
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 07, 2011
(Last Accepted: Monday, February 07, 2011)

Entity: Antonia Pantoja Community Charter School
Address: 4101 North American Street
Philadelphia, PA 19140

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Antonia Pantoja Community Charter School

Date of Local Chartering School Board/PDE Approval: March 2007

Length of Charter: 5 years **Opening Date:** September 8, 2008

Grade Level: Kindergarten to 8th Grade **Hours of Operation:** 7:30 am -4:00 PM

Percentage of Certified Staff: 76 **Total Instructional Staff:** 54

Student/Teacher Ratio: 20:1 **Student Waiting List:** 809

Attendance Rate/Percentage: 95

Summary Data Part II

Enrollment: 710 Per Pupil Subsidy: \$8,087.88

Student Profile

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black (Non-Hispanic):	38
Hispanic:	660
White (Non-Hispanic):	7
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 92%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 86

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	168	168	168	0	504
Instructional Hours	0	0	1008	1008	1092	0	3108

SECTION I. EXECUTIVE SUMMARY

Educational Community

Antonia Pantoja Charter School hereon referred to as Pantoja is located at 4101 American Street, bordering on Northeast, Philadelphia. Pantoja just finished its first year of operation opening its doors to 748 students from grades Kindergarten to 8th Grade on September 8, 2008.

Pantoja Charter School was founded by ASPIRA Inc. of Pennsylvania. Our founding organization mission is to offer a bilingual, bicultural, academically enrich education that draws from the social, historical experiences of Puerto Ricans and other Latinos living in the United States. Our academic program is characterized by the use of technology, project based learning and a commitment to community building, critical and high academic standards.

The Program Goals are:

Dual Immersion Instruction

Core values (Integrity, Respect, Honesty, Citizenship, Cooperation, Responsibility)

Community as a Classroom

Use of Technology as a tool to enhance learning

Academic Goals are:

Obtaining high academic achievement, critical thinking and teaching skills to ensure:

- 8th grade graduates can proficiently express themselves orally and in written form in both English and Spanish and are bicultural and/or bilingual
- all students will be proficient in using technology as a tool to enhance learning
- every student will be fully proficient and advanced as measured by the PSSA by 2014
- every student is an involved member of the community by being a positive contributor to the community at large.
- all students will graduate being ready to compete academically at the high school of choice

Core beliefs:

Bilingual & Bicultural Environment using the Dual Immersion Program

Founding Organization & Community Partners, ASPIRA, Inc. of Pennsylvania

Project based hands on instruction, Portfolio assessment

Community projects with students in partnerships with CBO's (Community

Based Organization)

Leadership opportunities for student growth within the school community

The use of Technology in all aspects of teaching and learning for all stakeholders (students, staff, parents and community)

Pantoja's unique mission lends itself to providing Latino and non-Latino students with a quality bilingual education that is culturally and technology rich as well as emphasizing on the core values of honesty, respect, integrity, responsibility, cooperation and citizenship.

The school has an appointed Board of Trustees that adopts the policies, The Chief Academic Officer/ Principal governs the operation of the school and is responsible for the daily management and operation of the school, staff and students.

The Home and School Association serves as a partner to the school. The President of the Home and School Association serves as a voting member of the board. The Home and

School Associations mission is to serve as another avenue to bridge the partnership between our students' families and the school's family in an effort to support strong communication, fundraise and to enhance parent involvement. Meetings are usually held during the day and again in the evening, to allow working parents the opportunity to attend.

Mission

Pantoja CS School offers a bilingual, bicultural, academically enrich curriculum that draws from the social, historical experience of the Puerto Rico Puerto Ricans living in the U.S. Our academic program is characterized by project based learning, a commitment to community building, critical and high academic standards. Pantoja's technology mission can be summarized by three principles.

1. To support and enhance learning through technology in every area of the curriculum.
2. To ensure that all learners become competent and confident users of technology.
3. To improve productivity and communications for all stakeholders which include administrators, teachers, students, and families.

Technology will be an integral part of our school environment which includes a new start of the art computer lab, an interactive parent website, interactive boards in the classrooms, mounted projectors in the classrooms and providing every middle school students with its own laptop where all core content is instructed utilizing the e-books and using technology as a mean to heighten student learning.

School Leaders are categorized as Instructional Leaders where everything is linked to student learning. All Instructional Staff model life long learning by means of attending continuous weekly professional development focusing on supporting and developing good teaching and, ultimately, improving student achievement. This model is supported by a Professional Development Program is based on the National Institute for Excellence in Teaching's (NIET) proven TAP model. The system encompasses performance based compensation, classroom observations, job-embedded professional development and school-based career opportunities for teachers and principals

Vision

All Pantoja students will successfully graduate in 8th grade being fully bilingual, being able to read, write and speak proficiently in Spanish and English. They will have received a well

rounded education in order to be prepared to compete with other students at the high school of their choice. The graduates will have developed effective leadership skills, be active participants in the immediate community and be able to use technology to enhance learning. They will have a thorough understanding and appreciation for our diverse society. Pantoja graduates will use all these skills to become successful lifelong learners who are valuable in our world.

Shared Values

We believe that school should be a place that is characterized by respect, critical thinking, democratic classrooms, and the vigorous challenges that are essential to maximize every student's potential. In addition, at the core of Pantoja Charter School is the unity and empowerment of the community, parents, students, teachers, and staff of the school.

Shared Values

These values are to govern the life, process, and spirit of the school. They are entities that belong to all individuals and serve as the basis and structure of our innovative school. Their meaning and significance will sustain the school's solid principles.

Citizenship — Helping to create a society based on democratic values, i.e., promoting equal opportunity, due process, representative government, checks and balances, rights and responsibilities, democratic decision-making, rule of law, and reasoned argument.

Cooperation — Working together toward a common goal, and problem solving toward human survival in an increasingly interdependent world.

Fairness — Treating people impartially, not playing favorites, being open minded and maintaining an objective attitude toward those whose actions and ideas are different from our own.

Honesty — Dealing truthfully with other people, being sincere, not deceiving or stealing from other people, not cheating, not lying.

Integrity — Standing up for your beliefs about what is right and what is wrong, and resisting social pressure to do wrong.

Kindness — Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Pursuit of Excellence — Doing the best with the talents we have; striving toward a goal and not giving up.

Respect — Showing regard for the worth and dignity of someone or something; being courteous and polite; judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people and respect for all forms of life and the environment.

Responsibility — Thinking before acting and being accountable for our actions; paying attention to others and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

Academic Standards

Antonia Pantoja curriculum is aligned with the Pennsylvania content standards. Pantoja Charter School has adopted the following courses of study: Reading/Language Arts in Grades k-5 Harcourt, Storytown Grades 6-8 Prentice Hall, Literacy Program, Mathematics: Grades K-6 :Everyday mathematics, Grades 7th and 8th Prentice Hall: Mathematics Program, Science and Social in Grades k-5 is integrated with literacy which are aligned with State Standards and in Grades 6-8, Prentice Hall Science Curriculum. These publishers have provided the school with documentation verifying that the series are aligned to PA state standards. They have also provided teachers with Professional Development for ensuring that teachers are using the series in a manner to ensure mastery of standards.

PSSA results, Benchmark Test, Curriculum Assessments and Diagnostic Reading and Math Assessment Results provide the school with rich data in determining whether or not students meeting the standards. The Data is used to make adjustments in the curriculum, individualize instruction and provide additional professional development for teachers.

Strengths and Challenges

Antonia Pantoja Charter School Strengths and Challenges are as follows:

Strengths:

1. Bilingual Program: Dual Language Program in Grades k and 2 (16 classrooms). By the end of the year over 97% of the students were able to successfully complete the program and proceed to the next grade. In grades 3-8 students successfully completed the Spanish as a second Language Course. These students received Spanish Instruction 1 or 2 times a week.
2. Strong Code of conduct, maintained a safe and orderly environment in our new state of the art school which was conducive to learning.
3. 100% inclusion of Special Education students in the regular education classroom.
4. Standards Based and project based arts programs including music, physical education, computer technology and art.
5. Equipping every teacher and every middle school student with a tablet laptop. The entire building has internet wireless capability. All middle school and specialist classrooms are equipped with a mounted LCD projector and an interactive mobile white board (MIMEO).
6. Implementation of the Teacher Advancement Program (TAP)/ Promoting Excellence in Philadelphia Schools (PEPS). The PEPS program is designed to help support and develop good teaching and ultimately improve student achievement.

7. Daily student attendance was above 95% throughout the year.
8. Above 90% of parents attended Report Card Conferences.
9. 100% of the students participated in our 1st year of administering the PSSA, Terra Nova and Access Exams.
10. Staff attends weekly professional development at least 2 times a week for a total of 3.5 hours of Professional Development each week.
11. Successful Partnership with ASPIRA Inc. of Pennsylvania who provides Leadership Workshops for students and Parent Involvement initiatives.
12. We met AYP this school year.
13. Discipline: We have an environment that is conducive to learning.

Areas of Improvement:

1. Technology: Although we currently have a state of the art facility and equipment, we need to provide more professional development on how to infuse technology into the daily instruction. We need to provide teachers with more professional development on how to use the interactive curriculum (e books) for the middle grades. Content based professional development is needed in guided reading and literature circles and the "backward design" approach for writing. We also need to continue to work improving the quality of rigorous instruction that is being provided in the classrooms. Our bilingual teachers are in need of professional development on language acquisition and best practices in teaching a second language. We are in the process of Developing a Dual Language Institute which will equip the bilingual teachers with new researched based strategies in teaching content through a second language.
2. Certification Requirements: The mission of Pantoja is to provide a Dual Language Program. In order for us to effectively implement the program, we must hire teachers who are native speakers in Spanish. It is very difficult to find PA certified bilingual teachers that are native speakers. Many of our teachers come from Latin American countries such as Puerto Rico, Cuba, Dominican Republic and etc. They are certified in the country of origin however, many of them have difficulty passing the Praxis exams in Pennsylvania. As a result, the certification requirements set by the Commonwealth is a very big challenge for us.
3. Student Information System: We currently do not have one but are in the process of purchasing Power School for the incoming year.
4. PSSA- Improve the percentage of students in Reading and Math Advanced and Proficient Levels.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Leadership team uses data from PSSA, Student grades and parental and teacher feedback to plan improvement for the upcoming year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Masch Roger	Masch n Company	Business Representative	Board of Trustees
Buono, Richard	Antonia Pantoja Charter School	Middle School Teacher	Teachers
Buono-Lee, Lauren	Special Education Coordinator	Special Education Representative	Teachers
Dunaway, Michelle	ASPIRA Cyber Charter School	Secondary School Teacher	Teachers
Garcia, Diana	Antonia Pantoja	Parent	Board of Trustees
Gonzalez, Lissette	Community	Board Member	Evelyn Lebron, CAO/Principal
Gonzalez, Sandra	Elementary Assistant Principal	Administrator	Evelyn Lebron, CAO/Principal
Lebron, Evelyn	CAO/Principal	Administrator	Pantoja Board of Trustees
Mckinly, Kate	Pantoja	Ed Specialist - School Psychologist	Ed specialist
Mendez, Elena	ASPIRA Cyber Charter School	Secondary School Teacher	Teachers
Morales Marisol	ASPIRA	Community Representative	Board of Trustees
Pena Luis	ASPIRA	Ed Specialist - Instructional Technology	Educational Specialist
Rendon, Orlando	ASPIRA	Community Representative	Board of trustees
Roby, Andrea	Pantoja Master Teacher	Elementary School Teacher	Teachers
Romero, Melva	Antonia Pantoja Charter School	Parent	Board of Trustees
Soto, Carmine	ALPHA Supplies	Business Representative	Board of Directors
Trench, Carol	Master Teacher	Elementary School Teacher	Teachers
Valetin, Evette	Antonia Pantoja School Nurse	Ed Specialist - School Nurse	Evelyn Lebron, CAO/Principal
Yolanda Cooper	Pantoja Master Teacher	Middle School Teacher	teacher

Goals, Strategies and Activities

Goal: All students will meet or exceed the National Technology Standards for their grade level.

Description: All students will meet or exceed the National Technology Standards for their grade level.

Strategy: Students will demonstrate an understanding of basic operations and concepts.

Description: Students will demonstrate an understanding of basic operations and concepts.

Activity: Acquire and install wireless access points

Description: Acquire and install wireless access points

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$80,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Acquire video projectors and whiteboard

Description: Acquire video projectors and whiteboard

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$200,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Contracted professional services for teaching and learning activities

Description: Contracted professional services for teaching and learning activities

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$125,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Develop resources/guides for students

Description: Develop resources/guides for students

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$25,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Expand offerings in presentation, graphic and video editing/publishing software

Description: Expand offerings in presentation, graphic and video editing/publishing software

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$25,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Students will practice responsible use of systems, information and software.

Description: Students will practice responsible use of systems, information and software.

Activity: Acquire and install wireless access points

Description: Acquire and install wireless access points

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$80,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

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Person Responsible Timeline for Implementation Resources

Lebron, Evelyn Start: 7/1/2009 \$25,000.00
Finish: 9/30/2010

Status: Not Started — Overdue

Strategy: Students will use communications tools to collaborate, publish, and interact with others.

Description: Students will use communications tools to collaborate, publish, and interact with others.

Activity: Acquire and install wireless access points

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Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$25,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Students will use technology productivity tools in their learning.

Description: Students will use technology productivity tools in their learning.

Activity: Acquire and install wireless access points

Description: Acquire and install wireless access points

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$80,000.00
	Finish: 9/30/2010	

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Status: Not Started — Overdue

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Description: Develop resources/guides for students

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Lebron, Evelyn	Start: 7/1/2009	\$25,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

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Description: Expand offerings in presentation, graphic and video editing/publishing software

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$25,000.00
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Status: Not Started — Overdue

Strategy: Students will use technology-based research tools.

Description: Students will use technology-based research tools.

Activity: Acquire and install wireless access points

Description: Acquire and install wireless access points

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$80,000.00
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Status: Not Started — Overdue

Activity: Acquire video projectors and whiteboard

Description: Acquire video projectors and whiteboard

Person Responsible Timeline for Implementation Resources

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Person Responsible Timeline for Implementation Resources

Lebron, Evelyn Start: 7/1/2009 \$25,000.00
Finish: 9/30/2010

Status: Not Started — Overdue

Goal: All students will meet PA core academic subject area Standards especially in mathematics and reading.

Description: All students will meet PA core academic subject area Standards especially in mathematics and reading.

Strategy: Institute instructional programming and access to eLearning systems.

Description: Institute instructional programming and access to eLearning systems.

Activity: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Description: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$98,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Teachers will have access to instant assessment to be able to implement differentiated instruction in Language Arts and Mathematics at all grade levels K-8.

Description: Teachers will have access to instant assessment to be able to implement differentiated instruction in Language Arts and Mathematics at all grade levels K-8.

Activity: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Description: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$98,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Teachers will use technology to support standards and academic achievement.

Description: Teachers will use technology to support standards and academic achievement.

Activity: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Description: Install electronic whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$98,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Goal: All teachers will meet the National Technology Standards for Teachers

Description: All teachers will meet the National Technology Standards for Teachers

Strategy: All teachers will demonstrate a sound understanding of technology operations and concepts.

Description: All teachers will demonstrate a sound understanding of technology operations and concepts.

Activity: Acquire and purchase teacher software, upgrades and licenses

Description: Acquire and purchase teacher software, upgrades and licenses

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$30,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Training for understanding and applying data-driven decision-making

Description: Training for understanding and applying data-driven decision-making

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$6,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: All teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Description: All teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Activity: Acquire and purchase teacher software, upgrades and licenses

Description: Acquire and purchase teacher software, upgrades and licenses

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$30,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Training for understanding and applying data-driven decision-making

Description: Training for understanding and applying data-driven decision-making

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$6,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: All teachers will integrate into their practice their understandings of the complex social, ethical, legal, and human issues surrounding the use of technology to their practice.

Description: All teachers will integrate into their practice their understandings of the complex social, ethical, legal, and human issues surrounding the use of technology to their practice.

Activity: Acquire and purchase teacher software, upgrades and licenses

Description: Acquire and purchase teacher software, upgrades and licenses

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$30,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Training for understanding and applying data-driven decision-making

Description: Training for understanding and applying data-driven decision-making

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$6,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: All teachers will plan and design effective learning environments and experiences supported by technology.

Description: All teachers will plan and design effective learning environments and experiences supported by technology.

Activity: Acquire and purchase teacher software, upgrades and licenses

Description: Acquire and purchase teacher software, upgrades and licenses

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$30,000.00
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Status: Not Started — Overdue

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Description: Training for understanding and applying data-driven decision-making

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$6,000.00
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: All teachers will use technology to enhance their productivity and professional practice.

Description: All teachers will use technology to enhance their productivity and professional practice.

Activity: Acquire and purchase teacher software, upgrades and licenses

Description: Acquire and purchase teacher software, upgrades and licenses

Person Responsible Timeline for Implementation Resources

Lebron, Evelyn	Start: 7/1/2009	\$30,000.00
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	Finish: 9/30/2010	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

****Dual Immersion:***

Planning for Dual Immersion begins in kindergarten. Research has shown that to increase the effectiveness of the program, students should begin as early as possible. With 50% of the school population being Spanish dominant and 50% being English dominant, there is a need to promote cross-cultural understanding for all students with language learning taking place through content instruction. Academic instruction will take place in both the Spanish and English languages. Professional Development is always sought after to keep abreast of best practices in Dual Language.

**** Teaching strategies for language and content include:***

Cooperative learning, thematic units, hands on materials and visual and graphic displays will be used to teach content area skills. Classrooms will be language rich and teachers will use strategies such as repetition and rephrasing. In addition to language modeling, students will be afforded the opportunities to read, write and speak in both languages.

**** Separation of languages by teachers and students:***

For a specified period of time teachers will teach in a designated language and encourage students, both English and Spanish dominate, to communicate in the language of instruction. As part of the daily routines, morning and afternoon announcements are done in Spanish only.

Students from both language groups will learn together for the entire day. Our ELL and Special Education students are also in a regular education classroom.

**** Family and community involvement:***

Pantoja Charter School will continue to seek the support of the community for the decision making process. It is necessary for the community to be an active participant in the Dual Immersion Program.

* History of Puerto Rico and the Americas

As stated in the signed charter agreement, Pantoja Charter School will continue to engage students in the curriculum that embodies critical thinking and critical teaching of chronologically accurate world history, related to Puerto Rico, the Americas and the Caribbean. The program will be literacy based, and hands on. Students will be exposed to graphic organizers, portfolio assessment and on line research.

* *Technology:*

Professional development will be provided for teachers to keep them current on best teaching practices for using the Internet, oral presentations and power point. Each class will be scheduled in the computer lab two times per week and also have access to the internet on the two computer in each classroom, Our middle school students each has there own tablet laptop which is used as a learning tool for all content areas.

* *Leadership:*

Student projects will have a public speaking component where the students must present their work in a creative and organized manner. A student council will be organized and annual elections held. The council will be a forum where students can voice their opinions on school issues and also develop leadership skills through decision making.

** Curricular Additions*

Pantoja Charter School recognizes the importance of literacy in the curriculum, which will be a major area of focus for the coming school year. Literacy will be incorporated into all content areas. The two weeks prior to school opening will be spent on staff development with a focus on Balanced Literacy across the grades. Staff will also attend the School District of Philadelphia Content Institute and PATTAN sessions offered in Harrisburg.

Everyday Math is the Curriculum being used in Elementary School. Staff will review the results of the cumulative test from last year and identify strengths and weaknesses. Staff development will focus on these areas and strategies to improve test scores will be developed. Problem solving will be a primary concern.

The science program needs to be reflective of the PDE standards and also expose the students to the scientific method. A “hands on” approach will be the main focus. Instruction will be integrated into literacy as much as possible. Students will receive a laboratory experience at least once a week. Participation in a Science Fair will be a course requirement.

Teachers receive ongoing training on the use of the Pennsylvania Content Standards. They are required to plan lessons based on standard based instruction. Teachers also state the standards that are being addressed in their lesson plans. Lesson plans are reviewed on a weekly basis and provides feedback.

Teachers have a preparation time during the school day and again another for 1 hour after students are dismissed. Teachers are required to meet with grade partners to develop

standards based lessons using the standards based curriculum guides for Reading, Math and Science.

Teachers are also encouraged to visit other teachers in order to keep abreast with the latest best practices.

Rigorous Instructional Program - Attachments

- Teacher Observation Form
- letters

English Language Learners

ELL's Program 2009

Antonia Pantoja Charter School provides service to all our students with Limited English Proficiency (LEP) and English Language Learners (ELLs) under Pennsylvania Regulations, chapters 4 and 11; and on federal Law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the NCLB Act, and the regulations and case law under those statutes.

Identification of ELLs

Enrollment and Identification:

- Based on the responses to the home language survey (HLS) students are assessed for potential placement in a program.
- Newly enrolling students without academic records are also assessed for their English Language Proficiency
- Pantoja CS uses the WIDA ACCESS PLACEMENT TEST (W-APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELLs.
- The W-APT results are one of the indicators for placement in ESL programs and must be used in combination with the above multiple criteria to determine placement in the ESL program.
- Teachers take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.
- Instructional placement of ELLs are age and grade appropriate. Additionally, our ELLs receive equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.

- Parent permission to assess is not required.
- Parent notification of student assessment results and placement in ESL program is required.

Policy Explanation

Pantoja CS main goal is to prepare all ELLs students to meet high academic standards and be well prepared for higher education.

A. The policy focuses

1. To provide high quality, rigorous instruction and appropriate support service in accordance with the distinctive linguistic and socio-cultural needs of the ELLs.
2. As part of our responsibilities is to provide optimal conditions for acculturation with the new language.

B. The overarching purpose of the Language Policy for English Language Learners is to ensure ELLs have equitable access to educational opportunities.

C. The policy seeks to address the challenges facing ELLs in all settings by focusing on assuring students' academic achievement.

D. Accountability for the academic achievement of ELLs at Pantoja CS level rests with principals, ELL coordinator, instructional staff, and support staff.

II. Goals

- A. Pantoja CS ELLs will have the opportunity to acquire English and content in an *efficient* and *effective* manner that it will allow to be prepared to meet rigorous promotion and graduation requirements.
- B. Students should also be able to participate fully in the activities and life of the school.
- C. Pantoja CS is committed to the following:
 1. Providing instructional programs and interventions to enable ELLs to attain academic excellence across all content areas.

2. Providing instructional programs and interventions to enable ELLs to attain high levels of English proficiency.
3. Providing culturally and linguistically component services to ELL students and families.
4. Providing opportunities for the maintenance and development of primary languages, and World and Heritage languages, where supported by the first language of the community.
5. Incorporating the diverse knowledge and resources represented by ELLs, their families and their communities into the curricular and extracurricular mainstream of the school

There are currently no supporting documents selected for this section.

Graduation Requirements

Antonia Pantoja offers an education to students in grades k-8. Our students graduate in 8th grade and proceed to a high school of their choice.

Special Education

Special Education

Antonia Pantoja Charter School provides for a full range of services, programs, and alternative settings for the placement and implementation of students requiring the services of our special education program. Our programs provide support in both English and Spanish depending on the individual needs identified in a student's Individual Educational Plan.

Antonia Pantoja has a "Child Find" system in place to locate, identify and evaluate students who are thought to be a student with a disability and in need of specially designed instruction residing within the charter school's jurisdiction. "Child Find" data includes entry assessments as well as speech and language screenings in grades Kindergarten, first and second. In addition, parent meetings are held prior to school opening to assist parents in receiving the appropriate supports for their children. This data is collected, maintained and used for decision making in planning for students. Our "child find" processes and procedures are evaluated for their effectiveness. Antonia Pantoja implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Antonia Pantoja has adopted policies that include students with disabilities in the general education curriculum and environment as well as all non-academic program and extracurricular activities to the maximum extent appropriate in accordance with the student's Individual Educational Plan.

Antonia Pantoja follows all 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.

Antonia Pantoja has adopted procedures to students “at risk” through the Comprehensive Student Assistive Program. Teachers refer students to CSAP for interventions and evaluation if indicated through data collection. Parents are an intergral part of the CSAP process. Parents may also refer their child to the CSAP process at any time.

Students referred for evaluation will be administered a series of assessments by the School Psychologist to ascertain if the student is a eligible for special education services. Teachers, counselors and parent input is also an import element of this process. If a student is eligible an Individual Education Plan is developed, monitored and reviewed at least annually. This process involves a school team which includes the parent.

Additional supports are available as indicated in a student’s IEP including, speech and language therapy, occupational therapy, physical therapy, assistive technology, English Language learner

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Charles, Claire	1.0	Bilingual/ESL Learning Support	Antonia Pantoja	18	none
Fonge, Achankeng	1.0	Learning/Emotional Support	Antonia Pantoja	23	none
Phillips, Latonya	1.0	Learning Support	Antonia Pantoja	23	none
Dara Smith	1.0	Learning Support	Antonia Pantoja	22	none
Jeanette Carrion	1.0	Special Education Paraprofessional	Antonia Pantoja	2	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ASPS	.80	Bilingual Speech and Language	Antonia Pantoja	41	none
Learning Inc.	.20	Speech and Language	Antonia Pantoja	13	none
ASPS	.20	Occupational Therapy	Antonia Pantoja	6	none

Special Education Program Profile - Chart III

<u>Title</u>	<u>Location</u>	<u>FTE</u>
Coordinor of Special Education	Antonia Pantoja	1.0
School Psychologist	Antonia Pantoja	1.0
School Counselor	Antonia Pantoja	.70
Bilingual Speech & Language therapist	Antonia Pantoja	.10

Special Education Program Profile - Chart IV

<u>IU, Public Agency, Organization, or Individual</u>	<u>Title/Service</u>	<u>Amount of Time Per Week</u>
none	none	none

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

<u>Test/Classification</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
PSSA	No	No	No	Yes	Yes	Yes
Local Assessment	No	Yes	Yes	No	No	No
WIDA	Yes	Yes	Yes	Yes	Yes	Yes
Access	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

<u>Test/Classification</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
PSSA	Yes	Yes	Yes	No	No	No	No
Local Assessment	No	No	No	No	No	No	No
WIDA (English Language Learners)	Yes	Yes	Yes	No	No	No	No
Access (english Language Learners)	Yes	Yes	Yes	No	No	No	No

Student Assessment

This was our 2nd year of operation. Pantoja made AYP this year. We met all 21 of our PSSA targets in participation, performance and attendance. We will continue to to implement programs that will help our students meet with success and allow the school to continue meeting AYP status. Our plan of action is as follows:

- Model the use of the two column method and use of “magic words” to help guide students towards an explanation and raise the level of understanding in their thinking.
- Introduce new concepts and skills by using word problems in context. Students can learn both concepts and skills by solving problems.
- Use the PDE rubric and already scored open-ended items in the classroom and use the information as a teaching tool for instruction.
- Engage in cooperative group activities that involve student presentation of problem solving results and projects to their peers.

- Differentiated Instruction (Tiered Assignments)
- Incorporating manipulative, hands-on activities, handheld technology, and games into instruction
- Implementation of projects and open-ended questions along with rubric assessment
- PSSA Saturday School
- After School math and reading enrichment program.
- Provide extended time using Study Island and Provide extended time using First in Math
- Small group pull-out by Special Ed and ELL Teacher
- Analyze student work as related to literary devices to inform instruction during grade group meetings

We will monitor throughout the year via, classroom announced and unannounced visits, analysis of assessment performance, study island, lesson plans, benchmark tests and report cards.

Student Assessment - Attachment

- pssa report 2010

Teacher Evaluation

Antonia Pantoja is a PEPS/TAP School where Teachers are evaluated using the TAP Rubric focusing on Teaching Standards:

- Designing and Planning Instruction (Instructional Plans, Student work, assessment)
- Learning Environment Standards (Expectations, Managing Student Behavior, Respectful Culture, environment)
- Instruction Standards (standards and objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher content knowledge of the students, thinking and problem solving)

In the 2009-10 school year every teacher was observed a minimal of 4 times. The process began with a preconference and a post conference where the teacher also self evaluates based on the TAP rubric. At the post conference, the focus is geared towards refining an area that will increase academic achievement and reinforcing a practice that was evident in the lesson for continued implementation. Follow up observations are unannounced and done by the Principal and Assistant Principals. The evaluators consist of the School Administration (CAO/Principal, Assistant Principals), Master Teachers (master leveled teachers that are fully released from the classroom to provide hands on and on going professional development to teachers by observing and co-planning lessons with teachers, modeling lessons and etc.), and Mentor Teachers (classroom teachers who are released for 6 hours a week to mentor).

The CAO/Principal and Assistant Principals all have Principal Certificates. It is not required for the Master and Mentor teachers to hold administrative certificates however, the entire TAP Team has received extensive professional development of teacher quality, best practices on instructional techniques and have become TAP Evaluators after completing a year long intensive professional development provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. The Administrators, Master and Mentor teachers were all evaluated and become TAP Certified Evaluators.

Teacher Evaluation - Attachment

- Teacher Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees has remained stable with no changes. The school is managed by 1 CAO/Principal and 2 Assistant Principals.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Aracely Rosales	Chair
Olabisi Laniya	Treasurer
Tamara Newton	Secretary
Melva Romero	Parent
Miguel A. Torres	Member
Lisette Gonzalez	Member
Rafaela Colon	Ex. Officio
Orlando Quevedo	Member
Marleen Walsh	CEO

Professional Development (Governance)

The Board of Trustees has received governance training. Some of the trainings include, Sunshine Law, Public Official Act, Charter School Law, Board responsibilities, Fiscal responsibility, fiduciary responsibilities and supporting the leadership of the school in a manner that deviates from "micro managing". The board has also received training on the mission and vision of the school.

Coordination of the Governance and Management of the School

The Board of Trustees meets every other month. The Board of Trustees serves as the governance function of the charter school. Policy is discussed, formulated and implemented. The CAO/Principal is responsible for seeing that the school management is in compliance with the rulings of the Board of Trustees. The CAO/ Principal constantly interacts with the board and keeps them informed of how the school is functioning.

Coordination of the Governance and Management of the School - Attachments

- Board Of Trustees meeting Dates
- 2010 Board Listing and Meeting Dates

Community and Parent Engagement

Parent involvement is very important to Antonia Charter School. The school is

provides many opportunities for parents to volunteer and provide input to the

decision making process. To accommodate working parents many meetings are held

twice — during the day and in the evenings. In addition notes are taken during the

meetings and then sent to the parents. Plans are being made to hold parent workshops in

the evenings and on weekends. Parent surveys are taken seriously. The President of the

Parent Teacher Association also serves as a voting member of the Board of Trustees.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Pantoja Charter School has a variety of fund raising activities that usually focus on a specific program. They include Book Fairs, Picture Days, Cheese Cake Sales, Dances, and Bake sales. The Parents, students and staff fundraisers for the 8th grade contributed towards the graduation trip.

Fiscal Solvency Policies

Financial Statements are prepared for periodic board meetings from which the board can monitor fiscal solvency. Expenditures are controlled by the annual budget, which was approved by the

board annually, and amended generally after six months of the fiscal year. Extraordinary expenditures not budgeted are approved by the board prior to their expenditures.

Accounting System

The system used is quick books. The books are kept according to the PDE (Pennsylvania Department of Education) chart of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Financial Report 2010

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

Audit Firm: Withum Smith and Brown, CPA's: James P. Mulroy, CPA Partner

The audit for year ended June 30, 2010 is in progress at this time. Once the audit report is received, we will forward a copy to the Pennsylvania Department of Education and to The School District of Philadelphia.

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

- Draft Audit

Citations and follow-up actions for any State Audit Report

The audit for the 2009-2010 is taking place at this time. As soon as we receive the Report we will forward it.

No state audit was made.

SECTION VII. FACILITY RESPONSIBILITIES

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

The charter school acquired Fixed Assets between July 1, 2008 to June 30, 2009 (fiscal year) the following:

Computer Equipment — Dell Desk Tops , Cisco Wireless, Smart Boards and printers, Projectors — Hewlett Packard Communication Equipment — Telephone System and Internal Communication devices Security Equipment — Surveillance Camera's and Digital Recording Equipment Custodial Equipment - Maintenance, Furniture & Fixtures — Class room and other furnishings ,Copiers — Machines, Plotter and mimeo's

Expenditures were over \$782,000 for the year.

Future Facility Plans and Other Capital Needs

We have finished the phase I construction project and will be looking to start the Phase II portion which includes a gymnasium, lockers and showers and ARTS center.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All students are required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the City of Philadelphia in order to be admitted to the Antonia Pantoja Community Charter School.

A certified school nurse is on staff five days a week. She is responsible for checking the vision, height, weight, and hearing of children and making necessary referrals to parents when problems are found. The nurse also teaches safety and good health skills. The nurse maintains health and medical records for every student.

Physical and dental records are kept according to requirements of the State of Pennsylvania. Antonia Pantoja Charter School complies with all regulations concerning the dispensation of medicines and requires that all parents to do the same. Students may not possess any prescription or non-prescription medication. All prescription and non-prescription medication must be turned over to the nurse with appropriate paperwork for dissemination.

***Dispensing of Medication**

The Administration and staff of Antonia Pantoja Charter School would prefer that medications be dispensed at home rather than at school. We realize that sometimes this is not possible. In order for a student to receive a prescription or an over-the-counter medication at school, a Medical & Parental Consent Form must be completed. The form is available in the office and must be signed by the parent and by the student's physician. Medication must be provided in the original container with accurate content and dosage information on the label. All medication must be checked into the office.

***Security/Safety**

Our school security officers are also Temple certified and trained in proper security procedures. Weekly meetings are held with the school's security/NTA's in order to ensure the safety of all and improve on daily procedures.

For the safety of students, staff, parents and visitors the building is being monitored via closed circuit television. School security stand at the exit doors during admission and dismissal.

***Fire Prevention**

Pantoja Charter School is in compliance with all code and license requirements. All inspections have taken place and certifications displayed. Staff and students are aware of Fire Drill procedures and are posted in each classroom as well.

Food Service Program

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (K-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Our goal is to provide nutritious and well-balanced meals. Typical Puerto Rican, American, and Latino foods are cooked and served for breakfast and lunch in the school cafeteria.

Breakfast is served from 7:30am-8am for grades 4th through 8th. Students in grades Kindergarten through 3rd grade are served breakfast from 8:00-8:30am. Lunch is scheduled according to the teacher's teaching roster. Students may bring their own lunches.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

Attached is the Current Insurance ACCORD

Current School Insurance Coverage Policies and Programs - Attachments

- School Insurance Coverage
- Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Our professional staff consist of the following: 1 CAO/Principi, 2 Assistant Principal, 34 classroom teachers, 6 specialty teachers, 4 special education teachers, 1 special education coordinator, 1 school counselor, 1 school nurse, 4 master teachers, 6 mentors, 1 psychologist. All of our classroom grade teachers are appropriately certified. Two teachers were dismissed. All, but one teacher, were given extended contracts for the upcoming year.

Quality of Teaching and Other Staff - Attachment

- staff

Student Enrollment

The Antonia Pantoja Charter School follows the requirements of the School District of Philadelphia for enrollment. Kindergarten students must be five years of age by September 1st and meet all immunization regulations. A waiting list was created since there was an abundance of students left over after the lottery.

08-09

Based on our intent to return forms, we are expecting a return rate of 98% after our 2nd year. Students who are not returning have moved out of the area.

34 students were retained in 08-09.

09-10

Initially enrolled 741 students. In June we had 710 students (parents transferred due to moving, emergencies, expulsion, etc). We are not aware of the schools the children transferred to.

K-104
1st-144
2nd-75
3rd-87
4th-59
5th-53
6th-60
7th-60
8th-68

At the end of the school year 5 students were expelled.

There are currently no supporting documents selected for this section.

Transportation

Busing will be provided for eligible students must:

1. Be a resident of the City of Philadelphia
2. Be designated by the Division of Special Education as a participant in a Special Education class, and requires transportation to get to school.
3. Lives 1.5 miles or more from his/her school and participates in the voluntary school desegregation program of the School District of Philadelphia.
4. Be in grades 1 through 6, and live one mile and a half, or further from the assigned school.
5. Be in grades 7 and 8, whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation.
6. If due to some exceptionality or severity of handicap(s)

Food Service Program

Food Service Program

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (K-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Our goal is to provide nutritious and well-balanced meals. Typical Puerto Rican, American, and Latino foods are cooked and served for breakfast and lunch in the school cafeteria.

Breakfast is served from 7:30am-8am for grades 4th through 8th. Students in grades Kindergarten through 3rd grade are served breakfast from 8:00-8:30am. Lunch is scheduled according to the teacher's teaching roster. Students may bring their own lunches.

Student Conduct

We have adopted a school-wide Discipline that was developed by the teachers, students and approved by the Board. Our Discipline Plan complies with the Public School Code that states that the School Board has the authority to make reasonable and necessary rules governing the conduct of students in school.

The philosophy of the behavior management plan is a positive reinforcement program with expectations, rewards and consequences. Rules are discussed with parents and students during Parent Orientation, and Back to School Night. Expectations are very few in numbers and expressed in positive terms. The discipline code is in compliance with Chapter 12 and 13 of the Public School Code. Due process procedures are in policy and presented to parents and students in writing. Both the behavior plan and the due process procedures are in the student handbook.

Antonia Pantoja Charter School believes that every school should be a safe and orderly place where everyone is responsible for their conduct at all times. Our Student Code of Conduct applies to the educational program, school activities and functions, and extra-curricular programs, travel to and from school and any event in which the school participates or is represented as well as misconduct which occurs off school premises. School is a place where students are expected to learn.

The Code of Student Conduct will answer:

- What is expected of the students, parents, the school, and the school staff?
- What rules mean?
- What will happen if rules are broken?

These rules shall apply to any misconduct that occurs:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when a school group is using the school;
- Off school grounds and the immediate perimeter of the school building, including any school activity function or event;
- During travel to and from school, including actions on any school bus, van or any other public conveyance.
- Off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school. Those who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct which disrupt the schools educational process, will be suspended immediately and face possible expulsion. If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member.

No student shall engage in, or attempt to engage in any conduct which endangers the health, safety or welfare of any member of the school community.

All disciplinary actions of misconduct shall include a conference between the teacher and/or Principal or designee, student, and parents followed by written notification to the parent or guardian. *Students whose acts of willful misconduct most seriously endanger or disrupt the educational process may be subject to being presented before the Board of Trustees and facing the expulsion process.*

Every student must re-enroll every year by Spring time. All students must qualify for re-enrollment each year. Students with the following must attend an expulsion hearing with the Board of Trustees to determine re-enrollment status;

- 3 or more suspensions

Student Conduct - Attachment

- Student Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Antonia Pantoja Community Charter School within Philadelphia IU 26 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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Antonia Pantoja Community Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Evelyn Nunez **Title:** CAO/Principal
Phone: 215-329-2733 **Fax:** 215-329-2433
E-mail: enunez@pantoja.aspirapa.org

Signature of the Chief Executive Officer and Date

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

Name: Aracely Rosales **Title:** Chair of Board
Phone: 215-329-2733 **Fax:** 215-329-2433
E-mail: aracely@rosalesc.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Lauren Lee Buono **Title:** Special Education Coordinator
Phone: 215-329-2733 **Fax:** 215-329-2433
E-mail: llee@pantoja.aspirapa.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature page