
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, September 27, 2011)

Entity: Esperanza Academy Charter High School
Address: 301 W Hunting Park Ave
Philadelphia, PA 19140

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Esperanza Academy Charter High School

Date of Local Chartering School Board/PDE Approval: March 13, 2000

Length of Charter: 5 years **Opening Date:** September 2000

Grade Level: 6, 9-12 **Hours of Operation:** 7:30 AM - 7:00 PM

Percentage of Certified Staff: 96.77% **Total Instructional Staff:** 62

Student/Teacher Ratio: 13:1 **Student Waiting List:** 1201

Attendance Rate/Percentage: 90.56%

Summary Data Part II

Enrollment: 750 **Per Pupil Subsidy:** Reg. Ed. \$8,773.00 and Special Ed. \$19,422.86

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	41
Hispanic:	700
White (Non-Hispanic):	3
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
87.5

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 116

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	87	181	181
Instructional Hours	0	0	0	0	0	1274.40	1274.40

SECTION I. EXECUTIVE SUMMARY

Educational Community

Esperanza Academy is located in the heart of urban Philadelphia. The local community is best described as the “working poor”. Many families rely on public assistance and temporary unskilled labor jobs. The manufacturing industry that dominated the area decades ago has vacated, leaving only small independent businesses such as convenience shops and auto repair shops to emerge. Those who are employed have to travel outside of their local community for service-oriented jobs. Within the local community there are several service-related agencies which provide assistance with housing, mental health, and job-training opportunities.

Our school, which houses grades 9-12, serves a predominantly Latino student population (about 93%), with the balance being African American (about 5%). Most come from the local neighborhood schools, though some do travel from various parts of the city by way of public transportation. Esperanza Academy was started in response to repeated pleas by Latino parents for better educational opportunities for their children. Issues such as high dropout rates, violent environments, and lack of cultural learning opportunities were obstacles for Latino students in this community.

In the years that Esperanza Academy has been in operation, the dropout rate of students in this school has decreased significantly to the point that it is now less than 1% a year. Over 90% of our students graduate on time, and are accepted into college. Our rate of violent incidents is well below that of local district schools, and the city as a whole. We offer students a safe, nurturing environment that stresses accountability, college-readiness, and cultural awareness. The local community has embraced Esperanza Academy in response to our high academic and behavioral standards. Businesses and government

representatives are quick to partner with us and provide support when we need it. Esperanza has had a noticeably positive impact on the students and families we serve, as well as the larger surrounding community, and the city of Philadelphia.

Mission

"The Esperanza Academy Charter High School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st Century"

Vision

Esperanza Academy Charter High School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century. The Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language.

Shared Values

Esperanza Academy is a college preparatory high school. It is a school where academic excellence is the norm and connection with the greater community a fundamental principal of our mission. The Academy is a school where excellence in instructional design and implementation is practiced. The Academy is committed to eliminating the barriers that have prevented our students from reaching their full potential in the classroom and the workplace. The Academy's approach is inclusive whenever possible. All staff work closely with administration and classroom teachers to accomplish this goal. Esperanza Academy is a place where respect for the students and parents is expected on every level. We believe that all students can learn, and it is our responsibility to provide opportunities, resources, and leadership to allow that learning to happen on a daily basis.

Academic Standards

The curriculum of Esperanza Academy (EA) is aligned to PA content standards, PSSA anchors, and SAT. Across the curriculum, all subjects are standards-based. Twenty-eight (28) credits are required to graduate from EA. This exceeds both the local district in which we reside and also the Pennsylvania state requirements. In the 9th grade, a heavy emphasis is placed on English Language Arts (ELA) and Mathematics. All students are tested upon entering Esperanza Academy to determine their reading grade levels and basic math skills. All courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards. Our mathematics and science courses follow the investigative and scientific method approach. The science courses emphasize a conceptual approach to understanding. Current emphasis is placed on inquiry-based teaching to better engage students in critical thinking and more in-depth learning and teaching strategies to promote meaningful learning. By utilizing best educational practices and current, effective instructional pedagogy, students are actively engaged in the learning process. All core subjects have honors courses available. A growing number of Advanced Placement courses are also offered. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills. Benchmark testing is used as a means of informing instruction through reliable and consistent data.

Strengths and Challenges

Esperanza continues to be a viable school choice option for the parents of children in urban North Philadelphia. Parents know that their child is able to thrive in a safe, secure and well-managed environment. School violence is nearly non-existent, and tolerance of others is the norm. Students are offered a strong, rigorous academic program designed to prepare them for post-secondary education. To that end, we offer a variety of AP courses as well as honors level classes in most content areas. At Esperanza Academy students are able to declare a major in their 10th grade. They have an option to choose from 13 curricular majors. These majors are: entrepreneurship, technology, journalism, teacher education, film, dance, visual arts, drama, voice, liberal arts, engineering, health sciences and instrumental music. Esperanza Academy was created in response to the repeated pleas of parents for a school that observed the cultural strengths of students, particularly those with a Latino background. Esperanza is deliberate in allowing students the opportunity for awareness and expression of their cultural heritage. This is done through the inclusion of relevant topics in courses such as Latino and African American Literature and History from a Latinos perspective. Meeting the needs of individual learners, especially those students with IEP's and English Language Learners, is an area in which we have concentrated extensive resources and focus. Many students in our Special Education and ESL programs have graduated from Esperanza and successfully enrolled in college. This speaks volumes about the level of support and preparation we provide our students. Given the high level of individualized attention we give to all students, our dropout rate has been 1% or less for the past five years, an astounding accomplishment by any measure.

The challenges we face serve as motivators for continued improvement (not obstacles). Though our students have continued to show progress each year on the PSSA and are above the city of Philadelphia average for 11th graders in math and reading, the reality is that slightly under half of our 11th graders are not demonstrating proficiency in math and reading on the PSSA. The challenge for us as an institution is that we are working with a population of students who are coming to us two and sometimes three years below grade level in math and reading, and the amount of time we have to prepare them for the PSSA is very limited. For the past several years we have been appealing to the School Reform Commission and the School District of Philadelphia to expand our charter to allow us to include grades six through eight, which would allow us to impact the student body all the sooner. Esperanza's persistent and relentless pursuit has finally been recognized and acknowledged with the awarding of its first sixth through eighth grade middle school slated to open on September of 2013. It is our belief that we can prepare middle school aged students for high school with the same success rate that we prepare high school students for college.

Esperanza Academy is keenly aware of the universal achievement gap between many male students and their female peers. It is obvious to us that the gap is one of performance, not ability. This has given us the impetus to look at our curriculum offerings and our instructional strategies to see how we can position our male students for greater academic success. This is an on-going endeavor.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Members of the planning committee will meet on a weekly basis. Members of the committee include stakeholders having a direct and indirect impact on student life. The committee is composed of administrators, teachers, department heads, paras, parents and board members. These meetings will sometimes be limited to those individuals who are working cooperatively on specific aspects of the plan. For example, administrators who oversee Instruction and Curriculum will meet often as they are responsible for the implementation of all professional development. Initially, weekly meetings will be necessary to monitor progress, locate resources, and ensuring accountability. Once the school year is in session, and the implementation of the plan is in operation, meetings can be held monthly. This will allow time for data gathering and analysis, revising strategies, and observing progress. The CEO of the school is directly responsible for the overall process, though he may delegate specific sections of the process to other administrators. The majority of this will be handed to the Director of Instruction to carry out. Any part of the process involving data gathering and analysis will be handled by the Director of Curriculum. Since a significant portion of our school improvement plan focuses on increasing student levels of proficiency in Math and Reading, department heads as well as some selected regular education teachers will be tapped to provide feedback and suggestions on topics such as professional development. Communication will focus on clarifying the school's improvement plan goals for the 2012-13 school year. Specific strategies to be implemented, as well as new initiatives will be enumerated. Included in the communication will be a discussion of available resources and personnel who are available to assist in implementing the plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Abel, Linsey	Department Head	Secondary School Teacher	CEO
Colon, Dr. Alice	Guidance Counselor	Ed Specialist - School Counselor	CEO
Cortes, Rev. Danny	Board Member	Board Member	Board of Trustees
Estrada, Fred	Board Chairperson	Board Member	Board of Trustees
Ginsburg, David	Educational Consultant/Instructional Coach	Business Representative	CEO
Gonzalez, Rebeca	Alumni	Community Representative	Board Chair
Knowles, Pansy	Systems Administrator	Other	CEO
Lucas, Soraya	Director of Guidance	Ed Specialist - School Psychologist	CEO
Pierre-Baril, Marguerite	Special Education Coordinator	Administrator	CEO
Rodriguez, Maritza	Parent	Parent	Board Chair
Rossi, David	CEO	Administrator	Board of Trustees
Smith, Angela	Teacher	Secondary School Teacher	CEO
Tellado, Aurelio	Director of Student Development	Administrator	CEO
Walinsky, Lori	Director of Curriculum	Administrator	CEO
Wiggins, Olanta	School Nurse	Ed Specialist - School	CEO

Goals, Strategies and Activities

Goal: Common Planning Session

Description: Faculty and staff will regularly communicate with their colleagues to share ideas, brainstorm, and problem-solve.

Strategy: Encourage regular articulation with feeder school personnel

Description:

Activity: Continue email and Web Hosting services

Description: Continue email and Web Hosting services

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$19,800.00
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Status: In Progress — Upcoming

Goal: Develop a 4 year plan with students

Description: Every student will be given an appointment in which he or she will sit with an administrator and a counselor to discuss expectations and future goals.

Strategy: interacting with high risk students

Description: Becoming intentional about addressing the needs of "at risk students." Administration along with counselors will interview every incoming student to better serve the individual where he/she is lacking. To become aware of issues that may arise due to past history. To better or more accurately place students in appropriate classes. To observe and diagnose cognitive issues that might hamper the student's ability to learn.

Activity: Addressing "at risk students"

Description: Every student will be given an appointment in which he or she will sit with an administrator and a counselor to discuss expectations and future goals.

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 5/14/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: DEVELOP TECHNOLOGICAL LITERACY OF STUDENTS AND STAFF

Description: Use the capabilities provided by our infrastructure to train students and staff in effective ways to integrate technology into their teaching and learning.

Strategy: Integrate Technology Actively into Curriculum and Instruction

Description: Outfit every classroom with multimedia capabilities to augment curriculum and instruction.

Activity: Complete Smart Board Initiative

Description: maintain and expand smart board saturation of classrooms and meeting areas - add smart board peripherals and specialty software

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 8/31/2012	\$60,000.00
	Finish: 8/31/2012	

Status: In Progress — Overdue

Activity: Maintain and expand educational software offerings

Description: Maintain and expand educational software offerings

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009	\$141,000.00
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Finish: Ongoing

Status: In Progress — Upcoming

Activity: Purchase Educational Software to Support Curriculum

Description:

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Web-Based Grading Program

Description: Implement a grading software that will allow teachers to post grades that can be seen online by students and parents.

Activity: Train parents on how to use web-based reporting system and monitor their child's progress

Description: Train parents on how to use PowerSchool reporting system and monitor their child's progress

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 8/30/2012	\$3,750.00
	Finish: 8/30/2012	

Status: In Progress — Overdue

Goal: Electronic home/school links will be developed on the web site to provide schedules, messages and other school-based information, classroom displays, curriculum and instruction goals and committees, etc.

Description: Currently researching for student information system that will allow for parents to view a students schedule as well as afford parents the opportunity to communicate with teachers or administrators regarding a students academic progress.

Strategy: Set up email and web servers

Description:

Activity: Hardware support contracts

Description: old Hardware support contracts

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$198,000.00
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Status: In Progress — Upcoming

Goal: Evaluate the process and effectiveness of the mentoring program

Description: Use surveys to monitor effectiveness of the mentoring program.

Strategy: Track the effectiveness of the mentor program by seeing that students show academic improvement and stay in school.

Description: The purpose of the Esperanza Academy Mentoring Program is to match “at risk” 9th grade students with an adult mentor with the goal of increasing attendance, strengthening grades, and reducing disciplinary issues.

Activity: Tracking for effectiveness

Description: Tracking attendance, graduation rate and grade improvement in order to determine effectiveness

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Goal: Improving Assessment

Description: Through Professional Development and peer coaching we will identify the role of assessment and its ability to enhance instruction.

Strategy: Integrating Effective Assessment into Instruction

Description: Learning when to assess and how to assess is equally as important as what is being assessed. Through Professional Development, teachers, para educators and administrators will learn that assessment is not a stand alone feature of learning. It fits directly into the process of learning and should be considered into the daily and weekly lesson plans.

Activity: Improving assessment through professional development

Description: Professional Development facilitator will instruct teachers on the importance of teacher designed assessments, use of traditional and alternative assessment, the importance of being challenging and fair and the value of planned assessments.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 9/5/2009 Finish: 6/5/2014	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nueva Esperanza Academy Charter High School	<ul style="list-style-type: none">• School Entity• Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional Development facilitator will instruct teachers on the importance of teacher designed assessments, use of traditional and alternative assessment, the importance of being challenging and		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's

fair and the value of planned assessments.

content knowledge in the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Economics • Geography

Follow-up Activities

Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than
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- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- the PSSA
- Classroom student assessment data

Status: In Progress — Upcoming

Goal: Increase parental involvement

Description: Have 50% parents come to parent/teacher conferences

Strategy: Parental Communication

Description: Intentionally schedule individual appointment with parents of students who are struggling or in need of intervention.

Activity: Reaching parents

Description: Post activities and incentives opportunities in school newsletter and other communication mediums.

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Goal: Increase proficiency in MATHEMATICS

Description: At least 76% of all 11th grade students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Provide teachers access to training in strategies that lead students to proficiency.

Description: Teacher will have access to professional development opportunities that will

increase their ability to develop students' levels of proficiency. Training will focus on: individualizing instruction, using data to inform instruction, using technology effectively.

Activity: Training in using the Standards Aligned System.

Description: Professional Development to address PSSA Anchors and Standards. Teachers will be trained on how to access and plan lessons with the Standards Aligned System.

Person Responsible	Timeline for Implementation	Resources
Kelly, F. Michael	Start: 8/31/2011 Finish: 9/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Esperanza Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to log-in to the Standards Aligned System website. Teachers will be able to create standards-based lessons and assessments using the resources found on the site.	The SAS website is a standards-based system that aligns curriculum, instruction, assessment, and resources.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and

skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Creating lessons to meet varied student learning styles | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Review of participant lesson plans |
|---|---|

Status: In Progress — Overdue

Goal: Increase student proficiency in READING

Description: At least 76% of all 11th grade students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Provide teachers access to training in strategies that lead students to proficiency.

Description: Teacher will have access to professional development opportunities that will increase their ability to develop students' levels of proficiency. Training will focus on: individualizing instruction, using data to inform instruction, using technology effectively.

Activity: Training in using the Standards Aligned System.

Description: Professional Development to address PSSA Anchors and Standards. Teachers will be trained on how to access and plan lessons with the Standards Aligned System.

Person Responsible	Timeline for Implementation	Resources
Kelly, F. Michael	Start: 8/31/2011 Finish: 9/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Esperanza Academy	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will be able to log-in to the Standards Aligned System website. Teachers will be able to create standards-based lessons and assessments using the resources found on the site.	The SAS website is a standards-based system that aligns curriculum, instruction, assessment, and resources.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the <u>skills needed to analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for

struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

Status: In Progress — Overdue

Goal: Increasing Home and School Communication

Description: Have 100% of school documents translated into languages dominated by our student population

Strategy: Improving parent communication

Description: Contracting of a professional translating consultant

Activity: Making translation possible

Description: Post job opportunity for translator in school and out in the community

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009	\$4,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Instructional Techniques

Description: Defining and applying characteristics of instruction techniques which must be followed in order to assist in the creation of an effective instructional identity.

Strategy: Building characteristics of effective instruction

Description: Through Professional Development, teachers, Para educators and administrators will learn, embody and embrace five characteristics that will enhance instruction and produce positive academic results. The five characteristics include Vocabulary Development, Technology, Textbooks, Formal Instruction and Cooperative learning.

Activity: Professional Development on sound characteristics of effective instruction

Description: Through Professional Development teachers will understand the importance of making vocabulary acquisition fun and not the most boring and mechanical aspect of classroom learning, that the use of technology must be seen as having multiple benefits, that the teacher is the authority on the subject within each curricular area and the role of a textbook is that of support, that while the school desires to perform well at all times, the school will not sacrifice quality instruction for the teaching of content related only to student performance on standardized tests and that cooperative learning strategies are encouraged because such strategies that develop from the cognitive interaction approach place students in partnerships, groups and teams that benefit all.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 9/7/2009 Finish: 6/5/2014	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	55

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nueva Esperanza Academy Charter High School	<ul style="list-style-type: none">• School Entity• Individual	Approved

Knowledge and Skills	Research and Best	Designed to Accomplish
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Practices

Through Professional Development teachers will understand the importance of making vocabulary acquisition fun and engaging. The use of technology must be seen as having multiple benefits. The teacher is the authority on the subject within each curricular area and the role of a textbook is that of support. While the school desires to perform well at all times, the school will not sacrifice quality instruction for the teaching of content related only to student performance on standardized tests. Cooperative learning strategies are encouraged because such strategies that develop from the cognitive interaction approach place students in partnerships, groups and teams that benefit all.

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education

- World Languages
- Mathematics
- History
- Economics
- Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans |
|--|---|

Status: In Progress — Upcoming

Goal: Intentional Differentiated Instruction

Description: Establish yearly goals to improve student outcomes at all grade levels and with all styles of learners

Strategy: Establish performance range for PSSA and additional standardized tests

Description:

Activity: Have 95% of high school juniors take the PSSA

Description: Professional Development to address PSSA Anchors and Standards

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Have annual expectations of over 90% of graduates gain acceptance into institutions of higher education

Description: Professional Development to address PSSA Anchors and Standards

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Increase the overall % of students obtaining proficiency in PSSA scores by 10% each year.

Description: Professional Development to address PSSA Anchors and Standards

Person Responsible Timeline for Implementation Resources

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Intra-School Communications

Description: Intra-school communications will rely less on paper and transition predominantly to the school's intranet and e-mail systems.

Strategy: Classroom requests for action (i.e. materials requests, class scheduling, appointments) will be done online via email and/or electronic forms

Description:

Activity: Create and/or purchase electronic forms and/or develop online form processing

Description: Create and/or purchase electronic forms and/or develop online form processing

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009	\$51,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Electronic communications will be archived for future reference

Description:

Activity: Manage and expand archival back up mechanisms

Description: Manage and expand archival back up mechanisms

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009	\$31,900.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Regular voice communication technologies will be used to maximize communication efforts

Description:

Activity: Telecommunication Services

Description: Regular & Long Distance Services - landline, cellular

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009	\$444,600.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 52.33% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Study Island

Description: Study Island allows teachers and system users to individualize instruction by differentiating lessons on specific skill sets according to performance levels on the assessments.

Activity: Student Use of Study Island

Description: English teachers will log on to the system to view their students' scores on one of the four tests administered throughout the year.

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: In Progress — Upcoming

Goal: Parent Communication

Description: Administration, faculty and staff will regularly communicate with students and their guardians using electronic communication where appropriate. Paper sent to home will be generated and archived electronically

Strategy: Monitor school/classroom/home communication for timeliness and effectiveness

Description:

Activity: Subscribe and/or purchase log monitoring software/services

Description: Subscribe and/or purchase log monitoring software/services - done

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$45,000.00
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Status: In Progress — Upcoming

Activity: Use management software to set up communications tracking and effectiveness

Description: Use management software to set up communications tracking and effectiveness

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$21,000.00
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Status: In Progress — Upcoming

Strategy: Promote use of email and web as avenues of communication at meetings and in flyers

Description: Electronic home/school links will be developed on the web site to provide schedules, messages and other school-based information, classroom displays, curriculum and instruction goals and committees, etc.

Activity: School / Parent Web communication

Description: Higher an individual that will maintain, post and tailor the school's sight for practical and manageable usage.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/9/2007 Finish: Ongoing	\$5,000.00
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Status: In Progress — Upcoming

Goal: Producing Effective, Structured and Consistent lessons

Description: Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins

with the teacher and what he/she consistently does and does not. Components such as the Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

Strategy: Developing teachers ability to produce structured learning and lesson planning

Description: Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins with the teacher and what he/she consistently does and does not. Components such as the Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

Activity: Developing structured learning and lesson plans through professional development

Description: Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins with the teacher and what he/she consistently does and does not do. Components such as the Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 8/31/2009 Finish: 8/31/2009	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	55

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Esperanza Academy Charter High School	<ul style="list-style-type: none"> • School Entity • Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to design and establish a classroom that is safe, functional and motivates the student to		<i>For classroom teachers, school counselors and education specialists:</i>

be engaged in the learning process. The room should be kept neat and in order throughout the day.

Teachers will learn that procedures of class management and rules of conduct should be established by every teacher. These should be taught to the students at the beginning of the year. The teacher must also maintain control of the classroom in order to provide a safe learning environment. Be familiar with the rules and policies of Esperanza Academy. Enforce all rules without exceptions or reservations. Enforce these policies with an attitude of care, maintaining composure with students and parents in all situations.

Teachers will learn how to design units of study that are aligned with state standards and the scope and sequence of the school. Each unit should support individual lessons that have clear and measurable objectives.

Each teacher is expected to have mastery of the content that they teach. The teacher is to accept the responsibility of being a life long learner who wants to continue to develop and grow.

Teachers will also learn why Esperanza Academy expects the teacher to engage students in the learning process so that the experience of learning is active not passive. Students are to be developed into critical thinkers not just responding to information.

Teachers will learn that lessons are to feature a variety of effective instructional design and methodology. Teachers are to design and deliver instruction that is able to meet differential learners in the class. Teachers will be asked to work in connection with instructional support staff to accommodate students with diagnosed struggles.

Teachers will learn how to create multiple forms of assessment in order to allow for learning that reflects modes of learning and is particular to the content that was given in class. Accurate record keeping of all work and timely grading are expected to be the norm.

Teachers will also learn the importance of creating a professional development plan in order to grow and to stay in compliance with demands of

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

certification.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Mathematics• History• Economics• Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Participant survey• Review of participant lesson plans |
|--|--|

Status: In Progress — Overdue

Goal: PROGRESS MONITORING

Description: In order to better serve our students, we need an instrument to gauge their current level and measure their progress throughout the year and their career at Esperanza Academy.

Strategy: Study Island

Description: Study Island has been purchased to obtain, monitor, and analyze student data to aid in daily differentiation of instruction, measure student progress over time, and prepare students for proficiency on the PSSA.

Activity: Student Use of Study Island

Description: English teachers will log on to the system to view their students' scores on one of the four tests administered throughout the year.

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: In Progress — Upcoming

Goal: Quality Education

Description: Identifying quality education

Strategy: Professional Development

Description: Professional Education on creating a quality education that contains a purposeful design, action step, measurable goals, obtainable goals, that is organized, consistent and contain annual accomplishments.

Activity: All staff PD

Description: Administration provides Professional Development to all staff on the creation and identification of quality education

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 9/1/2009 Finish: 6/5/2014	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nueva Esperanza Academy Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Designed to Accomplish
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Practices

Esperanza's instructional staff will be able to design purposeful steps to achieving quality education. They will understand that successful education is a process that starts defined steps by multiple stakeholders. They will understand that every part of education ought to be measurable and accountable. Goals should be measurable, accountable and obtainable. Quality education must have an organized approach. Quality education must be consistent. Lastly, staff will understand the need for setting and bringing annual accomplishments to fruition.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Economics • Geography
Follow-up Activities	Evaluation Methods	

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Different Instruction
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey
- Review of participant lesson plans
- KAPLAN (Standardized assessment)

Status: In Progress — Upcoming

Goal: Strategic Academic Planning

Description: The pursuit of a quality education through an instructional design guide that is a well developed and purposefully aimed venture in the school

Strategy: Emphasis on administration

Description:

Activity: Leadership training

Description: Every year leadership will set aside a block of time to reflect, evaluate and change areas of leading so as to develop further the leader and the institution.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 7/9/2007 Finish: 6/30/2016	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	3	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Esperanza Academy Charter High School	• School	Approved

Entity

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Curriculum, instruction and assessment enrichment, PSSA comprehension and leadership development.		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of written reports summarizing instructional activity

- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Goal: Students will meet National Educational Technology Standards (ISTE) and ITEA standards for each grade level

Description: Add Goal Statement here..

Strategy: Students will communicate effectively through a variety of appropriate technologies/media.

Description:

Activity: eMail and web hosting services

Description: old eMail and web hosting services

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$81,000.00
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Status: In Progress — Upcoming

Strategy: Students will demonstrate a basic understanding of computer technology and software operations

Description:

Activity: Access to a variety of digital productivity tools

Description: Access to a variety of productivity tools (software/hardware)

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 9/6/2011 Finish: Ongoing	\$225,000.00
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Status: In Progress — Upcoming

Strategy: Teachers and students will use technology to identify resources and locate information. And further utilize problem-solving skills and technology toward the creation of knowledge

Description:

Activity: Access to Internet and Web-based resources

Description: Internet access both in and out of school

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 9/6/2011 Finish: Ongoing	\$230,400.00
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Status: In Progress — Upcoming

Activity: Contracted professional services - PD

Description: Contracted professional services - PD only for Annual Report

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Goal: Technology will be integrated into all aspects of school management and administration.

Description: Add Goal Statement here..

Strategy: Teachers will be trained to use these resources to maximize their efficiency in performing non-instructional tasks.

Description:

Activity: Conduct on-site turn-around-training and local support

Description: On-site turn-around-training and local support for basic use of technology and digital resources

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 9/1/2011 Finish: Ongoing	\$16,500.00
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Status: In Progress — Upcoming

Activity: Purchase training from exLogica (SILK)

Description: no longer needed Purchase training from exLogica (SILK)

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Strategy: To ensure that no student "falls between the cracks", student progress will be tracked on a weekly basis, and immediate corrective action will be taken as necessary.

Description:

Activity: Training and Development Services for new SIS

Description: Training and Development Services for new SIS

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$35,000.00
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Status: In Progress — Upcoming

Goal: Technology will be integrated into all aspects of the Academy, including classroom instruction and student learning

Description: Add Goal Statement here..

Strategy: Teachers will be provided with the time, training, and support to enable them to learn how to use technology as a tool for teaching, learning, management, and as a resource for personal and professional development.

Description:

Activity: Contracted Professional Services

Description: Contracted Professional Services for Professional Development and Consultant Services

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$195,000.00
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Status: In Progress — Upcoming

Strategy: Teachers will have desktop access at the classroom level to network and online resources that support planning, instruction, classroom management, and reporting.

Description:

Activity: Online Learning

Description: Distance Learning subscriptions and fee

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$171,000.00
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Status: In Progress — Upcoming

Activity: Purchase presentation equipment and related peripherals

Description: Purchase presentation equipment and related peripherals

Person Responsible Timeline for Implementation Resources

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$21,000.00
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Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

Because the data is simply in a preliminary state, School Improvement Plans have yet to be completed for the 2012-2013

Statement of Quality Assurance - Attachment

- 2011-12 PSSA Preliminary Results

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The curriculum at Esperanza Academy is aligned to Pennsylvania standards (anchors), and is especially designed with the special needs, interests, and culture of our student population in mind. The instructional program of a student is individually aligned to their skill level. Upon entering the school in ninth grade, all students are tested in reading, mathematics, and science to determine their proper placement. Students who are coming in below grade level in any of these three areas are placed in remedial classes intended to quickly ramp them up to grade level. Students who are coming in at grade level in an area enter into our regularly designed ninth grade program. Students who are coming in scoring above grade level in any area have the option to enter into an honors course. The ninth grade experience has also been augmented with the addition of a Freshmen Seminar course intended to help ease the transition for students

between middle and high school. Through Freshmen Seminar, students receive character development, information on the importance of obtaining a college degree, and the steps involved in choosing an appropriate career. Freshmen Seminar also helps students prepare for the rest of their instructional program at school by allowing them to learn about the curricular majors at Esperanza Academy. Students are also identified during intake as to whether they are at risk of dropping out. Based on educational research there are indicators in middle school that speak to the likelihood of dropping out during high school. If a student has even a single indicator additional supports such as mentoring are put into place.

In their tenth grade year, students at Esperanza Academy have the option to choose from 13 curricular majors. These majors are: entrepreneurship, technology, journalism, teacher education, film, dance, visual arts, drama, voice, liberal arts, engineering, health science, and instrumental music. By choosing a major, students decide to dedicate all of their elective credits toward that major. All curricular majors involve a senior experience, which allows students to do such things as participate in an internship in the community; study with a master teacher in their field; or engage in higher-level independent studies. A student may choose a liberal arts track, which allows them to spread their electives freely amongst the over 50 elective choices in the course catalog.

One of the many ways that the instructional program is designed specifically with our students' skills in mind is our Spanish for Native Speakers program. Since more than 90 percent of our students are Latino, many are also bilingual in English and Spanish. Before taking their first year of Spanish, all students have the option to take a Spanish placement test. If they score proficient level, they may enter into the Native Speakers program, especially designed to develop the reading and writing skills of the proficient Spanish speaker.

Another course especially designed for the student success at Esperanza Academy is the Sophomore and Junior Seminar. In these courses, students receive valuable skill reinforcement to help them perform well on the state standardized exam. In addition, these courses provide students with strategies to help them on the SAT and post-secondary planning.

In addition to elective choices, students may also opt to apply for honors courses in all major subject areas. Currently we have honors sections in the areas of English, Mathematics, Social Studies, Science, and Spanish (Native Speaker) at every grade level. In order to apply, students must receive approval from the appropriate department head. In addition to honors courses, we were approved by the College Board in 2007 to offer Advanced Placement (AP) Calculus, and were approved to offer AP Spanish and AP English Language in the 08-09 academic year. We have plans to extend our AP offerings to United States History and Biology this school year.

Rigorous Instructional Program - Attachments

- Professional Education Approval Letter
- Induction Plan Approval Letter

English Language Learners

The Academy is committed to eliminating the barriers that have prevented many English Language Learners (ELLs) from achieving success in the classroom and the workplace.

The Academy's approach is inclusive whenever possible. Depending on prior semester performance, those who have mastered certain skills will proceed to new material while those requiring additional instruction in given area will be provided the time and support to achieve mastery.

Currently, 18% percent of our students are Limited- English Proficient (LEP). Instruction is provided in English and to a lesser degree in Spanish. The Academy's language support program is comprised of four components: identification, assessment, services, and monitoring.

A "Home Language Survey" (HLS) is completed for every student, thus allowing the Academy to identify students who came from homes where a language other than English is spoken. If a student's HLS indicates that a language other than English is spoken in the home, it triggers assessment of the student to determine if English language support services are necessary. As of 2007 the WIDA Access Placement Test has been used to measure and place English language learners in content areas.

Four levels of language support services are available to meet the needs of the students enrolled. All ESL ELA classes consist of 90 minute blocks year-long. Levels I and II serve those students with the least native language literacy, and no or little English proficiency. Level III is tailored to students who are literate and are close to or on grade level in their native language, but have no English proficiency. Level IV students are those who have native language literacy and basic conversational English, but need English language literacy development with minimal native language support. Level V is a transitional class where ESL students who have gone through the program but have not reach proficiency on the state mandated ACCESS exam. In addition to the five levels of ESL classes, our program will consist of two additional classes that will serve to ease transitions for (ESL) students headed into

mainstream English courses and preparation for the PSSA. A Freshman Seminar class taught by our ESL staff will allow students to work on obtaining skills that will increase their chances of coping in content areas where they are mainstreamed and in need of specific language and abilities to reach proficiency. A Junior Seminar class which will also be taught by the ESL department will concentrate on test readiness and preparation for the states PSSA exam given to all students regardless of abilities. Each ELL is assigned to the English as a Second Language (ESL) teacher who monitors the student's progression throughout the year. The ESL teacher works closely with classroom teachers to accomplish this goal. Additionally, monitoring ensures that the appropriate level of services are provided as a student moves from level to level and assists in determining when services are no longer necessary.

English Language Learners - Attachments

- 2012 ACCESS Report
- AMAO

Graduation Requirements

The current graduation requirements are 28 credits, 100 hours of community service, Senior Project, Proficiency on PSSA Math and Reading exams and completion of a postsecondary plan of action. Currently, all curriculum is aligned to state standards, thereby meeting the graduation requirements set forth in Chapter 4 as it relates to curriculum. Social promotion is an unacceptable practice at Esperanza Academy, therefore students must show a level of proficiency in order to pass and receive course credit. Culminating projects, assuring that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding, are required in all core courses. Students must develop a post-secondary plan that speaks of what they want to do after they graduate from high school. The plan can identify such options as college, military service, or employment. Lastly, the successful completion and presentation of a senior project is necessary to receive a diploma.

Special Education

At Esperanza Academy, special education services are in line with the federal special education law *Individuals with Disabilities Education Improvement Act* (IDEA 2004) as well as the State of Pennsylvania's specific guidelines. The Special Education Department provides classes for those students requiring specifically designed instruction and accommodations at an intensive level. Students are generally placed in these classes in order to provide intensive instruction for very deficient reading and/or math skills. The learning support classes and curriculum are extensive, even to the extent of providing electives within the

format. The classes reflect Esperanza Academy’s curriculum, Pennsylvania Academic Standards and Benchmarks, life skills, and vocational goals based on students’ Individual Education Plans (IEPs). The Learning Support classes are taught by certified Special Education teachers and mirror the regular education content. These classes are student-driven, while addressing the same standards, allowing for a seamless transition into regular education classes.

Esperanza Academy practices inclusive education, and as such, the majority of students with IEPs are accommodated in regular education courses. Students who are in full time regular education courses are often served with a Paraprofessionals who provides support within the classroom in accordance with their IEPs. Content teachers are also provided with extensive professional development to help them make appropriate accommodations for students with special needs in their classrooms. Content teachers, in addition to the special education department, are active members of the students’ IEP process by participating in the planning and implementation process.

Esperanza Academy has been in compliance regarding all appropriate laws and policies. In May 2009, Esperanza Academy successfully completed the cyclical monitoring process. Although there is always room for improvement, the special education is confidence that the students’ needs are being met in accordance with the law and our standard of excellence.

Special Education - Attachments

- Special Education Delivery 2012-12
- Esperanza Academy Special Education Policy 2011-12
- Special Education Annual Public Notice

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Daniel Cote	1.00	Fundamentals of Geography	Esperanza Academy Charter High School	10	Learning Support
Daniel Cote	1.00	Fundamentals of World History	Esperanza Academy Charter High School	8	Learning Support
Daniel Cote	1.00	Fundamentals of World History Block	Esperanza Academy Charter High School	7	Learning Support
Daniel Cote	1.00	US History B Block	Esperanza Academy Charter High School	17	Learning Support
Daniel Cote	1.0	Current Events	Esperanza Academy Charter High School	9	Learning Support
John Klein	1.00	High School Literacy B	Esperanza Academy Charter High School	10	Learning Support
John Klein	1.00	High School Literacy C	Esperanza Academy Charter High School	13	Learning Support
John Klein	1.00	Developmental English Language Arts	Esperanza Academy Charter High School	12	Learning Support
John Klein	1.00	Fundamentals of English LA	Esperanza Academy Charter High School	6	Learning Support

John Klein	1.00 Junior Seminar English 3	Esperanza Academy Charter High School	7	Learning Support
Lynn Haines	1.00 Fundationals of Science	Esperanza Academy Charter High School	13	Learning Support
Lynn Haines	1.00 Geometry B	Esperanza Academy Charter High School	25	Learning Support
Lynn Haines	1.00 Fundamentals of Biology	Esperanza Academy Charter High School	13	Learning Support
Lynn Haines	1.00 Fundamentals of Environmental Science	Esperanza Academy Charter High School	9	Learning Support
Nicole Jordan	1.00 Junior Seminar Math 3	Esperanza Academy Charter High School	15	Learning Support
Nicole Jordan	1.00 Fundationals of Algebra	Esperanza Academy Charter High School	25	Learning Support
Nicole Jordan	1.00 High School Math B	Esperanza Academy Charter High School	19	Learning Support

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Special Education Administrative Assistant	Esperanza Academy Charter High School	1.00
School Psychologist	Esperanza Academy Charter High School	1.0
Special Ed School Counselor	Esperanza Academy Charter High School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Mr. Anthony Webb	School Psychologist/Diagnostician	As Needed
Abington Speech Pathology Services, Inc.	Speech Therapist	16 hours
Staffing Plus	Occupational Therapist	2 hours
Delta-t	Physical Therapist	2 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	Yes	Yes
Study Island Benchmarks in Reading and Math	No	No	No	Yes	Yes	Yes	Yes
Math Level Indicator (AGS)	No	No	No	Yes	No	No	No
Science Placement	No	No	No	Yes	No	No	No
Achieve 3000	No	No	No	Yes	Yes	Yes	Yes
PSAT	No	No	No	Yes	Yes	Yes	No

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

All test scores have a significant impact on curriculum and yearly measurable goal decisions. The constant attention to and modification of curriculum and instruction occurs on an on-going basis. It is not foreseeable that academic goals will change for many years to come as AYP will be forefront in priority. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Various measures are taken to assist in student progress. Some of these are: all incoming 9th graders are given the 8th grade level Study Island Reading Benchmark and placement tests in math and science to determine their appropriate levels and placement in the ninth grade year. School-wide testing occurs four times a year in all classes; a variety of teacher—created assessments are used to measure student progress. We also entered into a partnership with Study Island to administer benchmark testing to all students in grades 9-12 to help us better analyze their current levels and modify our curriculum and lesson planning to address areas of deficiency.

When looking at PVAAS data, our school has shown significant improvement in moving students ahead in both reading and math. Our PSSA scores from 2012 show positive growth in mathematics, but our reading scores plateaued. We are confident that our plans to revamp our Junior Seminar course, and invest more time and resources into progress monitoring tools for our students will help improve our scores in reading and math.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

As part of the plan to address at risk students, Esperanza Academy has implemented two very important programs to assist students in becoming more successful. These programs are “EA’s

Student Incentive Program” and the “Mentoring Program”. The incentive program is design to motivate students to succeed in three specific categories grades, discipline, and attendance. The mentoring program is designed to provide support to students with a mentor that will meet with the students weekly to gage the student’s status and provide direction and support when need it. There continues to be strategies that are in place to see that students who are at-risk of failure and not making reasonable progress are having their needs met through opportunities to receive additional resources and services.

We also continued our “Ninth Period Tutoring” program in which students who are failing a specific subject are required to stay during ninth period in that subject for an extra period in the day. It also serves as a reward and motivator for students to pass all of their classes. We plan to augment our existing Ninth Period Tutoring to include mandated tutoring for those students who do not demonstrate proficiency in math and/or reading on their Study Island benchmark exams.

In the 2010-2011 school year, we began an intensive individualized tutoring program for our students who were not scoring proficient on their benchmark tests in math and reading. We brought in outside tutors and established a lunch-time and after-school tutoring program for those students. We have plans to continue that program this year as well. We are revamping our Junior Seminar class in a way that makes the classes smaller and the instruction more individualized based on students' strengths and weaknesses. Every junior will be assigned to one of our tutors who will monitor their progress closely.

While some items above are non-instructional in nature, all of the aforementioned factors are vital in assisting “at-risk of failure” students. Many of the strategies and services listed above have reduced the failure rate in the past year. Esperanza Academy is a safe environment which makes it more conducive to learning a key factor in having a safe and secure environment has been our Zero Tolerance Policy. The number of incidents involving violence this past year was the lowest in the history of Esperanza Academy. Attendance rates at Esperanza Academy are significantly higher than any other high school serving a similar population. All of this evidence suggests a strong commitment and effective efforts to improve academic performance of Esperanza Academy students that will continue until all students are at the levels determined by NCLB legislation and PA determined proficiency levels.

Student Assessment - Attachments

- 2011-12 PSSA Preliminary Results
- AYP Status 2012

Teacher Evaluation

Esperanza Academy’s teacher evaluation program is designed to ensure that only the best teachers are placed in front of our students. It is recognized that teaching is a dynamic process, and it requires teachers to constantly hone their skills and knowledge. To that end, the evaluation process seeks to provide teachers with as much useful and critical feedback as possible, and the support necessary to develop. Teacher evaluations are informed by classroom observations as well as performance outside the classroom. All teachers are observed multiple times over the course of a school year. Observations are conducted by several administrators and the department head for each content area. In addition, anecdotal information from walk-throughs, data on failure rates, and other areas such as a teacher’s contributions to the school community is recorded. This information is funneled to the two administrators who oversee professional development of teachers. Of key interest in the evaluation process is a teacher’s ability and desire to help students overcome obstacles, to push them towards proficiency, and to create an environment focused on learning.

The Director of Instruction and the Director of Curriculum are responsible for teacher evaluations. Both of the individuals in these roles hold current administrative certificates in the State of Pennsylvania. Evaluations for all other staff are done by their respective supervisors. For example, each administrator provides evaluations for their administrative assistant. All administrators are evaluated by the CEO.

Evaluators of teachers receive on-going professional development through several avenues. One of the most beneficial sources of training is through the PIL classes offered by the State. Additional training is provided by coaching through an educational consultant who stresses effective strategies for urban secondary students. Emphasis is on achieving proficiency in math and reading. Furthermore, evaluators have access to another consultant who has an extensive background in teacher development and supervision.

Teacher Evaluation - Attachments

- Annual Teacher Evaluation
- Teacher Observation Template 2010-11

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Rev. Fred Estrada has served as Board Chair as of July 2010 .

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Rev. Luis Cortes	(Emeritus)
Ms. Carmen Rocha	
Ms. Carmen Torres	Secretary
Rev. Roger Zepernick	Treasurer
Rev. Fred L Estrada	Chair
Rev. John Rice	
Ms. Maritza Rodriguez	
Ms. Rebeca Gonzalez	
Rev. Danny Cortes	
Rev. R. Magaly Martinez	

Professional Development (Governance)

Legal counsel attends Board meetings and trains members on legal, ethical requirements of their position including the sunshine law. The Board of Trustees holds an annual retreat that includes training on the roles and responsibilities of board members. Training also covers charter school legislation, budget and finance issues, accountability and educational programming issues.

Coordination of the Governance and Management of the School

The Board of Trustees meets throughout the year to review progress and set policy. The Board chairperson is in constant contact with the CEO. Board members interact with the CEO and school administration concerning their area of expertise, as needed. Contact is maintained through the School District Charter Office liaison or with other district officials as needed.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting 2012-13 Schedule

Community and Parent Engagement

Esperanza Academy Charter School recognizes that parental involvement increases the opportunity for student success. Parents are welcome at the school on a regular basis to visit classrooms, participate in group meetings, meet with their own child's teachers and administrators, chaperone activities and serve on committees.

Parent/Teacher conferences take place every school year in November and April. Conferences take place from 1:00 pm to 8:00 pm in order to accommodate our parents' various work schedules and encourage participation. Prior to the scheduled conference day, teachers communicate to our office staff the conferences that are crucial due to student performance, attendance etc. Our office staff calls this list of parents and sets up appointments during the designated time. Parents that are not deemed crucial are also encouraged to call in and schedule an appointment for that day. We also accept walk-ins and will make arrangements for a family conference that is convenient to staff, parent and the student if parents are unable to participate on the designated day.

Esperanza Academy provides parents with constant information regarding the curriculum, academic assessments, expected proficiency levels of students, the State's academic content standards, student achievement standards, local assessment and how to monitor a child's progress as well as how to work with the teachers through the following means:

- Ability to access students' grades, assignments, discipline incidents, and attendance through our web based system.
- Quarterly mailings with progress reports and teacher correspondence
- Monthly newsletters
- Webpage information on upcoming events, resources and announcements/achievements.
- Group and individual E-mails/post mailings
- Telephone Calls
- Meetings, presentations, workshops and twice yearly parent/teacher conferences.

To encourage parent involvement we hold several workshops for parents during the school year including a technology training workshop for parents to learn how to access the parents' portal as well as a college access workshop for parents to gather skills and knowledge in college planning,

the college process and financial aid. In addition, we provide workshops based on parent and community interest via surveys sent to members of our school community. Among these special interest workshops are Computer Skills Classes where parent gain and extend their knowledge in Microsoft Office, Excel and Power Point as well as gain base knowledge in social media sites. We also have provided ESL training for parent both in morning and evening sessions.

We hold interviews with parents when their child first enrolls at Esperanza. We offer these parents presentations about our mission, philosophy, course credit structure and how our course majors work. During the school year we meet with parents whose child is struggling in order to monitor progress and come up with interventions. We also have special program workshops for parents to help them pay for college. In times of crisis we offer responsive services to answer community need including family services and referral. The Special Education Department invites parents to meetings to inform them of the services the community has to offer through the offices of social security, vocational rehabilitation, and mental retardation. They also bring presenters in to discuss education interventions parents can provide at home as well as mental health resources.

One of the most rewarding ways that parents can be involved in their child's education is by volunteering at their school. Parents are welcomed to chaperone events and volunteer their service upon obtaining clearances to ensure school safety. Our after school program, which runs from 2:30-6:30pm, is always seeking volunteers to help run the various courses and activities we offer. These range from tutoring, to intramural sports, and even social clubs like the Glee club and Video game club. This after school program is a way to engage our community, students and parents alike.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fund-raisers that have been held this and next year will be; bake sales, pretzel sales and candy sale.

Fiscal Solvency Policies

The Board of Directors may authorize any officer or officers, agent or agents of Esperanza Academy Charter School hereafter called the Academy, in addition to the officers as authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Academy, and such, authority may be general or confined to specific instances. All contracts in excess of \$1,500 must be reviewed and approved by Legal Counsel.

All checks or demands for money and notes of the Academy, must be signed by two officers who are one of the following officers Nueva Esperanza, Inc. President or President's written designee and one of the following officers of the Academy, Chairperson, Treasurer, Chief Executive Officer.

All funds of the Academy shall be deposited from time to time to the credit of the Academy in such banks, trust companies or other depositories as the Board of Directors may approve or designate, and all such funds shall be withdrawn only upon checks signed in accordance with the requirements stated above. All checks and or cash received by the Academy must be deposited within three (3) business days of receipt of such funds.

All funds of the Academy shall be set forth in an Annual Budget. The Academy shall review and approve an annual budget and submit the budget for approval to Nueva Esperanza, Inc. Approval

of the budget by Nueva Esperanza is required prior to the commencement of the budget spending. Non-budgeted expense shall be subject to the prior written consent of Nueva Esperanza, Inc.

Accounting System

The school maintains its accounting records on a computerized system using Quick Books for accounts payable and general ledger. Payroll is processed by ADP. The Pennsylvania Department of Education Chart of Accounts is used in Quick Books. Information is taken from Quick Books and manually entered into the Pennsylvania Department of Education reports. The school's reporting system and accounting policies and procedures comply with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances June 30, 2012

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

WithumSmith+Brown, PC

Two Logan Square

Eighteenth and Arch Streets, Suite 2001

Philadelphia PA 19103-2726

Date of Last Audit: June 30, 2011

Completed: November 18, 2011

Unqualified opinion

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

- Audited Financial Statements June 30, 2011

Citations and follow-up actions for any State Audit Report

No state audit was received during the current school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

The facility is owned by 4261 Corp. and is leased to the school. Various equipment and office furniture was purchased and paid for out of the school's operating budget.

Items	Cost
Various Furniture Items	\$ 5,310.17
Smart boards	\$27,792.33
IPads	\$ 4,657.00

Future Facility Plans and Other Capital Needs

Esperanza Academy (EA) has requested an addition to the current grades which consist of grades 9 through 12th. This extension includes grades 6 to 8, after an extended waiting period for the response of the School Reform Commission has currently approved the new grades. EA will commence the renovation of 70,000 square feet for the school year 2012-2013, to house grades 6-8.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All health and safety requirements are addressed as per municipal, state, and federal regulations. All appropriate certificates demonstrating compliance are currently on file.

The Wellness Policy for Esperanza Academy combines the mission of the school with a strategic plan to promote student wellness through nutrition, nutrition education, physical education, health services and community involvement. This specific plan will be put in place to improve the social, emotional, physical and educational well being of the student body as a whole.

Esperanza Academy's Wellness Policy contains both nutritional and exercise component. In addition to providing foods through the National School Lunch Program or National School Breakfast Programs, nutrition and physical education are also provided for all students as an effort to teach, promote and encourage healthy eating and lifetime fitness.

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

- Wellness Policy
- Request for Reimbursement and Report of School Health Services 2011-12

Current School Insurance Coverage Policies and Programs

The following is a list of organizations and the services they provide:

General and Professional Liability and Umbrella Liability-Philadelphia Insurance Company

Property Insurance- Miller Capital Insurance Co.

Health-Aetna HMO for Dental, Prescription, Vision, Medical & Life Insurance Coverage

Workers Compensation - American Insurance Companies

Current School Insurance Coverage Policies and Programs - Attachments

- Certificate of Insurance 11-12
- Commercial Excess Liability Policy 8/30/2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

For the 2011-12 school year there were 64 professional staff, all of whom are 100% Highly Qualified. Of that number 56 are returning from the previous year (and nine being new faculty for this year). Our staff retention rate for the 2010-11 school year was 91.6%. Our strong retention history is a reflection of the supportive working environment of Esperanza, as well as a reflection of the mission-driven staff we seek to hire and retain. Of the teachers who did not return from 2011-12 to this year, most were due to personal reasons.

Quality of Teaching and Other Staff - Attachments

- 2011-12 LEA Staff Profile and ACS
- HQT, Course Instructor and Course Enrollment ACS 2011-12
- 2011-12 PDE 414

Student Enrollment

Interested students/parents fill out an initial application form for admission to Esperanza Academy. After its' submission, students are then placed into a lottery which they would then have the opportunity to be picked and become a student at Esperanza Academy. Once selected, an enrollment packet is to be completed and returned in a timely fashion. As part of the enrollment process students and parents are interviewed by a school administrator.

The school year began with 775 students, with 766 completing the school year. However, midyear Esperanza Academy takes in students as a result of attrition which at the end of the year could amount to be a greater number than that which we started with. Many students leaving Esperanza Academy have expressed the school's strict behavior expectations but "change of address" has been the primary motivator for withdrawal. Students return

primarily because of the structure and safety provided and high behavioral and academic expectations.

Admissions and Lottery System

Open enrollment is conducted annually to fill places made available by withdrawing and graduated students and to determine placement on the wait list for the forthcoming year. The Open Enrollment period lasts for two weeks and is set annually by the Board. Each year, applications will be printed by the school and made available to all parents who request them. Applications will also be posted on the school's web page.

The application form will not request information relative to race, parents' place of employment, or social security number. The application does not ask for any information pertaining to the student's educational placement or status. Open Enrollment Period will be advertised on the school's web page, parent newsletter and in daily announcements. All applications received by the school will be stamped with the date of receipt. All completed applications will remain at the school. If oversubscribed, the school will follow the Public Lottery Procedures to determine acceptances and to establish the order of the waiting list. All applicants are required to submit an application each year (even if an application was submitted in the prior year). All applications received during Open Enrollment are placed in the Lottery.

For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as the blind drawing of numbered tickets from a container. The numbering of tickets corresponds to the number placed on the application by office staff once the application is received. Lotteries are conducted by grade level respective of spots that are announced as available in a given grade. All applications received during Open Enrollment are placed in the Lottery. The only exception to this is for siblings of current Academy students. The sibling of any applicant enrolling under sibling preference must be enrolled in order for sibling preference to be in effect. An applicant sibling of an accepted Applicant applying for the same academic year in a grade that is open for admission may also receive preference. The amount of siblings being accepted is subtracted from the available spots for a given grade. That number represents the total of available spots to be chosen from for the lottery for given grade. Tickets will be sorted by grade and put into a single container by grade. Every lottery is witnessed by various stakeholders and is filmed for accountability purposes. Once the tickets are matched with names on student applications contact is made with the parent/guardian and the enrollment process begins. Students not chosen in the lottery are contacted and informed of their status on the wait list. The lottery documents (tickets and applications) are archived within the Office of the Registrar. The Academy has an open application system that allows students to apply outside of the open enrollment period as well.

Wait List Procedures

A complete list of students who have applied for a current year that were not chosen in a lottery make up the wait lists for each grade. Once an applicant is placed on a wait list they are contacted and informed of their status. If

additional lotteries are scheduled, students are placed back into the lottery if the number of applications exceeds the available slots. Once all open places have been filled by grade, the remaining applicants are placed on the wait list by grade in enrollment number order. All applications received after Open Enrollment will be accepted on a "First-Come, First-Serve" basis and will be added to the end of the wait list in the order in which they were received by the school.

The wait list for any given school year will be maintained for that school year until the last day of school in that year. Students who decline admission will be removed from the enrollment and wait list. Families who decline their seat(s) for admission forfeit their right to enrollment at NEA. If the family wishes to be considered at a later date after enrollment is declined, the student applicant will be placed at the bottom of the wait list for that grade.

Withdrawal, Transfer, and Expulsion Procedures

Students transferring out of Esperanza Academy to another school will be required to complete a Release of School Information Form to be sent to the student's future school. Esperanza Academy will provide copies of the students' records to the new school or parent only, but the student's original cumulative folder will be maintained by Esperanza Academy.

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent or legal guardian at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the main office. On the student's last day, the withdrawal form must be presented to administration. A completed copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. A student who is 18 or younger, who is married or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Expulsion is defined as "the removal of the right and obligation of a student to attend the Academy under the conditions set by the Board." The Chief Executive Officer will have final authority in recommending the expulsion of a student to the Board and whether a student who has been expelled may be allowed to return to school, and, if so, under what terms and conditions. If a student withdraws from the school before suspension or expulsion action, the student may be permitted to reapply to the school for admission on terms and conditions set by the CEO. No time limit will be established for the time between the withdrawal and the reapplication for admission. If a student is withdrawn pending disciplinary action, the student's readmission to Esperanza Academy will be subject to a disciplinary hearing on the suspension or expulsion matter. If a student is expelled from the Academy, he/she may not return to the Academy and must, if 17 years or younger, enroll in another high school. A student under a pending expulsion action for weapons or drugs will not be permitted to withdraw.

Esperanza Academy will permit a parent or guardian of a student to withdraw a student facing expulsion from Esperanza Academy. A parent or guardian may

also withdraw a student at any time prior to a decision to suspend or expel a student. The disciplinary procedures and standards shall be applied to the hearing.

Steps and Procedures for Expulsion:

1. The Director of Student Development may recommend expulsion of a student to the CEO.
2. The CEO may recommend expulsion to the Board of Trustees.
3. The Board of Trustees makes decisions to expel a student.
4. Notice of expulsion charges must be sent to the parent/guardian in writing. Notice will be given of the intent to expel with no less than 72 hours notice and the time and place of the hearing with the Board of Trustees. Parents may waive the right to 72 hours notice in the interest of expediting the case.
5. Student has the right to a hearing before the Board of Trustees.
6. Student has the right to counsel.
7. Student has a right to speak and produce witnesses
8. Student has a right to question witnesses.
9. Decision of the Board of Trustees is the final decision of the school.
10. Student/parent or guardian can appeal this decision to the courts.

Enrollment of Students

According to Act 22 of 1997, a charter school shall enroll students who chose to apply and are residents of the school district or participating districts. Nonresident students may also be enrolled with first preference given to resident students. Capacity issues will be settled by the use of a lottery. Discrimination is prohibited in admission decisions. Esperanza Academy strictly adheres to Pennsylvania Charter School law in its admissions procedures.

There are currently no supporting documents selected for this section.

Transportation

Students who live 1.5 miles from school were granted a free weekly bus pass. Any student that had an Individualized Education Plan (IEP) requiring special transportation arrangements were appropriately accommodated.

Food Service Program

This year marks EA's fourth year of self-operating its cafeteria. Five years ago, the school was granted universal status under the National School Lunch Program (through the School

District of Philadelphia) because of the high numbers of students who qualify for free and reduced meals. Unfortunately, once we decided to self-operate, we lost the universal status and had to begin using the lunch program application.

At the beginning of the school year, we solicited lunch applications from students and also used Compass to determine student eligibility. As of the end of this school year, we had 605 students eligible for free and reduced meals and the remaining paid for their lunch.

Student Conduct

Esperanza Academy subscribes to a very strict set of expectations regarding student's behavior. The adoption of a strictly enforced Zero Tolerance Policy has significantly reduced the number of violent incidents. All policies and practices contained in the Code of Conduct are reviewed by legal counsel as to their compliance with Chapter 12 and 13 of the Public School Code.

For the 2011-12 school year we have 183 Suspensions and 5 Expulsions.

Student Conduct - Attachment

- Code of Conduct 2011-12

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Esperanza Academy Charter High 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
2011 - 2012 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 Esperanza Academy Charter High 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: David Rossi **Title:** Mr.
Phone: 215-457-3667 **Fax:** 215-457-4381
E-mail: drossi@neacademy.org

Signature of the Chief Executive Officer and Date

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

Name: Fred Estrada **Title:** Rev.
Phone: 215-457-3667 **Fax:** 215-457-4381
E-mail: casaestrada49@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Margarite Pierre-Baril **Title:** Ms.
Phone: 215-457-3667 **Fax:** 215-457-4381
E-mail: mbaril@neacademy.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance for Compliance with the Public Official & Employee Ethic 2011-12
- Assurance for the Operation of Charter School Services and Programs 11-12