except when the school either has in its possession or has been provided information by appropriate authorities that a court order exists denying same.

Access to Education Records

In compliance with FERPA, parents and students of Esperanza Cyber Charter School will have access to view their child(ren)'s/their educational records upon written request (forms will also be provided). Parents can also request a copy of their child(ren)'s records in writing and one will be sent within thirty (30) days. A free copy will be provided on the first request; after which the requesting party will need to pay the cost of copying (which will be determined). Any information pertaining to any student other than the student of record will be redacted.

Parent's requests for corrections will be taken very seriously. At the very least the parent's statement will be entered into the student's record indicating the parent's corrected understanding or perspective on a record perceived to be inaccurate. If this is deemed less than acceptable by the parent they will be offered the choice of a hearing to amend the records. If the hearing does not result in an amendment of the records, the parents will again be offered the opportunity to submit a written statement that will be both kept in the record and will be disclosed with educational records except in the following situations:

- a) When a parent or student is seeking to change a grade or disciplinary decision;
- b) When the parent or student is seeking to change the opinions or reflections of a school official or other person reflected in an education record; and/or
- c) When a parent or student is seeking to change a determination with respect to a student's status in special education programs.

Disclosure of Education Records

In compliance with FERPA, Esperanza Cyber will:

- Require written, dated, signed parental consent stating the purpose of the disclosure before disclosure of student education records; and
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

Disclosure of Education Records Without Parental Consent

Esperanza Cyber will disclose student records without parental consent when such disclosure is allowed under FERPA or its implementing regulations, as amended.

Annual Notification

Esperanza Cyber will post on the website and send out with final report cards, notification that, with regard to their child(ren)'s educational records, parents have the right to:

1. Access and review their children's educational records;
2. Request correction of inaccurate or misleading information; and
3. Consent to appropriate disclosures of personally identifiable information.

The above Annual Notification will be included in the Student Handbook.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under section 1748-A, Enrollment and Notification.

Esperanza Cyber is committed to integrity at every level and to maintaining accurate, authentic records of enrollment. Esperanza Cyber recognizes and acknowledges the importance of child accounting, as charter school funding is enrollment based.

Esperanza Cyber will access and use the required forms suggested and mandated by the PDE and by the school district of residence. Student Services and accounting personnel will work closely together to communicate student enrollments and withdrawals. Notification to school districts of origin of students will be a top priority for both enrollments and withdrawals and within the time frame mandated by Charter School Law. Student Services will be responsible to gather all of the appropriate information which will be included in the enrollment and withdrawal packets and will, within three (3) days of receipt, notify the Accounting Department. The Accounting Department will provide all the necessary information to the district of origin on the next district school day or day of operation (as in the summer months and other school breaks).

Esperanza Cyber will use the Powerschool student information system to maintain current student data, including enrollments and withdrawals, so that we will always be able to give an up to the minute accounting for PIMS and the Pennsylvania Department of Education and School District child accounting forms.

Other forms detailing enrollment will also be used, including, but not limited to, PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership. Any disputes over enrollment or residence with a child's school district will be resolved following procedures detailed in Section 1748-A. The school will maintain in our central student information database the following basic information regarding each student:

- Student name
- Names and addresses of parents or legal guardians
- Residence status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code

- Withdrawal date
- Exceptionality code

G. Describe plans to evaluate student performance.

A variety of assessments including portfolios, projects, journals, presentations, as well as summative and formative assessments will be used to evaluate student performance. Assessments of student performance will be used to evaluate student performance relative to the school's goals of proficiency in all areas of the Pennsylvania Academic Standards.

- Report Cards – traditional quarterly report cards will inform parents of student performance in all subjects. Report cards will include evaluations of students' performance relative to the school's academic and non-academic goals, and provide recommendations for parents and students regarding pathways to take and resources to use to strengthen achievement. Weekly progress reports will also be made available to parents. An online grading system will be utilized for parents desiring real time student performance data.
- Rubrics – Teacher-developed rubrics will assess student achievement relative to PA Academic Standards, particularly with project-based instruction.
- Standards-linked Benchmark Assessment – Standardized testing of the students will be accomplished using the GMADE Math Assessment and GRADE Reading Assessment in high school and the ACUITY PA Standards-linked assessments in grades K to 8. These tests will help the school to track our students' achievement growth over the time that they are with Esperanza Cyber, and also will provide feedback to parents, students and teachers regarding each student's progress toward achieving the PA Academic Standards. Students with special needs will receive the necessary accommodations for test taking.
- State Assessments – testing in all areas of the Pennsylvania System of School Assessment (PSSA) will be administered. Where a student's IEP calls for the administration of the Pennsylvania Alternate System of Assessment or a modified version of the PSSA, those assessments will be used. PSSA tests will be given according to the following schedule, with additional assessments administered as they become available:
 - 3rd-8th grade and 11th grade Math & Reading Tests
 - 3rd, 5th, 8th and 11th Grade Writing Assessment
 - 4th, 8th and 11th Grade Science, Technology, Environment, and Ecology
 - 12th Grade retests in Writing, Reading, and Math

Beginning in the 2013-14 school year, the PA Academic Standards will be replaced by the Common Core State Standards. Beginning in the 2014-15 school year, the Keystone Exams will replace the PSSA exams in Math and Reading for assessing required proficiency for high school graduation. In 2016, the Keystone exams in Social Studies and Science will be required for graduation. Esperanza Cyber's graduation requirements will be consistent with what is required by PDE under Pennsylvania's Act 22.

- Senior Project—Every student will be required to achieve a score of Proficient or Advanced on their senior culminating project prior to graduation from the school. Senior

projects will demonstrate mastery of academic knowledge and skills at the highest level of the Pennsylvania Academic Standards, and will involve conducting a research project or community improvement project, the writing of a research paper in a student's career major area, development and successful delivery of a presentation related to that research.

H. How will student development towards the school's overall learning goals and objectives be measured?

Our school will make decisions based on continual collection and analysis of evidence regarding the school's and students' progress toward attainment of the overall learning goals. We will use a combination of standardized assessments, parent and teacher satisfaction surveys, student interviews, teacher observations, student and parent feedback on effectiveness of lessons and materials, discipline information and anecdotal reports to assess our school's progress, and make adjustments to our model where necessary. The analysis will be ongoing, but will be scrutinized intensively during the hiring process and budgeting process in the spring of each year, and during the summer as we collect and analyze information for the Annual Report due August 1.

GOAL	Assessments	Baseline	Annual Progress Target
<i>Goal 1. Science. Students will master the study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences.</i>	PSSA Science Grades 4, 8, 11 Keystone Exam Biology Keystone Exam Chemistry	Statewide average	<i>10% improvement in proficiency over previous year</i>
<i>Goal 2. Technology. Students will develop proficiency in the use of computers and communications technology for research and learning beginning in Kindergarten.</i>	NETS-S Rubrics Techliteracy.com technology assessments	Baseline year	<i>90% proficiency by grade, by year</i>
<i>Goal 3. Environment and ecology. Students will develop a deep understanding of the components of ecological systems and their interrelationships with social systems and technologies.</i>	PSSA Science Grades 4, 8, 11 Keystone Exam Biology Keystone Exam Chemistry	Statewide average proficiency by grade level	<i>Achievement of state PSSA average or 10% improvement over baseline</i>
<i>Goal 4. Social studies. Students will master the Pennsylvania Standards for all areas of Social Studies, including History, Geography, Civics and Government, and Economics.</i>	Keystone Exam World History Keystone Exam US History Keystone Exam Civics and Government	Baseline standards-linked rubric results	<i>Improvement of proficiency on Standards-linked rubrics by 10%</i>

	Social Studies standards-linked rubrics		
<i>Goal 5. Arts and humanities. Students will demonstrate proficiency in understanding of the core components of the art forms of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.</i>	Portfolios Rubrics Performances Teacher developed tests	Baseline year Rubric scores	<i>Improvement of proficiency on Standards-linked rubrics by 10%</i>
<i>Goal 6. Career education and work. All students will be fully prepared to participate in the increasingly global, interdependent and technologically dependent 21st Century workforce.</i>	Portfolio of career major work Rating from internship Performance in career major coursework SCANS Skills assessment	Baseline year	<i>Improvement of proficiency on SCANS skills assessment</i>
<i>Goal 7. Health, safety and physical education. Students will master concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.</i>	Portfolios Rubrics linked to Standards Performances Teacher developed tests	Baseline year	<i>Improvement of health as measured by President's Physical Fitness Challenge</i>
<i>Goal 9. Reading, writing, speaking and listening. All students will become proficient readers and fluent communicators in the English language.</i>	PSSA Reading and Writing GRADE Reading Diagnostic Rubrics Running Records DIBELS Harcourt Holistic Assessments English Composition Keystone English Literature Keystone	Statewide PSSA Writing and Reading Averages	<i>Achievement of state PSSA average or 10% improvement over baseline</i>
<i>Goal 10. Mathematics. Students will demonstrate proficiency in the Pennsylvania Academic Standards in Mathematics. Students will demonstrate proficiency in mathematical skills in numbers, computation, measurement,</i>	GMADE Diagnostic Math Assessment ACUITY Math Benchmark PSSA Math Grades 3 to	State PSSA Average by grade	<i>Achievement of state PSSA average or 10% improvement over baseline</i>

<i>statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus.</i>	8 Keystone Algebra I Keystone Geometry		
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About Rubrics

The school will use rubrics as guides for assessing students' knowledge or skills when presented in the form of a performance or project (Rubrics and Scoring, SRI Center for Technology in Learning, 2002; see: <http://pals.sri.com/guide/scoringdetail.html>). Although teachers will be encouraged to develop their own rubrics for student performances, essays and projects, and to share them with their students, the school will provide teachers with a set of standard guidelines for developing those rubrics.

Most rubrics today are developed on a four-point scale, with the scale approximating the following:

- Unacceptable demonstration of knowledge and/or skill in the area
- Marginally acceptable demonstration of knowledge and/or skill in the area, may require additional proof of understanding
- Acceptable demonstration of knowledge and/or skill in the area
- Goes beyond the expected in demonstration of knowledge and/or skill in the area

A common organization of rubrics is demonstrated in the following general rubric:

Advanced: Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.

Proficient: Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score provides evidence of skills necessary for progress in the academic content area tested.

Basic: Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.

Minimal: Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.

Rubrics at the school will possess the following characteristics:

- Continuous
- Parallel
- Coherent
- Highly Descriptive
- Valid
- Reliable

I. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Student evaluation and assessments results will be posted to and integrated with the Student Learning Management System for each individual child as soon as the results are compiled. This will provide a real-time assessment of student knowledge and skills for parents, students, teachers and administrators that will facilitate instructional decisions that keep students engaged and challenged, rather than continuing to work on material they have already mastered, or being asked to work on material that is too far out of their level. Having an individually tailored system like the one proposed here provides information that allows school community members at all levels to see how the school, classrooms, teachers, and individual students are progressing with regard to each of the school's overall goals.

To ensure that teachers and administrators are able to fully tailor instruction to each student's challenge level in each academic area, all professional staff members will be trained in the use, design and analysis of the wide variety of assessments that our school will use to track student progress: standardized assessments, rubrics, performance assessments, portfolios, and benchmarks.

The school's CEO and Curriculum and Instruction Coordinators will work with the school's instructional staff to continually assess the impact of student learning plans, teaching methods, and particular curricular materials on the ability of the school to move students forward toward attainment of their learning goals and the goals of the school.

5. School Community:

A. Describe the relationship of your school with the surrounding community.

Esperanza was established in 1987 when the Hispanic Clergy of Philadelphia and Vicinity, led by the Reverend Luis Cortés, Jr., saw the need to be proactive to the needs of the Latino community of Philadelphia. The organization has had dramatic impact on thousands of lives and hundreds of organizations since its inception. Esperanza has focused its work on five key areas: Community Development; Capacity Building; Workforce Development; Education; and Advocacy.

Esperanza Academy Charter High School

In September of 2000, Esperanza founded Esperanza Academy Charter High School. The Esperanza Academy Charter High School is dedicated to providing quality education that prepares critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish, and technology as tools for success.

Walk the halls of the Esperanza Academy and you will find confident young people who are smiling, enthusiastic, respectful of self and others, and enjoying their educational experience.

In watching our students since the first class in 2000, we are proud of the young people who have benefited from this comprehensive, college preparatory four-year high school. The Esperanza Academy has achieved student test scores that are among the highest in the entire Philadelphia region. More than 95 percent of our graduates are accepted into colleges—a clear indicator that we are indeed achieving our mission.

The learning experience is designed to enrich each student through access to 13 majors, including entrepreneurship, technology, teacher education, and journalism. Esperanza Academy's School of the Arts, opened in October 2007, offers an additional six majors in the arts, ranging from dance, drama,

and voice to film, instrumental music, and the visual arts. All courses are taught in modern classrooms that offer a safe, structured, and disciplined environment. Student-to-teacher ratio is 14:1.

Esperanza College of Eastern University is the realization of a dream first envisioned by the Reverend Luis Cortés Jr., Esperanza's president. He dreamed of a private Christian college to serve Latino men and women who aspire to improve their lives but who have limited resources or even language barriers. He believed then and still believes that an investment in education is an investment in the Hispanic community. While designed to serve the Latino Community, Esperanza College is open to all.

Reverend Cortés reached out to form a unique partnership with Eastern University, an innovative, well-respected Christian university in Pennsylvania, to open the doors of Esperanza College in 2000, when the first students were admitted and began their studies.

The academic program, based on Eastern's core curriculum, leads to an associate of arts degree, with concentrations in business administration, early childhood education, and community and human services. Many of our graduates pursue bachelor's degrees after completing their AA.

A unique feature of the college is that classes are conducted in both Spanish and English, thus allowing students with limited English language skills to start their course work in Spanish and then transition to classes taught in English.

In addition, Esperanza is host to a degree-completion program leading to a bachelor's degree and taught by professors from Eastern University.

Some of our strengths include:

- Day and evening classes
- Small class sizes
- Convenient location in the community (on the Esperanza Campus in the heart of North Philadelphia's barrio)
- Reduced tuition grants
- State-of-the-art, computer-ready classrooms

The Esperanza English Institute offers a strong curriculum in all aspects of the English language. The content of the course helps immigrants adapt to living in the United States while improving their skills in listening, speaking, reading, writing, and using correct grammar. The Institute's five levels of instruction are offered at all times, in three sessions each year (spring, summer, and fall). Each session has 40 classes of three hours each.

Institute instructors have a minimum of a bachelor's degree and often higher and are experienced in the teaching of English as a second language. Students in the Institute are professionals from other countries who need English for their work or candidates for Esperanza College who need to complete Level 4 to be able to enter the college. All new students are tested to confirm their level of instruction.

Schools of Hope

Escuelas de Esperanza is a project Esperanza started with the government of the Republic of Panama in an effort to raise funds for the construction of new schools in rural areas of Panama, where more than

25,000 children attend “escuelas de ranchos,” rudimentary schools functioning in improvised huts with dirt floors and poor physical conditions.

The Honorable Vivian Fernández de Torrijos, the first lady of the Republic of Panama, shared the vision and heart of Reverend Luis Cortés, Jr. for developing educational opportunities for the children of Panama. Her support combined with that of the Panamanian Department of Education and notables such as singer-actor and minister of Tourism of Panama, Rubén Blades, ensures that Escuelas de Esperanza will become a reality in the near future. Their goal: children should have the opportunity to reach their full potential no matter where they live or what their surroundings are.

People like Marcos Witt, Rubén Blades, and Mariano Rivera have made a financial commitment to Escuelas de Esperanza, and thanks to their support three of these schools have been built. They are located in communities of extreme poverty in rural Panama where children are living without running water and electricity.

Esperanza Cyber Charter School

It is important to see the positive impact of current Esperanza educational initiatives and their success over time. Just as the aforementioned Esperanza educational institutions, The Esperanza Cyber Charter School will have a strong relationship with the communities it will serve. ECCS will serve the citizens of the Commonwealth of Pennsylvania, as this is a statewide school and our students and families are expected to come from all over the state. Our school will be focused on developing a deep understanding of the needs of each student’s community, and taking action to directly improve those communities. Therefore, our students will be seen as positive influences in their communities. Likewise, our teachers and administrators who will be located in our Central Office and in satellite learning centers throughout the Commonwealth will be expected to work in partnership with the community on community improvement efforts. For example, for Martin Luther King, Jr. holiday, our school will engage in a day of service across the Commonwealth in which our teachers, students and administrators work on and document projects that show direct, tangible evidence of improvement in the community. A strong relationship to the communities in which our students and centers are located is central to the mission of the school.

B. Describe the nature and extent of parent involvement in the school’s mission.

Parental involvement supports the mission of the school in providing the ongoing supports needed to assure that the students are participating and learning effectively. Esperanza Cyber Charter School recognizes that consistent and recurring parental involvement increases the opportunity for student success. Parents are welcome at the school locations on a regular basis to visit classrooms, participate in group meetings/workshops and trainings, meet with their own child’s teachers and administrators, chaperone activities and serve on committees. Parents will be required to attend face-to-face meetings and/or counselors on a regular pre-determined basis throughout the school year. Parents will be encouraged to form learning communities for group activities. Parents will be welcome to attend Board of Trustees meetings. In support of the virtual innovative mission of Esperanza Cyber, parents are asked to support the learning environment by providing a quiet study environment, a dedicated study area and time management. At least two parents will be provided spots on the Board of Trustees of the school.

The development and review of the school’s Parent Involvement Policy will take place each year during the last two weeks of August. All families will be notified electronically and in a mass mailing of the

evening meeting scheduled to discuss, review and improve the policy and the jointly developed school-parent compact. Enactment of the policy will follow thereafter.

The annual meeting to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program as well as the right to be involved serves as the kick off to our Open House that is held the Thursday before Labor Day every year. During this meeting, parents are provided with a copy of the Title 1 Plan. A guided review of the Parent Involvement plan is presented and each parent receives a review card that asks for both positive and negative comments. The parents are asked to submit their recommendations directly to our office or by mail or email within a week from the date of the Open House. These surveys help Esperanza Cyber determine the barriers to parental participation that need to be addressed as well as measure the change in parent involvement from the preceding year. During the same month after the Open House, a meeting is held to further review the plan and submitted recommendations in order to make any agreed upon alterations.

To encourage parent involvement we hold several workshops and meetings for parents during the school year. **These meetings will be held on the 1st and 3rd Tuesday of every month, beginning with the 3rd Tuesday in September of each year.** The 1st Tuesday of each month will be geared towards offerings by the Guidance and Special Education Departments. The 3rd Tuesday of each month will be geared towards special interest meetings, parent training courses, and Esperanza Parent Committee meetings (of which all parents are invited to attend). These workshops may be initiated based upon student need, school policies, or parental requests. They would include, but not be limited to: technology training workshops for parents to learn how to access Powerschool; college access workshops for parents to gather skills and knowledge in college planning, the college process and financial aid; presentations about our mission, philosophy, course credit structure and how our course majors work; and meetings with parents whose child is struggling in order to monitor progress and plan interventions. We also have special program workshops for parents to help them pay for college.

In times of crisis we offer responsive services to answer community need including family services and referral. The Special Education Department invites parents to meetings to inform them of the services the community has to offer through the offices of social security, vocational rehabilitation, and mental retardation. They also bring presenters in to discuss education interventions parents can provide at home as well as mental health resources.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Usually student or parent complaints or concerns can be addressed simply—by a phone call or a conference with the teacher or counselor. For those complaints and concerns that cannot be handled simply, Esperanza Cyber has adopted a standard complaint policy. In general, the student or parent should first put in writing or email the complaint and will be delivered to the appropriate school administrator. If unresolved, a request for a conference should be sent to the CEO. If still unresolved, the School provides for the complaint to be presented to the Board of Trustees

6. Extra-curricular activities (athletics, publications and organizations):

A. Describe the program of extra-curricular activities planned for the charter school.

As described in Charter School Law, students will have access to their school district of residence's extra-curricular activities, athletic teams, clubs, choirs, etc. In addition, Esperanza Cyber Charter School, in conjunction with the parent groups, will identify appropriate activities throughout the state in which students can participate.

The following clubs and extra-curricular activities will be conducted for students throughout the school. Additional activities and clubs will be added through student initiated feedback to ensure the needs and the interests of students are represented and met.

Arts and Crafts

Students create a variety of unique arts and crafts projects and submit photos of their creations. These photos are then published and shared with other Esperanza Cyber students and families.

Book Club

Students share ideas about books they've read, and even books they'd like to write, through live sessions and message board discussion threads.

Environmental Club

Students investigate the human impact on the planet, conduct reuse projects, calculate their families' carbon footprints, and hear from notable guest speakers such as:

- A biologist who taught about ecosystems of the Galapagos Islands
- A National Aquarium conservationist who shared ways to protect marine habitats
- An architect who explained "green" building design

Pen Pal Club

Students correspond with other students in the state. In addition to improving their writing skills, they get to know new people and learn about communities other than their own.

Literary Magazine

Our magazine allows the opportunity for students to express themselves through photography, prose, and poetry and to have their creativity published. This is an ideal setting for emerging writers to improve their skills and for enthusiastic writers to have a wider public forum for their work.

Robotics Club

Students learn how robots are used in popular culture, scientific studies, and commercial enterprises. They learn basic programming and, over the course of the year, will create 10–15 different programs for the club's robots.

Science in the Kitchen

Students perform a variety of science experiments using items easily found in the home. They post the results of their experiments on message boards and submit pictures of themselves performing the experiments.

Student Leadership and Service Club

Students have the opportunity to hone their leadership skills while conducting projects that benefit others. One past project was writing letters to soldiers serving overseas. This club combines student interaction, leadership, and community service, all areas that appeal to high school students and are highly valued by college admissions officials.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

Esperanza Cyber Charter School plans to enter into agreements with resident school districts to ensure student participation in extra-curricular activities in those districts. No particular agreements have been developed with any school district at the time of submission of this application. Esperanza has had preliminary conversations the School Districts of Philadelphia, York, and Reading concerning populations in their district that match the mission of Esperanza Cyber. It is our desire to enter into agreements with school districts across the state that have growing populations in the following areas; Hispanic as well as other minority group populations, English Language Learners, at risk youth and out of school youth for the purpose enrolling students at Esperanza Cyber to ensure greater academic success.

7. Technology Support:

A. Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.

Esperanza Cyber will use two-way, multi-media computing technology to provide interactive distance learning for all of our students, as described by Jan Yates (2003) in Interactive Distance Learning: A Handbook of Possibilities. We will use both real-time and “delayed-time” instruction with students, providing access of parents and students to lesson plans, curricula, online lessons, interactive “virtual classroom” session, online assessments, on-line tutoring, and an on-line learning management system that helps them to make the most of the paper- and computer-based curriculum materials that we have provided for them.

Students will use a combination of online and “in paper” curricular materials, the majority of which will be in both English and Spanish. Materials will be provided directly online to students and parents through the Learning Management System, and will be sent in the mail for the use of students while off-line. Students will be required to participate in on-line lessons taught in real time by teachers using interactive whiteboard software with audio-visual capabilities, and in asynchronous lessons that students can access through archives of exemplary lessons that are videotaped and taught by master teachers with regular classrooms of students. This combination of real-time and asynchronous lessons, as well as the ability to connect with traditional classrooms using the same curriculum and learning materials, will provide an extremely valuable set of resources for students. Students will be able to access resources based on the level that they need most practice in, as determined by their parents and teachers through the online learning management system.

Teachers will teach “virtual classes” at particular times, during which time students may participate or not, depending on their schedules or their particular needs. If a student has learned the geometry section of their 3rd grade curriculum, for example, and that is the day’s virtual lesson, they may spend the time reading or learning another lesson, either at a higher level or in another area, either in real-time or through the school’s archives.

B. Describe how you will improve student achievement through effective uses of technology.

Through the use of online assessments, student achievement will be charted and their learning experiences will be individualized to meet their specific learning needs. In an extensive review of studies of the impact of technology on student achievement, John Schacter of the Millken Family Foundation states that technology is most useful for learning when it is designed to meet particular educational objectives for a particular learning program Schacter, 1999, The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say, Millken Family Foundation). Esperanza Cyber has designed its program to be highly flexible, to be tailored to students' individual strengths and to challenge them at the exact level they need to be challenged to move them forward toward mastery of the school's learning goals and objectives.

In order to create this unique program, we will draw on the particular power of computers and the Internet to do several things:

- 1) to assess and track student learning for accurate, on-going diagnosis of strengths and weaknesses;
- 2) to provide access of students to communities of English and Spanish speaking students;
- 3) to deliver curricular materials to students and parents;
- 4) to connect students and parents to archived lessons across the curriculum;
- 5) to provide access to the Internet's vast information resources;
- 6) to provide access to visual and multimedia learning tools;
- 7) to provide interactive distance learning instruction for students in virtual classrooms;
- 8) to provide a supportive community of parents to help them to assist their children with learning at home;
- 9) to connect students with one-to-one tutoring in areas of need;
- 10) to assist teachers and parents with managing curriculum lessons and related assessments;
- 11) to connect teachers and administrators to support data-driven instruction;
- 12) to connect parents and teachers to support student learning across the curriculum;
- 13) to connect parents and students to existing "brick and mortar" bilingual school classrooms to expand their contacts and connections in the bilingual community; and
- 14) to connect parents and students with community resources to enhance their learning.

These things will be accomplished primarily by providing a secure Learning Management System through which students and parents can connect with the vast array of resources provided by the school. The LMS will provide connections to interactive distance learning classes on a regular school day schedule, archived lessons of classrooms teaching particular topics, diagnostic and unit assessments, connections to staff and other parents and students in the community, the school's learning management system that details lesson plans for the entire curriculum, English-Spanish translation tools, the student and parent handbooks, and suggestions for improving learning strategies.

The school will operate a regular schedule of online classes taught by teachers at particular times during the school day, in which students can log in and participate. Additional elements will be added to the school's LMS and computer-based tools as it becomes evident just what types of instruments will be most beneficial to the parents, teachers, administrators and students.

C. Describe the technical support that will be provided to students and parents.

Each student will receive a computer in order to access online curriculum, classes and school services. This will include printer/scanner, internet reimbursement, school supplies, math and science manipulatives, textbooks, consumables and technical support. Esperanza Cyber will provide the computers, hardware and software and 24/7 bilingual technical support to help students and parents when the need arises. The school will check in with parents and students on a daily basis to ensure that ALL issues, technical or otherwise are being met expeditiously. There will also be a school-based help desk. Technical assistance professionals will be available by toll-free number, by email, or web chat. Every student's computer will be formatted in exactly the same way, and that formation will be controlled centrally by the school's technicians. Off-site technicians will have the ability to "see" each computer's files, and reload essential components if necessary. Problems that cannot be fixed remotely may be addressed by our on-site, traveling technicians who will make "house calls" to repair hardware or software problems. If a problem cannot be fixed by either of these mechanisms, a new computer with new software will be shipped out immediately to replace the broken hardware or software.

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

Esperanza Cyber Charter School will ensure the privacy and security of all data gathered online by procuring security software which provides access to the sites by use of parent generated passwords. Esperanza Cyber Charter School will not have access to passwords; however, when a password is lost, our technical support team will reset passwords so that student learning is not disrupted.

E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

We will rely heavily on our parents/guardians to ensure that student work is authentic. We will provide an orientation on cheating and copying for all parents and students, and emphasize rules relating to cheating, copying and plagiarizing in our student and parent handbook provided to each family. Our instructional staff will also employ websites designed to detect copying of work and plagiarism, and will be required to teach their students about the importance of providing one's own work for evaluation.

In cases when we are administering the PSSA's, Keystone's or other statewide standardized exam, we will have certified teachers proctor those exams in secured learning centers around the state.

F. Describe equipment such as hardware, software, and Internet connections to be provided to students.

Esperanza Cyber will provide all of the computer hardware, software and Internet connections needed to allow all students enrolled to fully participate in the school. Each student will be provided a laptop or desktop computer for student learning. The computer will be pre-loaded with Microsoft Office Suite, an Internet Browser such as Mozilla Firefox, an encyclopedia program such as the children's Britannica and either Inspiration or Kidspiration software. The family must agree to allow the school to regularly update and configure the software on the computer in order to best support the school's learning tools. Where possible, the school will pay for at least high speed DSL service for each family. For families that are economically disadvantaged, the school will pay the cost of their telephone line as well, based on a completed financial hardship application. The Esperanza Cyber Charter School will reimburse parents up to \$30/month for the cost of internet connectivity.

Computers supplied to the families will be capable of running the latest version of Windows 7, and will possess a DVD read/write drive, video camera and microphone for teleconferencing. The school will also provide a printer/scanner with each computer. These computer systems and materials are the property of the school and must be returned when the student leaves. Computers and printers will be replaced at least every 3 years with new systems. The school will supply technical support and troubleshooting for these systems (See above).

II. NEEDS ASSESSMENT

1. Statement of Need:

A. Why is there a need for this type of school?

1. Low income:

Simple comparisons between children in poor families and children in non-poor families using national datasets indicate that poor children are more likely to do worse on indices of school achievement than non-poor children are. Poor children are twice as likely as non-poor children to have repeated a grade, to have been expelled or suspended from school, or to have dropped out of high school. They are also 1.4 times as likely to be identified as having a learning disability in elementary or high school than their non-poor counterparts.

Read more: <http://www.answers.com/topic/overview-of-poverty-and-education#ixzz1ZRZeqWdk>

The 2010- 2011 enrollment for all publicly funded schools in Pennsylvania as reported by school districts, area vocational-technical schools, intermediate units, and charter schools, lists Philadelphia School District, Reading School District and Allentown City School District among the districts with the highest enrollment of low income students compared to other LEAs in Pennsylvania. The Philadelphia School District with 132,950 Low Income Enrollment represents 79% of total enrollment.

Local education agencies were asked to report those economically disadvantaged students who were enrolled and attending as of October 1, 2010. Below is the information applicable to the areas we are targeting to service.

Source: 1011 Public Schools Percent Low Income.xls

http://pa.gov/portal/server.pt/community/data_and_statistics/7202/loan_cancellation%2C_low_income_schools/811106

LEA	LEA Type	Total Enrollment	Low Income Enrollment	Percent of Enrollment from Low Income Families
Philadelphia City SD	SD	166,272	132,950	80.0%
Reading SD	SD	18,194	16,484	90.6%
Allentown City SD	SD	17,637	15,482	87.8%

2. Dropout rate:

- a. Philadelphia School District has the highest dropout rate compared to other counties in Pennsylvania (3.37%) with 2,878 drop outs in the 2009-2010 school year. Although Philadelphia is also the largest school district in the state, the need for assistance in reducing this rate is clear. See chart below. **Exhibit A**

Source: Dropouts Public by School 2009-10.xl; Public Secondary School Dropouts by School 2009-10 <http://pa.gov/portal/server.pt/community/dropouts/7396>

- b. In terms of LEAs surveyed, Reading and Allentown City SD are in the top ten (number 7 and 8 respectively) for highest dropout rate (6.32% and 6.04%) compared to other LEAs in the state. The top 10 also includes LEAs in each of the areas we plan to serve, including Crispus Attucks Youthbuild CS (#1 at 43.56%) in York and Youth Build Phila CS (#4 at 16.85%) in Philadelphia. **Exhibit B**
- c. The chart below also indicates that Hispanics in Pennsylvania had the highest dropout rate in 2009-2010, compared to other races. **Exhibit C**

PUBLIC LOCAL EDUCATION AGENCY DROPOUTS AND DROPOUT RATE 2009-10 (County)

COUNTY NAME	GRADES 7-12 ENROLLMENTS	DROPOUTS			DROPOUT RATE
		MALE	FEMALE	TOTAL	
Philadelphia	85,340	1,604	1,274	2,878	3.37%
Berks (Reading)	32,830	372	326	698	2.13%
Allentown (Lehigh)	26,248	383	256	639	2.43%
York	32,272	282	161	443	1.37%

Exhibit A

PUBLIC LOCAL EDUCATION AGENCY DROPOUTS AND DROPOUT RATE 2009-10 (LEAs)

LEA NAME	GRADES 7-12 ENROLLMENTS	DROPOUTS			DROPOUT RATE
		MALE	FEMALE	TOTAL	
Reading SD	7,409	236	232	468	6.32%
Allentown City SD	7,240	239	198	437	6.04%

Exhibit B

Philadelphia Public School Dropouts Grades 7-12 Dropout Rate by Race
School Year: 2009 - 2010

	Grade 7-12 Enrollments	Male Dropouts	Female Dropouts	Dropouts	Dropout Rate
American Indian / Alaskan Native	1,337	11	11	22	1.65%
Asian / Pacific Islander	23,819	127	85	212	0.89%
Black / African American (not Hispanic)	126,474	1,940	1,566	3,506	2.77%
Hispanic (any race)	59,253	1,245	954	2,199	3.71%
Multi-Racial	5,908	64	48	112	1.90%
White / Caucasian (not Hispanic)	628,328	3,864	2,747	6,611	1.05%

Exhibit C

3. Graduation Rate

Compared to other ethnicities, Hispanics in Pennsylvania have the lowest number of students who are college bound. The census bureau is clear that those with a college degree earn significantly more in their life time than high school graduates. Please refer to **Exhibits D and E**

STATISTICAL HIGHLIGHTS			
2009-2010 School Year			
	NUMBER OF PUBLIC GRADUATES	COLLEGE BOUND	
		Number	Percent
TOTAL	131,343	95,380	72.6%
GENDER			
Male	65,752	43,883	66.7%
Female	65,591	51,497	78.5%
RACE/ETHNICITY			
American Indian/Alaskan Native	198	130	65.7%
Asian/Pacific Islander	3,545	2,915	82.2%
Black/African American	17,828	11,039	61.9%
Hispanic	7,057	4,123	58.4%
White/Caucasian	102,126	76,777	75.2%
Multi-Racial	589	396	67.2%

Source: <http://pa.gov/portal/server.pt/community/graduates/7426>

Exhibit D

Graduates Public by School 2009-10.xls

LEA	Total Graduates	Total College-Bound	Total College-Bound %	2- or 4-Year College or University	2- or 4-Year College or University %	Total Postsec Bound	Total Postsec Bound %	Non-Degree-Granting Postsec School	Non-Degree-Granting Postsec School %	Specialized Associate Degree-Granting Institution	Specialized Associate Degree-Granting Institution %
Philadelphia City SD	9226	4735	51.3%	4484	48.6%	4988	54.1%	253	2.7%	251	2.7%
Reading SD	857	467	54.5%	463	54.0%	547	63.8%	80	9.3%	4	0.5%
Allentown City SD	1007	615	61.1%	603	59.9%	621	61.7%	6	0.6%	12	1.2%

Exhibit E

B. Explain why the cyber charter school model is an appropriate vehicle to address this need.

1. Esperanza Cyber Charter's educational model is built around the essential idea that each student learns differently.
2. Esperanza Cyber Charter will provide top quality curriculum and online learning resources, a flexible learning setting, career guidance and preparation, technology education for the 21st century, and a sophisticated learning management system that will bring together parents, students, and teachers to creating a holistic academic environment essential to address the needs of students who traditionally struggle in regular schools, I.E.: underserved, drop out, low income, minorities, ELL, at risk, and out of school youth.
3. Esperanza Cyber Charter will utilize a blended educational approach distinct from brick and mortar schools and also different from the typical cyber school. It is widely accepted that students in poverty require more structure, as evidenced by the writings of educators such as Harry Wong. It is also accepted that students who face obstacles that coincide with poverty are in need of increased flexibility from education providers. The blended approach allows us to provide increased structure while simultaneously offering greater flexibility. Education Next, A Journal of Opinion and Research in its Summer 2011 issue points to several Education providers that are using a blended or hybrid approach to education with low income and immigrant populations that are achieving exceptional results. Providers such as Rocketship Education, working with immigrant students in San Jose CA, School of One, working in District schools in NYC and the Denver School of Science

and Technology just to name a few, are examples of schools working with at risk populations through a blended approach and seeing incredible results. Esperanza Academy Charter High School in North Philadelphia also has a blended program that allows traditional charter students the opportunity to use online curriculum to recover credits and also accelerate their studies.

Currently, based on the data, charter schools are a popular, effective alternative to traditional public schools; especially virtual charter schools which will allow the student a glimpse of a world-view curriculum ensconced in the new technology which promises to open doors to these students as they navigate their laptops to enter a world which will allow them to develop holistically; mind, body, and soul which they are often unable to do so via the traditional school with the traditional instructional framework.

The Esperanza Cyber Charter School model is an appropriate vehicle to address these needs and to provide an accessible, flexible and efficient educational model. The Esperanza Cyber Charter School will not only offer the traditional basic components of education but will also enhance the basic academic components through an outstanding curriculum that utilizes state of the art technology to ensure best teaching and learning practices.

Many parents want a flexible schedule or learning environment where their child can receive one-on-one attention that will allow their child to succeed. It is our goal to improve services and expand choices for our students and parents. Esperanza Cyber Charter School will partner with parents to encourage and motivate our students.

4. Esperanza has been successful in educating students who Esperanza Cyber will be targeting. Esperanza Academy (EA) educates 750 high school students. EA is a 100% minority school. 95% of our students are Latino. This is the highest percentage of Latinos compared to all high schools in the city of Philadelphia. EA's poverty rate is 85% and our English Language Learner population is 20%. We have been very successful with our population. Over 90% 4 year cohort graduation rate yearly. PSSA proficiency above the city of Philadelphia at large for 11th graders. College acceptance over 90% yearly. We have had a dropout rate of less than 1% for five years running. Advanced Placement test scores at or above the national average. EA are also the only 9-12 high school in the city of Philadelphia to ever have made AYP with a Latino subgroup in the 11th grade.

2. School Demographics:

A. **What are the school's enrollment projections for each of the first five years? What is the school's ultimate enrollment goal? What grades will be served? What is the entry age for kindergarten students and the entry age for beginners? How many students are expected to be in each grade or grouping?**

The following are the enrollment projections for the first five years:

- a. Year 1 – 600
- b. Year 2 – 720
- c. Year 3 – 865
- d. Year 4 – 1035
- e. Year 5 – 1245

- Esperanza Cyber Charter's ultimate goal is to serve over 2,000 students.
- Esperanza Cyber Charter will serve Kindergarten to 12th grade students
- The entry age for Kindergarten is 5.

In Year I, the following number is projected for each grade level:

ESPERANZA CYBER CHARTER - YEAR 1 STUDENT PROJECTION	
Grade Level	Number of Projected Students in Grade
Kindergarten	60
First Grade	60
Second Grade	30
Third Grade	30
Fourth Grade	30
Fifth Grade	30
Sixth Grade	30
Seventh Grade	30
Eight Grade	30
Ninth Grade	75
Tenth Grade	75
Eleventh Grade	75
Twelfth Grade	75

B. Describe the community or region where the school, particularly the administrative office, will be located.

The administrative office of Esperanza Cyber Charter will be located at 4261 North 5th Street at the Esperanza Inc. building in the Hunting Park neighborhood of Central North Philadelphia.

Esperanza Cyber Charter will attract and enroll students from all counties within the Commonwealth of Pennsylvania but will particularly target areas where the need to serve populations at risk is high. According to data provided by the 2010 US Census and the Pennsylvania Department of Education, Philadelphia, York, Allentown, and Redding have large concentration of minorities, English Language Learners, at risk students, dropouts and out of school youth that would benefit from alternative education opportunities.

The age distribution of the Hunting Park neighborhood is young compared to the rest of Philadelphia at large. 34% of the population is under the age of 18 compared to 22.5% for Philadelphia overall. The median income for Hunting Park is \$20,014 compared to \$60,933 for the State of PA. It is estimated that 38% of 25 year olds in the Hunting Park neighborhood do not have a high school diploma. In the midst of the Hunting Park neighborhood Esperanza Academy has a 97% college acceptance rate and a 87% college going rate.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The location for the physical offices of Esperanza Cyber Charter coincides with the location of Esperanza Academy Charter and Esperanza College; institutions primarily invested in meeting the educational needs of the Hispanic and low income student population.

The development of the Esperanza Cyber Charter School is result of many minds coming together to broaden the educational success and attend to the needs of the minority, at risk, poverty, and Out of School Youth student population residing in North Central Philadelphia and in other areas throughout the State of Pennsylvania.

In a recent study conducted by The Hunting Park Neighborhood Association, a group planning the revitalization of the Hunting Park Neighborhood in North Central Philadelphia, it was found that the graduation rate among the six area high schools, excluding Esperanza Academy, ranges between 33% and 56%, the drop-out rate ranges from 10% to 20%, the daily attendance rate from 77% to 83%, and many of these schools are classified as “persistently dangerous.” At Esperanza Academy, a school serving a primarily Hispanic, low income, population, the graduation rate is 95%, the dropout rate is less than 1%, and the daily attendance rate is 90%. To leverage the success of Esperanza Academy, the Hunting Park Neighborhood Plan developed an all-inclusive community education road map—a cradle through college to career and healthy aging guide—extending Esperanza Academy’s educational success beyond the school walls. A cyber education system will allow the Hunting Park plan expand the reach of the road map, rooting our education continuum into the community, and transforming the lives of all our community residents through access to a high quality network of services.

According to data provided by the 2010 US Census and the Pennsylvania Department of Education, Philadelphia, York, Allentown, and Redding have large concentration of minorities, English Language Learners, at risk students, drop outs and Out of School Youth that can benefit from Esperanza’s experience serving underrepresented populations. Esperanza Cyber Charter’s will extend proven educational methods to increase the educational success of students at risk consequently impacting their opportunity to improve their living condition and enhance their economic development.

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

Esperanza Cyber Charter School will recruit and enroll students from geographical areas with large concentration of minorities as well as students who are at risk of academic failure due to challenges posed by poverty, ELL, drop out, at risk, and out of school youth. Our goal is to service students who have experienced lack of success in traditional classroom environments due to a variety of factors. Esperanza Cyber Charter School will customize each student’s educational program according to his or her unique abilities, challenges, and needs, so that opportunities for success for each student increase. Esperanza Cyber Charter aims to primarily service the Hispanic population of Philadelphia, York, Allentown and Redding areas.

3. District Relations/Evidence of Support:

A. Provide evidence that your cyber charter school has the sustainable support to operate.

Copies of signed letters of support are attached. Included are letters of support from State Representative Tony Payton Jr. 179th Legislative District of PA; Councilwoman – 7th District Maria D. Quiñonez Sanchez; Eugenio Longoria, Executive Director of Eastern North Philadelphia Youth Services Coalition; Rev. Esdras Seda, Pastor Iglesia Metodista Unida Espiritu Santo/Holy Spirit United Methodist Church; Lucas Rivera, Executive Director of AMLA Artistas y Musicos Latino Americanos; Rev. Ernest R. Flores, Pastor The Second Baptist Church of Germantown; David Ginsburg, Ginsburg Educational Consulting and Coaching, LLC.; Ellen B. Scales, Ph.D. Director of School and Community Collaborations, Arcadia University; Scott Cawood, Vice President of Enrollment and Student Life, Philadelphia biblical University.

Please refer to Appendix A.

D. What efforts have you made to notify the district(s) from which your charter school would draw students?

1. When submitting the application to the state for approval, Esperanza Cyber Charter will send a notifying letter to the superintendent of each school district in Pennsylvania. This is due to the fact that it is possible that any student in the state could attend Esperanza Cyber Charter.
2. The Philadelphia, York and Reading School Districts will be encouraged to partner with Esperanza Cyber Charter to provide online learning opportunities for their students.
3. School districts will be encouraged to work with Esperanza Cyber Charter to foster a collaborative relationship to best serve the students.

C. What efforts will be implemented to maintain a collaborative relationship with school districts?

1. Esperanza Cyber Charter is committed to meeting all state mandates. Once a student has been enrolled in Esperanza Cyber Charter, the school will provide Notification of Enrollment using the state provided form within 15 days of the enrollment.
2. Esperanza Cyber Charter School will timely respond to district's requests for information.
3. Districts will be encouraged to work with Esperanza Cyber Charter.
4. In order to maintain a collaborative relationship with school districts, the principal will work closely with the school districts.
5. The principal will report directly to the Chief Operating Officer to ensure accountability. Esperanza Cyber Charter School will cooperate with district personnel wishing to visit the school or collect appropriate data from the school, and will maintain open communication at all times.
6. Esperanza cyber will seek to enter into lease arrangements with local school districts that have concentrations of students enrolled at Esperanza Cyber. This will support the blended approach to educating our students.

Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

Please refer to Letter of Intent – Appendix B

D. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means.

The founders believe that sustainable community support is key to charter school success. Esperanza Cyber Charter School surveyed the North Central Philadelphia vicinity to establish the level of interest and support a cyber school would have in the community. Through a study conducted by The Hunting Park Neighborhood Association, Esperanza Cyber Charter acknowledges the demand and the support of, parents, community leaders and organizations for educational services that can successfully meet the needs of minority, at risk, low income, and Out of School Youth, promoting education as a viable vehicle for transforming lives. Please refer to The Hunting Park Neighborhood Minutes, letters of support, and list of volunteer Board Member candidates as proof of support for the school and its programs. Esperanza Cyber Charter School looks to enlarge the number of stakeholders in the coming months.

The Hunting Park Neighborhood Minutes – Appendix C

Esperanza Academy Charter High School has a yearly waitlist of over 1,000 students who desire an Esperanza education. Since EA educate in grades 9-12 there is significant community interest for the school to educate in grades lower than grade 9. Esperanza has a petition with over 500 names of parents and students requesting elementary and middle school grades to be offered by Esperanza.

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

III. GOVERNANCE

1. Profile of Founding Coalition:

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

PROFILE OF FOUNDING COALITION

Esperanza is one of the leading voices for Hispanics in America. Esperanza was established in 1987 when the Hispanic Clergy of Philadelphia and Vicinity, led by the Reverend Luis Cortés, Jr., saw the need to be proactive to the needs of the Latino community of this city.

The organization has had dramatic impact on thousands of lives and hundreds of organizations since its inception. Esperanza focuses its work on five key areas: Community Development; Capacity Building; Workforce Development; Education; and Advocacy.

Esperanza's mission has always been to provide Hispanics with services that accurately reflect their need, build ownership and provide opportunities to gain assets for long-term change. Esperanza's vision for strong Hispanic communities is realized through their many areas of work.

Esperanza's founding leader, Reverend Luis Cortés, Jr., believes education is the ladder needed to climb out of poverty. In 2000, Reverend Cortés and Esperanza opened the door to Esperanza Academy Charter High School and Esperanza College of Eastern University; two solid educational foundations in the Philadelphia area that offer comprehensive, innovative learning experiences that prepare their students for success at every level.

Esperanza Academy Charter High School is dedicated to providing quality education that prepares critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish, and technology as tools for success. The learning experience is designed to enrich each student through access to 13 major career tracks, including entrepreneurship, technology, teacher education, engineering, health Sciences and journalism. Esperanza Academy's School of the Arts, opened in October 2007, offers an additional six majors in the arts, ranging from dance, drama, and voice to film, instrumental music, and the visual arts. All courses are taught in modern classrooms that offer a safe, structured, and disciplined environment. Student-to-teacher ratio is 14:1.

Esperanza College of Eastern University is a unique partnership with Eastern University, an innovative, well-respected Christian university in Pennsylvania that serves Latino men and women who aspire to improve their lives but who have limited resources or even language barriers. While designed to serve the Latino Community, Esperanza College is open to all.

Reverend Cortés believes that education empowers, that it is key in the quest to strengthen the Hispanic community. Esperanza's commitment to education reflects their mission to help Hispanic men and women expand their opportunities through education. At Esperanza, it is believed that to educate young Hispanic men and women is to strengthen communities, to enrich the lives of families, and to create business and community leaders.

Esperanza has developed other education initiatives that serve the needs of Hispanics nationally and internationally.

The Esperanza English Institute (ESL/GED) An English Institute that offers a strong curriculum in all aspect of the English language. The content of the course helps immigrants adapt to living in the United States while improving their skills in listening, speaking, reading, writing, and using correct grammar. Institute instructors have a minimum of a bachelor's degree and often higher and are experienced in the teaching of English as a second language.

Escuelas de Esperanza (Schools of Hope) is a project started with the government of the Republic of Panama in an effort to raise funds for the construction of new schools in rural areas of Panama, where more than 25,000 children attend "escuelas de ranchos," rudimentary schools functioning in improvised huts with dirt floors and poor physical conditions.

The Honorable Vivian Fernández de Torrijos, the first lady of the Republic of Panama, shared the vision and heart of Reverend Luis Cortés, Jr. for developing educational opportunities for the children of Panama. Her support combined with that of the Panamanian Department of Education and notables such as singer-actor

and minister of Tourism of Panama, Rubén Blades, ensures that Escuelas de Esperanza will become a reality in the near future.

Esperanza Inc. Founding Members:

Rev. Luis Cortés, Jr. Founder and President of Esperanza

Recognized as a national leader of Hispanic concerns and community development, the Reverend Luis Cortés, Jr. founded Esperanza (formerly known as Nueva Esperanza, Inc. and Esperanza USA) in 1987. The inspiration for Esperanza grew out of the Hispanic Clergy of Philadelphia and Vicinity, also founded by Rev. Cortés in 1982. He is board member and founder of United Bank; the first African American owned commercial bank in the Commonwealth of Pennsylvania. Rev. Cortés was honored with two doctorates in divinity, has a master's degree in divinity, and a master's degree in economic development from Southern New Hampshire University. Rev. Cortés is the author of several books and has won numerous awards and honors, among them being featured as one of Time magazine's "25 Most Influential Evangelicals" in January 2005.

Rev. Danny Cortés Executive Vice President and Chief of Staff

Throughout his tenure at Esperanza, Rev. Danny Cortés managed National Programs and was the chief administrative officer at the Esperanza Academy Charter High School. Currently he oversees executive staff and designs and implements new programs. Previously, as program officer at The Pew Charitable Trusts for 10 years, he was instrumental in enhancing and refining the Trust's religion grant making efforts in community ministry, Hispanic ministry, and urban ministry education and training. Rev. Cortés has also served as pastor of the First Spanish Baptist Church of Philadelphia. He holds a master's degree in divinity from Eastern Baptist Theological Seminary and a bachelor's degree from Eastern University.

Arthur Haywood Executive Vice President and Legal Counsel

Mr. Haywood oversees the Housing and Economic Development Department of Esperanza. During his 20-year legal career, he worked with Regional Housing Legal Services and Community Legal Services, as well as representing numerous nonprofit organizations in their community development endeavors. Mr. Haywood received a law degree from the University of Michigan Law School, a master's degree from the London School of Economics and Political Science, and a bachelor's degree from Morehouse College.

B. Discuss how the group came together, as well as any partnership arrangement with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide

information on the manner in which community groups are involved in the charter school planning process.

1. Organizational History:

Esperanza was established in 1987 when the Hispanic Clergy of Philadelphia and Vicinity, led by the Reverend Luis Cortes Jr. saw the need to be proactive to the needs of the Latino Community of this city. In 2002 Esperanza expanded its reach, bringing hope to Latino communities across America through national and international initiatives.

The organization has had a dramatic impact on thousands of lives and hundreds of organizations since its inception. We service over 5,000 individuals in Philadelphia each year through direct services. We focus our work on five key areas: Community Development, Capacity Building, Workforce Development, Education and Advocacy. Through our work, we mobilize and equip Hispanics people to serve and advocate for their community.

Esperanza's three core values are Faith, Integrity and Excellence. Through Faith, we desire to show God's love by providing humble, compassionate and sacrificial service. We believe in the transformative power that affects change and provides uplifting hope to the underserved and marginalized in our community.

Through Integrity we manage our operations honestly and with the highest ethical standards. We treat clients, employees, students and all stakeholders with respect and trust. We exercise responsible stewardship of the resources entrusted to us. We exert our influence in pursuit of justice.

With Excellence we provide quality programs and service, and we invest in their continuous improvement. We seek mission driven people and promote their development in an environment where they can excel.

Esperanza believes that education is the ladder needed to climb out of poverty. Esperanza believes that education empowers, that it is key that opens doors that might otherwise be closed in the quest to strengthen the Hispanic community. The old adage says that if you give a man a fish, you feed him for a day. Teach him to fish and you feed him for a lifetime, but if you educate him in a way that allows him to own the pond you open up new opportunities for the whole community.

Esperanza's commitment to education reflects our dedication to helping Hispanic young men and women to expand their opportunities through education. At Esperanza, we firmly believe that to educate Hispanic young men and women is to strengthen our community, to enrich the lives of our families and to create business and community leaders. The year 2000 marked a very important moment in the history of Esperanza. It was the year that Esperanza opened both of its quality institutions: Esperanza Academy Charter High School (Esperanza Academy) and Esperanza College of Eastern University (Esperanza College). Through Esperanza Academy and Esperanza College, Esperanza has founded two solid educational institutions. Our institutions offer comprehensive and innovative learning experiences that prepare students for success at every level.

Esperanza also founded the Esperanza English Institute to help adults including immigrants to adapt to living in the United States while improving their skills in listening, speaking, reading, writing and grammar. Students in the institute include professionals from other countries who need English for their work, as well as candidates for Esperanza College who need to achieve a set level of proficiency to enter college.

Esperanza founded Artists and Musicians of Latin America (AMLA). Through its Latin School of the Performing Arts, AMLA provides arts education to children, adolescents and adults in a one-on-one or small group environment. AMLA is also an Arts Education provider to Philadelphia Public and Parochial Schools. These governing bodies have seen the benefit of AMLA's work and have contracted them as a supplemental arts education provider.

“Schools of Hope” or Escuelas de Esperanza was a project launched by Esperanza in cooperation and at the request of the Republic of Panama. This project raised funds and constructed three schools in rural Panama where 25,000 students are educated. New schools replaced rudimentary structures functioning in improvised huts, with dirt floors. These schools are located in communities of extreme poverty where children are living without running water and electricity. The goal of this program was to provide children the opportunity to reach their full potential despite their surroundings and living conditions.

The latest education outreach of Esperanza is the first replication of Esperanza Academy. Lincoln Leadership Academy Charter School (LLACS) was founded in 2009 in Allentown, PA as a result of Esperanza's work to strengthen other agencies. LLACS is a K-12 school. The upper grades are a replication of Esperanza Academy. LLACS sought out Esperanza in order to replicate the education program in order to meet the needs of the growing Latino community in Allentown. The 2009-10 school year was its first in operation. Esperanza was instrumental in assisting in the charter application and presentation, academic program creation and site plans. Esperanza continues to provide services to LLACS in order to help ensure successful future growth. In its first year of operation LLACS made Adequate Yearly Progress.

All of Esperanza's educational endeavors have one thing in common. They all work with a student population that comes to us at risk, below grade level and needing intervention. Operating in this reality and being successful in doing so has prepared us to be ready to seize the opportunity of running a turnaround school.

2. Partnership

As a leader in the Philadelphia Latino community, Esperanza has rich relationships and partnerships that increase capacity and bring added sophistication to the work that it does. Through its relationship with Esperanza there is an abundance of partners ready, willing and able to work with the Esperanza Cyber Charter School in order to close the opportunity gap that children and youth in North Philadelphia regularly face. Esperanza views partnerships from a perspective of what it can do for these students. For that reason, we choose our partners carefully and seek to maximize their effectiveness. Partners help Esperanza do its work better.

An example of how this works would be to list the partners of Esperanza Academy. This helps to paint the picture for what true community based schooling should look like. Partners include:

- **Esperanza College** – Dual Enrollment
- **Eastern University** – Dual Enrollment
- **Artists and Musicians of Latin America (AMLA)** – Partners to deliver Latin music and dance education
- **Temple University School of Engineering** – Partners with the Esperanza Academy for the engineering program and STEM initiative.

- **Cancer Treatment Center of America** – Partner for the health Science major.
- **National Council of La Raza (NCLR)** – Partner with EA to provide training to parents.
- **Raza Development Fund** – Helped to draft our original charter application and also middle school expansion
- **The Lighthouse** – Partner to provide outdoor recreation site.
- **School District of Philadelphia** – Cross Boundaries Dual Enrollment with Eastern University
- **Eastern North Philadelphia Youth Services Coalition** - Network of Organizations with the purpose of coordinating youth services in Eastern North Philadelphia. Organizations include: AMLA, Asociacion de Puertorriqueno, Aspira, Ceiba, Concilio, Congreso de Latinos Unidos, Esperanza, The Lighthouse, Norris Square Civic Association, Taller Puertorriqueno, and Youth United for Change.
- **Kimmel Center** – Partner with Esperanza Academy Dance major.
- **Big Picture Alliance** – Partner with Esperanza Academy Film major.
- **Pennsylvania Coalition of Charter Schools** – Charter school network
- **National Network of Digital Schools** – Online education partner
- **Foundations Inc.** – After school activities partnership
- **Philadelphia Dept of Recreation** – Outdoor recreation partner
- **Frankford Athletic Association** – Outdoor recreation partner
- **The Network for Teaching Entrepreneurship (NFTE)** – Partner with the EA Entrepreneurship major.
- **Philadelphia Orchestra** – Partner with the EA Instrumental Music major.
- **Glaxo Smith Kline** – Student internship partner
- **Travelers Insurance** - Partner with the EA Entrepreneurship major
- **Humane Society** - Partner with the EA Animal Awareness Club
- **Mid Atlantic Consortium of Charter Schools** – Health services and education partner

This list is *not* exhaustive but provides an indication of local and community resources that will be ready to help support the school turnaround effort.

C. Include any plans for further recruitment of founders or organizers of the school.

Upon approval of the charter application by the Department of Education, Esperanza Cyber Charter will recruit a Board of Trustees to govern the school. The following individuals have already confirmed interest in becoming board members:

Rev. Bonnie Camarda

Reverend Bonnie Camarda has served with The Salvation Army Eastern Division as the Director of Partnerships for the past ten years. She is also co-founder and current President of Hispanic Clergy, a consortium of clergy and churches of different denominations from Philadelphia and Delaware Valley region. Currently, she plays an instrumental role with the fundraising project for the Ray and Joan Kroc Crops Community Center. Rev. Camarda also proudly serves as Board Secretary for Esperanza, the nonprofit company created by Hispanic Clergy. Her professional accomplishments and community involvement are truly one in the same, and she has been recognized for her rare ability to reach men and women, the elderly and children, across socio economic and cultural lines. Rev. Camarda and her husband of 25 years reside in Philadelphia.

Rev. Luis Cortes, Jr.

Recognized as a national leader of Hispanic concerns and community development, the Reverend Luis Cortés, Jr. founded Esperanza (formerly known as Nueva Esperanza, Inc. and Esperanza USA) in 1987. The

inspiration for Esperanza grew out of the Hispanic Clergy of Philadelphia and Vicinity, also founded by Rev. Cortés in 1982. He is board member and founder of United Bank; the first African American owned commercial bank in the Commonwealth of Pennsylvania. Rev. Cortés was honored with two doctorates in divinity, has a master's degree in divinity, and a master's degree in economic development from Southern New Hampshire University. Rev. Cortés is the author of several books and has won numerous awards and honors, among them being featured as one of Time magazine's "25 Most Influential Evangelicals" in January 2005.

Rev. Danny Cortes

Throughout his tenure at Esperanza, Rev. Danny Cortés managed National Programs and was the chief administrative officer at the Esperanza Academy Charter High School. Currently he oversees executive staff and designs and implements new programs. Previously, as program officer at The Pew Charitable Trusts for 10 years, he was instrumental in enhancing and refining the Trust's religion grant making efforts in community ministry, Hispanic ministry, and urban ministry education and training. Rev. Cortés has also served as pastor of the First Spanish Baptist Church of Philadelphia. He holds a master's degree in divinity from Eastern Baptist Theological Seminary and a bachelor's degree from Eastern University.

Rev. Magaly Martinez

Rev. M. Martinez has dedicated her life to the ministry. Currently she directs Precious Children Learning Center in Philadelphia; is an adjunct professor at Esperanza College and serves as the Secretary/Treasurer of the Confraternidad de Esposas de Ministros of the Spanish Eastern District of the Assemblies of God. Rev. Martinez serves as Board Chair of Esperanza, Inc.'s Board of Directors. She was Co-Pastor of Sinai Assemblies of God Church in Philadelphia, Pennsylvania where she was also the director and founder of La Escuelita Academy, a preschool center. She has served on the board of Esperanza Academy Charter High School, a subsidiary of Esperanza, Inc. as well as served as an advisory committee member of the Preschool Project and Child Care Matters; Rev. Martinez actively serves on committees that are geared to the education of our future generations.

Ms. Helen Cunningham

Ms. Cunningham manages all aspects of grantmaking and a \$2.5 million budget that funds mainly community, education and art projects in the city of Philadelphia for the Samuel S. Fels Fund. She has held this position since 1992. Previously, Ms. Cunningham was the founding director of the College Access Program for the Philadelphia Education Fund. Active in a number of organizations, Ms. Cunningham is chair of the Philadelphia Education Fund Board of Directors and a member of the Philadelphia Museum of Art's Education Committee, Hispanics in Philanthropy and Esperanza. She is a former board member of the School District of Philadelphia. Ms. Cunningham is the recipient of awards from Leadership Philadelphia, the Philadelphia Cultural Fund, Women's Way, the Girl Scouts and the Philadelphia Commission on Human Relations. Ms. Cunningham earned a B.A. in Spanish and English from Trinity College in Washington, D.C., and an M.A. in American Civilization from the University of Pennsylvania.

Mr. John Rice

John Rice is a principal founder - and was President and Executive Director - of the Metropolitan Career Center (MCC), a non-profit community-based organization from 1974-2000. Mr. Rice is a minister of the Presbyterian Church USA. He currently serves as Board Treasurer of SEAMAAC, a coalition of Southeast Asian immigrants seeking to empower Asian and immigrant communities. He also helped found and serves on the Board of the Interfaith Center of Philadelphia, a new multi-faith organization seeking to establish

interfaith understanding and community healing. He presently serves on the Esperanza Board of Directors and Esperanza Academy Board of Trustees.

Ms. Judith Torres-Lynch

Ms. Judith Torres-Lynch presently serves as Board Treasurer on the Esperanza Board of Directors.

Rev. Raul LeDuc

Rev. Raul LeDuc is the Senior Pastor at Zion Assemblies of God Church and has been a member of the Hispanic Clergy of Philadelphia and serves on the Esperanza Board of Directors.

Rev. Fred Estrada

Rev. Fred Estrada serves as Senior Pastor of Bethel Temple Community Bible Church in Philadelphia and has served on the Hispanic Clergy of Philadelphia and Esperanza Academy Board.

Rev. Roger Zepernick

Rev. Roger Zepernick was the former Executive Director of Center Pedro Claver, a neighborhood based non-profit in North Philadelphia whose primary goal is to empower the immediate neighborhood through community organizing and community development. He presently serves as Treasurer on the Esperanza Academy Board of Trustees.

Mr. Nelson Acevedo

Mr. Nelson Acevedo presently serves as Chairman for the Esperanza Board of Trustees and is the Director of Community Relations for PNC Bank

Ms. Carmen Rocha

Ms. Carmen Rocha presently serves on the Esperanza Academy Board of Trustees and is a teacher for the School District of Philadelphia.

Ms. Carmen Torres

Ms. Carmen Torres presently serves as Secretary for the Esperanza Academy Board of Trustees and is a teacher for the School District of Philadelphia.

Ms. Maritza Rodriguez

Ms. Maritza Rodriguez is a member of the Esperanza Academy Board of Trustees and a parent of an Esperanza Academy student

Ms. Rebeca Gonzalez

Ms. Rebeca Gonzalez is a member of the Esperanza Academy Board of Trustees and was an alumna of the School. Ms. Gonzalez is a recent graduate of Arcadia University and is a teacher at a private school.

Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

2. Governance:

A. Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- *School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the 1st of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)*
- *Adopting textbooks*
- *Appointing or dismissing charter school administrators*
- *Adopting the annual budget*
- *Purchasing or selling of land*
- *Locating new buildings or changing the locations of old ones*
- *Creating or increasing any indebtedness*
- *Adopting courses of study*
- *Designating depositories for school funds*
- *Entering into contracts of any kind where the amount involved exceeds \$200*
- *Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.*
- *Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*

Esperanza Cyber Charter School will be managed by Esperanza Cyber Charter School, Inc., a Pennsylvania nonprofit corporation. The school will also seek a management contract with Esperanza for the following areas: Human Resources, Public Relations, Maintenance, Legal, Capital Projects and Facility Development, Finance and Accounting, Development, Fundraising and Marketing, Government Relations and Risk Management. The nonprofit organization will apply for a Section 501(c)(3) status with the Internal Revenue Service upon notice that the Charter has been approved.

The Board of Trustees will be the governing body of Esperanza Cyber Charter School. The Board of Trustees will have three (3) year terms and will consist of ten (10) individuals from the following areas: parents, educators, a vocational specialist, foreign language coaches, community based leaders, legal /government leader; business leaders and institutional partners. The Board of Trustees will meet at regularly scheduled times to oversee the activities and affairs of the charter school which includes the management and operation of the school.

See attached Esperanza Cyber Charter Articles of Incorporation and the Docketing Statement-Appendix D

B. How will the Board of Trustees be selected?

The Board will consist of at least 8 members. All future Board members will be selected by the founding partners from those individuals who express an interest and demonstrate values consistent with our school's vision. Once the board is fully constituted, the board will form a Nominating Committee for replacing Board members as their terms expire or for vacancies.

See attached Esperanza Cyber Charter Board By-Laws – Appendix E

C. What steps will be taken to maintain continuity between the founding coalition’s vision and the Board of Trustees?

Sustaining the continuity of the vision of the founders rests with careful scrutiny of prospective Board members’ commitment to the school’s mission as well as continually educating the Board members as to the scope of its legal responsibilities such as the Board’s duty of loyalty, obedience and faithfulness to the school’s mission. To that end, we shall endeavor to have annual retreats hosted by groups and organizations that are centered on Board development.

In addition, Esperanza Cyber Charter School will actively seek to recruit parents, teachers, accountants and other professionals to become members of the Board.

D. Describe the roles and responsibilities of the Board.

The Board shall be responsible for the complete operations and budget of the school. These responsibilities and roles include:

- To develop and prepare a school budget;
- To implement financial management strategies;
- To act as Fiduciary of the school;
- To secure academic program approval;
- To establish a framework for the budget process;
- To approve the annual budget;
- To consider long-term planning strategies;
- To authorize major resource expenditures, substantial program changes; addition or development of new programs, facility and inventory issues;
- To elect the officers of the Board and determine their terms;
- To govern pursuant to and in accordance with the Articles of Incorporation and the By-Laws of Esperanza Cyber Charter School
- To evaluate and monitor the activities of the CEO and the other members of the executive school team.
- To employ personnel

The Board shall have the power by an affirmative majority vote to perform and take action on the following subjects:

- A. Authorize and Adopt the School Calendar;
- B. Adopt textbooks;
- C. Adopt the annual budget;
- D. Appoint or dismiss charter school administration;
- E. Purchase or sell land;
- F. Locate new buildings or change the locations of old ones;
- G. Create or increase any indebtedness;
- H. Adopt courses of study;
- I. Designate financial depositories for school funds;
- J. Enter into contracts of any kind where the amount involved exceeds \$200.00;

- K. Fix salaries or compensation of administrators, teachers, or other employees of the charter school;
- L. Enter into contracts with and making appropriations to an intermediate unit, school district or area Vocational Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.;
- M. Approve the appointment of a CEO;
- N. Approve the appointment or dismissal of staff members upon the recommendation of the CEO;
- O. Authorize or establish a Committee of the Board or appoint a qualified hearing officer to hold hearings regarding recommendations of suspensions or expulsion of students;
- P. Authorize or establish a Committee of the Board or appoint a qualified hearing officer to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause;
- Q. Consistent with the aforesaid, the Board shall, pursuant to the approved school policies, assemble to hear the recommendations of the CEO regarding any employee issue. Specifically, following the CEO'S or the CEO'S designee's recommendation, the Board shall (1) make a determination based on the information produced at the meeting; or (2) establish a fact-finding committee to gather additional evidence for the Board's examination of the issue. Upon submission of all evidence, the Board shall render a decision pursuant to the employee's Contract of Employment;
- R. Monitor the performance of the School via student performance and parent and staff satisfaction;
- S. Discharge the duties of a Board of Appeals regarding complaints and disputes arising out of the operation of the school that cannot be resolved by the staff, CEO or administrators;
- T. Board may exercise all powers that may be necessary and proper to further the mission and operation of the school.

The Board has and exercises the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law. The essential function of the Board is policy-making, the assurance of sound management and active participation in the provisions of necessary funds. The Board has the ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration, development, and ongoing operation of the Charter School in accordance with its stated purposes and goals. The Chief Executive Officer manages the school.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

Instructional staff and Administration will work collaboratively to meet the needs of students and parents. It is the role of Administration to create an infrastructure and environment conducive to teaching and learning. Administration is to be out and about to ensure teachers and staff has everything they need to ensure the successful instruction of students. Administration will survey teachers, twice annually to ensure there is an opportunity for constructive and authentic feedback. Weekly faculty meeting swill be held for Professional Development purposes as well as for meaningful conversation to take place to discuss current needs and challenges. Pre and Post conferencing will take place for all observations of instructional staff.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

There will be a (Parent Council, Parent Support Program) established which will consist of parents from across the Commonwealth. Each region of the state will have a Parent Representative who will serve as the parent leader for that region. A Student Government will be impaneled. The Student Government will consist of a President, Vice President, Treasurer and Secretary and they will follow all usual parliamentary procedures per Roberts Rules of Order. The Student Government will make recommendations to the principal about student concerns. Parent group will provide input and recommendations to the administration and to the Board of Trustees. See page 73 for additional details.

G. Submit copies of the school’s Articles of Incorporation, by-laws, and contracts and other documents required by applicable law. Requirements for the bylaws are as follows:

The bylaws must contain a provision for “failure to organize or neglect of duty”. Specifically, the bylaws must outline a removal procedure for the failure of a Board member to perform his or her duties as outlined in the Charter School Law. No Board member shall, as a private person, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice-president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.

Procedures for dismissal of an employee must be contained in the bylaws.

Please refer to Esperanza Cyber Charter School Policies – Appendix F

H. Submit Board members’ names, addresses, phone numbers and resumes.

Upon approval of Esperanza Cyber Charter School application by the Pennsylvania Department of Education Board members will be selected by the foundering partners from those individuals who have expressed an interest and demonstrate values consistent with our school’s vision.

I. Submit copies of the school’s management contracts, if any.

Upon approval of Esperanza Cyber Charter School application by the Pennsylvania Department of Education we will be entering into a managing contract with Esperanza.

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

IV. FINANCE AND FACILITY

1. Financing:

- A. Develop a preliminary startup and operating budget. Use the attached Pennsylvania Department of Education budget templates; draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.**

See attached Budget in Appendix G

- B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.**

Expenditures in excess of \$10,000 will require prior approval of the Board of Trustees after the submission of a minimum of three bids to ensure competition and advertising where appropriate. Purchasing procedures used by the Board will be modeled after the requirements of the Public School Code.

The CEO will establish a revolving checking account with a \$2,500 limit. From that account, the CEO will be authorized to spend up to \$200 on any single transaction for the purchase of supplies, materials, instructional aids, educational software, books, transportation and/or tickets for special events. This checking account will be established with the signatures of the CEO and Business Manager. The CEO's signature indicates that the expenditure is consistent with the instructional needs of the School and consistent with the guidelines established by the Board of Trustees. Upon receipt of adequate documentation, the Chief Financial Officer is authorized to reimburse the checking account at appropriate times to reestablish a \$2,500 limit out of the general school account.

Expenditures in excess of \$200 but not exceeding \$10,000 will be permitted only when sufficient funds remain in the budget and only after the submission of three bids. Such expenditures are to be authorized by the Board of Trustees, which will require that a summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase be submitted to the Board at each monthly meeting for ratification.

Trustees will develop additional procedures as the need arises.

Note: For additional financing procedures see Section 1725-A of the Charter School Law.

- C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?**

Fundraisers are being planned to generate capital to supplement the per pupil allocations. Grant writing will also commence to solicit funds from private and for-profit foundations and corporations which support public education.

- D. Describe the implementation of the following required financial procedures:**

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The Board treasurer shall deposit the funds in a depository approved by the Board and shall, at the end of each month, make a report to the Board of the amount of funds received and disbursed by him/her during the month. All deposits of charter school funds by the treasurer shall be made in the name of the charter school. The Board shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be United States Treasury Bills. All investments shall be subject to the standards set forth in PA 24PS- 440.1 of the Pennsylvania School Code.

The school treasurer shall settle his accounts annually with the Board of Trustees before each year. An annual audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirements set forth for school Boards in this section.

The school anticipates engaging an experienced Chief Financial Officer to provide the school with “back-office” and financial management services.

Specifically, the following are examples of the proposed financial procedures the charter school will follow:

Budgets: No later than ninety (90) days prior to the beginning of each fiscal year (July 1), the CEO, CFO and the school administration will together prepare and submit to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the school anticipates will be received, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income

statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the views of the school administration and the service provider of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates. The budget will then be advertised and made publicly available for twenty (20) days before the Board of Trustees votes on the budget.

The Board of Trustees, after reviewing and analyzing the Proposed Operating Budget, will communicate to the CEO, CFO and the school administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes the Board of Trustees will then approve the Proposed Operating Budget.

If revenues of the school for any year are less than budgeted or if the School will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees and school administration will meet promptly to determine if an adjustment to the operating budget is necessary. All operating budgets will be approved by June 30th of each year.

Financial Statements: the CFO will report to the school's Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year to date, as well as any recommended changes to the then-current approved operating budget that the CFO considers necessary or appropriate. The Board of Trustees and the school's administration (the CEO and other designated staff) will examine the monthly financial statements to ensure that the school is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the school's financial viability while meeting the School's mission.

Audit: The Board of Trustees will engage an accounting firm to perform an audit of the books and records maintained for the school in accordance with applicable regulations.

This audit is to be completed and a report to be furnished within ninety (90) days after the end of the school's fiscal year (June 30). The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

Operating Account: the CFO will establish, on an agency basis for the school, one or more bank accounts, with mutually acceptable financial institutions (the Operating Accounts"). the service provider will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the school. The Operating Accounts shall be used exclusively in connection with the operation of the school.

Payroll: the CFO will provide "back-office" accounting services for the school, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures;
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services;
- Maintaining accounting system records and reports;
- Petty cash management; and
- Tracking of expenditures for furniture, fixtures and equipment.

The school will employ appropriate on-site record keepers as necessary to provide the CFO with operational data.

The school budget will be prepared by the CFO in conjunction with the CEO and will be subject to approval by the Board of Trustees. Financial Statements, showing budget compliance, will be prepared on a monthly basis, and distributed to all members of the Board. A CPA firm licensed in Pennsylvania will audit financial statements.

Note: All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The school treasurer shall settle his accounts annually with the Board of School Directors for each school year.

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirement set forth for school Boards in this section.

2. Facility:

A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.

The facility which will serve as our administrative office is located at 4261 North 5th Street, Philadelphia, PA 19140. Upon approval of Esperanza Cyber Charter School by the Pennsylvania Department of Education, we will sign a Memorandum of Understanding with Esperanza to operate administratively out of this location.

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The building complies with all state and local ordinances with regards to heating, ventilation, lighting, sanitation and water supply. All building codes are up to date as of the submission of this application.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

We will have maintenance and custodial services as part of the management contract with Esperanza.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

Included in our management contract with Esperanza is Facility Development/Financing services. This will aid us in leasing and developing sites around the state where learning centers will be located.

E. Describe facility-financing plans.

A portion of the PPA will be used to pay the monthly rental fees of the facility. On-going fundraising and other grants may be used to help defray the costs of rental as well.

Explanation: Describe progress towards identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

3. Liability and Insurance

- A. Describe the proposed cyber charter school’s insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director and Officer’s liability coverage (see Section 1727-A of the charter school legislation).**

Upon approval of Esperanza Cyber Charter School by the Pennsylvania Department of Education, we will provide evidence of insurance for all areas identified: health, general liability, property, Director and Officer liability and all other as required by law.

Explanation: Provide evidence of insurability in all areas identified above.

4. Child Accounting

- A. Describe the proposed cyber charter school’s enrollment and attendance procedures. Note: State child accounting procedures must be followed. (24 PS 13-1332)**

The school will follow Commonwealth child accounting procedures (24 PS 13-1332). Students will follow the school calendar, which will include a minimum of 180 days of instruction. Students will be recorded into the school’s e-portal each day. Additionally, teachers will contact the responsible adult regarding unexcused absences.

The school will collect all necessary enrollment data as required under Section 1748-A of Commonwealth Charter School Law (Act 22) and will report enrollment data to the PDE via forms 4059CS Instructional Time Summaries, 40262C Annual Attendance Membership Reports, and 4002CS Summary Reports of Aggregate Days membership. The school will utilize the e-portal student information software system to track enrollment data to ensure that its enrollment figures are up to-date and continuously monitored.

The procedure for withdrawal from the school includes the following steps:

- Notification of intent to withdrawal through request for a Withdrawal Form
- Filing by a parent or guardian of a completed and signed Withdrawal Form
- Filing of a request by a parent or guardian to send the student’s records to the school to which the student is transferring
- Notification the sending district of the student’s withdrawal

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

V. ADMINISTRATION

1. Recruiting and Marketing Plan:

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

Upon notice of approval of this charter, we will implement our marketing plan which includes detailed processes for attracting students to Esperanza Cyber Charter School. This includes but is not limited to: information sessions across the Commonwealth, television, radio and social media advertising, and other canvassing.

B. What type of outreach will be made to potential students and their families?

Mailings of informational materials will be sent to residents using mailing lists generated by consumer reporting agencies, such as Equifax, which provides such services. There will be several outreach activities which will be targeted directly to students and parents, e.g., information sessions at public venues, television and radio ads and social media advertising.

Explanation: Develop a solid plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

2. Admissions Policy:

A. Describe the admission methods and eligibility criteria you will use to select students.

Esperanza Cyber Charter School will enroll students without prejudice of any kind for any reason. The only eligibility criteria are that they are residents of Pennsylvania, that their parents can demonstrate (with a lease, utility bills, mortgage or other evidence) that they are Pennsylvania residents, and that their child(ren) is/are in the grade(s) served by the school.

B. Explain administrative procedures to ensure compliance with laws pertaining to special education.

See Child Find procedure described herein as well as all special education policies attached to this Application.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Parents of students who are enrolled will be required to submit all applicable documents, birth certificate, health records, etc. This should happen within 7-14 days upon enrollment to the school. When our approved student limit has been reached, an official waiting list will be kept. Admission will be offered

to the first students on the list as attrition occurs. The waiting list will operate on a first come first served basis.

D. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Esperanza Cyber Charter School's mission is rooted in the belief that all students can learn; all students deserve myriad opportunities to engage in school; and, that administrators, teachers, students and parents must work together to design meaningful learning experiences both in the virtual classroom and in real-world settings which increase student acquisition of knowledge and leads to student achievement. Unfettered access to needed services and non-discriminatory enrollment allows all students to learn and learn in a way that is meaningful to that student.

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

3. Human Resource Information:

A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

The proposed faculty will consist of individuals with degrees and certification appropriate for the courses they are applying to teach. The selection process will prefer candidates who are prepared by coursework or experience to integrate arts education into core subject areas. The faculty selection process will be multi-tiered to ensure that the faculty selected can maintain the high expectations set by the vision of the school.

We will follow Teacher Certification standards as set forth by the PDE. For teachers who are not certified at the time of hire, they will have two (2) years to attain certification. Administrators, with the exception of the CEO and COO, must have the proper administrative certificate. We will comply with all federal, state and local employment laws with regards to non-discrimination.

B. What is the targeted staff size and teacher/student ratio?

The target staff size for the first year is: 86 Total Staff
56 FTE

Administrators: 7
Teachers/Academic Coaches: 60
Counselor: 5
Special Education Coordinator 1
Office Staff 2
Receptionist 1
Site Coordinators: 5
Technology Help Desk: 5
The target teacher/student ratio is 10:1

C. What professional development opportunities will be available to teachers and other staff?

Esperanza Cyber Charter School Professional Development Plan 2012-13

Professional Development for instructional staff will focus on those strategies which speak to our students' need for college-readiness and proficiency in math and reading. Training will be delivered by in-house staff as well as by consultants who specialize in a particular area. Delivery will take place during a 2 week-long orientation (10 days) at the beginning of the school year. In addition, days specifically for staff development have been built into the academic calendar. Monthly staff meetings will also be used to reinforce instructional practices that are introduced in larger meetings.

Orientation PD

- Student Information System: All staff will be trained in using the student information system. One of the key features of this program that will benefit students is that parents will have daily access to student progress reports. Also, the program allows for data gathering and reporting so a useable individual student profile can be generated. Administrators and counselors can use this information when working directly with staff and students.
- Standards Aligned System (SAS): Pennsylvania Department of Education hosts this website, which is a very useful tool for teachers. It contains a wealth of resources and lessons that are directly aligned to the standards.

Professional Development Days

- Teaching Reading: All instructional staff, regardless of content area, need to teach students how to read critically. Instructional Staff will be given specific strategies for how they can incorporate more reading into their curriculum.
- Identifying Gender Differences: Male and female students tend to learn differently, so there is good reason to provide them with different learning opportunities. Staff will continue to explore a variety of instructional practices that are beneficial to both genders and all styles of learners.
- Using Data: Instructional Staff are more equipped to individualize instruction when they know how to collect, analyze and use student achievement data.
- Effective lesson study: It is beneficial for Instructional Staff to see an effective lesson in progress. Through the use of video recorded lessons, teachers will see demonstrations of effective lessons.
- Critical Thinking Skills Development: Instructional Staff will look at strategies that promote higher order thinking. Students need to be able read for understanding, speak with articulation, and write for multiple purposes.

Staff Meetings

- Reinforcement: Bi-Monthly meetings provide time for further exploration of the concepts and strategies being addressed in PD sessions. These will be teacher- and administration-led.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, and benefits.

Salaries are determined based on current market trends for teachers in the Commonwealth. The hiring and dismissal of staff is governed by all state and federal labor relations standards. Benefits are also governed by applicable local, state and federal guidelines. See attached employment policies.

E. Identify the proposed faculty.

At this time, no particular faculty member has been identified. We will recruit faculty from all relevant resources such as newspapers, internet job sites, etc.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

The balance of faculty and staff has not yet been determined, and that they therefore cannot have records provided. All faculty and staff will be required to provide a criminal history (state and FBI) and child abuse clearance prior to employment.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

The balance of faculty and staff has not yet been determined, and therefore cannot provide official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools). All faculty and staff will provide all necessary clearances prior to employment.

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

All Pennsylvania charter schools must meet the requirements of Pennsylvania's charter school law, including the requirement that 75% of the charter school's professional staff hold appropriate state certification.

Additionally, Pennsylvania charter schools must meet the federal law's *Highly Qualified Teacher* requirements. Under NCLB, Charter school teachers must hold at least a bachelor's degree and must demonstrate competence in the core content areas in which they teach. NCLB further provides that charter school teachers must meet the certification requirements established in the State's public charter school law, which may differ from the requirements for full State certification.

In Pennsylvania, 75% of professional staff in a charter school must be certified and 25% can be non-certified. In order to be highly qualified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must 1) hold at least a bachelor's degree and 2) demonstrate subject matter competence in each core content area and grade level at which they teach.

Methods to Demonstrate Subject Matter Competency:

1. PRAXIS -- All Pennsylvania teachers may demonstrate subject matter competency through having passed the appropriate **PRAXIS content area test** in the subject area of their teaching assignment.

2. Academic Major/ Graduate Degree -- Middle and Secondary level teachers may also demonstrate competency by having completed a **content area major or a graduate degree** in the subject area of their teaching assignment.

3. National Board for Professional Teaching Standards -- Teachers with 3 or more years teaching experience may demonstrate subject matter competency through having attained **National Board for Professional Teaching Standards (NBPTS) Certification** in the core content area of their teaching assignment.

HQT Documentation Required From Charter Schools and Charter School Teachers

1. Documentation of Bachelor's Degree

- Official transcript from accredited college/university

2. Documentation Options for Demonstrating Subject Matter Competency

PRAXIS – Official Test Results from ETS – 2 options:

- Electronic Report direct from ETS
- Official paper copy presented by educator in sealed ETS envelope

3. Academic Major/ Graduate Degree -- Official transcript from accredited college/university

4. National Board for Professional Teaching Standards – Copy of valid NBPTS certificate.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

4. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

Students are expected to behave in a manner which is consistent with proper internet and interpersonal communication. Students who engage in disrespectful or lewd behavior via the internet are subject to

disciplinary actions, including to: but not limited to loss of privileges (school functions), suspension and other disciplinary actions as deemed appropriate by the principal, CEO and the Board of Trustees.

See attached Esperanza Cyber Charter School Code of Conduct – Appendix H

A. Describe your school’s policies regarding student expulsion and suspension, including students with disabilities.

No student will be suspended until the student has been informed of the reasons of the suspension and given an opportunity to respond. If the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing within the first five days of the suspension as required by 22 Pa Code §§ 12.6 and 12.8. Expulsions require a prior formal hearing as required by those same regulations. Parents or guardians will receive notice of the charges leading to the expulsion hearing by certified mail. At least three (3) days’ notice of the time and place of the hearing will be given. The hearing will be in private unless the parent or student requests a public hearing. The student may be represented by an attorney at his or her own expense. The student will be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses. The student will have the right to request that the witnesses appear in person to be questioned and cross examined. The student will have the right to testify on his or her own behalf. A written or audio recording will be kept of the hearing. The hearing shall be held within fifteen (15) school days of the notice of charges unless both parties agree otherwise. Notice of a right to appeal the hearing will be provided to the student with the expulsion decision.

In the case of special education students, all student conduct procedures will defer to special education guidelines and laws. Specifically, no special education student will be expelled for any behavior that is determined to be a manifestation of his or her disability. The Special Education Coordinator will assist in any and all issues related to disciplinary actions against students with disabilities.

B. Describe your school’s mandatory student attendance plan and its fit with the code of conduct.

Students must log on everyday on time to the e-portal in order to be counted as present. Students who do not log on or log on late more than three (3) times will be considered truant.

Esperanza Cyber Charter School intend to the **Compulsory Attendance and Truancy Elimination Plan Basic Education Circular (BEC) issued by PDE as well as 24 P.S. 13-1327** regarding Compulsory Attendance

Educational success promotes workforce opportunity and development and builds a strong economic future for our state. The Pennsylvania Department of Education’s (PDE) goals are for every child to be known by name, be proficient or advanced in the core subjects, be graduates from high school, and achieve equitable outcomes regardless of background or “condition.” The Commonwealth of Pennsylvania is committed to improving school attendance rates. In order for students to realize the opportunities and benefits from school, students have to not only be in attendance, but they must also be meaningfully connected to the school and experiencing success. To achieve this, there must be a collaborative effort across agencies, both at the state level and locally, to work with students and families to address the source issues that result in truant behavior.

This BEC is the result of the work of the Statewide Task Force on School Attendance and Truancy Reduction, so magisterial district judges, parents, and schools will receive guidance on what they can do

to help Pennsylvania's children. The Department of Education and the schools of the Commonwealth are obligated to comply with state and federal requirements for student attendance and truancy. As "No Child Left Behind" and the Pennsylvania Accountability System place increased emphasis on student achievement and attendance, it has become even more important to improve Pennsylvania's efforts to reduce truancy. Development of this BEC has been driven by recommendations made by the Task Force to facilitate a consistent statewide response to truancy and absenteeism and for the development of a continuum of prevention and intervention strategies that involve collaboration among schools, law enforcement agencies, social services providers, as well as faith-based and youth-serving agencies. This BEC describes Pennsylvania law pertaining to pupil attendance and truancy and offers recommendations made by the PDE to encourage the adoption of proven truancy reduction efforts. This document also provides recommendations using national experience and best practices that have proven successful in reducing truancy.

There should be a common understanding among school personnel that the initial responsibility to address truancy rests with teachers, principals and guidance counselors. School districts are advised to develop creative and innovative approaches to ensure that children are active participants in their education. Every effort should be made to keep youth in school and reduce the school's referrals to the courts, child welfare or juvenile justice systems in order to effectively intervene and eliminate truant behavior. Children are truant for many reasons and schools should seek to understand and address those issues. In Section IV (A) (3) of this BEC, the Department recommends that schools develop a Truancy Elimination Plan (TEP) as a means to address truancy.

Section II of the BEC describes Pennsylvania's law on attendance; Section III provides guidance for schools to use in working with partners to prevent truancy; Section IV outlines the recommended policy on truancy for districts to adopt; Section V addresses proceedings and penalties for violation of compulsory attendance requirements; and Section VI addresses charter schools.

This BEC does not apply to first class school districts. The truancy procedures and programs of the School District of Philadelphia are developed and implemented by the District's Office of Transition and Alternative Education and the City of Philadelphia's Office of Truancy Prevention in the Department of Human Services.

Attendance

A. Compulsory Attendance Requirements

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight (8) years of age, until the age of seventeen (17) or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in Pennsylvania to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language, except in the following situations found in sections 1327, 1327.1, 1329, and 1330 of the Pennsylvania School Code:

1. Attendance at a private trade school or private business school continuously through the entire term congruent with the school term of the resident school district and that meets the requirements set forth by the State Board of Education or the State Board of Vocational Education when:

- The child is 15 and has approval from the district superintendent and Secretary of Education, or

- The child is 16 and has approval from the district superintendent.
2. Attendance at a school operated by a bona fide church or other religious body which provides a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
 3. Privately tutored or home school students provided a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
 4. Children who are 16 and regularly engaged in useful and lawful employment during the school session with a valid employment certificate. The Department of Education's opinion is that "regularly engaged" means 35 or more hours per week of employment.
 5. Children who have been examined by an approved professional and identified to be unable to profit from further public school attendance and excused by the school board.
 6. Children who are 15 who hold a permit approved by the school district to engage in farm work or domestic service in a private home.
 7. Children who are 14 and satisfactorily completed the equivalent of the highest grade of elementary school in their district who hold a permit approved by the Secretary of Education to engage in farm work or domestic service in a private home.

B. Temporary Attendance Excuses

Principals or teachers in any public, private, or other school may also excuse any child for non-attendance during temporary periods following their respective school district's policy and Pennsylvania law in excusing students. The board of school directors is required to adopt written policies governing pupil absences and excusals.

C. Categorizing Absences: What is Unlawful Absence from School?

The school district is responsible for monitoring and maintaining records of the attendance of students. All absences should be treated as unlawful until the school district receives a written excuse explaining the reason(s) for an absence.

Parents/guardians and students should submit the written explanation within three calendar days of the absence and should be informed that if they fail to provide a written excuse within three days of the absence, the absence would be permanently counted as unlawful. The PDE recommends that schools immediately inform parents in writing upon each incident of unlawful absence.

Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical, or other urgent reasons. Many school districts consider illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, and educational travel with prior approval as the only lawful absences. An absence that should not be categorized as unlawful is one in which a student who is involved with the county children and youth agency or juvenile probation office is required to leave school for the purposes of attending court hearings related to their involvement with these agencies. It is the responsibility of each district to determine the validity of excuses and have clear written policies regarding absences.

Under Section 11.24, students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution.

Students of compulsory school age, who have not complied with compulsory attendance requirements, may be offered alternative education services or other provisions of education. Students are entitled to a free public education until the age of 21 years of age or until they receive a high school diploma, whichever occurs first.

D. Cumulative Lawful Absences

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician.

E. Reports of Attendance Public and Private Schools (24 PS 13-1332 and 1354)

Every principal or teacher in a public or private school and every private teacher (tutor) is required to report at once to the superintendent, attendance officer, home and school visitor, or secretary of the board of school directors of the district, cases when a child of compulsory school age has been absent three days, or their equivalent, without a lawful excuse. The rationale of such reporting is to actively engage in cases of habitual truancy appropriately. A systemic response should be initiated only when a demonstrated pattern of truancy has been developed. If parents are neglectful in providing written excuses or do not meet such requirements in a timely fashion, reasonable allowances should be made to accept parent's explanations for their child's absences without initiating any punitive response.

Creating a Community Plan to Keep Children in School

A. Informing Stakeholders

Every school district should develop with their truancy reduction partners (e.g. parents, magisterial district judges, juvenile probation department, and county children and youth agency) comprehensive policies regarding attendance, absenteeism and truancy reduction. Updates should be distributed to all parties as soon as changes in policy take place. School district policies should be posted and available to the public and community organizations, including potential student employers. The county-based integrated children's services team should be part of the development of any truancy reduction efforts including the development of policies related to school attendance. Partnerships with the judicial system and agencies or organizations that are concerned with truancy reduction are a critical linkage that school districts must develop. These stakeholders should assist in identifying student needs and potential family environments that contribute to high rates of absenteeism. The county children and youth agency is especially important in this regard. School districts that enlist the assistance of these agencies have had success at reducing truancy and building a community effort to emphasize the importance of keeping children in school.

B. The Role of Parents and Families

Family involvement is essential to keeping children in school. Parents and/or families should play a key role in the development of policies. Establishing immediate positive and proactive personal contact with families from the time the school year starts is critical to developing a working partnership. In an effective school environment, parents and families are the school districts' best partners and should be approached as valuable resources in addressing a truancy issue. Section 11.41 (b) of State Board regulations provides that parents/guardians must be given copies of the district's attendance policy yearly and the Department suggests that copies be provided at the beginning of each year and to all new enrollees. It is important that such material is written in a way that is easily understood by all parents and translated when there are large populations of non-English speakers residing in the district. Parents and/or families should be provided with a list of community-based resources and a school representative that they can contact when they have concerns or issues related to their child's school attendance. To ensure that parents have dedicated the time necessary to understand the school's truancy policy, signature forms that acknowledge parental/guardian understanding of attendance policies are recommended. School personnel designated to inform parents of truant behavior should approach parents as equal partners and express concern related to how the school can help address the reason the child is not attending school. It is important that information be shared with parents about the consequences and penalties associated with violation of state law and school board attendance requirements. This information should be shared in a factual, non-threatening manner. Schools should document and maintain a record of all communications, including telephone calls, written correspondence, and any other documents used.

C. The Role of the School and School District

Teachers serve as a first line of defense against habitual absenteeism. It is important to involve teachers in the development of attendance expectations and district policy. Likewise, it is important to listen to observations made by teachers about students in their classes. Teachers should take an active role by meeting with students individually and contacting the parent or guardian to encourage better attendance. The district's Student Assistance Teams should be made aware of all instances of unlawful absences. Districts should be developing a team response at the elementary level, as well as at the secondary level. In many instances of truancy, there will be underlying issues of school safety, family health, substance abuse, or mental health problems.

The Department strongly recommends that school districts take a proactive approach and work with parents and families to avoid having the child identified as a habitual truant.

IV. PDE Recommended School Responses to Unlawful Absences

Habitual truancy negatively impacts a child's school performance and increases the likelihood of juvenile delinquency. An intensive and timely response to truancy is critical in those cases where a clear pattern of habitual truancy is evident. School districts shall not wait until a child has missed an excessive number of days before initiating a response, however, school districts should exercise caution and reason when utilizing punitive measures and involving other systems.

A. PDE's Recommended Policy

PDE recommends that a notice be sent to the parent/guardian after each unlawful absence. See Section IIC, page 3, for a definition of unlawful absence. Specific recommendations for each notice and step are found below. PDE recommends that unlawful absences do not trigger a formal response until the district has exhausted all efforts to work collaboratively with the parent/guardian to address the truancy of the student and until the student has three unlawful absences over the course of the school year. Schools are a critical part of a child's support system and have a significant opportunity to assist children and families.

(1) First Unlawful Absence

Parent/guardian receives a notice of unlawful absence from the school district.

The legal penalties established by law for violation of compulsory attendance requirements should be attached to the notice. In addition to stating the legal punishments, the name and telephone number of a school contact person shall be included. Parents are then able to contact a specific person to request assistance in resolving the child's truant behavior.

(2) Second Unlawful Absence

Parent/guardian receives a second notice of unlawful absence from the school district. Once again, the legal penalties established by law for violation of compulsory attendance requirements and the name and telephone number of a school contact personal shall be included. Additionally, another offer of assistance should be made to the parent.

(3) Third Unlawful Absence

Parent/guardian receives a third notice of unlawful absence by certified mail providing "official notice of child's third illegal absence." Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian, including information that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

School districts shall coordinate a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's educational environment, current academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference all parties should sign a comprehensive TEP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences.

(4) Subsequent Unlawful Absence

After agreeing to a TEP, or if there is not agreement on a truancy elimination plan and 3 days have passed since the parent/guardian received the official notice of the child's third illegal absence, if a child is unlawfully absent, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child's parent/guardian that the child has violated the TEP or, if there is not a TEP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements, and advise the parent/guardian that a citation will immediately be sent to the magisterial district judge. To ensure the parent/guardian receives the notice, it is recommended that such a notice be sent through certified mail. After this step, the school is not obligated to inform parents in writing of absences but it is recommended that the school continue to call the parent/guardian to inform them of additional truant behavior. Schools should refer all future incidents of truancy directly to the magisterial district judge having jurisdiction in the region.

(5) Referral to County Children and Youth Agency**(a) Children Under 13 Years of Age**

Any child who has not attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant, shall be referred by the school district to the local county children and youth agency for services, which may include addressing family issues that may be responsible for

the child's truant behavior, or possible adjudication as a "dependent" child under the Juvenile Act. The referral to the county children and youth agency may be in addition to proceeding against the parent/guardian by sending the citation to the appropriate magisterial district judge or a school may decide to refer a family to the local county children and youth agency instead of sending a citation to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the TEP should be forwarded to the county children and youth agency.

(b) Children 13 Years of Age and Older

Any child who has attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant may, in lieu of being prosecuted (as described in Section V below), be referred by the school district to the local county children and youth agency for services, which may include addressing family issues that may be responsible for the child's truant behavior or, possible adjudication as a dependent child under the Juvenile Act.

(c) Habitually Truant

The School Code defines habitually truant as absence for more than three (3) school days or their equivalent following the first notice of truancy given after a child's third unlawful absence.

B. Continued Truancy

If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. It is imperative that the local magisterial district judge be kept informed if truant behavior continues after a plan is in place.

V. Proceedings and Penalties for Violation of Compulsory Attendance

Requirements

(24 PS 13-1333 and 1338.1)

A. School Code

Every parent/guardian of any child of compulsory school age is subject to penalties if compulsory school-age attendance requirements are not met. While school districts are required to give three days written notice of violation of compulsory attendance prior to proceeding against the offending party it is strongly recommended that school districts make a concerted effort to address the cause of a child's truant behavior before referring the child to another system.

Possible sentences for parents found to be in violation of compulsory attendance law:

- Paying a fine up to \$300 for each offense and court costs, or
- Completing a parenting education program, and
- In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five days.
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months.

(Magisterial district judges may suspend all or portions of the sentence if the child is no longer habitually truant.)

The board of school directors may bring a student before the court. Possible dispositions for children found in violation of compulsory attendance law:

1. If the parent/guardian is not convicted by the magisterial district judge because the parent/guardian took every reasonable step to insure the child's attendance at school and the child has attained the age of 13, the child may be:

- subject to a fine of no more than \$300 for each offense, or
- assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520, and
- alleged to be dependent under 42 Pa.C.S. §6303(a)(1) by the magisterial district judge if the child fails to pay the fine or comply with the adjudication program.
- referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302(5), in lieu of prosecution or assignment to an adjudication alternative program, if the child fails to comply with compulsory attendance provisions and is habitually truant (Magisterial district judges may suspend all or portions of the sentence if the child is no longer habitually truant.)

2. Any child who has not attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant, shall be:

- Referred by the school district for services or possible adjudication as a dependent child as defined under 42 Pa.C.S. § 6302(5).

3. For children convicted of violation of compulsory attendance requirements by the magisterial district judge, the court, including a court not of record, must send a certified record of the conviction or other disposition to the Department of Transportation.

- Upon first conviction, the child's operating privilege for operating an automobile will be suspended for 90 days.
- Upon the second or subsequent conviction, the child's operating privileges will be suspended for six months.
- Children who do not yet have a driver's license will be ineligible to apply for a license for the time periods of 90 days for the first conviction and six months for the second and any subsequent conviction.

4. If a student of compulsory school age cannot be kept in school on account of truancy, the school district may proceed against the student before the juvenile court.

B. Further corrective measures for violation of compulsory attendance

General protective services are defined as services to prevent the potential for harm to a child. Under Title 55 Pa Code, Chapter 3490.223, children who are habitually and without justification truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children shall not be referred to the county children and youth agency for assessment as possibly needing services until after the school district has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

VI. Charter Schools

A. Charter School Responsibilities

Charter schools must report to the student's school district of residence when a student has accrued three or more days of unlawful absences. It is the responsibility of the school district to enforce the compulsory attendance laws in accordance with the Public School Code. However, charter schools should also follow PDE's Recommended Responses to Unlawful Absences for the first, second and third unlawful absences including the school/family meeting and implementation of a TEP. Charter schools should also refer the child to the county children and youth agency as stated in Section V above.

B. School District Response to Charter School Absences

Under compulsory attendance laws, the parents/guardians of a student who has accumulated three unlawful absences are to receive notice stating any subsequent unlawful absences will result in a citation being filed with the magisterial district judge.

The school district of residence should send the notice to parents/guardians immediately upon notification of the third unlawful absence by a charter school. It is recommended that such notice be sent through certified mail. Future unlawful absences should be filed with the magisterial district judge.

For brick and mortar charter schools, a school district may file truancy documents with the magisterial district judge in whose jurisdiction the charter school is located, which is where the cause of action arose, or where the charter school student resides, which is where the parent/guardian may be served. For cyber charter schools, a school district may file truancy documents with the magisterial district judge in whose jurisdiction the charter school student resides, which is where the cause of action arose and where the parent/guardian may be served. Charter schools and cyber charter schools must cooperate with school districts by providing necessary documentation for the truancy filings, and attending the hearings to provide testimony, if necessary.

School-Family Conference and Truancy Elimination Plan (TEP)

The Truancy Elimination Plan (TEP), as described in Section IV (A)(3) BEC 24 P.S. 13-1327, is designed to serve as guidance. The TEP is developed cooperatively with involved stakeholders through a school-family conference, which is required upon the school's notice to the student's parent/guardian upon the third unlawful absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including (but not limited to):

Sharing and reviewing school policy on attendance and student responsibilities with students and families;

- Contacting the student's parent/guardian upon his/her absence;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the building principal (or assigned truant officer);
- Making referrals to guidance counselors and;
- Collaborating with Student Assistance Teams as appropriate.

Pursuant to the BEC 24 P.S. 13-1327, schools are required to notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

VI. The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies,

community and school services, and school personnel should be invited to participate. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively with the student and other meeting participants as described in Section IV (A)(3) BEC 24 P.S. 13-1327.

Issues to be addressed at the school-family conference should include but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment and;
- Any other issues affecting the student's attendance.

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference is the development of a comprehensive TEP which is understood by, agreed upon and supported by the student, the parent/guardian, the school representatives and all other conference participants. The TEP should include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organization(s);
- Identification of the school environment issues that affect the student's success and solutions to address these issues;
- Explanation of the student's strengths and responsibilities related to the TEP;
- Explanation of the family's strengths and responsibilities related to the TEP;
- Clarification of method(s) used for monitoring the effectiveness of the TEP;
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- Discussion of the benefits for successfully implementing the TEP;
- Following up and reporting the outcome of the TEP.

The TEP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues.

This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

The TEP should be completed at the school-family conference. The school administrator should complete the TEP in collaboration with other conference participants. Participants should include, but are not limited to: student, parent/guardian, other relevant family members, school staff, partner organizations community-based organizations and other agencies involved with family (e.g. Children and Youth, Juvenile Probation.). To identify and resolve root causes of truancy, all members should contribute their unique knowledge about the student and his/her environment to group discussion. Only then can meaningful results be achieved.

The TEP hopes to a. Identify root cause/s of the truancy. It is crucial (yet sometimes overlooked) to build rapport with the student. This dialogue benefits all involved parties. The TEP team should examine the student's academic, social, physical, mental, behavioral health issues; the Parent/Guardian: home environment, work schedules unsupervised time for student, special circumstances, etc. The TEP team examines the school environment, student's interaction with other adults and with other students, school schedule, etc.

The TEP Team should consider possible solutions:

- i. These may include maximizing programs and services available in the school or community to involve the student.
- ii. They could include pairing the student with a mentor (family member, teacher, school staff, community businesses, etc.)\
- iii. They may involve coordination of services to student and/or family to address health, social or financial issues.
- iv. They may include activities intended to build self-esteem or confidence (e.g. the student may be asked to tutor elementary school students for some type of credit).

The TEP Team must identify who will take ownership for each stated solution (will ensure that the action step is completed); contact information for each person/agency listed (to assist in monitoring/follow up).

The TEP Team will:

- A. Identify strengths of the student, family and the school to support the goal of increasing attendance for the student.
- B. Relate each strength to the plan's overall goal.
 - a. For example: If the student reads well, a solution could be the student tutoring elementary students. This engages the older student in a meaningful activity, increases confidence, and supports his/her sense of responsibility by tutoring a younger student, thereby regular school attendance and academic success of both the older and younger student.
 - i. If the student has plans for employment or further schooling after high school graduation, then appropriate activities could include:
 - b. Discussing the ramifications of any future absences and how they could negatively impact those future plans.
 - c. Pairing the student with a business member in the field that interests the student. This may help the student to understand the relevance of what he/she is learning in school and future endeavors.

- i. If the student has a single parent who works in the evening, leaving the student unsupervised, an appropriate action step could be to have a neighbor, extended family member or other adult either stay with the student or be in contact with the student during the parent's absence.
- ii. If the student values school and the absences occurred three days in a row, then perhaps this was an isolated incident. However, it should be made clear that consequences for the fourth absence will result in a citation to the magisterial district judge and referral to the county children and youth agency.

The TEP Team will outline consequences for the student, parent/guardian, school, and other participants if they do not follow-through with the recommendations of the TEP and the BEC.

Benefits for compliance could include better grades for the student, graduation, higher graduation rates for the school, more involved community members, improved self-esteem, better relationship with parent/s and other adults, etc.

The student, parent, and school official will sign and date the TEP as verification that all parties understand and agree to all components of the TEP.

With school-family participants present, a follow up meeting will be scheduled. At that time each responsible party listed in the Solutions section will report on the progress of their area of responsibility. The group members will list the outcome(s) of the TEP and outline Next Steps, if any.

A copy of the TEP will be retained in the student's file. A copy of the TEP must be provided to the:

- student
- parent/guardian
- appropriate school personnel

Pennsylvania Law Pertaining to Truant Students Over the Age of 13.

Section 1338.1- Suspension of Operating Privilege

“(a) The Department of Transportation shall suspend for 90 days the operating privilege of any child upon receiving a certified record that the child was convicted of violating section 1333. If the department receives a second or subsequent conviction for a child's violation of section 1333, the department shall suspend the child's operating privilege for six months. (b) Any child whose record is received by the department under section 1333(c) and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time periods specified in subsection (a). If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of revocation or suspension of operating privilege) for the time specified in subsection (a).

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

5. Timetable:

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

February 2011	Marketing materials disseminated and information sessions scheduled; sign lease agreement; finalize educational services contract.
March 2011	Information sessions at sites across the state and fundraisers (begin accepting applications)
April 2011	Applications received and processed; information sessions
May 2011	Information sessions across the state, applications received and processed; begin interviewing teachers and staff, including principal
June 2011	Orientation for new students; information sessions across the state, applications received and processed
July 2011	Hire and orientation of teachers and principal; bill districts; invoice PDE
August 2011	Board of Trustees Retreat, prepare for launch
Sept. 6, 2011	First day of school

6. Safety:

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process.

The Charter School will comply with all applicable safety requirements as pertains to the operation of a virtual charter school, including Inspections by the building inspector, the fire department, municipal licensing authority and compliance with all other federal, state and local health and safety laws and regulations. Application for certificates, licenses, etc. will be completed prior to the final execution of the lease of the building.

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a

lease being executed.

7. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the public school code.

The school nurse will be the caretaker of health and immunization records for students. No student may enter the charter as a new student without complete records unless otherwise dictated by state law. Students who are enrolled and require updates receive reminders of the need for immunization updates and will not be allowed to attend until those requirements are met.

B. Describe how school nursing services, including administration of medication, will be delivered.

School nursing services will be delivered by having regional health and immunization drives. The Esperanza Cyber Charter School will rent space at sites across the state for these activities to take place. The school nurse will ensure that all students have access to health related services, such as dental and vision.

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a cyber charter school known as

ESPERANZA CYBER CHARTER SCHOOL

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the **ESPERANZA CYBER CHARTER SCHOOL** is hereby granted a Charter to operate a cyber charter school located at 4261 North 5th Street, Philadelphia, PA 19140, for the period commencing on _____ and ending on _____. The grant of this charter was approved by the Pennsylvania Department of Education on _____.

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A , any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;
- 2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;
- 3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;
- 4) this Charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new Charter shall be executed by the parties; and
- 5) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 20__.

ATTEST:

BOARD OF TRUSTEES:

ATTEST:

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Gerald L. Zahorchak, Secretary