School Profile

Demographics
4261 N 5th Street
Philadelphia, PA 19140
(215)457-3667

Phase: Phase 2
CEO Name: David Rossi
CEO E-mail address: drossi@esperanzacybercs.net
Governance and Staff

Leadership Changes

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

EsperanzaCyberCharter School had no Board of Trustees or school administration changes in school year 2015-2016.
The school leader remains: Rachel Moore
The Board of Trustee members remain:
Rev. Magaly Martinez, Chair
Carmen Rocha, Vice-Chairperson and Treasurer
Carmen Torres, Secretary
Rev. Luis Cortes, Member
Mr. Danilo Diaz, Member
Rev. John Rice, Member
Ms. Amanda Torres, Member
Ms. M. Judith-Lynch Torres, Member

Board of Trustees Meeting Schedule

<table>
<thead>
<tr>
<th>Location</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>8/18/2015 8:30 AM</td>
</tr>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>10/29/2015 4:00 PM</td>
</tr>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>12/3/2015 3:30 PM</td>
</tr>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>2/25/2016 4:00 PM</td>
</tr>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>4/28/2016 4:00 PM</td>
</tr>
<tr>
<td>Esperanza Academy CS, 301 W. Hunting Park Avenue Philadelphia PA 19140</td>
<td>6/16/2016 4:00 PM</td>
</tr>
</tbody>
</table>

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.
### Quality of Teaching and Other Staff

<table>
<thead>
<tr>
<th>Position Categories</th>
<th>All Employed per Category</th>
<th>Appropriately Certified</th>
<th>Promoted</th>
<th>Transferred</th>
<th>Terminated</th>
<th>Contracted for Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher (including Master Teachers)</td>
<td></td>
<td>7.00</td>
<td>6.00</td>
<td></td>
<td>7.00</td>
<td></td>
</tr>
<tr>
<td>Specialty Teacher (including Master Teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher (including Master Teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director Academic Program</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>13.00</td>
<td>12.00</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Further explanation:

The PE/Health teacher does not hold a PA Instructional certificate, but the position is not a category for high qualified expectations. Although, the teacher is highly qualified by PDE definition for demonstration of subject matter competency by holding a bachelor's degree and the degree is in the content area of physical education. Consequently, 100% of teaching and administrative staff are either certified or highly qualified. Nursing services are contracted to an external provider. Both the ESL and Special Education Coordinators are also teachers as needed to push-in or provide tutoring support to students with English language deficiencies or students with exceptional needs. For this report, they are categorized in their coordinator positions.
Fiscal Matters

Major Fundraising Activities

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

No major fundraising activities were performed this year. Esperanza Cyber Charter School plans to work more closely with Nueva Esperanza, Inc. in order to identify areas in which fundraising can occur.

Fiscal Solvency Policies

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

During the fiscal year, the school maintained its accounting records on a computerized system using Sage 100 Fund accounting software for its general ledger, accounts receivable, and accounts payable. It is consistent with the Pennsylvania Department of Education Chart of Accounts. The school’s reporting system and accounting policies comply with GAAP. The Board of Directors may authorize any officer or officers, agent or agents of Esperanza Cyber Charter School hereafter called the Cyber, in addition to the officers as authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Cyber, and such, authority may be general or confined to specific instances. All contracts in excess of $1,500 must be reviewed and approved by Legal Counsel. All checks or demands for money and notes of the Cyber must be signed by the officers of the Cyber. All funds of the Cyber shall be deposited from time to time to the credit of the Cyber in such banks, trust companies or other depositories as the Board of Directors may approve or designate, and all such funds shall be withdrawn only upon checks signed in accordance with the requirements stated above. All checks and or cash received by the Cyber must be deposited within three (3) business days of receipt of such funds. All funds of the Cyber shall be set forth in an Annual Budget. The Cyber shall review and approve an annual budget. Approval of the budget by the Cyber Board of Trustees is required prior to the commencement of the budget spending.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

There have been no changes to the charter school’s accounting system.
Preliminary Statements of Revenues, Expenditures & Fund Balances

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

*PDF file uploaded.*

Financial Audits

Basics

Audit Firm: Withum, Smith + Brown
Date of Last Audit: 06/30/2015
Fiscal Year Last Audited: 2014-15

Explanation of the Report

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

The respective financial position of the governmental activities and each major fund of Esperanza Cyber Charter School as of June 30, 2015, and the respective changes in financial position for the year ended in conformity with accounting principles generally accepted in the United States of America.

Financial Audit Report

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

*PDF file uploaded.*

Citations

Financial audit citations and the corresponding Charter School responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
</table>

Federal Programs Consolidated Review

Basics

Title I Status: Yes
Date of Last Federal Programs Consolidated: 06/15/2016
Review:
School Year Reviewed: 2015-16

Federal Programs Consolidated Review Report

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

*PDF file uploaded.*

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No citations have yet been provided from the most recent report.</td>
<td>No response has yet been provided, as not citations have been reported as yet.</td>
</tr>
</tbody>
</table>
Special Education

**Chapter 711 Assurances**

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

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

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**Special Education Support Services**

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Location</th>
<th>Teacher FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor</td>
<td>Esperanza Cyber Charter School</td>
<td>1</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>Esperanza Cyber Charter School</td>
<td>1</td>
</tr>
</tbody>
</table>

**Special Education Contracted Services**

<table>
<thead>
<tr>
<th>Title</th>
<th>Amt. of Time per Week</th>
<th>Operator</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychologist Evaluator</td>
<td>1 Days</td>
<td>Outside Contractor</td>
<td>15</td>
</tr>
<tr>
<td>Therapy Provider</td>
<td>1 Days</td>
<td>Outside Contractor</td>
<td>15</td>
</tr>
</tbody>
</table>
Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 05/11/2015
Link to Report (Optional): Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.
Special Education Personnel Development

Effective Practices for the General Education Classroom
All teachers, coordinators, and school administrators completed a webinar training hosted by PaTTAN:

The Special Education: Effective Practices for my General Education Classroom is a fifteen (15) hour interactive online course where K-12 teachers and administrators have the opportunity to review information regarding special education and apply the information to their general education classrooms. An instructor is available to guide participants through this four part, virtual learning process. Participants provide support and feedback to each other through the chat room, and are able to post questions and assignments on the bulletin board.

Objectives

Participants will:

- Identify three factors that general education teachers must know and be able to do when educating all students, including students with disabilities.
- Describe the evaluation and IEP process and demonstrate how to be effective team members.
- Examine different ways to implement IEPs of students with disabilities in general education classrooms.
- Determine effective practices and concepts of their curriculum in relation to Standards-Based Curriculum for all students.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Rachel Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>8/31/2015</td>
</tr>
<tr>
<td>End Date</td>
<td>11/30/2015</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Professional Education, Teacher Induction, Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>3</td>
</tr>
<tr>
<td># of Sessions</td>
<td>5</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>7</td>
</tr>
<tr>
<td>Provider</td>
<td>PaTTAN</td>
</tr>
<tr>
<td>Provider Type</td>
<td>PaTTAN</td>
</tr>
<tr>
<td>PDE Approved</td>
<td>Yes</td>
</tr>
<tr>
<td>Knowledge Gain</td>
<td>Participants will:</td>
</tr>
</tbody>
</table>
- Identify three factors that general education teachers must know and be able to do when educating all students, including students with disabilities.
Describe the evaluation and IEP process and demonstrate how to be effective team members.

Examine different ways to implement IEPs of students with disabilities in general education classrooms.

Determine effective practices and concepts of their curriculum in relation to Standards-Based Curriculum for all students.

<table>
<thead>
<tr>
<th>Research &amp; Best Practices Base</th>
<th>Not Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>For classroom teachers, school counselors and education specialists</td>
<td>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</td>
</tr>
<tr>
<td>For school or LEA administrators, and other educators seeking leadership roles</td>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</td>
</tr>
</tbody>
</table>

**Training Format**
- Online-Asynchronous

**Participant Roles**
- Classroom teachers
- Principals / Asst. Principals
- School counselors

**Grade Levels**
- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Joint planning period activities

**Evaluation Methods**
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
## Special Education Program Profile

### Program Position #1

**Operator:** Charter School

#### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Support</th>
<th>Service Type</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Cyber Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Itinerant</td>
<td>Emotional Support</td>
<td>10 to 10</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>Esperanza Cyber Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Itinerant</td>
<td>Learning Support</td>
<td>5 to 8</td>
<td>3</td>
<td>0.11</td>
</tr>
<tr>
<td>Esperanza Cyber Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>7 to 11</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>Esperanza Cyber Charter School</td>
<td>A Junior/Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Itinerant</td>
<td>Learning Support</td>
<td>12 to 16</td>
<td>11</td>
<td>0.4</td>
</tr>
<tr>
<td>Esperanza Cyber Charter School</td>
<td>A Junior/Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>14 to 16</td>
<td>5</td>
<td>0.19</td>
</tr>
</tbody>
</table>

**Justification:** Special education teacher can manage multiple ages with K-12 certification.

**Justification:** K-12 certified teacher
<table>
<thead>
<tr>
<th>School Building</th>
<th>General Education programs are operated but More Than 20%</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Cyber Charter School A Junior/Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Itinerant Emotional Support</td>
<td>17 to 17</td>
<td>1</td>
<td>0.03</td>
<td></td>
</tr>
</tbody>
</table>

Justification: K12 certified teacher
Facilities

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

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

There have been no fixed assets acquired by ECCS during the past fiscal year.

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

$0.00

Facility Plans and Other Capital Needs

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

As determined by PDE’s instructions on the uses of a Learning Center, the Cyber Charter School intends to downsize its footprint of the Learning Center from over 6,000 SF to approximately 4,300 SF. New office cubicles are to be installed for all personnel and a smaller area to be designed for student tutoring and counseling. The Cyber School will contract with Nueva Esperanza, Inc. or Esperanza Academy Charter School when additional space is needed to conduct state assessments.

Memorandums of Understanding

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCS</td>
<td>ECCS does not have any MOUs on file for the school year.</td>
</tr>
</tbody>
</table>
Charter School Annual Report Affirmations

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

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

Affirmed by Magaly Martinez on 7/20/2016
President, Board of Trustees

Affirmed by David Rossi on 7/29/2016
Chief Executive Officer
Charter School Law Affirmation

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

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

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

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

Affirmed by Magaly Martinez on 7/20/2016

President, Board of Trustees

Affirmed by David Rossi on 7/29/2016

Chief Executive Officer
Ethics Act Affirmation

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

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

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

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

Affirmed by Magaly Martinez on 7/20/2016

President, Board of Trustees

Affirmed by David Rossi on 7/29/2016

Chief Executive Officer
Charter Annual Background Check Affirmation

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

Affirmed by Magaly Martinez on 7/20/2016

President, Board of Trustees

Affirmed by David Rossi on 7/29/2016

Chief Executive Officer
Charter Annual Administrative Certification Affirmation

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

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

**Affirmed by Magaly Martinez on 7/20/2016**

*President, Board of Trustees*

**Affirmed by David Rossi on 7/29/2016**

*Chief Executive Officer*