

Esperanza Cyber CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

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

Phase:	Phase 2
CEO Name:	Jon Marsh
CEO E-mail address:	jmarsh@esperanzacybercs.net

Governance and Staff

Leadership Changes

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

At the Annual Board Retreat on August 1, 2019, Mr. Danilo Diaz resigned his position on the ECCS Board. At the same meeting the Board of Trustees appointed Dr. Jon Marsh the Chief Executive Officer.

At the October 10, 2019 Board meeting the following three members were added to the Board of Trustees.

1. Carmen Infante, Team Lead for WIOA at the North CareerLink,
2. Jorge Calixto, Director of Instruction at The Academy
3. David Hurtado, Director of Media and Technology at the College

Board of Trustees Meeting Schedule

Location	Date and Time
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	8/1/2019 9:00 AM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	10/24/2019 4:00 PM
301 W. Hunting Park Avenue, Philadelphia, PA 19140, library	12/12/2019 4:00 PM
4261 N 5th St Philadelphia, PA 19140, Conference Call From Middle School Conference Room #121	1/30/2020 3:30 PM
ZOOM	2/27/2020 3:30 PM
ZOOM Special Board Meeting	4/23/2020 1:00 PM
ZOOM	4/23/2020 3:30 PM
ZOOM	6/11/2020 3:30 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00					1.00
Principal	2.00	1.00				2.00
Assistant Principal	0.00					0.00
Classroom Teacher (including Master Teachers)	34.00	26.00			4.00	30.00
Specialty Teacher (including Master Teachers)	1.00	1.00				1.00
Special Education Teacher (including Master Teachers)	6.00	4.00			3.00	7.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	2.00	2.00				2.00
Psychologist	0.00					0.00
School Nurse	0.00					0.00
Totals	47.00	35.00	0	0	7.00	44.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

There have been no major fundraising activities performed during the 2019-2020 school year.

Fiscal Solvency Policies

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

There have been no changes to policies and procedures.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

There have been no changes to the accounting system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm:	WithumSmith+Brown
Date of Last Audit:	10/17/2019
Fiscal Year Last Audited:	2018-2019

Explanation of the Report

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

This narrative is empty.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

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

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

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

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
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Counseling	350 Minutes	Outside Contractor	25
Occupational Therapy	1 Days	Outside Contractor	10 or fewer
Speech	403 Minutes	Outside Contractor	11

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

08/10/2015

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

No file has been uploaded.

Special Education Personnel Development

Special Education: Effective Practices for my General Education Classroom

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

Person Responsible	Carolyn Beitzel
Start Date	9/13/2019
End Date	12/2/2019
Program Areas	Special Education
Hours Per Session	15.0
# of Sessions	1
# of Participants Per Session	30
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
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.
For school or LEA 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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Online-Asynchronous
Participant Roles	Classroom teachers

	School counselors New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 20	48	1
Justification: The program teaches students in Middle and High school students.				
Locations:				
ECCS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	6	1
Locations:				
Esperanza Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 20	20	1
Justification: The program teaches students in Middle and High school students.				
Locations:				
Esperanza Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 20	20	1
Justification: The program teaches students in Middle and High school students.				
Locations:				
Esperanza Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Facilities

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

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

No acquisition of facilities, furniture, fixtures, or equipment during the last fiscal year.

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

\$0.00

Facility Plans and Other Capital Needs

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

The cyber school's enrollment has increased significantly, and the present footprint is not large enough to house additional staff. The current space is approximately 6,320 square feet, and the school temporarily rented an additional 1,400 square feet for the 2019-2020 school year. This space was used for temporary workspaces for nearly 15 school staff. For the upcoming school year 2020-2021, ECCS is constructing a new area in the same building for our team on the first floor, which will be completed by the end of October 2020.

Memorandums of Understanding

Organization	Purpose
ELECT Program	November 17, 2018 - June 30, 2019 Implementation of the ELECT program to support pregnant and/or parenting teens staying in school.
Philadelphia Police Department	June 10, 2019 Establishing procedures to follow when incidents occur on school property, during school-sponsored events, and as described by the Safe Schools Act.
Project Go School Attendance Support	November 21, 2019 Sets forth the duties and responsibilities of the Philadelphia District Attorney's Office School Attendance Support Unit and the school to implement the Project GO School Attendance Program.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Magaly Martinez Rosa on 8/31/2020

Board President

Affirmed by Jon Marsh on 8/25/2020

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Magaly Martinez Rosa on 8/31/2020

Board President

Affirmed by Jon Marsh on 8/25/2020

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Magaly Martinez Rosa on 8/31/2020

Board President

Affirmed by Jon Marsh on 8/25/2020

Chief Executive Officer

Charter Annual Background Check Affirmation

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

Affirmed by Magaly Martinez Rosa on 8/31/2020

Board President

Affirmed by Jon Marsh on 8/25/2020

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

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

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

Affirmed by Magaly Martinez Rosa on 8/31/2020

Board President

Affirmed by Jon Marsh on 8/25/2020

Chief Executive Officer