

Esperanza Cyber CS

**Charter Annual Report**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

4261 N 5th Street  
Philadelphia, PA 19140  
215-967-9703

Phase:	Phase 2
CEO Name:	David Rossi
CEO E-mail address:	drossi@neacademy.net

# Governance and Staff

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## *Leadership Changes*

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

There were no changes in the Board of Trustee nor the school's leadership teams during the 2018-2019 school year.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	8/7/2018 8:00 AM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	10/25/2018 4:00 PM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	12/13/2018 4:00 PM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	2/28/2019 4:00 PM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	4/25/2019 4:00 PM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	6/13/2019 4:00 PM

## *Professional Staff Member Roster*

*There are no professional staff members.*

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

*PDF file uploaded.*

## *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>Number of Staff per Category</b>	<b>Number of Staff Appropriately Certified</b>	<b>Number of Staff Promoted</b>	<b>Number of Staff Transferred</b>	<b>Number of Staff Terminated</b>	<b>Number of Staff Contracted for Following Year</b>
Chief Executive Officer	1.00					1.00
Principal	1.00	1.00				1.00
Assistant Principal	0.00					0.00
Classroom Teacher (including Master Teachers)	29.00	28.00			7.00	22.00
Specialty Teacher (including	1.00	1.00				1.00

Master Teachers)						
Special Education Teacher (including Master Teachers)	3.00	3.00				3.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	1.00				1.00
Psychologist	0.00					0.00
School Nurse	0.00					0.00
Totals	37.00	35.00	0	0	7.00	30.00

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

There have been no major fundraising activities performed during the 2018-2019 school year.

## *Fiscal Solvency Policies*

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

There have been no changes to policies and procedures.

### **Fiscal Solvency Policies**

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

*No files have been uploaded.*

## *Accounting System*

Changes to the accounting system the charter school uses:

There have been no changes to the accounting system.

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

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

*PDF file uploaded.*

## *Financial Audits*

### **Basics**

Audit Firm:	WithumSmith+Brown
Date of Last Audit:	06/30/2018
Fiscal Year Last Audited:	2017-2018

### **Explanation of the Report**

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

*This narrative is empty.*

### **Financial Audit Report**

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

*PDF file uploaded.*

### **Citations**

Financial audit citations and the corresponding Charter School responses

Description	Response
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## ***Federal Programs Consolidated Review***

### **Basics**

Title I Status: Yes  
 Title I First Year Status: No  
 Date of Last Federal Programs Consolidated Review: 03/20/2019  
 School Year Reviewed: 2018-19

### **Federal Programs Consolidated Review Report**

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

*PDF file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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# Special Education

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## *Chapter 711 Assurances*

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

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

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

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

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

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

## **Special Education Support Services**

<b>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Coordinator of Special Education	Esperanza Cyber Charter School	10	9	20
Special Education 6-12 Teacher 1	Esperanza Cyber Charter School	40	12	20
Special Education 6-12 Teacher 2	Esperanza Cyber Charter School	40	14	20
Special Education Elementary Teacher	Esperanza Cyber Charter School	5	9	12

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
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Audiology	5.5 Minutes	Outside Contractor	10 or fewer
Counseling	233 Minutes	Outside Contractor	10 or fewer
Occupational Therapy	33 Minutes	Outside Contractor	10 or fewer
Speech	158 Minutes	Outside Contractor	10 or fewer
Transportation	5 Days	Outside Contractor	10 or fewer

### *Special Education Cyclical Monitoring*

Date of Last Special Education Cyclical Monitoring:

08/10/2015

Link to Report (Optional):

Not Provided

### **Special Education Cyclical Monitoring Report**

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau's findings, and the most recent Corrective Action Plan, if indicated.

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# Special Education Personnel Development

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## Using Data to Inform Instruction

Special education teachers along with regular education teachers were provided PD in several sessions about collecting and analyzing data to inform instructional planning and decisions. Teachers worked collaboratively in data teams throughout the school year.

Person Responsible	Dan Cote
Start Date	8/27/2018
End Date	6/7/2019
Program Areas	Professional Education, Special Education
Hours Per Session	0.5
# of Sessions	4
# of Participants Per Session	22
Provider	School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

# Special Education Program Profile

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## Program Position #0

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 20	44	1
Justification: The school is K-12				
Locations:				
ECCS	A Junior/Senior High School Building	A building in which General Education programs are operated		

# Facilities

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

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

No acquisition of facilities, furniture, fixtures, or equipment during the last 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:

The cyber school's enrollment has increased significantly and in turn the learning center needs more facility space to house additional staff. The current space is approximately 6,320 square feet and the school is expected to temporarily acquire an additional 1,400 square feet for the upcoming 2019-2020 school year. The plan will include temporary workspaces for approximately 15 school staff.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
ELECT Program	November 17, 2018 - June 30, 2019 Implementation of the ELECT program to support pregnant and/or parenting teens staying in school.
Philadelphia Police Department	July 25, 2017 Establishing procedures to follow when incidents occur on school property, during school-sponsored events, and as described by the Safe Schools Act.
Project Go School Attendance Support	August 13, 2018 Sets forth the duties and responsibilities of the Philadelphia District Attorney's Office School Attendance Support Unit and the school to implement the Project GO School Attendance Program.

# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

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

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

**Affirmed by Magaly Martinez on 7/30/2019**

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*Board President*

**Affirmed by David Rossi on 8/1/2019**

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*Chief Executive Officer*

## Charter School Law Affirmation

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

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

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

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

**Affirmed by Magaly Martinez on 7/30/2019**

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*Board President*

**Affirmed by David Rossi on 8/1/2019**

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*Chief Executive Officer*

## Ethics Act Affirmation

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

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

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

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

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

**Affirmed by Magaly Martinez on 7/30/2019**

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*Board President*

**Affirmed by David Rossi on 8/1/2019**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

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

**Affirmed by Magaly Martinez on 7/30/2019**

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*Board President*

**Affirmed by David Rossi on 8/1/2019**

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*Chief Executive Officer*



## **Charter Annual Administrative Certification Affirmation**

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

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

**Affirmed by Magaly Martinez on 7/30/2019**

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*Board President*

**Affirmed by David Rossi on 8/1/2019**

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*Chief Executive Officer*