

Introduction

Nueva Esperanza, Inc. (“Esperanza”), a Hispanic, faith-based community development corporation located in the low-income Philadelphia neighborhood of Hunting Park, requests that the U.S. Department of Education Charter Schools Program (CFDA 84.282E) consider a grant of \$1,250,000 over five years to help us expand our highly successful Esperanza Academy Charter School (EACS) from grades 6 through 12 to include the elementary grades (K-5). We began this process during the 2017-18 academic year by launching a first grade, and over the next five years, we will gradually increase elementary enrollment to include a full complement of elementary school students. With a complete K-12 pipeline in place, we are confident that EACS will reach new academic heights, as students start their school careers in a supportive and challenging educational environment and enter their middle and high school years prepared to learn at grade level.

Competitive Preference Priorities

Competitive Preference Priority 1 – Supporting High-Need Students

EACS’ elementary school expansion project is designed to increase access to educational choice and improve academic outcomes and learning environments for two categories of high-need students: English Learners and Children with Disabilities. These two sub-groups already make up a significant percentage of the student population at EACS. Our student body is approximately 96% Hispanic/Latino, and 23% of our students are English Learners, with the vast majority speaking Spanish as their primary language. In addition, 18% of our current students struggle with learning disabilities. Our elementary school will provide a welcoming environment for English Learners and Children with Disabilities.

EACS will initially identify potential ELL students from the Home Language Survey (HLS) data obtained from the student's application for admission. The HLS is given once during a child's school years and remains on file until graduation. If the language spoken at home is anything other than English, more data is collected from a review of all application documents. This investigation includes an interview with the student's parents, as well as a review of report card and other test score data. If the student is coming from the School District of Philadelphia (SDP) the CASTOR information system is accessed and searched for ELL data. The information, if available, is in the student description report (#12) and contains any ELL information, which could include the amount of time the student has been enrolled in a United States (US) school, any ELL testing data, and the student's country of origin.

The philosophy of the EACS ESL Program is to ensure that all ELL's have access to high quality instruction that provides access to the general education curriculum. ELL students will develop academic language proficiency ensuring future success in middle and high school and American society. EACS meets these ambitious goals for their ELL students by providing them with intensive English language and literacy instruction in the four communication domains: reading, writing, speaking, and listening. Like our special education program described above, the ESL program will involve pull-out, push-in, and co-teaching strategies in order to best meet the needs of the students.

EACS is committed to ensure that our mission encompasses every student regardless of their academic, social, behavioral or physical abilities. The special education program will be designed around the successful model in place at EACS. Every student is a unique, diverse learner and the IEP team, per input from all team members, data collected by instructional staff, observation, and both formal and informal formative assessment, creates a plan of instruction.

IEP goals and the related instruction is based on the Pennsylvania state and Common Core standards. While some students with disabilities will not be eligible for special education, EACS has a process in place to create, coordinate, and review Section 504 plans for students with special circumstances. This work is done in collaboration with our school nurse, guidance counselor, special education staff, and parents.

At EACS, we believe that keeping students engaged and successful includes reaching out to parents to partner with administrators, teachers and other staff. All parents are encouraged to be active in the life of our school. The special education staff provides specific outreach, training, communication and supports to parents and caregivers of students with disabilities. Every parent of an eligible child receives a copy of the Pennsylvania *Parental Rights in Special Education*, produced by Pennsylvania Training and Technical Assistance Network (PaTTAN) for the Bureau of Special Education.

EACS will hire and train staff to work with students with disabilities, both in and out of the general education setting. We will utilize some pull-out strategies for students requiring that level of support, but staff members are encouraged to push-in to the general education classroom setting to support students with special needs. General and special education staff are also encouraged and supported in the successful art of co-teaching. EACS, like many schools, believes that having a special educator in a general education setting will provide much needed supports to students at risk, or who may be considered “thought to be eligible”. In addition, our special educators will work closely with general education teachers to understand supplemental aids and services, and accommodations described in a student’s IEP. EACS’ special educators also work as a team to identify possible adaptations or modifications to our rigorous curriculum, so that all students can actively participate and be successful.

Competitive Preference Priority 2 – Dual or Concurrent Enrollment Programs

Although EACS is applying to expand by adding grades K-5, in which dual enrollment would not be a feasible option, dual enrollment programs have always been a significant part of our school culture. Esperanza partners with Eastern University to operate Esperanza College, a branch campus of the University, giving our high school students ready access to college courses just a short distance from their classrooms. We have experimented with several dual enrollment options in which juniors and seniors at EACS take courses at Esperanza College that give them a head start on college-level learning, or enable them to complete valuable career certifications by the time of their high school graduations.

In addition, all EACS students, regardless of their participation in a dual enrollment program, are required to select an academic major at the end of eighth grade and, similar to college, take a series of courses to develop skills, build knowledge, and gain a real-world understanding of careers in that field. Students select from 13 major programs including: visual arts, dance, drama, film, instrumental music, voice, technology, entrepreneurship, teacher education, journalism, engineering, criminal justice, and health sciences. This experience makes students more competitive in the job market and in college applications; helps them develop skills, interests, and passions; allows them to discover and develop their talents; and grows their self-confidence. This aspect of EACS makes it unique and will spiral down to the new elementary grades through the integration of STEM, the Humanities, and the Arts into core subject areas and intentional exposure of students to a variety of fields of study and careers.

Competitive Preference Priority 3 – Single School Operators

Although Esperanza founded two charter schools, Esperanza Academy Charter School and Esperanza Cyber Charter School, we only operate and seek to expand one *physical* charter

school. EACS began as a high school, later added grades 6-8, and now has begun the multi-year process of expanding to include the elementary grades K-5. In contrast, Esperanza Cyber Charter School is primarily an online learning platform designed to serve those students who are not able to succeed within a traditional school environment.

Selection Criteria

i) Contribution in assisting Educationally Disadvantaged Students

The central goal of EACS is to expand educational opportunities for the educationally disadvantaged students who live in the neighborhoods surrounding our campus in North Philadelphia. These neighborhoods are low-income, primarily Hispanic and African American, and have a large immigrant population that does not speak English proficiently. Currently, educational options for young people in these communities are limited: The three closest elementary schools to the EACS campus are McClure Alexander, Cayuga Elementary, and Bayard Taylor. These schools have less than a third of students proficient or advanced in mathematics and reading. EACS' elementary will add a more effective school model to this mix; a school rich in culturally sensitive experiences with broad community support; a strong focus on academic achievement; targeted individualized instruction; and developed on the successful EACS model. Esperanza has canvassed the community and appeared at local events to recruit families for the elementary, and we received hundreds of pre-enrollment forms for the 138 first grade slots that were available beginning with the current academic year.

Esperanza's and EACS' educational philosophy is that all students can succeed. The educational philosophy is a result of more than 20 years of working in and with the North Philadelphia and Latino community. Community residents have been plagued by a 48% graduation rate and a household income that falls 45% below Philadelphia's median. In addition,

59% of 18-year-olds in this community do not graduate high school. Under/unemployment and inadequate education have created significant barriers in achieving lifelong success. EACS seeks to address issues that are caused by systemic poverty and under-education through our expansion to the elementary grades. When fully implemented, the elementary will help break the cycle of poverty and under-education through its educational mission of helping students find a successful path from school to college or career.

Drawn from six principles reported in the well-regarded study on Latino youth and education, *Why Some Schools with Latino Children Beat the Odds, and Others Don't* our philosophy includes:

1. Every member of the school maintains a clear focus on student outcomes; we believe that all children can be successful in school and life.
2. Through the use of multiple metrics and continuous assessment of growth and factors that inhibit growth those analyses will inform the development of individualized instruction; we believe in data telling the story of improved outcomes as the ending.
3. The school leader maintains a strong focus on student success; we believe in leadership that pushes forward regardless of barriers or obstacles in the way.
4. Accepting that every effort is tried until it fails, and every failure informs success; we believe that the consistent message of every eye on student outcomes will show progress.

In order to accomplish the above, EACS is committed to providing a highly qualified, effective administrator to guide the school; highly qualified, effective teachers to guide the classroom; and a school environment that is welcoming and inviting in order to provide an atmosphere of engagement and risk-taking.

EACS will be the school that “beats the odds” by showing consistent growth and academic proficiency for all elementary students, enabling them to transition smoothly into the EACS middle school. The dedicated vision of EACS is to prepare students for on-grade level understanding and skills by the end of their 5th grade year using a Common Core-aligned curriculum. EACS is designed to serve Latino and other urban youth and stimulate their educational journey towards either professional success or college matriculation, with early education and exploration of career opportunities in STEM, the Humanities, and the Arts. EACS will foster this vision through:

- Providing a safe and secure environment staffed by 100% highly qualified and Pennsylvania certified teachers.
- Providing a comprehensive, culturally relevant, standards-aligned curriculum.
- Developing individualized student instruction based on academic needs.
- Providing specialized instruction for the English Language Learner and exceptional students (special education and gifted).
- Exploring 21st century skill development within a blended learning environment.
- Exposing students to careers and higher learning in STEM, Humanities, and the Arts to generate interest in the college or career paths post high school graduation.

EACS will find success in educating elementary students identified as at-risk through a variety of initiatives that build on our own success with middle school and high school students. For example, according to recent data, about 70% of Philadelphia’s students finished high school in six years. In contrast, EACS experienced a graduation rate of 94% and a dropout rate of less than 1% over the same time period. Furthermore, 97% of EACS high school graduates are accepted to college. EACS has developed a successful program to identify, monitor, and support

students identified as at risk that has significantly impacted the number of students it graduates. These monumental successes and the learnings associated with them will be transferred and integrated into EACS's curriculum and support methods.

Historically, students who have enrolled in EACS have been one to three grade levels behind their peers located in other parts of the city. EACS does not expect to find a different student population in the elementary grades. Understanding that students who enroll in the school will have greater gaps in academic achievement an intervention program will be initiated. The goals of the intervention classes are to provide our students with individualized attention to their specific learning needs in math and reading. Data is used both to intervene and remediate struggling learners and to advance and enrich the learning of our gifted students. EACS plans to use a three-tiered system for math and reading intervention. The program is flexible enough to be used in a single class period with whole group instruction and station rotation, or in extended or double period classes.

The EACS reading program, for example, is designed to close the gap early so students are ready and proficiently reading by third grade and is based on the research model of gradual release, where students gain understanding and confidence as readers as they move from a scaffolded, guided environment to independent reading. Embedded assessments allow teachers to analyze student performance and identify if students are on track or need a higher intervention. The program provides individualized instruction and a multi-model curriculum, using adaptive technology. Learning objects are built on a platform that supports universal design enabling students with disabilities to access the instructional content. There are embedded language goals in each lesson, scaffolds to improve writing, second language support and multi-cultural content to support the learning needs of the English Language Learner

Intervention classes for struggling students will involve small groups working to improve math and reading skills, identified by benchmark assessments and data analyzed by teacher teams in order to develop data-driven instruction that is differentiated according to students' strengths and weaknesses. EACS will use an aggregated data warehouse, to help teachers and administrators identify students in need of additional supports for remediation and enrichment.

ii) Quality of the Project Design

EACS' elementary will capitalize on the success model exhibited in the historical outcomes of EACS and create demonstrable goals regarding our commitment to academic excellence and continuous improvement, including goals for academic proficiency, closing the achievement gap, fostering a positive culture and climate, and building internal and external relationships. Through the identification of practices that can improve student outcomes and the persistent application of these practices, measurable outcomes are outlined by four goals seen below in section 4.a.i that will infuse an attitude of continual improvement through the entire school. EACS can ask of itself "To what extent are we raising the bar for all students?" In order to ensure these principles are at the forefront of all processes at the school, the following academic goals have been identified:

Goal 1: Rising Achievement – Ensure rising achievement for all students on standardized tests and other performance measures that go beyond district and state standards.

- Students when enrolled in Kindergarten will be reading at grade level by the third grade.
- Students when enrolled in Kindergarten will be on grade level in mathematics by the third grade.

- Students will show 70% growth on all benchmark assessments from school-year entry to end-of-year.
- In all grades students will master core curriculum with a grade of 70% or better.
- 100% of students will participate in state standardized tests each year.

All students who are expected to take the PSSA during the first-year enrollment will be measured by PVAAS as baseline – no growth targets can be measured because there is no data from preceding years available. Thereafter, 2nd year students (in the first year eligible to use PVAAS data to show growth) will show evidence that the school has met the standard for growth and in the 2nd year will show moderate growth in mathematics and reading. By year 3 of testing data will show significant growth in mathematics and reading.

EACS has created a unified assessment plan that explains how the school will measure and evaluate performance and progress of individual students, student cohorts, and the entire school. These measurements will occur throughout the year and are shared with students, teachers, and parents. The plan includes testing windows for state PSSA exams, along with local benchmark assessments every quarter and the data strategies outlined below.

Student outcomes are at the forefront of everyone involved in the school. Hence, school leaders and school board members are provided data in real time through the ability to access the data warehouse provided by NESSO (currently used at Esperanza Charter Schools to effectively track progress towards student outcome goals). School leadership and school board members have the ability to intervene in real-time when progress towards a particulate goal is determined not to be on target. All school leadership meeting agendas are developed through the lens of school goals and a data report is always presented at each school board meeting.

Goal 2: Eliminate the Achievement Gap – Ensure achievement gaps for all students are closed within three consecutive years of enrollment, exceeding the state requirement.

- All students will exceed the benchmark for success defined by PDE as closing one-half of the achievement gap over a six-year period in Math, Reading, and Science for all historically underperforming students.

EACS students will close their achievement gap in two to three years when consecutively enrolled in the school. The measures put in place to address Goal 1 will also ensure that Goal 2 is achieved in a timely manner.

Goal 3: Responsive Education - Prepare each student to succeed in a diverse, changing world through instruction, highly qualified teachers, a responsive positive culture and climate, and other school experiences responsive to each student’s talents, interests, and challenges.

- Employ 100% highly qualified teachers with PA certifications.
- Increase attendance rate for the school year based on the previous year’s data.
- Meet or surpass attendance goal of 95%.
- Maintain schoolwide chronic attendance lower than 80%.
- Students will meet or surpass behavior goals by not having more than two mild infractions per year.
- 100% of fifth grade students will transition to 6th grade on time.

EACS will prepare each student to succeed in a diverse, changing world through instruction, highly qualified teachers, a responsive positive culture and climate, and other school experiences responsive to each student’s talents, interests, and challenges. All teachers will be rated highly qualified as defined by NCLB and guidance from the Pennsylvania Department of

Education (PDE) and hold at least a bachelor's degree, demonstrate subject matter competency for the core content area they teach, and at least 75% of teachers hold a valid PA teaching certificate (not an emergency permit). All other staff will be rated highly qualified by holding appropriate credentials and experience. Teachers will earn annual ratings to gauge satisfactory progress. As measured by inviting classrooms, inviting hallways, and an overall positive feeling of welcome and belonging to a school community, all students and staff will take pride in their school, their work, and in their development of strong relationships with each other. EACS recognizes the critical nature of monitoring on time promotion from 5th to 6th grade in order for students to experience a successful transition from elementary to middle school.

Goal 4: Effective Relationships – Build effective relationships with parents and the community to foster active support and participation in the education of students; and to build relationships with students to foster ownership of learning.

- Leadership communication to parents and students once monthly in the form of a bilingual newsletter.
- Leadership communication to staff in weekly email updates.
- Teacher communication with parents in daily reports as needed, and in the Friday Folder News.
- Quarterly surveys of students, parents, and staff.
- Monthly parent meetings hosted by family and community staff.
- 100% of parents will have access to training concerning the student information system and online parenting materials.
- Foster reciprocal relationships with students recognizing the importance of ownership of learning

EACS will utilize 19 different assessments to measure both proficiency and progress towards goals school-wide, classroom-wide, and individualized to each student. Descriptions of these assessments along with a table outlining the scheduling of the assessments and thresholds for interventions can be found in Attachment 4: Assessment Plan. The assessments planned for use include:

1. Dynamic Indicator of Basic Early Literacy Skills (DIBELS, K-3)
2. Group Mathematics Assessment & Diagnostic Evaluation (G-MADE, K-2)
3. Group Reading Assessment and Diagnostic Evaluation (G-RADE, K-5)
4. LoTi HEAT, K-5
5. Acuity for Reading, Math, and Science, K-5
6. Study Island PSSA Benchmark Assessments, Reading, Math, and Science, 3-5
7. Response to Intervention (RtI) program that aligns with the ELA curriculum
8. PSSA Reading, 3-5
9. PSSA Math, 3-5
10. PSSA Science, 4
11. PASA in Reading, Math, Science, as needed
12. W-APT for ELLs
13. ACCESS for ELLs
14. Wide Range Achievement Test (WRAT, K-5)
15. Assessments to determine eligibility for the Gifted Program
16. Assessments to determine other types of educational placements and/or services, usually performed by a school psychologist
17. Curriculum-Based Measurement in Reading across Grade Levels

18. Curriculum-Based Measurement in Mathematics across Grade Levels

19. Classroom-based Assessments

iii) Quality of Project Personnel

In expanding to the elementary grades, EACS is building on the strong staffing foundations that have already been established in grades 6-12, and augmenting the existing team with elementary-specific administrators and instructors. Below are descriptions of the key administrators at EACS who will oversee the elementary expansion, along with lead staff people from Esperanza who will assist in the expansion process. EACS of course also believes that recruiting and retaining high quality teachers is essential for the success of a school and its students. We will implement an instructional staffing model that is student-centered, focuses on the whole child, and is designed to maximize student outcomes.

Overseeing the entire EACS operation is Chief Executive Officer David Rossi, who has a long history of running great schools in both the public and private systems. Mr. Rossi has been with EACS for 15 years, and has guided the school through its growth from a small high school to the current enrollment of 1,435 students in grades 6-12 and 138 students in grade 1. His resume is attached in Appendix B.

Leading the new elementary grades is Director of Instruction Kim Chung, who has 20 years of experience teaching and designing cutting-edge curriculum for children from non-English speaking homes. Ms. Chung holds a Bachelor's degree from the University of Pennsylvania, a Master's degree in Elementary Education from Temple University, and has a Principal's Certification from the University of Pennsylvania's Graduate School of Education. Ms. Chung's resume is attached in Appendix B.

Guiding development of the elementary curriculum is Director of Curriculum Lori Schwartz-Walinsky, who has been with EACS for 17 years, as both an instructor and administrator. Ms. Schwartz-Walinsky has helped to select Houghton Mifflin Harcourt's *Journeys* English Language Arts curriculum, Scott Foresman's *Investigations* mathematics curriculum, Houghton Mifflin Harcourt's *ScienceSaurus* science curriculum, and Houghton Mifflin Harcourt's *Social Studies* curriculum. She holds a Bachelor's degree from the University of Pennsylvania, a Master's in Education from Temple University, and a Principal's Certification from Eastern University. Ms. Schwartz-Walinsky's resume is attached in Appendix B.

Running our programs for English Learners is ELD Coordinator Karen Sergovic, who has been a faculty member at EACS since 2003, and has led our ELD programming for six years. She holds a Bachelor's degree from the University of Delaware, a Teaching Certification from West Chester University, an ESL Program Specialist Certification from Eastern University, and a Master's degree in TESOL from West Chester University. Ms. Sergovic's resume is attached in Appendix B.

Alicia Barrera-Mojica serves as Director of Operations for EACS, a role she has held for 10 years. Ms. Barrera-Mojica manages everything from strategic planning to systems development to financial planning at the school. She holds a Bachelor's degree in Business Administration from the New England College of Business and Finance, and is working on a Master's degree in Business Administration from Temple University's Fox School of Business. Ms. Barrera-Mojica's resume is attached in Appendix B.

The Rev. Luis Cortés, Jr. is the Founder and President and Esperanza, the nation's largest Hispanic, faith-based Evangelical network. Under his leadership, Esperanza has not only created EACS, but has launched numerous programs to address the social and economic needs of low-

income Latino residents in Philadelphia and around the country. Rev. Cortés holds a Bachelor's degree from City College of New York, a Master's of Divinity from Union Theological Seminary, a Master's degree in Economic Development from Southern New Hampshire University, and Doctorates in Divinity from Moravian Theological Seminary and Palmer Theological Seminary. Rev. Cortés' resume is attached in Appendix B.

The Rev. Danny Cortés is Executive Vice President and Chief of Staff at Esperanza. He oversees the interrelated operations of our diverse programs, including EACS, which he helped to launch as Chief Administrative Officer. Prior to joining Esperanza/EACS in 2000, he served as Program Officer for the Religion Program at the Pew Charitable Trusts for nine years, where he managed the distribution of millions of dollars in charitable donations. Rev. Cortés holds a Bachelor's degree from Eastern College and a Master's of Divinity from Eastern Baptist Theological Seminary. Rev. Cortés' resume is attached in Appendix B.

William Hopkins is Senior Vice President of Finance and Chief Financial Officer at Esperanza, a role he has held for six years. Mr. Hopkins oversees all financial tracking, planning, and record-keeping for Esperanza and its affiliated agencies, such as EACS. He joined Esperanza after a long career in the banking industry and both nonprofit and government finance. Mr. Hopkins holds a Bachelor's degree in Business/Economics from the University of Pittsburgh. His resume is attached in Appendix B.

Walter Toliver, Esq. is Senior Vice President and General Counsel for Esperanza. He handles all legal and contractual matters for the organization and its affiliated agencies, such as EACS. He joined Esperanza in 2014, after 19 years in private legal practice, with a specialty in nonprofit development projects. Mr. Toliver holds a Bachelor's degree from the University of

Pennsylvania and a Juris Doctor degree from Villanova University. His resume is attached in Appendix B.

Gregory Bockman is Vice President of Human Resources at Esperanza. He leads a four-person department that is in charge of managing the hiring process, employee benefits, and human resource issues for the entire organization and its affiliates, including EACS. A staff person at Esperanza since 2014, Mr. Bockman worked for more than 20 years as a human resources professional at a wide range of for-profit and non-profit organizations. He holds a Bachelor's degree from Slippery Rock University and has completed some coursework toward an Master's in Business Administration from Temple University's Fox School of Business. Mr. Bockman's resume is attached in Appendix B.

iv) Quality of the Management Plan

The charter for Esperanza Academy Elementary School was approved in 2016 and a planning year commenced for a 2017-2018 first-year school enrollment of 138 students in first grade. The school's focus is on providing an education around the needs of the whole child who is believed to have the talent and ability to succeed, regardless of academic ability or socio-economic status. The school opened in September 2017 with 138 first grade students, most of whom were at a pre-reader level, as many did not attend a formalized Pre-K or Kindergarten program. As expected and aligned to the school founder's, Nueva Esperanza Inc. mission, the school has enrolled 95% Hispanic children of which about 30% are English as second language students with a significant component of non-English speakers and about 12% have special needs. All students are eligible for free and reduced lunch. The expansion of the school to its full enrollment of 800 students by 2020 will realize the connection of an educational pipeline for underserved students starting in Kindergarten through graduation.

Esperanza Academy Elementary School opened its doors in 2017 in a small, leased space for first graders with 20 school staff, all led by one school Director of Instruction. There is a demand for enrollment openings and with word-of-mouth only, grades K-5 has garnered a wait list of over 369 students. The school will maintain current enrollment during the 2018-19 and 2019-20 academic years, with the original 138 first grade students progressing to second and then third grade, along with their teachers.

During the 2019-20 school year, construction will be underway on the new, 90,000 square foot school building to be constructed on land adjacent to EACS' current middle school and high school campus. Over the summer of 2020, EACS will accept an additional 662 new students, bringing enrollment for the 2020-21 academic year to the full capacity of 800. The new school building will open in September 2020, and a full complement of teachers will be hired covering grades K-5.

The materials and resources requested through this grant application focus on key areas of school expansion funding needs. Esperanza Charter Schools has already successfully navigated an expansion of its middle grades from 50 to 645 students in a three-year window. The grant will allow Esperanza Academy Elementary School to establish a creative and innovative replication of Esperanza's successful school model. In only three years the middle grades attained the distinction as a School District of Philadelphia Peer Leader. Additionally, the grant funds will foster opportunities for elementary students to experience learning and obtain knowledge in the same areas of majors that the high school students choose.

In addition, the funds requested through this grant application will allow EACS to hire outside consultants to provide extensive coaching for our Director of Instruction as she builds her team and grows into her new leadership role, and coaching for our new teachers in their first three

years in the profession. We will also utilize proposed grant funds to hire an Enrollment/Recruitment Specialist to assist with the big jump from 138 students to 800 students in Years Two and Three of the grant period., and would hire a registrar to manage the student application and enrollment process. Finally, we would bring in outside recruiters to help us hire the large number of teachers we will need to find when the elementary grades reach full enrollment.

Esperanza and EACS also propose to use the five-year transitional period to purchase a wide range of critical equipment, including iPads and docking stations, Chromebooks for all of the elementary students, student desks and chairs, work tables, whiteboards, smartboards, corkboards, bookshelves, and other classroom furniture and fixtures. Finally, we would purchase a school-wide communications system, hire an analytics vendor to assist with data analysis, and purchase basic classroom consumables.

v) Quality of the Eligible Applicant

Nueva Esperanza, Inc. (“Esperanza”) is a 30-year-old community development corporation located in the Hunting Park neighborhood of Philadelphia. Since its founding in 1987, Esperanza has grown into a \$45 million organization with more than 425 employees. Esperanza and its affiliates make major investments in the revitalization of the neighborhood’s physical infrastructure, and also operate charter schools (EACS and Esperanza Cyber Charter School), a two-year college, workforce development programs, and English language institute, housing counseling programs, legal services programs, and other social, educational, and financial services.

Expanding upon its original mission, Esperanza founded Esperanza Academy Charter School (EACS) in 2000, and continues to partner with the school today. In 2000-01, its first year

of operations, EACS served 200 ninth grade students. For the next three years, it grew with the students, adding one grade each year, until the first class graduated in 2004. The high school quickly became a beacon of hope and success in its underserved North Philadelphia neighborhood. In 2012, EACS expanded to include a middle school and in the 2014-2015 school year EACS and Esperanza successfully managed the middle school's growth from 175 to more than 650 students. In the 2015-2016 school year, the original sixth grade class was the first to transition seamlessly into the high school.

Now, at full middle- and high-school capacity, EACS serves 1,435 students in grades six through twelve. EACS students are 98 percent Latino, 2 percent African-American and 92 percent qualify for free or reduced-price meals. The majority of students come from the neighborhoods surrounding the school, which are largely low-income and have low average levels of educational attainment. Most students arrive in 6th grade from local neighborhood schools and are, on average, two years below grade level in reading and mathematics. The dedicated, and 100 percent highly-qualified, teaching staff works with students and families to get students on track. To do this, EACS offers a robust and rigorous curriculum in English language arts, mathematics, science, visual and performing arts, social studies, physical education and health, Spanish and technology.

EACS also has strong special education and English as a second language departments that help the 18 percent and 25 percent of students, respectively, that qualify for these services. Additionally, EACS offers dual enrollment opportunities at Esperanza College of Eastern University. This past year (2014-2015), 51 students enrolled in courses including Psychology 100, Economics 200, and Criminal Justice 215. EACS also provides a diverse selection of academic, athletic, and extra-curricular afterschool activities. All teachers stay for an additional

period after the end of the school day to provide support and tutoring for students struggling in their class and a quiet place to complete homework and work on projects. After that, students can participate in traditional afterschool and athletic activities including forensics club, national honor society, student council, baseball, softball, football, and cheerleading.

The high school program is unique in that students select a major at the end of eighth grade and, similar to college, take a series of courses to develop skills, build knowledge, and gain a real-world understanding of careers in that field. Students select from 13 major programs including: visual arts, dance, drama, film, instrumental music, voice, technology, entrepreneurship, teacher education, journalism, engineering, criminal justice, and health sciences. This experience makes students more competitive in the job market and in college applications; helps them develop skills, interests, and passions; allows them to discover and develop their talents; and grows their self-confidence. This aspect of EACS makes it unique and will spiral down to the elementary grades through the integration of STEM, the Humanities, and the Arts into core subject areas and intentional exposure of students to a variety of fields of study and careers.

EACS offers more Advanced Placement (AP) courses than any other Charter High School in Philadelphia. EACS boasts AP test results and participation rates that have exceeded the city, state and in some years the global results for all students. For 4 consecutive years EACS has been recognized by US News as a Silver or Bronze medal school placing it as high as the top 9% of all high schools nationally.

Esperanza opened Esperanza Cyber Charter School (ECCS) in 2012 to serve students across the state of Pennsylvania in grades 6-12; an additional K-5 designation was approved in 2014. At an average enrollment of 150, ECCS' students are 91% Latino, 6% African-American,

2% Asian, and 2% multi-racial; 90% qualify for free or reduced lunch. Over the course of its initial years, ECCS has transitioned to a fully internally-built, common core aligned, curricular model so as to best serve students impacted by a spectrum of non-traditional barriers such as teen parenthood, judicial mandates, medical restrictions, or external obligations such as part-time jobs or competitive athletics.

The dedicated, and 100% highly-qualified, teaching staff provides both synchronous and asynchronous instruction with the flexibility and high standards necessary to incorporate accepted best practices as delineated by both the Pennsylvania Department of Education and the International Association for K-12 Online Learning. As a smaller school, through one-on-one tutoring opportunities and service, the Special Education and English as a Second Language departments are able to additionally support the 20% and 19% of students, respectively, that qualify for these services. Through the use of ECCS-supplied technological equipment, students who have not previously had exposure to web and cloud-based programs, are able to develop the skills necessary to prepare for an increasingly technologically-sophisticated college and career path.

According to data from Required Federal Reporting Measure documents, ECCS met more Annual Measure Objectives than 75% of cyber schools in the state. Of the schools in the top 25%, ECCS is the only school that serves a significant number of English Language Learners. Moreover, ECCS works for students when traditional brick-and mortar schools do not. For example, one ECCS student transferred in for 10th grade and due to the school's flexible cyber model, was able to maintain enrollment in an armed forced training program and hold a job with a cleaning company. Now he is enrolled in a distance learning trade school program where he is earning high grades and is scheduled to graduate on time. He is succeeding where his

peers struggled. Another student came to ECCS because she was struggling at her local school due to her Special Education needs coupled with her severe asthma that hospitalizes her almost monthly. The flexible and individualized cyber curriculum at ECCS allowed her to graduate on time despite her medical needs that disrupted her learning in a traditional school. The commitment to individualized instruction supported with technology integration that makes ECCS successful will be applied at EACS to ensure the best possible outcomes for students.

vi) Continuation Plan

Currently, EACS is holding elementary classes at a building rented from the Salvation Army and located several blocks from our main campus. Within three years, Esperanza will raise, through a bond issue and grants, the funding needed to construct a new, approximately 90,000 square foot elementary school building on recently purchased land adjacent to our current campus. At that time, the elementary school students will move to the Esperanza campus nearby the middle and high school students.

Esperanza and EACS have previously proven successful in obtaining financing for similar projects, and we have invested more than \$25 million in the renovation and expansion of our current offices, program facilities, and school buildings. We do not anticipate any trouble in raising the funds needed to build the new elementary school building in a timely manner. We also have managed numerous major construction and renovation projects, and have the skills to oversee construction of the new school facility.

Once EACS has expanded to full capacity, the school will become financially self-sustaining, as the middle school and high school are currently. Through our charter contract with the School District of Philadelphia, EACS receives a designated contribution for each student enrolled at the school. This funding is enough to support the ongoing operations of EACS.

Application Requirements

*****Please Note*** The additional application requirement to include information on the schools operated by the applicant is located in Appendix E.**

a) A description of the roles and responsibilities of the eligible applicant, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.

Esperanza will provide management services to EACS. Services include but are not limited to legal, capital projects and facilities development, human resources, finance/accounting, development, marketing, facility/campus oversight, government relations, information technology and risk management. EACS will provide academic and operational to the new elementary grades, including curriculum and academic programming review and assessment, professional development assistance, and oversight and support to the elementary grades' daily operations by working with staff.

b) A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving management of the school.

Please see the Charter agreement between EACS and the School District of Philadelphia in Appendix A.

c) A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds.

Parents are the most powerful and outspoken supporters of the Esperanza education model and EACS will continue outreach efforts to engage the prospective parents and others in the community in the developmental stages of the school. EACS will hold quarterly meetings inviting the parents who have pre-registered and interested community members to begin the process of planning and decision-making relative to the school's development. Meeting minutes will be taken and reviewed to ensure that their voices are heard and their feedback is incorporated. We will keep the community and all prospective parents informed of meetings through Esperanza websites, social media, and flyers.

EACS believes in the importance of a home-school communication and the engagement of parents and guardians in their child's learning. To that end, EACS will engage parents through on-going communication, an open-door policy, parent representation on the Board, and a Parent School Committee.

The school will engage with parents/guardians of diverse cultural backgrounds

One of EACS' goals is to launch and maintain effective external communication with a knowledge of and sensitivity toward the families in our community. We engage diverse families through a deep knowledge of cultural norms, traditions and language within this community by providing all communication in multiple languages, accommodating various parental work schedules, and allowing parents to contact us on their terms. It is crucial to the success of our students and school community to maintain communication with parents. There are various ways that EACS plans to stay connected to parents of our school and can include:

- Coffee Talks: EACS leadership will schedule "Coffee Talks" held during the day and in the evenings in an effort to accommodate parent schedules. The topics covered will be on subjects that are of interest to our parent community.

- School volunteers: EACS will ask parents to volunteer and will provide training as needed to help out within the different operational functions of the school.

All communications and presentations will be provided to families in both English and Spanish. Given Esperanza's track record with the engagement of the Hispanic community, EACS will make all families not only feel welcome, but will engage the whole family culturally.

d) A description of the eligible applicant's planned activities and expenditures of funds to support the activities described in section 4303(b)(1) of the ESEA, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

The expenditure of funds to expand EACS is described in detail in the Budget and Budget Narrative attachments. EACS' plan to maintain financial stability after the end of the grant period is described in Section IV: Continuation Plan above.

e) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under this program.

Using the power of social media and the internet EACS plans to provide communication from school to home on a daily basis about student academics, behavior, and activities. A few applications include:

- E-News: This is a weekly email that will come from the office of the Director of Instruction that contains information about school and upcoming school events.

- EACS App: This app will provide a convenient way to connect with our school and access information and news and can be customized.
- Social Media: EACS will have a presence on Twitter, Facebook, Instagram, and other networks that foster promotion of school events.

All administrators and teachers will maintain a presence on EACS's website. Information about the school, activities, classroom instruction/assignments, and other operations will be found on the school webpage. Of course as needed, phone calls will be made to provide both positive reinforcement and consequences to behavior infractions. Parents can also review information made by teachers and other school staff upon logging in to the student information system. EACS will have elementary Back-to-School nights, as well as curriculum nights to engage parents in their children's classrooms. Parents/Guardians will be encouraged to attend teacher conferences to discuss student progress that will be held once each quarter. Parents and guardians are encouraged to volunteer at the school for a variety of activities as well as being invited to attend curricular and extra-curricular activities, including classroom plays, musical activities and field trips.

EACS will have an elementary Parent School Committee to ensure parental involvement throughout the life of the school. This organization will fundraise, participate in the planning and hosting of special events, and recruit, schedule, and organize parent volunteers for the school.

While the Parent School Committee will be predominately parent lead, it will also include representation from school staff to ensure ongoing and open communication and joint planning.

f) A description of how the eligible applicant has considered and planned for the transportation needs of students for each school that will receive funds.

It is anticipated that most students will travel to school by walking, public transportation, or be driven by parents or family members. If needed, EACS will transport students to and from the school via buses provided by the School District of Philadelphia. As required by Charter School Law, students “shall be provided free transportation ... by their school districts of residence ... on such dates and periods to students attending schools of the district.” EACS will work closely with a student’s school district of residence to ensure that necessary modifications to existing bus routes, if any, will be made in a manner that considers both student safety and efficiency.

Transportation, and any related services such as aides, for all students with IEPs will be provided in accordance with each special education student’s IEP and EACS will work with the school districts of residence on those services. Any students who have been placed into a more restrictive environment as part of the IEP decision making process will likewise have transportation as arranged by EACS and coordinated with the district of residence or intermediate unit.

g) A description of how each school that will receive funds will support all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom.

The entire school will participate in Restorative Practices, which are designed to offer accountability of actions and opportunities for reparation in keeping with a positive behavioral philosophy. The goal is for students to become responsible adults. Restorative Practices offer students time to be reflective of their actions and to create plans of action for improvement and restitution. We have found that the Restorative Practices methodology has been very effective at the middle school and high school level in promoting retention of students and ensuring that students are rarely removed from the classroom for disciplinary reasons. Nevertheless, gross

insubordinate, physically dangerous, or illegal conduct will not be tolerated and such conduct may in very rare cases result in recommendations for suspension.

h) A description of how each school that will receive funds will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions.

EACS has an independent Board of Directors that oversees all expenditures made by the school, with input from school administrators and the finance team at Esperanza. The school has full autonomy over personnel decisions, which are made by the administration, rather than the School District, Esperanza, or any other organization or entity.

i) A description of how the applicant will ensure that each charter school that will receive funds will recruit, enroll, and retain students, including children with disabilities, Els, and other educationally disadvantaged students, including the lottery and enrollment procedures that will be used for each charter school if more students apply for admission than can be accommodated, and, if the applicant proposes to use a weighted lottery, how the weighted lottery complies with section 4303(c)(3)(A) of the ESEA.

Prior to the current academic year, EACS accepted non-binding, pre-registration forms and received 266 completed forms from families/students interested to enroll. The families who completed a pre-registration form were notified to complete an application packet following approval of the elementary expansion, with the deadline for applications being April 1, 2017, giving parents ample opportunity to choose a quality school. Because EACS attracted more than 138 student applications, a public lottery was at the end of April 2017 to randomly determine initial admission to the school and to develop a waiting list. Those families left on the waitlist were given preference in enrollment in 2018 based on approval of maximum enrollment. As

seats become available, students placed on the waitlist are admitted in the order in which their names were drawn in the lottery.

Student registration immediately followed the lottery. EACS continued to accept students in the order of applications received until the first grade was fully enrolled. Parent and student orientations were held during the summer of 2017 and students were given a benchmark reading, mathematics, writing, and science assessment. Students who may be ELL and students with disabilities were given separate assessments and individual interviews as indicated by the program coordinator.

In each successive school year, students who are enrolled from the previous year will keep their seat until they matriculate to the 6th grade. EACS specifically requested as part of its charter application that 5th grade students enrolled in EACS be permitted to automatically enroll into 6th grade at EACS to effectuate continuity of the school experience through a K-12 continuum. EACS will maintain enrollment processes consistent with state law and regulations whereby kindergarten students can enter at not less than five years of age on or before September 1 of the year of enrollment.

When needed to back-fill an empty space in enrollment after the lottery has been conducted, designated school staff, who maintain the lottery list and enrollment lists as a “living document” can easily identify the next student on the waiting list who could fill the specific grade level seat. That family is called to ascertain if they are still interested in enrollment and if so, the application packet is reviewed for completeness, any documents needed are obtained, and the student is enrolled. If that family is called and does not want to enroll at this time, they are removed from the waiting list (and would have to apply again during open enrollment) and the next family on the list is called. This action follows until a family has been found to fill the empty roster seat.

EACS will open to all SDP eligible students, with the limit being the maximum enrollment approved. Preference will be given to parents who have actively participated in the development of the elementary school as per Section 17-1723-A of the Charter School Law. Active participation can include activities such as community canvassing, representing the school at job or school fairs or other community events, volunteering at events that prepare the school for opening day, etc. No more than 10-15% of the total enrollment will be culled from this subgroup. EACS will not discriminate on any basis prohibited by federal, state or local law, including intellectual ability, achievement or aptitude, or proficiency in English. EACS is dedicated to attracting a student body that is reflective of the local demographic in terms of race, ethnicity and economic background. Based on the demographics outlined above, it is expected that the EACS will be eligible for Title I funds.

As permitted by Section 1723-A of the Charter School Law active participants who played a significant part in the development and planning process of the school will be provided enrollment preferences. Since EACS proposes to form a continuous K-12 pipeline, any sibling of a student enrolled in EACS at the time of open enrollment or matriculating from a local K-3 or K-4 school will be given preference. Additionally, any student on the wait list from year one will be given preference for enrollment into available grade level seats for year two. Based on the pre-enrollments received to date, only 21% could potentially have an enrolled sibling at EACS in 2017. With these projections, EACS feels that these few exceptions will not greatly impact a fair and equitable enrollment process.

j) A description of how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with part B of the IDEA.

In order to meet the needs of students with special needs, EACS's curriculum is designed to be accommodated in a number of different areas across learning modalities. In order to accommodate or modify for students with disabilities the following areas have been identified:

- Assess for difficulty in learning aurally, expressing ideas verbally, reading written materials, writing legibly, expressing ideas in writing, and spelling.
- Accommodate how students present information, respond to information, classroom environment, timing, scheduling assignments, organization, and tiered assignments.

EACS will utilize the Early Warning Indicators developed by Robert Balfanz from Johns Hopkins University¹⁷ as identifiers for children who require academic intervention and behavioral supports. Based on many years of research, Balfanz and other organizations have identified three key predictors of future school drop-outs:

- Attendance – missing 20 days or being absent 10% of the time;
- Behavior – two or more mild to serious behavior infractions;
- Course performance – inability to read at grade level by the end of the 3rd grade; failure in English or math in grades 6 through 9; a GPA less than 2.0; two or more failures in 9th grade; and not being timely promoted to the 10th grade.

EACS can directly impact all indicators through an engaging and rigorous curriculum with components of remediation, intervention, and enrichment, a comprehensive student code of conduct with behavioral supports, high expectations in reading across the content areas, on-grade level math achievement, and, as implemented with success at EACS, creating a volunteer based mentorship program for students identified in need of additional support. .

The school will collect daily attendance supported by ScholarChip® technologies.¹⁸ This technology allows for real-time capturing of on-time and late attendance records, which can be

tabulated in multiple reports for early-warning analysis of poor student attendance. Discipline data is captured daily through the Student Information System (SIS) PowerSchool. Users add discipline occurrences daily and both natural and school-created consequences are monitored. Course performance data is captured weekly through PowerSchool when teachers record grades for assignments and assessments. All PowerSchool data is available to parents/guardians of an enrolled student via a secure login, helping parents/guardians and teachers to stay connected as each reach out to affirm what's working and what needs a finer focus to improve.

At EACS the school leadership implements a Child Find program via Annual Notice correspondence to parents and caregivers. Such Notice can be found on our website, in our monthly newsletters, and at the front office of our schools. School staff members are always available to speak with a concerned parent.

The Special Education Coordinator, along with the Individual Education Plan (IEP) team, will evaluate the IEPs of incoming students over the summer to determine additional staffing or programmatic needs. In some cases, a re-evaluation may be necessary based on prior placement or expiration of the IEP in order to place the students in the least restrictive environments.

EACS is committed to ensure that our mission encompasses every student regardless of their academic, social, behavioral or physical abilities. The special education program will be designed around the successful model in place at EACS. Every student is a unique, diverse learner and the IEP team, per input from all team members, data collected by instructional staff, observation, and both formal and informal formative assessment, creates a plan of instruction.

IEP goals and the related instruction is based on the Pennsylvania state and Common Core standards. While some students with disabilities will not be eligible for special education, EACS has a process in place to create, coordinate, and review Section 504 plans for students with

special circumstances. This work is done in collaboration with our school nurse, guidance counselor, special education staff, and parents.

At EACS, we believe that keeping students engaged and successful includes reaching out to parents to partner with administrators, teachers and other staff. All parents are encouraged to be active in the life of our school. The special education staff provides specific outreach, training, communication and supports to parents and caregivers of students with disabilities. Every parent of an eligible child receives a copy of the Pennsylvania *Parental Rights in Special Education*, produced by Pennsylvania Training and Technical Assistance Network (PaTTAN) for the Bureau of Special Education.

EACS will hire and train staff to work with students with disabilities, both in and out of the general education setting. We will utilize some pull-out strategies for students requiring that level of support, but staff members are encouraged to push-in to the general education classroom setting to support students with special needs. General and special education staff are also encouraged and supported in the successful art of co-teaching. EACS, like many schools, believes that having a special educator in a general education setting will provide much needed supports to students at risk, or who may be considered “thought to be eligible”. In addition, our special educators will work closely with general education teachers to understand supplemental aids and services, and accommodations described in a student’s IEP. EACS’ special educators also work as a team to identify possible adaptations or modifications to our rigorous curriculum, so that all students can actively participate and be successful.

As dictated by law, the teacher/student ratio for special education will never exceed 1:50 for itinerant, 1:20 for supplemental support, and 1:12 for full-time support. It is difficult to predict the level of services and support each special education student may need upon enrollment

guided by the IEP. As such, EACS has determined they will use a 1:16 teacher to student ratio with para-professional support for the first school year and re-evaluate as necessary.

EACS recognizes that there are certain types of disabilities, when identified, that may need more intensive services. When these students are identified every available resource will be employed to ensure that the placement and level of support of the student is in compliance with their IEP.

At EACS we believe that every child can succeed and see the unique needs of students with disabilities as a challenge that we are prepared to support. Special education at the K-5 level will include a multi-disciplinary approach that is driven by comprehensive assessments and evaluations, observation, data, previous special education documents, and parent/teacher input. Based on the types of disabilities being served at EACS as seen below and the fact that many students may choose to continue their education there, EACS has created a plan that provides a continuum that seamlessly transitions into later grades.

Currently, EACS serves students with autism (3%), emotional disturbance (5%), hearing impairment (<1%), intellectual disabilities (2%), other health impairments (17%), specific learning disabilities (67%), and speech/language impairments (6%). Clearly, EACS exceeds the estimated enrollment as noted by the School District of Philadelphia on page 9 of the Charter School Application Components and Guidelines in several of the disability categories (Emotional disturbance, Other Health Impairment, Specific Learning Disability, and Speech Language Impairment). As it is expected that K-5 students may also be identified in the above-noted categories, EACS recognizes that additional plans should be put in place to service these children. Although data does not indicate that we may see a large number of students with autism, there is a growing number of students on the autism spectrum.

A larger than estimated number of students have been identified at EACS as having an emotional disturbance and if these children are identified at EACS they will work closely with guidance and other outside agencies to obtain support. As with other disability categories, students with behavior challenges will spend the maximum amount of time possible with their non-disabled peers. If a student requires a less inclusive environment to obtain the necessary educational supports a self-contained program can provide a smaller class setting, consistent staffing, and fewer transitions during the school day. The program focuses on basic academic skills and prepares students for transitions to higher grades and independent living. The curriculum emphasizes functional reading, writing, mathematics, and social-emotional skill development. Depending on the number of students who may require this type of learning environment, EACS may develop the program requirements providing full-time support with a teacher to student ratio of 1:12.

Regardless of the level of disability, EACS will utilize the PA-MTSS (multi-tiered support system) model, which is a system of comprehensive strategies and practices to be used across the academic and behavior domains. The staff will continue to use the response to intervention (RtI) approach that addresses individual student needs through multiple tiers of increasingly intensive strategies for the intervention of a specific learning disability. The special education team develops interventions to be used in the general education setting to improve the student's rate of learning and performance. These interventions may be provided by anyone on that team, including the general educator, the special education teacher, or a specialist as identified by the team. Throughout the process, the parent is kept informed of the student's progress and success, and asked to provide input. Fully-engaged parents are critical to our success.

k) A description of how each school that will receive funds meets the definition of charter school under section 4310(2) of the ESEA as well as how the autonomy and flexibility granted to each charter school that will receive funds is consistent with the definition of a charter school.

EACS meets all requirements of a charter school under section 4310(2) of the ESEA, and has the autonomy and flexibility critical to a successful charter. EACS was established by Esperanza under Pennsylvania law in accordance with an agreement from the local School District of Philadelphia. The school operates as a public school, under public supervision and direction, but is exempt from significant rules that inhibit the flexible operation of other local public schools in the City of Philadelphia. EACS operates in pursuit of particular objectives identified by Esperanza: serving the needs of low-income Hispanic families, whose children are not receiving a strong education in the traditional public school system. Currently, EACS provides secondary education, but it has begun a gradual expansion into primary education, and this proposed grant would help to make that expansion possible. EACS is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and we are not affiliated with any religion or religious institution. We do not charge tuition to attend EACS, and we do not discriminate against students or employees on any basis. As with all charters, we offer parents an additional element of educational choice for their children, as families must choose to enroll their kids with EACS. Finally, we utilize a lottery system to determine admittance to the school when more students register than we are able to accept in any given year.

l) If an applicant proposes to replicate or expand a charter school that provides a single-sex educational program, the applicant must demonstrate that the proposed single-sex educational programs are in compliance with Title IX and its implementing regulations.

Nueva Esperanza, Inc. and Esperanza Academy Charter School do not propose to replicate or expand a charter school that provides a single-sex educational program.

m) A request and justification for any waivers of Federal statutory or regulatory requirements over which the Secretary exercises administrative authority, except any such requirement relating to the elements of a charter school is section 4310(2) of the ESEA, that the applicant believes are necessary to implement its proposed project.

Nueva Esperanza, Inc. and Esperanza Academy Charter School do not request any waivers of Federal statutory or regulatory requirements over which the Secretary exercises administrative authority.

n) A complete logic model for the grant project. The logic model must include the applicant’s objectives for replicating or expanding a high-quality charter school with funding under this competition.

Please see the logic model on the following page.

o) The applicant’s most recent available independently audited financial statements prepared in accordance with generally accepted accounting principles.

Please see Nueva Esperanza’s most recent available independently audited financial statements attached as Appendix F: Supplemental Organizational Financial Information.

U.S. Department of Education Charter Schools Program – CFDA 84.282E
 Nueva Esperanza, Inc. / Esperanza Academy Charter School

| Inputs -> (Resources) | Activities -> | Outputs -> | Outcomes |
|---|--|--|--|
| Grant Funding | Purchase curricular resources for 2 nd and 3 rd grade students | As initial class of 138 students moves forward through 2 nd and 3 rd grades, they have the opportunity to work with innovative materials | Initial class of 138 students learns more readily as they are exposed to a wide variety of curricular enhancements |
| School District funding | Roll out practical classroom math and reading activities for 2 nd and 3 rd grade students | As initial class of 138 students moves forward through 2 nd and 3 rd grades, they have the opportunity to work with practical learning modules | Initial class of 138 students reaches grade level proficiency in math and reading |
| EACS administration | Implement specially designed programs to assist English Learners | English Learners are identified and begin to participate in special interventions | English Learners begin to catch up with their non-English Learner peers |
| EACS instructors | Implement custom programs to integrate Children with Disabilities | Children with Disabilities are identified and begin to participate in special interventions | Children with Disabilities are increasingly integrated into regular classroom settings |
| Facilities | Teach students about concept of Restorative Practices that keep students with discipline problems in the classroom | Students begin to understand the idea of Restorative Practices and EACS' unique disciplinary system | Student behavior improves and kids begin to take personal responsibility for their actions as they mature |
| Classroom materials | Pay for leadership coaching for Director of Instruction | Director of Instruction becomes a more seasoned, confident leader of her team | Entire elementary school functions better as Director does a better job with her teaching and administrative teams |
| Curricula | | | |
| Parents | | | |
| Esperanza knowledge and skills | | | |
| Community Organizations | | | |
| Best practices in student support for unprepared, Latino students | | | |
| Transportation | | | |
| Vision/Goal setting | | | |