
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Central PA Digital Learning Foundation CS
Address: 1500 4th Ave
Altoona, PA 16602
Phone: (814) 940-6989
Contact Name: Charter Annual Report Admin

SECTION I. EXECUTIVE SUMMARY

Organization Description

On February 11, 2002 the Altoona Area School District granted a charter to the Central Pennsylvania Digital Learning Foundation Charter School. This charter school was the initiative of 12 member schools that had become disenchanted with the quality of cyber education. The sole

purpose of Central Pennsylvania Digital Learning Foundation Charter School was to deliver a quality curriculum to students kindergarten through twelfth grade in a cost efficient system. Central Pennsylvania Digital Learning Foundation Charter School does not discriminate by race, religious or ethnicity for admission to our school.

Central Pennsylvania Digital Learning Foundation Charter School was organized into an Elementary (K-6), Middle (7-8) and Secondary (9-12) structure. Central Pennsylvania Digital Learning Foundation Charter School opened its doors in September of 2002 and grew to 185 students by January of 2003. Thirty-one member schools were represented. There were three full-time Facilitators, 16 Mentors, one part-time Secretary, four part-time Technology Assistants and one part-time Web Designer. In addition the Altoona Area School District Center for Advanced Technologies renders services "as needed."

There were 34 mentors and three full time facilitators for the 2005-2006 school term. There were 3 part-time tech aides, a full time secretary/billing clerk, and a part time secretary. The Center for Advance Technologies continues to be a valuable partner.

For the 2006-2007 school term the curriculums are Calvert, K-12, Florida Virtual and a Classical. The classical curriculum is being phased out to lack of interest and PSSA concerns. The K-12 and Florida Virtual curriculums are being expanded. A specialized curriculum for the functional levels of special education students is in place. A PSSA specific course has been developed by the facilitators and mentors. Other specialized courses include Probability and Statistics, Family and Consumer Science, Health, Reading, and Focus on Technology. The curriculum needs of our students are in constant review with adjustments made accordingly.

Core Purpose

Mission

CPDLF Mission

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the area.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

Vision

CPDLF Charter School will become a partner with the public school districts by providing an educational delivery system that can promote an alternative to the traditional educational process for some students. The goal of CPDLF Charter School is to provide an arena by which both charter and public school systems can work in concert with each other to maximize the educational potential of the students we serve. The CPDLF Charter School will provide opportunities to students that are not feasible by the traditional education methods, and will work with the public school systems to develop programs that are beneficial to all students.

Shared Values

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

Academic Standards

The Calvert Curriculum Approach

The Calvert curriculum focuses on teaching children the fundamentals in all subject areas while including a rich layering of cultural studies. The Calvert curriculum is very structured, yet academically stimulating, employing a more traditional book based curriculum, however expanding to integrating computer and web based activities. Calvert combines the tools and support to succeed with flexibility you want to meet the personal needs and interest of your child. The materials include instruction for engaging different learning styles such as visual, auditory, and kinesthetic for the different types of learners.

Calvert is a rigorous program, which enables a student to achieve his/her academic potential. Each lesson is built on previous lessons and learning is reinforced through integration and is supplemented by online learning activities.

Detailed lesson plans, answer keys, and access to educational professionals are available to students and parents. Kindergarten students are monitored by skill acquisition. Positive feedback is consistently given to students to encourage hard work and dedication. The CPDLF utilizes the Calvert Test Series (CTS), an objective tool for measuring student's progress. Formal written assessments are given at each grade level two times a marking period for a total of eight tests per year. CTS is a series of tests that uses matching, fill-in-the blank, true or false, and multiple choice questions to assess content mastery. Composition is assessed in daily assignments.

This integrated Computer Skills and Applications course for Kindergarten through Sixth grade students features lessons that guide students through animated hands-on lessons delivered over the Internet. Students learn computer-based word processing, spreadsheets, and presentation skills using interactive lessons. The skills acquired in the lessons are then practiced through assignments in other subject areas. Calvert has also introduced additional online practice and enrichment exercises, featuring immediate graded feedback, online essay scoring, and web resources for exploration and research, as well as, an added technology component.

At each grade level students' are exposed to a wide range of subjects that aligned with the Pennsylvania academic standards which include:

Reading and Phonics Literature, Spelling Vocabulary, Writing composition, Grammar, Mathematics, Science, Poetry, History, Geography, Art, and Technology.

Calvert students enjoy opening their box to find the inclusion of school supplies. Fresh crayons, new packages of paper, and everything else they will need to have a successful year.

Calvert has a valuable resource for parents and students available on their website that offers many features. Some of the features include a lively bulletin board where families and education counselors can interact. Families can receive updates to current Calvert curriculum, information on opportunities to participate in online pilot programs, and online forms to sign up for our networking service to connect with other Calvert families in your area if they choose to go beyond the CPDLF family.

Overall, the Calvert Curriculum approach is based on high standards to maximize each student's potential on the road to academic success. Calvert incorporates the traditional book-based approach while integrating the computer and internet-based learning. Calvert educators have selected the best educational resources and have woven them together to create a complete educational experience for the online and book-based learner.

Classic Curriculum

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6th grade classical, liberal arts curriculum similar to that offered by The Great Books Academy and based on their materials. Course options include books and Lesson Plans for Art, Cartography, Geography, Language Arts, Literature, Math, Music, Philosophy, Science, History, Foreign Languages, and optional, online Great Books discussions.

The Classic Curriculum closely follows the Pennsylvania content standards in forming curriculum as evidenced by the use of such widely recognized materials as the Shurley English program and the Saxon Math program.

Six important elements are incorporated in the curriculum: (1) Classical education - elements of items described here make the program distinctly classical in approach; (2) the "Good Books"-great children's classics of Western civilization prepare students for the greatest works of our culture; (3) complete subjects, placement tests, daily lesson plans, quarterly tests and grading; (4) flexibility - students may progress at their own pace in each course selected, on different grade levels; (5) the materials selected including the Shurley English program and the Saxon Math program; (6) the methods - students are encouraged to participate in the Socratic Discussions based on grade-appropriate thought-provoking readings.

CPDLF's Classic Curriculum promotes in-depth and inquiry-based teaching and learning with the use of well-developed lesson plans used by the parents and structured lessons in each of the core subjects with established assessments and feedback from the mentors who are involved with the families.

Students, upon enrollment, are evaluated to determine their skill level in literacy and mathematics and are then placed accordingly. The flexibility of the curriculum allows the parents and the mentor to advance the student through the skill levels as appropriate, based on the student's academic growth as the applied curriculum spurs acceleration of skill development.

Teaching strategies used to actively engage students in the learning process are inductive and deductive reasoning brought about by the selected readings for a lesson, modeling through textbook example, discussion as in the use of the Socratic Method with the Touchstone series for philosophical investigation.

Currently, CPDLF is phasing out the Classic Curriculum while honoring its commitment to the families already enrolled in said program.

K12 Curriculum

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6th grade traditional curriculum based on a time-tested method of instruction covering six core subjects: Language Arts, Math, Science, History, Art, and Music. Each course includes online lessons, worksheets, and teacher guides that can be downloaded, as well as traditional material such as books, CD's and manipulatives. Courses assume a certain amount of background knowledge in the subject to ensure that the student is getting the full breadth of education from the K12 curriculum. A student's level of mastery is determined by administering a placement test. Middle School courses are taken based on a student's knowledge of a specific subject. Middle School courses are not listed by grade as the other grade-specific years.

The K12 curriculum is perfectly aligned to the Pennsylvania Standards. CPDLF promotes in-depth and inquiry-based teaching and learning by providing layers of guidance in each lesson to help both the student and the parent to prepare for and study each lesson effectively, including: clearly defined learning objectives, step-by-step, easy to follow procedures for hands-on activities, creative ideas for alternate teaching and studying approaches, and suggestions for optional activities and readings beyond the lesson. K12 works with CPDLF to provide a powerful partnership with parents and mentors that allows students to receive individual attention and a personalized course of instruction. Families get the flexibility and individual instruction of home schooling with the support and accountability of traditional education

Secondary (Grades 7-12) Program

The Central Pennsylvania Digital Learning Foundation delivers an online curriculum to the secondary school students. With the use of an education delivery platform, the CPDLF delivers courses that are developed in house and by the Florida Virtual School.

Each course meets the Pennsylvania content standards. Courses that were developed by the Florida Virtual School were matched to the Pennsylvania standards. Courses developed in house are developed around the standards.

The online curriculum is organized into modules and then into lessons within a module. Students will normally complete 2-4 lessons per week in a course. Students will read the information in the lesson, do practice work, view various websites, do supplemental readings and use a variety of educational media within a lesson. Every course requires the student to do Internet based research and work.

At the end of each lesson is an assessment. Assessments vary in length, content and delivery. Generally, at the end of every module, the student will take a timed test. The test requires that a student study and be prepared. Many courses will have quizzes between exams. Quizzes may or may not be timed and are generally taken once or twice by students. All other assessments are usually multiple submittals and are submitted using a variety of techniques. Some assessments are multiple choice, fill in the blank or true and false. These assessments are graded automatically by the educational delivery system and students receive feedback immediately. Other assessments are short essays or open essays. These assessments are graded by the instructor. To encourage mastery of content, the CPDLF allows for multiple submittal of work. This allows students to take instructor feedback and improve their work.

Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there is online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging.

Most learning is asynchronous, but teachers will have times when they are online using the previously listed tools to do synchronous learning with one or many students.

The use of multiple media engages students in the learning process. Students use online course content, videos, DVDs, textbooks, literature books, software, and online resources for student instruction.

The online learning environment allows for individualized instruction for students, particularly students that are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

Strengths and Challenges

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student centered educational program that will rely on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering a higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the state.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

An improvement plan is in place to increase our test scores. Students will be provided with test taking skills materials as well as practice prompts. The mentors and facilitators throughout the year will emphasize the Pennsylvania Standards via assessments in each area of the curriculum. Monitoring the days absent will be scrutinized closely.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

CPDLF as part of its management contract follows the same process as Altoona Area School District in strategic planning, which involved many school and community personnel in developing the eStrategic Plan. These groups included representatives of the community, parents, staff, students, administration and the School Board. The core committee of representatives came from the Act 48 Committee because Act 48 specified the process and the makeup of this Committee. Additional representatives were sought because of the serious task of aligning the Strategic Plan,

the Act 48 Plan, the Teacher Induction Plan, the Technology Plan and the Special Education Plan.

The basic process for Strategic Planning consisted of the use of subcommittees and assignments given to relevant personnel. These committees and personnel would meet on as needed. The work of these groups then was presented to the total committee for revision, comment, addition or deletions. Since active participation is crucial to the implementation of the eStrategic Plan, the eStrategic Plan Committee were given the task to review all data and initial drafts that emanated from the subcommittee and personnel assignment process.

The Director of Curriculum and Instruction, the Technology Coordinator, and the Director of Special Services compiled the work of the subcommittees into their assigned Plans. The Director of Secondary Academics/CEO of CPDLF had the responsibility to review and edit all Plans before final submission.

Planning sessions for the sStrategic Plan Committee and its subcommittees occurred after school or, when needed, on an Inservice Day.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Annetta Conway	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Bill Thompson Sr.	Altoona Area School District	Business Representative	Board
Bruce Hazlett	Central PA Digital Learning Foundation	Administrator	Norm Miller
Bryce Cossitor	Altoona Area School District		Dr. Mary Lou Ray/Technology Plan Author
Camilla Houy	Altoona Area School District		Dr. Mary Lou Ray
Carolyn Shipley	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Cathy Keefe	Altoona Area School District	Administrator	Peer Selected/Principal Association
Chris Carnahan	Central PA Digital Learning Foundation	Administrator	Norm Miller
Cindy Geiner	Altoona Area School District	Parent	Building Principal
Dan Lersch	Altoona Area School District		Guidance Office
Dan Spinazzola	Altoona Area School District	Business Representative	Building Principal
David A Ellis	Altoona Area School District	Board Member	Board
David E Francis	Altoona Area School District	Board Member	Board
Debbie Tini	Altoona Area School District	Parent	Building Principal
Deborah A Bartley	Altoona Area School District		Dr. Mary Lou Ray
Dennis P Hallinan	Altoona Area School District	Board Member	Board

Drandi Maitland	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
E Preston Rice	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
Eric R Irwin	Altoona Area School District	Board Member	Board
George Thomas Kattouf	Altoona Area School District	Special Education Representative	Administration/Author Special Education Plan
Heidi Douglass	Altoona Area School District	Parent	Building Principal
Janette Kelly	Altoona Area School District	Community Representative	Board
Jason Wasovich	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Jay Hinish	Altoona Area School District	Parent	Building Principal
Jennifer Mikolajczyk	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
John Fiore	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
John Wilson	Altoona Area School District	Administrator	Peer Selected/Teacher Association
Kristin delGiudice	Altoona Area School District		Peer Selected/Teacher Association
Lori Gootz	Altoona Area School District	Parent	Building Principal
Lori Mangan	Altoona Area School District	Administrator	Peer Selected/Principal Association
Margaret L Henricks	Altoona Area School District	Board Member	Board
Marie Breneman	Altoona Area School District		Peer Selected/Teacher Association
Mary J Kimmel	Altoona Area School District	Board Member	Board
Mary Jane Hammers	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Mary Lou Ray	Altoona Area School District		Dr. Dennis Murray
Maryann Joyce Bistline	Altoona Area School District	Board Member	Board
Michelle Sassano	Altoona Area School District		Guidance Office
Nancy Cherry	Altoona Area School District		Peer Selected/Teacher Association
Nanette Ansilinger	Altoona Area School District	Parent	Building Principal
Norm Miller	Central PA Digital Learning Foundation/Altoona Area School District	Administrator	Board
Patrick Labriola	Altoona Area School District	Administrator	Peer Selected/Teacher Association
Patty	Altoona Area School District	Administrator	Peer Selected/Principal

Burlingame			Association
Richard L Lockard	Altoona Area School District	Board Member	Board
Robert Duffett	Altoona Area School District	Administrator	Peer Selected/Principal Association
Samantha Weathersbee	Altoona Area School District	Parent	Building Principal
Scott Woomer	Altoona Area School District		Dr. Mary Lou Ray
Sharon Fasenmyer	Altoona Area School District	Administrator	Peer Selected/Principal Association
Sharon O'Donnell	Altoona Area School District	Parent	Building Principal
Sherry Buck	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Sherry Wells	Altoona Area School District	Administrator	Peer Selected/Principal Association
Susan Holzer	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Suzanne Ritchey	Altoona Area School District	Administrator	Peer Selected/Principal Association
Tina Swineford	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Todd Kelly	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
Vanessa Kattouf	Altoona Area School District		Guidance Office
Victor Gioioso	Altoona Area School District	Business Representative	Board
Vince DiLeo	Altoona Area School District	Administrator	Peer Selected/Principal Association
Walter Betar	Altoona Area School District	Board Member	Board

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Align curriculum to math standards and anchors

Description: Planned Instruction will be written to ensure that math standards and anchors are addressed developmentally within elementary grade levels and secondary courses.

Activities:

Activity	Description	
Align instructional lessons to standards/anchors/eligible content	Identify math standards within lesson plans to ensure that standardss are addressed within daily lessons.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Develop Planned Courses	Develop Planned Instruction that is aligned to math standards and anchors as well as eligible content.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Scope and Sequence Development and Review	Continuously review curriculum scope and sequence to assure that math standards and eligible content are addressed	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Strategy: Data Analysis

Description: Implement data analysis of math assessments.

Activities:

Activity	Description	
Monitoring of Data Analysis	Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Strategy: Utilize Technology

Description: Incorporate technology, software, and internet programs to enhance student learning.

Activities:

Activity	Description	
Create Interactive Experiences	Staff will develop effective electronic presentations through the use of story boarding and other planning techniques.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$1,040,000.00

Activity	Description
Training on Technology	Provide staff elective training on methods of utilizing technology integration as a means to enhance student learning of standards and the curriculum.

Integration		
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Align Curriculum to Reading Standards and Anchors

Description: Planned instruction will be written to ensure that reading/language arts standards and anchors are addressed developmentally within elementary and secondary courses.

Activities:

Activity	Description	
Align instructional lessons to standards/anchors/eligible content	Identify reading standards within lesson plans to ensure that standards are addressed within daily lessons.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Develop Planned Courses	Written curriculum that follows Chapter Four requirements will be developed for reading/language arts content and skills.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Scope and Sequence Development and Review	Continuously review curriculum scope and sequence to assure that reading/language arts standards and eligible content are addressed.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Strategy: Data Analysis

Description: Implement data analysis of reading assessments.

Activities:

Activity	Description	
Monitoring Data Analysis	Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction.	

Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Strategy: Differentiate Instruction

Description: Learning will be differentiated to provide students with instruction and active engagement activities that address their capabilities and diverse needs.

Activities:

Activity	Description	
Intervention Strategies	Students at the strategic and intensive level will be provided with intervention instruction and materials that address their diverse needs.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Training on Differentiated Instruction	Professional education sessions will be offered to provide staff with the background knowledge to implement differentiated instruction procedures.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Strategy: Utilize Technology

Description: Staff will utilize technology software, hardware, internet and other resources as a means to enhance student learning.

Activities:

Activity	Description	
Create Interactive Learning Experiences	Staff will develop effective electronic presentations through the use of a variety of technology tools.	
Person Responsible	Timeline for Implementation	Resources
Rena Davis	Start: N/A Finish: N/A	\$0.00

Statement of Quality Assurance - Attachment

- Quality Assurance - N/A

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

SECTION IV. QUALITY OF SCHOOL DESIGN

1. Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

Ø What curriculum does your charter school utilize?

Ø Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Ø How is the curriculum organized to meet the developmental and academic needs of students?

Ø How does the charter school promote in-depth and inquiry-based teaching and learning?

Ø What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Ø What types of teaching strategies are used to actively engage students in the learning process?

The Calvert Curriculum Approach

The Calvert curriculum focuses on teaching children the fundamentals in all subject areas while including a rich layering of cultural studies. The Calvert curriculum is very structured, yet academically stimulating, employing a more traditional book based curriculum, however expanding to integrating computer and web based activities. Calvert combines the tools and support to succeed with flexibility you want to meet the personal needs and interest of your child. The materials include instruction for engaging different learning styles such as visual, auditory, and kinesthetic for the different types of learners.

Calvert is a rigorous program, which enables a student to achieve his/her academic potential. Each lesson is built on previous lessons and learning is reinforced through integration and is supplemented by online learning activities.

Detailed lesson plans, answer keys, and access to educational professionals are available to students and parents. Kindergarten students are monitored by skill acquisition. Positive feedback is consistently given to students to encourage hard work and dedication. The CPDLF utilizes the Calvert Test Series (CTS), an objective tool for measuring student's progress. Formal written assessments are given at each grade level two times a marking period for a total of eight tests per year. CTS is a series of tests that uses matching, fill-in-the blank, true or false, and multiple choice questions to assess content mastery. Composition is assessed in daily assignments.

This integrated Computer Skills and Applications course for Kindergarten through Sixth grade students features lessons that guide students through animated hands-on lessons delivered over the Internet. Students learn computer-based word processing, spreadsheets, and presentation skills using interactive lessons. The skills acquired in the lessons are then practiced through assignments in other subject areas. Calvert has also introduced additional online practice and enrichment exercises, featuring immediate graded feedback, online essay scoring, and web resources for exploration and research, as well as, an added technology component.

At each grade level students' are exposed to a wide range of subjects that aligned with the Pennsylvania academic standards which include:

Reading and Phonics Literature, Spelling Vocabulary, Writing composition, Grammar, Mathematics, Science, Poetry, History, Geography, Art, and Technology.

Calvert students enjoy opening their box to find the inclusion of school supplies. Fresh crayons, new packages of paper, and everything else they will need to have a successful year.

Calvert has a valuable resource for parents and students available on their website that offers many features. Some of the features include a lively bulletin board where families and education counselors can interact. Families can receive updates to current Calvert curriculum, information on opportunities to participate in online pilot programs, and online forms to sign up for our networking service to connect with other Calvert families in your area if they choose to go beyond the CPDLF family.

Overall, the Calvert Curriculum approach is based on high standards to maximize each students potential on the road to academic success. Calvert incorporates the traditional book based approach while integrating the computer and internet based learning. Calvert educators have selected the best educational resources and have woven them together to create a complete educational experience for the online and book based learner.

Classic Curriculum

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6th grade classical, liberal arts curriculum similar to that offered by The Great Books Academy and based on their materials. Course options include books and Lesson Plans for Art, Cartography, Geography, Language Arts, Literature, Math, Music, Philosophy, Science, History, Foreign Languages, and optional, online Great Books discussions.

The Classic Curriculum closely follows the Pennsylvania content standards in forming curriculum as evidenced by the use of such widely recognized materials as the Shurley English program and the Saxon Math program.

Six important elements are incorporated in the curriculum: (1) Classical education - elements of items described here make the program distinctly classical in approach; (2) the "Good Books"- great children's classics of Western civilization prepare students for the greatest works of our culture; (3) complete subjects, placement tests, daily lesson plans, quarterly tests and grading; (4) flexibility - students may progress at their own pace in each course selected, on different grade levels; (5) the materials selected including the Shurley English program and the Saxon Math program; (6) the methods - students are encouraged to participate in the Socratic Discussions based on grade appropriate thought- provoking readings.

CPDLF's Classic Curriculum promotes in-depth and inquiry-based teaching and learning with the use of well developed lesson plans used by the parents and structured lessons in each of the core subjects with established assessments and feedback from the mentors who are involved with the families.

Students, upon enrollment, are evaluated to determine their skill level in literacy and mathematics and are then placed accordingly. The flexibility of the curriculum allows the parents and the mentor to advance the student through the skill levels as appropriate, based on the student's academic growth as the applied curriculum spurs acceleration of skill development.

Teaching strategies used to actively engage students in the learning process are inductive and deductive reasoning brought about by the selected readings for a lesson, modeling through textbook example, discussion as in the use of the Socratic Method with the Touchstone series for philosophical investigation.

Currently, CPDLF is phasing out the Classic Curriculum while honoring its commitment to the families already enrolled in said program.

K12 Curriculum

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6th grade traditional curriculum based on a time-tested method of instruction covering six core subjects: Language Arts, Math, Science, History, Art, and Music. Each course includes online lessons, worksheets, and teacher guides that can be downloaded, as well as traditional material such as books, CD's and manipulatives. Courses assume a certain amount of background knowledge in the subject to ensure that the student is getting the full breadth of education from the K12 curriculum. A student's level of mastery is determined by administering a placement test. Middle School courses are taken based on a student's knowledge of a specific subject. Middle School courses are not listed by grade as the other grade-specific years.

The K12 curriculum is perfectly aligned to the Pennsylvania Standards. CPDLF promotes in-depth and inquiry-based teaching and learning by providing layers of guidance in each lesson to help both the student and the parent to prepare for and study each lesson effectively, including: clearly defined learning objectives, step-by-step, easy to follow procedures for hands-on activities, creative ideas for alternate teaching and studying approaches, and suggestions for optional activities and readings beyond the lesson. K12 works with CPDLF to provide a powerful partnership with parents and mentors that allows students to receive individual attention and a personalized course of instruction. Families get the flexibility and individual instruction of home schooling with the support and accountability of traditional education

Secondary (Grades 7-12) Program

The Central Pennsylvania Digital Learning Foundation delivers an online curriculum to the secondary school students. With the use of an education delivery platform, the CPDLF delivers courses that are developed in house and by the Florida Virtual School.

Each course meets the Pennsylvania content standards. Courses that were developed by the Florida Virtual School were matched to the Pennsylvania standards. Courses developed in house are developed around the standards.

The online curriculum is organized into modules and then into lessons within a module. Students will normally complete 2-4 lessons per week in a course. Students will read the information in the lesson, do practice work, view various websites, do supplemental readings and use a variety of educational media within a lesson. Every course requires the student to do Internet based research and work.

At the end of each lesson is an assessment. Assessments vary in length, content and delivery. Generally, at the end of every module, the student will take a timed test. The test requires that a student study and be prepared. Many courses will have quizzes between exams. Quizzes may or may not be timed and are generally taken once or twice by students. All other assessments are usually multiple submittals and are submitted using a variety of techniques. Some assessments are multiple choice, fill in the blank or true and false. These assessments are graded automatically by the educational delivery system and students receive feedback immediately. Other assessments are short essays or open essays. These assessments are graded by the

instructor. To encourage mastery of content, the CPDLF allows for multiple submittal of work. This allows students to take instructor feedback and improve their work.

Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there is online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging. Most learning is asynchronous, but teachers will have times when they are online using the previously listed tools to do synchronous learning with one or many students.

The use of multiple media engages students in the learning process. Students use online course content, videos, DVDs, textbooks, literature books, software, and online resources for student instruction.

The online learning environment allows for individualized instruction for students, particularly students that are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

English Language Learners

The Central Pennsylvania Digital Learning Foundation adopted an ESL policy in November 2002. The CPDLF Handbook provides the following explanation of CPDLF's policy.

The CPDLF seeks to provide quality education to all students. In accordance with this precept, the CPDLF provides an appropriate planned instructional program for identified students whose primary language is not English.

The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can attain Pennsylvania's academic standards and achieve academic success.

In compliance with Title 22 Sec. 4.26, the CPDLF provides an instructional program for each student identified as an English Language Learner (ELL). The English as a Second Language Program meets the three-pronged test of program compliance (*Castaneda v. Pickard*, 1981). (1) The ESL program is based on sound research-based education theory. (2) The ESL Program provides sufficient resources and is staffed by appropriate prepared personnel. (3) The ESL Program includes periodic program evaluation.

Procedures for identification of students whose native language is not English have been established by the CPDLF. The Home Language Survey is completed for every student and is filed in the student's permanent record folder through graduation. Results of the Home Language Survey determine the need for initial assessment of the student's English proficiency level.

At the current time there are no students identified as ELL, but a ESL teacher has been approved by the board in the event that we need to provide this service.

Basic Guidelines for the ESL Program include the following:

1. ELL student will be enrolled upon receipt of a local address and proof of immunizations.

2. Individual needs of students as determined by the assessment in reading, writing, listening, and speaking will be addressed.
3. Appropriately, certified teachers provide instruction to the ELL.
4. Instructional resources will be comparable to the resources provided other Language Arts subjects. Appropriate accommodations will be provided for other content areas.
5. The ESL Program will be monitored and evaluated by its effectiveness to meet the student's academic needs.
6. The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.
7. ELL student shall have access and be encouraged to participate in all academic and extracurricular activities provided by the district.
8. Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Graduation requirements for grades 9 through 12 require the student to earn at least 22.5 credits for the standard diploma. Graduates from the Central Pennsylvania Digital Learning Foundation have successfully completed all state and local student academic standards assessments as set forth in Chapter Four and the Central Pennsylvania Digital Learning Foundation's Plan, a culminating high school research project that demonstrates the application, analysis, synthesis, and evaluation of knowledge in this project. Students may present the project as a speech, a PowerPoint presentation, a visual, a videotape, or demonstration.

A minimum of 22.5 credits of academic work for the standard diploma and 25 credits for the merit diploma as outlined below:

22.5 Credit Standard	25 Credit
	Merit
English (4)	English (4)
Soc. Studies (3)	Soc. Studies (4)
Math (4)	Math (4)
Science (4)	Science (4)
Foreign Language (2)	Foreign Language (3)
Phys. Ed. (1)	Phys. Ed (1)
Health (1)	Health (1)
Computer Course (1)	
Community Service	Community

(.5)	Service (.5)
Arts History	Art History (.5)
(.5)	
PSSA (.5)	PSSA (.5)
Electives (1)	Electives (2.5)

Students successfully complete each planned course with a grade of 70 or higher and demonstrate mastery of the State and local student academic standards associated with each planned course of instruction. All new students are required to pass an online study skills course.

Students may earn a merit diploma by demonstrating advanced proficiency on PSSA.

Graduating students must demonstrate proficiency in reading, writing and mathematics on either the state assessments administered in grade 11 or 12, or local assessments aligned with academic standards and state assessments under Section 4.52 (relating to the local assessment system).

Graduating students have also participated in a Community Service Program volunteering a minimum of 45 hours.

Special Education

Central PA Digital Learning Foundation

Special Education

The Central Pennsylvania Digital Learning Foundation cyber charter school utilizes a variety of identification procedures and instructional strategies available for special needs students in a cyber setting. One example is the CPDLF website, which describes the process and procedures for enrollment of new students, as well as access to our annual public notice, and a link to PATTAN.

The CPDLF provides a Special Education Program in accordance with federal and state regulations and guidelines to insure the provision of a free and appropriate public education to all school-age children in need of such services.

Special education services are available to students who have been identified by an Individualized Education Program (IEP) team, based upon recommendations in a multi-disciplinary evaluation (ER), to need special education.

The CPDLF's Special Education Program is individualized to meet the needs of each child, as well as providing specifically designed instruction. CPDLF staff meet with parents to ensure a cyber school setting will provide an appropriate education in the least restrictive environment. We deliver special education and related services for CPDLF students at no cost to the parent.

Special education services are provided according to the primary education needs of the child, not the category or disability. We provide support for students who primarily need assistance with the acquisition of academic skills. However, other related services are available to the child to

enhance participation in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, etc.

CPDLF has established a series of checks and balances throughout our program to insure all children receive the services they need. CPDLF will:

1. Send the parent a Permission to Evaluate or Permission to Re-evaluate Letter (if the child has been evaluated previously for special education services) and a copy of Procedural Safeguards.
2. Evaluate the child using a Multi-disciplinary Evaluation (which includes a parental input form) following receipt of a signed Permission to Evaluate/Re-evaluate Letter from the parent and or guardian.
3. Send an Evaluation/Re-evaluation Report to the parent.
4. Send the parent an Invitation to Participate in the IEP or other meeting with a copy of Procedural Safeguards.
5. Meet with the parent and develop an IEP that will provide optimal learning opportunities for the child.
6. Send the parent a Prior Written Notice Form when or if the IEP team proposes to initiate or change the child's identification, evaluation, or educational placement.
7. After IEP implementation, CPDLF will:
 - Review and rewrite all IEPs annually.
 - Re-evaluate children with disabilities who are identified as being mentally retarded at least once every two years.
 - Re-evaluate children with disabilities at least once every three years.

The CPDLF's instructional strategies for educating special education students consist of a variety of techniques. Students are provided with a strong support system consisting of numerous contact people: a mentor (or mentors), facilitator, principal, chief administrative officer, LEA, and specialist or related service staff if needed. The parent and child are contacted on a weekly basis via phone to discuss their educational progress. Contact by email and phone is available on a daily basis for parents and students. Face to face conferencing is also available if needed.

Parents and students have the option to take and use a CPDLF computer and printer and an email account is set up for constant feedback and communication. Internet service is reimbursed and additional ink is available to ensure printing runs smoothly. Quarterly reports are completed by the special education mentor to keep families updated about progression or regression.

Communication between the special education mentor, facilitator, LEA, and supervisor occur on a weekly basis. Meetings are held on a monthly basis for mentors to discuss education strategies for children with special needs. Re-evaluations or initial evaluations may be performed to better assess a student's needs if the team feels it is necessary and appropriate.

Students are provided, at no cost, textbooks and workbooks or online modules depending upon the curriculum in which they enroll. Instructional CD's, manipulatives, assistive technology

devices, tutoring, and specially designed instruction are also provided to ensure each child's success. Parents are provided with lesson manuals as guides to aid in instruction and access to websites and facilitators, and educational counselors through the specific curriculum.

Higher measures of technology have been incorporated to assist instruction. Web cameras have been used for speech and language instruction, oral reading, and, if necessary, extended school year goals and objectives. The Central Pennsylvania Digital Learning Foundation continues to monitor, evaluate, and modify the identification procedures and instructional strategies employed in delivering each special needs student's individual program in the cyber setting.

A major component of the school design is how the charter school addresses programming for special needs students. Special Education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide Special Education services or contract out to the chartering School District, the Intermediate Unit, or another outside agency.

Special Education - Attachment

- Special Education Handbook

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kristen Taddei	1.00	Mixed Category	Cyber Charter School	17	All Disability Categories
Jane Fellingner	.45	Mixed Category	Cyber Charter School	7	All Disability Categories
Gayle Fratangeli	.45	Mixed Category	Cyber Charter School	13	All Disability Categories

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Kristen Taddei, Special & Elementary Facilitator	Cyber Charter School	1
Marshall Wagner, Facilitator Substitute	Cyber Charter School	.45
Norman J. Miller, Chief Executive Officer	Cyber Charter School	.45
Tom Kattouf, Special Education Consultant	Cyber Charter School	.45
Dr. Vince DiLeo, Elementary Principal	Cyber Charter School	.45
John Wilson, Secondary Principal	Cyber Charter School	.45

Jane Fellingner, Special Education Mentor	Cyber Charter School	.45
Gayle Fratangeli, Special Education Mentor	Cyber Charter School	.45
Gregory Burns, Special Education Science Mentor	Cyber Charter School	.45

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Janice Vinsesky	Teacher-Direct Instruction	.45
Chris Knott-Hallanan	Teacher-Direct Instruction	.45
Matthew Dumm	Teacher-Direct Instruction	.45
Steve Keith	Teacher-Direct Instruction	.45
Connie Traficante	LEA	.45
April Morelli	School Psychologist	.45
Doris Dunn	Teacher-Direct Instruction	.45
Carol Hewitt	Teacher-Direct Instruction	.45
Susan Karp	Teacher-Direct Instruction	.45
William Shawley	Teacher-Direct Instruction	.45
Dona Messner	Transition Coordinator	.45
Lynne Ruggles	Speech and Language Pathologist	.45
Robin MisLevey	Hearing Specialist	.45
Michelle Link	Physical Therapist	.45
Jeff Danel	Orientation and Mobility Therapist	.45
Jennifer Snyder	Reading Specialist	.45
Maureen Repko	Counseling Services	.45

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	Yes	Yes

Student Assessment

A.) CPDLF utilized the PSSA in grades 3-4-5-6-7-8-11 for Reading and Mathematics and the PSSA in grades 8 and 11 for Writing. In addition, CPDLF used the grade 12 retest opportunity for mathematics, Reading, and Writing.

In grade 3 Mathematics, school wide average percent was 100% proficient or better. In grade 3 Reading, school wide average percent was 50% proficient.

In grade 5 Mathematics, school wide average percent of 67% proficient was an increase from 2004-05 's 25% average percent. In grade 5 Reading, school wide average percent of 88% proficient was above the previous 2004-05's 25% average percent.

In grade 8 Mathematics, school wide average percent of 33% proficient matched the previous year's 33%. In grade 8 Reading, school wide average percent of 67% was above the previous year's 40% average percent.

In grade 11 Mathematics, school wide average percent of 15% proficient was a decline from the previous year's 29%. In grade 11 Reading, school wide average percent of 50% proficient was a seven percentage point decline from the previous years 57%.

Worth noting are the following points:

- The results of these assessments influence development of annual measurable goals in as much as CPDLF examines curricula to assure standards alignment and presence of eligible content and the comparison of average student performances by grade levels.
- The student progress plan features the use of mentor evaluations of individual student's assignments and projects, unit and module tests and the use of semester and final examinations in courses.
- Even with both of the above strategies in place, the transient nature of the cyber-school's population makes long-term application of the strategies difficult at best.
- 5th grade N=8 with one being a Special needs student. 8th grade N=10 with one not taking the assessment and one being a Special Needs student. 11th grade N= 26 with 10 being student's with Special Needs.
- To the school's credit, participation rate was 99%.

B.)Strategies are in place for students who are at risk of failure and those not making reasonable progress are as follows:

- Students are counseled by mentors and encouraged to perform.
- Students are tutored by additional mentors with hopes of increasing performance.
- Students and parents are counseled by facilitators as a means of additionally assessing and evaluating performance or lack thereof.
- Students are provided with course modifications and/or pace modifications allowing for some degree of performance success.

Student Assessment - Attachment

- Local Test Data

Teacher Evaluation

Non-Tenured Mentors are evaluated four times a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Tenured Mentors are evaluated one time a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Non-Tenured Facilitators are evaluated four times a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Tenured Facilitators are evaluated one time a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Training for evaluators on special education is held during each summer. The CPDLF Special Education Facilitator is the presenter.

CPDLF Inservice coincides with the Inservice of the Altoona Area School District. Facilitators have the opportunity to attend all sessions.

Mentors have meeting to address the unique instructional techniques in a Cyber environment:

Tuesday, July 27, 2006	Summer A.M. Workshop (8-11)
Thursday, August 3, 2006	Summer A.M. Workshop (8-11)
Tuesday, October 3, 2006	"Meet The Mentor"/CPDLF Open House (4-6)
Tuesday, October 31, 2006	Progress Book training for staff (4-6)
Tuesday, December 5, 2006	Mentor Meeting
Tuesday, January 16, 2007	Mentor Meeting
Tuesday, March 27, 2007	Mentor Meeting
Tuesday, May 22, 2007	Mentor Meeting

Teacher Evaluation - Attachment

- Mentor Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In the past year there were several changes to the Board of Trustees, which can be attributed to new Superintendents in the partner school districts. Mrs. Mary Beth Whited replaced Mr. John Augustine representing Penn Cambria School District. Dr. Andrew Kittell representing Portage Area School District was replaced by Mr. Bernazzoli. Also, the Parent representative changed from Mrs. Rhonda Walk to Ms. Lisa Gill.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Dennis Murray	President
Dr. Paul Gallagher	Board Member
Dr. Arleen Multhauf	Board Member
Mr. William Wade	Board Member
Mrs. Mary Beth Whited	Board Member
Mr. Bernazzoli	Board Member
Dr. Joseph DiBartola	Board Member
Dr. William Miller	Board Member

Mr. Thomas Bradley	Secretary
Ms. Amy Rosensteel	Board Member
Dr. Michael Dillon	Board Member
Ms. Lisa Gill	Parent Representative

Professional Development (Governance)

The Board of Trustees are Public School Superintendents and are very knowledgeable of governance issues.

Coordination of the Governance and Management of the School

The Board of Trustees under the direction of the President Dr. Dennis Murray works within the organizational structure. Formal meetings occur bi-monthly. The every day operation of the school is coordinated by the CEO. The relationship between the Board of Trustees and the staff is outstanding. The implementation of this school was a team effort to deliver a superior program to students who wanted a cyber education. Cooperation and communication are the mainstays of the relationship.

The relationship with PDE is also positive. The staff of PDE is very knowledgeable and helpful. The guidance of Mr. Gregory Spadafore is outstanding. The school has tried to cooperate with all policies and procedures. PDE has always been available to assist with this effort.

Community and Parent Engagement

A parent, Mrs. Lisa Gill, sits as an active member of the Board of Trustees of the Central PA Digital Learning Foundation. In the 2006-2007 school term there was an orientation meeting and six field trips for students and their parents. CPDLF also has formed a Parent Advisory Committee which meets six times during the school year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

N/A — There are no fund raising activities.

Fiscal Solvency Policies

CPDLF currently has a budgetary reserve which was designated by the Board of Trustees for contingencies such as future special education expenditures and computer replacements.

The Board of Trustees:

- Approves the budget each year
- Approves every check and all travel requests (at their monthly meeting)
- Meets bimonthly and is updated on enrollment numbers particularly as they relate to the cyber charter's financial stability.

The Board of Trustees adopted an investment policy in October of 2006. The President of the Board of Trustees and the Chief Executive Officer closely monitor revenues and expenditures and report solvency to the Board regularly.

Accounting System

The accounting system (Quickbooks) was set up using the PA State Chart of Accounts. Revenues and expenditures are coded according to the Manual of Accounting and Related Financial Procedures. The approved budget has been entered and financial information is reported to PDE in accordance with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue & Expenditures

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Audit firm: Young, Oakes, Brown & Co, PC
10/30/06 completion date of 6/30/06 audit
Unqualified opinion and no findings

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audit

Citations and follow-up actions for any State Audit Report

N/A - No State Audit

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The Central Pa. Digital Learning Foundation rents space and facilities from the Altoona Area School District's Center for Advanced Technology. Computers are purchased through the PEPPM plan of the State.

Future Facility Plans and Other Capital Needs

The Central Pa. Digital Learning Foundation intends to occupy office space in the Center for Advanced Technology and upgrade computers and software as needed. As a cyber school, space requirements are minimal.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

The Central PA Digital Learning Foundation maintains health and safety records and they are kept at the Center for Advanced Technology in a separate locked filing cabinet. Fire prevention is non-applicable in a Cyber environment.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Wellness Policy
- Health

Current School Insurance Coverage Policies and Programs

1. Worker's Compensation — Rockwood Casualty Insurance — Policy #RIC — Policy Period 8/2/06 to 8/1/07
2. Fleet SystemSure Computer Insurance — American Bankers Ins. Co. of Fl. — Policy #CF7000473 — Policy Period 11/1/06 to 11/1/07
3. Errors & Omission Policy — ESL, Inc. — Policy #EDU B171872 — Policy Period 7/30/06 to 7/30/07
4. Commercial General Liability — Essex Ins. Co. — Policy #3CL8815 — Policy Period 10/17/06 — 10/17/07
5. Highmark — Policy #11983 — Policy Period 9/1/06 to 8/31/07

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 34 mentors in the 2006-2007 school term. Of those mentors, 30 are returning for the 2007-2008 school year.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

The Central Pennsylvania Digital Learning Foundation is a public school and admission is open to all students. Enrollment is first open to all returning students, then students in our regional charter, and finally open to all students in the state of Pennsylvania. Enrollment is based on the order when complete applications are received at the CPDLF.

Students are permitted to enter for Kindergarten. Students are required to be 5 years old by September 30 of the school year. Students entering first grade must be 6 years old by September 30 of the school year.

The Application/Enrollment Process is as follows:

- 1) After speaking to a Facilitator at the school or visiting the website, families are encouraged to follow the Visitor button to take a tour of the appropriate curriculum: K12, Calvert, or Florida Virtual School. Students and parents/guardians are invited to investigate the various showcase lessons for each of the core subject areas: math, science, English, and social studies.
- 2) Families make an online application or stop at the school to apply.
- 3) An enrollment packet is mailed or given to the family to be completed.
- 4) The family returns the enrollment packet completed in its entirety.
- 5) CPDLF uses the signed Records Request form from the enrollment packet to request a transcript from the applicant's school in the district of residence.
- 6) Upon receipt of student records, a Facilitator phones the applicant family to schedule an interview. In the meantime, the Facilitator examines the student records and determines whether or not testing for curricular placement is necessary.
- 7) At the interview, a Facilitator explains the school's policies and standard operating procedures for a student to obtain lessons and for a parent/guardian to monitor student participation in the lessons.
- 8) Student, parent and Facilitator all sign the Terms of Agreement which delineates the expected behaviors for the student to successfully participate in the lessons, whether on line or

textbook based.

- 9) Based on the need for testing to determine the student's placement, the Facilitator schedules such a session with the family/student.
- 10) The Facilitator gives a demonstration of accessing the online lesson or of receiving the lesson in the traditional textbook with lesson plans provided for the parent/guardian.
- 11) The student and parent agree to the terms of enrollment and the Facilitator signs the enrollment form assigning the first day of school and the beginning of the Orientation Course.
- 12) The Facilitator takes a digital photo of the student to be included with his/her file.

Grade	Initial Enroll	Add	Drop	Moved
K	3	0	1	
1	5	2	1	
2	4	2	0	
3	3	0	2	
4	2	0	1	
5	6	1	1	
6	10	4	2	
7	5	5	3	
8	13	9	7	
9	18	13	14	
10	30	15	10	
11	25	21	15	
12	20	7	8	

As CPDLF enters its 6th year, an enrollment trend has been difficult to discern because of the:

- Lack of data, the school being relatively new
- Transient nature of the cyber-student

CPDLF staff, however, has noted the following:

1. An unsuccessful student will leave the cyber-school when confronted with procedural alternatives meant to define and predict success.
2. Not a single case can be found thus far of an unsuccessful student being supported by an involved parent.

Based on exit interviews and discussions with students and parents, students who enrolled early in the school year had a much better chance at being successful. Students who transferred in mid-year found difficulties in learning how to adapt to the new learning environment. CPDLF has developed an online Orientation course and requires that each new family take the course. The Orientation Course contains activities and lessons designed to ensure success in the cyber environment. The course has activities for the student, the parent, and the parent and student functioning as a team. In addition, CPDLF holds Orientation Workshops during the summer month prior to the beginning of school in order that students and parents might diminish the learning curve. For students enrolling after the first day of school, the enrolling CPDLF officer holds a private orientation session for the family to accomplish the same task.

Transportation

N/A - No transportation this year.

Food Service Program

N/A Cyber School

Student Conduct

No suspensions or expulsions to report.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Central PA Digital Learning Foundation CS

Date of Local Chartering School Board/PDE Approval: 6/1/07

Length of Charter: 5 years **Opening Date:** 8/26/02

Grade Level: K-12 **Hours of Operation:** 7:30 A.M. - 4:00 A.M.

Percentage of Certified Staff: 94% **Total Instructional Staff:** 34

Student/ Teacher Ratio: 5/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 99.15

Enrollment: 159 **Per Pupil Subsidy:** Pder PDE 363 as submitted by District of Residency

Student Profile

American Indian/Alaskan Native: 4
Asian/Pacific Islander: 1
Black (Non-Hispanic): 3
Hispanic: 1
White (Non-Hispanic): 150
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 26.42

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 33

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	180	0	0	180	180	180	180
Instructional Hours	450	0	0	900	0	990	As per Breakdown Under Each Column

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Central PA Digital Learning Foundation CS within Appalachia IU 8 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate 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 effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that 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.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows 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.
6. The charter school assures the Pennsylvania Department of Education that 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.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Norman J. Miller

Title Mr.

Phone 814-940-6989

Fax 866-215-5936

E-mail njmiller@cpdlf.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Dennis E. Murray

Title Dr.

Phone 814-946-8350

Fax 814-946-8226

E-mail dmurray@aasdcats.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Frank J. Meloy

Title Dr.

Phone 814-946-8218

Fax 814-946-8549

E-mail meloy@aasdcats.com

Signature of the Special Education Contact Person and Date