

21st Century Cyber CS

Charter Annual Report

07/01/2016 - 06/30/2017

School Profile

Demographics

126 Wallace Ave.
Downingtown, PA 19335
(484)875-5400

Phase:	Phase 2
CEO Name:	Kim McCully
CEO E-mail address:	kmccully@21cccs.org

Governance and Staff

Leadership Changes

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

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

Heather Saboori changed from Vice-Chairperson to Chairperson of the Board on January 10, 2017.

Peter Mango became the Vice-Chairperson of the Board on January 10, 2017.

Kristine Doyle was appointed Interim Substitute Board Secretary on January 10, 2017. Lisa Iozzi was appointed Board Secretary and Right to Know Officer on March 14, 2017, replacing Kristen Boyer who resigned.

Dr. John Toleno, Supt of Upper Merion SD, was appointed to the board, filling the third seat of Montgomery County, effective March 22, 2017.

Dr. Lawrence Mussoline resigned from the second seat of Chester County on the Board, effective June 30, 2017, due to his retirement.

Dr. Benjamin Ruby was hired in October 2016 as the Director of Education, filling a vacant role.

Dr. Nancy Giagnacova was hired in November 2016 as the Director of Special Education, filling a vacant role.

Dr. Teresa McSweeney was hired in January 2017 as the High School Principal, replacing Scott Van Vooren, who was terminated in November 2016.

Board of Trustees Meeting Schedule

Location	Date and Time
21CCCS, 126 Wallace Ave., Downingtown, PA 19335	9/13/2016 1:00 PM
Phone Meeting	10/3/2016 1:00 PM
Montgomery County IU, 2 West Lafayette Street, Norristown, PA 19401	11/15/2016 1:00 PM
21CCCS, 126 Wallace Ave., Downingtown, PA 19335	1/10/2017 1:00 PM
Phone Meeting (rescheduled from 3/13/17 due to weather)	3/22/2017 12:00 PM
21CCCS, 126 Wallace Ave., Downingtown, PA 19335	5/9/2017 1:00 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	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Executive Officer	1.00	1.00	0.00	0.00	0.00	1.00
Principal	3.00	3.00	0.00	0.00	1.00	2.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	51.00	51.00	1.00	4.00	6.00	42.00
Specialty Teacher (including Master Teachers)	2.00	2.00	0.00	0.00	0.00	2.00
Special Education Teacher (including Master Teachers)	9.00	9.00	0.00	0.00	3.00	6.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	3.00	3.00	1.00	0.00	0.00	3.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Marketing Specialist	2	2	0	0	1	1
Instructional Systems Designer	7	7	0	0	2	5
Curriculum Content Developer	0	0	0	0	0	4
Teaching Assistant	11	11	6	1	0	4
Technology Support	4	4	1	0	0	3
Business Office	5	5	0	0	1	4
Clerical and Support Staff	11	11	1		0	10
Human Resources Manager	1	1	0	0	0	1
Director of Education	1	1	0	0	0	1
Student Support Manager	1	1	0	0	0	1
Special Ed Transition Coordinator	1	1	0	0	0	1
Totals	115.00	115.00	10.00	5.00	14.00	94.00

Further explanation:

*Terminations include employees who resigned during the 2016-2017 school year and/or have indicated that they will not be returning for the 2017-2018 school year.

Fiscal Matters

Major Fundraising Activities

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

There were no major fundraising activities during the 2016-2017 fiscal year, and there are none planned for the 2017-2018 fiscal year

Fiscal Solvency Policies

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

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

In order to maintain steady cash flows, 21CCCS bills school districts on a monthly basis. Subsidy deductions, as allowed by PDE, are requested multiple times throughout the school year.

Parents are billed timely for any unreturned computer equipment and books.

21CCCS maintains a general fund checking account at DNB First. Fund Balance cash is invested in PSDLAF Certificates of Deposit.

As part of the purchasing procedures put in place by the 21CCCS Board, purchases over \$4,000 require additional pre-approval by the CEO, and those in excess of \$10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are presented in an Expenditure Report to the Board for approval at each meeting.

A number of years ago Herbein + Company, Inc., independent auditors, recommended that 21CCCS set aside in its fund balance in an amount equal to 3 months of expenditures (approximately \$3,000,000). 21CCCS has designated \$1,000,000 for this purpose under a program stabilization classification as of June 30, 2017. This marks partial compliance with the recommendation and will add to this balance once the June 30, 2017 reporting has been finalized and the fund balances have been updated. The intention is to have this category fully funded by the end of the 2018-2019 fiscal year.

In accordance with GASB Statements No. 54 Fund Balance Reporting and Governmental Fund Type Definitions, the following fund balance classifications for June 30, 2018 were presented to the board at the May 9, 2017 Board meeting for approval at the September 2017 meeting:

Future Building Fund

Future Capital Equipment/Software/Furniture

Future Curriculum Development

New Initiatives

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)

Files uploaded:

- Business Office Procedures .docx

- Board Policies

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)

Files uploaded:

- Business Office Procedures .docx
- 625 Finance Credit Card Policy 01.pdf
- 616 Payment of Claims Policy.pdf
- 615 Payroll Deductions Policy.pdf
- 614 Payroll Authorization Policy.pdf
- 613 Cooperative Purchasing Policy.pdf
- 612 Purchases Not Budgeted Policy.pdf
- 611 Purchases Budgeted Policy.pdf
- 610 Finance Purchases Subject to Bid Policy.pdf
- 609 Finance Investment of School Funds.pdf
- 608 Finance Bank Accounts Policy.pdf
- 607 Tuition Payment Policy.pdf
- 604 Finance Budget Hearing Policy.pdf
- 603 Finance Budget Preparation Policy.pdf
- 602 Finance Budget Planning Policy .pdf
- 601 Finance Objectives Policy.pdf

Accounting System

Changes to the accounting system the charter school uses:

21CCCS utilizes CSIU's Financial Accounting software in conjunction with the Chart of Accounts mandated by the PA LECS Comptroller's Office for budgeting, accounting, and financial reporting. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated January 12, 2016 presented by Herbein & Company Inc. There is no change to the accounting system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Herbein and Company
 Date of Last Audit: 06/30/2016
 Fiscal Year Last Audited: 2015-2016

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: No
 Date of Last Federal
 Programs Consolidated
 Review:
 School Year Reviewed:

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

No file has been 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

Support Service	Location	Teacher FTE
Director of Special Education	21st Century Cyber School	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Counseling	10.5 Hours	Outside Contractor	25
Occupational Therapy	5 Hours	Outside Contractor	14
Social Skills Group with a Behavior Therapist	1.5 Hours	Outside Contractor	51
Speech Language Pathology	16 Hours	Outside	24

		Contractor	
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Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

12/12/2016

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

PDF file uploaded.

Special Education Personnel Development

Danielson Framework for Teaching Quality Feedback

I attended a Danielson Framework for Teaching Quality Feedback workshop which focused on how to use structures and tools to conduct conversations, and to use data to analyze professional practice areas and directions for growth.

Person Responsible	Dr. Nancy Giagnacova
Start Date	3/8/2017
End Date	4/20/2017
Program Areas	Special Education
Hours Per Session	12.5
# of Sessions	3
# of Participants Per Session	3
Provider	Chester County Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Enhances the educator's knowledge of identifying strengths and weaknesses in teaching practices
Research & Best Practices Base	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. Instructs the leader in managing resources for effective results
For classroom teachers, school counselors and education specialists	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 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.
Training Format	Series of Workshops
Participant Roles	Principals / Asst. Principals
Grade Levels	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Ongoing usage of best practices in providing quality feedback
Evaluation Methods	Review of observation and evaluation meetings

Writing IEP's

The staff was instructed how to write IEP's that are in compliance with legal guidelines. The teachers immediately implemented what they learned in the training. The LEA created a checklist for teachers to use when writing IEP's to ensure that they are implementing the new information learned. The LEA continues to check IEP's for compliance.

Person Responsible	Dr. Nancy Giagnacova
Start Date	1/12/2017
End Date	3/3/2017
Program Areas	Special Education
Hours Per Session	3.5
# of Sessions	2
# of Participants Per Session	10
Provider	CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Teachers learned how to complete IEP paperwork effectively.
Research & Best Practices Base	The presenters are experts in this field and used research, law and best practices in the presentation.
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. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	The Special Education team will continue to research and use best practices in writing IEP's.
Evaluation Methods	Ongoing procedure where case managers are using a checklist to ensure compliance. LEA's check paperwork and checklist.

Special Education Charter School Meetings focused on legal issues

Discipline & Case Law Update - All knowledge and information will be brought back to the school and disseminated through a Special Education Dept. Meeting.

Person Responsible	Dr. Nancy Giagnacova
Start Date	11/18/2016
End Date	5/25/2017
Program Areas	Special Education
Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	1
Provider	CCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Legal requirements regarding special education
Research & Best Practices Base	All legal information presented by attorney
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Other educational specialists
Grade Levels	Middle (grades 6-8)
Follow-up Activities	Shared all information in department meetings
Evaluation Methods	Oral review of best practices, refer back to detailed notes from the meeting and pool counsel.

Writing IEP Goals

Dr. Marvin, from PDE presented a professional development workshop on writing observable and measurable goals.

Person Responsible	Dr. Nancy Giagnacova
Start Date	11/28/2017
End Date	11/28/2017
Program Areas	Special Education
Hours Per Session	4
# of Sessions	1
# of Participants Per Session	10
Provider	Dr. Marvin, PDE

Provider Type	Individual
PDE Approved	No
Knowledge Gain	Teachers learned how to write measurable and observable IEP goals
Research & Best Practices Base	Presenter used research and best practices
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.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of IEP goals.
Evaluation Methods	LEA's review IEP goals to ensure they are written correctly.

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #5

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #6

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Program Position #7

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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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:

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

21st Century Cyber Charter School

Fixed Assets Report 16-17

Paid Date	Description	Amount
2/1/17	School Van	29,363.21
	Total	29,363.21

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

\$29,363.21

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

In May 2017, 21CCCS opened a drop in center in Murrysville, PA. The center will service the students in the central and western PA where our next largest population of students live. We are leasing this facility for use as a center for drop in academic help, as we have many southeastern PA students who occasionally drop in to see a teacher for additional academic help. This is an effort to make sure we are providing equal services. This will also be a place to drop off and receive equipment. Many times if a student leaves 21CCCS they will drop equipment off at the school. Students can also bring equipment into the school that is faulty and get replacement equipment immediately. Having this center will allow us to provide this convenience to our Western PA students, our second largest population. The new center will also be a testing center for PSSA's and Keystone's. We currently rent venues for administering our tests. This center will allow us to bring students to our site where we will have greater control over the testing conditions. This will also allow us to administer PSAT's in the western part of PA, since previously the College Board has insisted that we use only 21CCCS facilities.

Finally, we will use the center as a venue for community outreach events. Previously we have had to rent venues, and we did not have the flexibility that we will have at the new facility. This center will NOT be used to provide instruction, and NO students will be housed here.

21CCCS has experienced growth in enrollment over the last two years. This growth has created challenges for space to house staff. 21CCCS will be exploring the possibility of adding additional teacher space in Downingtown and/or explore the opening a second drop in facility in northeast PA to serve families in that region of the state, if approved by PDE.

Memorandums of Understanding

Organization	Purpose
Downingtown Fire Department	Establish an agreement to work in concert in the event of a situation that affects or has the potential to affect the safety the guest/staff of 21st Century Cyber Charter School at our Downingtown location. 21st Century Cyber Charter School has operational plans for a lockdown, hold in place or evacuation of guests/staff should the need arise and on the direction of the respective fire departments. 21st Century Cyber Charter School will initiate the plan of action until the fire department arrives, at which time the fire department will take responsibility for further actions to be taken.
Downingtown Police Department	Establish procedures between 21st Century Cyber Charter School and the police department to be followed when incidents occur on school property at our Downingtown location, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act providing transportation to or from a school or school sponsored activity.
Murrysville Police Department	Establish procedures between 21st Century Cyber Charter School and the police department to be followed when incidents occur on school property at our Murrysville location, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act providing transportation to or from a school or school sponsored activity.
Murrysville Volunteer Fire Company	Establish an agreement to work in concert in the event of a situation that affects or has the potential to affect the safety the guest/staff of 21st Century Cyber Charter School at our Murrysville location. 21st Century Cyber Charter School has operational plans for a lockdown, hold in

	<p>place or evacuation of guests/staff should the need arise and on the direction of the respective fire departments. 21st Century Cyber Charter School will initiate the plan of action until the fire department arrives, at which time the fire department will take responsibility for further actions to be taken.</p>
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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.

No signature has been provided

President, Board of Trustees

No signature has been provided

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer