

21st Century Cyber CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

1245 Wrights Lane
West Chester, PA 19380-
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:

Dr. George Steinhoff, Superintendent of Penn Delco School District, was appointed as Second Seat of Delaware County, effective September 11, 2018, replacing Dr. James Wigo, Superintendent of Rose Tree Media School, who retired on July 31, 2018.

Dr. David Baugh, Superintendent of Centennial School District, was appointed Second Seat of Bucks County, effective September 11, 2018, replacing Dr. Jacqueline Rattigan, Superintendent of Pennridge School District, who retired on June 29, 2018.

Mr. Prakash Patel was hired, effective July 1, 2018, to fill the open position of IT Director.

Ms. Megan Stellfox, PIMS and Data Coordinator, was promoted to Student Support Manager, effective July 1, 2018, to fill a vacancy created by the internal reassignment of Ms. Sanna McCoy to School Counselor.

Mrs. Monica Frank, Middle School Principal, was promoted to the position of High School Principal, effective July 1, 2018. This position was vacated by Dr. Teresa McSweeney who resigned effective June 30, 2018 to pursue a position out of state.

Mrs. Heather Messenger, Assistant Principal, was promoted to MS Principal effective July 23, 2018. Mrs Messenger resigned effective October 31, 2018 to pursue a position in another school district. Dr. Kelley Harmer was hired effective January 7, 2019 to fill the Middle School Principal vacancy. Dr. Harmer submitted his resignation effective June 30, 2019 and a search has been initiated to fill the MS Principal position.

Mrs. Erika Laidlaw, Lead Teacher, was promoted to Assistant Principal effective July 23, 2018.

Dr. Benjamin Ruby, Director of Education, resigned his position while on administrative leave, effective December 13, 2018. A replacement has been selected to fill this vacancy for the 2019-20 school year.

Board of Trustees Meeting Schedule

Location	Date and Time
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Work Session	9/4/2018 2:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Board Meeting	9/11/2018 1:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Work Session	11/6/2018 2:00 PM
MCIU, 2 W. Lafayette Street, Norristown, PA 19401 - Board Meeting	11/13/2018 1:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Board Meeting	11/15/2018 2:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Work Session	1/8/2019 2:00 PM

1245 Wrights Lane, West Chester, PA 19380 - Board Meeting	1/15/2019 1:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Work Session	3/5/2019 2:00 PM
MCIU, 2 W. Lafayette Street, Norristown, PA 19401 - Board Meeting	3/12/2019 1:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Work Session	5/7/2019 2:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Board Meeting	5/14/2019 1:00 PM
21CCCS, 126 Wallace Avenue, Downingtown, PA 19335 - Board Meeting	6/18/2019 2:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

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Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	1.00	0.00	0.00	0.00	1.00
Principal	3.00	3.00	0.00	0.00	2.00	1.00
Assistant Principal	1.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	58.00	58.00	1.00	1.00	3.00	53.00
Specialty Teacher (including Master Teachers)	1.00	1.00	0.00	0.00	0.00	1.00
Special Education Teacher (including Master Teachers)	8.00	8.00	0.00	0.00	0.00	8.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	6.00	6.00	0.00	0.00	1.00	5.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	2.00	2.00	0.00	0.00	0.00	2.00
Dir. C&I, Dir. Special Ed., IT Director	3	3	0	0	1	3
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	16	16	1	0	3	12

Facilities Mgr., HR Manager, Student Support Mgr.	3	3	0	0	0	3
Business Office, Admin Support Staff, Teaching Assistants	17	17	0	0	0	17
Teaching Assistants	17	17	4	0	0	13
Totals	138.00	138.00	6.00	1.00	10.00	122.00

Further explanation:

This table represents the FTE count of employees

The majority of employees who separated from employment went on to pursue career growth opportunities with larger school districts or left education.

Additional positions were added in the 2018-19 school year to support increased student enrollment/ADM - teachers/adjunct teachers, teaching assistants, school nurse and school counselor.

Fiscal Matters

Major Fundraising Activities

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

The school held a 5K Run in October 2018 as a major fundraising activity for the local food bank and 21CCCS Scholarship Fund during the 2018-2019 fiscal year. The school is planning on doing the 5K Run again to support the local food bank and 21CCCS Scholarship in the 2019-2020 fiscal year.

Fiscal Solvency Policies

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

The following policies have be changed or added to ensure fiscal solvency.
Policy 4001,4004,4009-4012,4014,4016,4019,4022,4024-4026.1

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:

- Policy and Procedures Binder.pdf

Accounting System

Changes to the accounting system the charter school uses:

21st Century Cyber Charter School utilizes CSIU's Financial Accounting Software iin 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 November 13, 2018 presented by Herbein + Company Inc. There are no changes to the Accounting System.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Herbein + Company
 Date of Last Audit: 06/30/2018
 Fiscal Year Last Audited: 2017-18

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:

N/A

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
 Title I First Year Status: No
 Date of Last Federal
 Programs Consolidated
 Review:
 School Year Reviewed:

Federal Programs Consolidated Review Report

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

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

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Special Education	21st Century Cyber Charter School	0	0	0
Transition Coordinator	21st Century Cyber Charter School	0	11	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Coping Skills	1 Hours	Outside Contractor	78
Counseling	26 Hours	Outside Contractor	47

Social Skills	2 Hours	Outside Contractor	58
Speech Language Pathology	17 Hours	Outside Contractor	19

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

02/13/2017

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

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Special Education Personnel Development

2018-2019 PA Community on Transition Webinar Series – Planning for the LifeCourse

This webinar series is designed to assist individuals of all abilities think about life experiences needed to move ahead in life. Throughout the series, a cross-agency panel, including the Office of Vocational Rehabilitation (OVR), Office of Developmental Programs (ODP), Pennsylvania Youth Leadership Network (PYLN), and PaTTAN representatives will provide participants with information on what IEP teams and students need to know and do regarding setting a vision for a meaningful life, identify how to find or develop supports, and discover what it takes for students to live the lives they want to live.

Charting the LifeCourse™ and LifeCourseTools.com is a project of the University of Missouri–Kansas City Institute for Human Development, Missouri’s University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD) and endorsed by the Pennsylvania Department of Health and Human Services and supported by the Pennsylvania Community on Transition.

October 10, 2018 - Planning for the LifeCourse Overview

Throughout our lives, we face questions and search for answers that will help us on our journey to a full and meaningful life. This is true for everyone, especially when you or someone you care about has a disability or special health care need. Charting the LifeCourse™ is a tool to assist you in creating a vision for the future. It is designed to help you think about the questions to ask as well as the choices, options, and experiences to consider as you “plot a course” to a full and meaningful life. This session will cover a basic overview of the LifeCourse Principles and Tools that can help a person you support live an everyday life.

December 5, 2018 - Planning for the LifeCourse - Employment Uses

Employment is a hallmark of adulthood and should be available for every person. The benefits of employment are significant for people with and without disabilities. Employment is feeling proud, having self-confidence, getting a paycheck, meeting new people, paying taxes, and building new skills. Daily Life and Employment is one of the Life Domains of the Charting the LifeCourse™. This webinar will feature the employment elements of the Daily Life and Employment Life Domain, including school, employment, volunteering, communication, routines, and life skills. Participants will learn how to use these LifeCourse Tools to help students envision and plan for their employment goals.

February 6, 2019 - Planning for the LifeCourse - Postsecondary Education and Training Uses

This webinar will address the Daily Life and Employment Life Domain, specifically, education and training opportunities. Participants will learn how to use the LifeCourse Tools to help

students envision and plan for their postsecondary education and training goals. The session will highlight ways the tool can be used in educational settings to create transition goals and identify needed services and activities.

April 1, 2019 - Planning for the LifeCourse - Independent Living

This webinar will address the LifeCourse Domains of Community Living, Healthy Living, and Safety and Security. Participants will learn how to use the LifeCourse Tools to assist students to envision their goals for living an independent life. The tool will be reviewed with regard to educational entity to guide a team in planning for desired living situations, taking control of health care, and finding the balance between staying safe and personal autonomy.

Person Responsible	Nancy Giagnacova
Start Date	8/19/2019
End Date	8/17/2020
Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	4
# of Participants Per Session	2
Provider	Pattan
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Information on how to assist individuals of all abilities think about life experiences needed to move ahead in life. Knowledge on what IEP teams and students need to know and do regarding setting a vision for a meaningful life, identify how to find or develop supports, and discover what it takes for students to live the lives they want to live.
Research & Best Practices Base	Pattan used best practice resources and research. The collaborated with Office of Vocational Rehabilitation (OVR), Office of Developmental Programs (ODP), Pennsylvania Youth Leadership Network (PYLN), and PaTTAN representatives.
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom student assessment data

CCIU IEP Institute

This year we had three staff members participate in the CCIU IEP Institute. This program is a Train the Trainer program which empowers participants to become a local expert in the area of IEP development.

The program builds capacity within the Chester County by having powerful, thoughtful individuals build their skills in not only developing IEPs, but also by providing training to peers. 5 full days every other month of training at the CCIU, followed by individual meetings with the trainers, then training the rest of the special education department. It has created a network for us to be a part of with focus on continued growth and problem solving.

Person Responsible	Nancy Giagnacova
Start Date	10/1/2018
End Date	8/30/2019
Program Areas	Professional Education, Special Education
Hours Per Session	8.0
# of Sessions	5
# of Participants Per Session	4
Provider	Chester County Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Participants learned about present levels of academics achievement and functional performance, goals and activities within Transition Plans, Progress Monitoring, SDI & Supportive Services, Communication and Agency Information and IEP Facilitation Skills.
Research & Best Practices Base	The CCIU created this program based on research and best practices provided by PDE.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion After each session turn around training was provided.
Evaluation Methods	IEP's are checked to ensure knowledge gained is being implemented.

Hot Topics in Pennsylvania Special Education Law

In this dynamic workshop, featuring leading Pennsylvania special education attorney Anne Hendricks from The Levin Legal Group, participants will:

- Get a fresh perspective on Pennsylvania special education compliance hot topics, challenges, and mistakes.
- Discover where you may have hidden exposures, and best practices to address them.
- Learn options for updating your special education procedures that can make a real difference.

Person Responsible	Nancy Giagnacova
Start Date	12/7/2018
End Date	8/26/2019
Program Areas	Professional Education, Special Education
Hours Per Session	8.0
# of Sessions	1
# of Participants Per Session	2
Provider	The Pennsylvania Association of Pupil Services Administrators (PAPSA) and Frontline Education
Provider Type	The Pennsylvania Association of Pupil Services Administrators (PAPSA) and Frontline Education
PDE Approved	Yes
Knowledge Gain	Special education compliance
Research & Best Practices Base	The training was created using best practices from current legal issues.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. 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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Teachers came back and presented to staff.
Evaluation Methods	It is expected teachers will implement what they learned

Philadelphia Autism Conference with Temple Grandin

Individuals with Autism Spectrum Disorders have unique talents and challenges, as we all do. We like to focus on the positive and the progress that these special people can make. Our resources present strategies for addressing Communication, Social Skills, Behavior, Sensory Issues, and more.

Person Responsible	Nancy Giagnacova
Start Date	4/4/2019
End Date	8/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	8
# of Sessions	1
# of Participants Per Session	2
Provider	Future Horizons
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Teachers learned how to work with students with Autism.
Research & Best	

Practices Base	<p>Dr. Temple Grandin has served as inspiration and role model to hundreds of thousands of families and persons with autism. In this unique presentation, Temple eloquently and candidly describes the challenges she has faced and offers no-nonsense ideas on how others dealing with autism can meet these obstacles and improve the quality of their lives.</p> <p>Anita Lesko was diagnosed with Asperger's Syndrome at age fifty. Despite all the challenges and obstacles, Anita forged ahead to obtain exciting goals. Having been honored by the United Nations as a guest speaker for National Autism Day in 2017, Anita is an advocate for people with Asperger's Syndrome.</p> <p>Dr. Raun Melmed is a developmental and behavioral pediatrician and Director of the Melmed Center in Scottsdale, Arizona. He is also co-founder and Medical Director of the Southwest Autism Research and Resource Center, and Adjunct Senior Researcher at the Translational Genomics Institute in Phoenix. He has established physician-training programs for the early identification of infants and toddlers with autism and other developmental and behavioral concerns</p> <p>The above mentioned people were the presenters of the conference.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Offsite Conferences
Participant Roles	Classroom teachers Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Creating Alternate Assignments

The Director of Special Education along with the Special Education teachers presented to each content area how to create alternative assignments.

Person Responsible	Nancy Giagnacova
Start Date	8/12/2018
End Date	6/14/2019
Program Areas	Professional Education, Special Education, Educational Technology
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	120
Provider	21st Century Cyber Charter School
Provider Type	21st Century Cyber Charter School
PDE Approved	No
Knowledge Gain	Teachers learned why students need alternate assignments. They learned various strategies and assessments to provide to their students.
Research & Best Practices Base	The strategies were based on researched based best practices.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans
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Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	15	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 21	15	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 13	10	1
Locations:				
21st Century Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	30	1
Locations:				
21st Century Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	30	1
Locations:				
21st Century Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	30	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	30	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	30	1
Locations:				
21st Century Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Facilities

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

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

During the 2018-2019 school year the 21st Century Cyber Charter school acquired a new facility located at 1245 Wrights Lane West Chester PA 19380. The furniture, fixtures and equipment for the new location will commence in the 2019-2020 school year.

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

\$4,213,400.85

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 new location of 1245 Wrights Lane West Chester, PA 19380 will undergo internal renovations over the summer of 2019-2020 school year. Our school is preparing to relocate to Wrights Lane in September 2019. This will be the main administrative office and will house the majority of our staff and administrative team. Our Murrysville location will house the remaining staff and we will continue to host events/training from our current location at 126 Wallace Avenue, Downingtown, PA 19335. All three locations offer flexibility for our staff to enhance our teaching, aid leadership and host large trainings. Several events will be hosted throughout the year for our students at both Downingtown and West Chester.

Memorandums of Understanding

Organization	Purpose
Downingtown Police Department	The Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act. This relationship of cooperation and mutual support and to maintain a safe school environment.
Murrysville Police Department	The Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act. This relationship of cooperation and mutual support and to maintain a safe school environment.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Heather Saboori on 7/29/2019

Board President

Affirmed by Kim McCully on 7/29/2019

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Heather Saboori on 7/29/2019

Board President

Affirmed by Kim McCully on 7/29/2019

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Heather Saboori on 7/29/2019

Board President

Affirmed by Kim McCully on 7/29/2019

Chief Executive Officer

Charter Annual Background Check Affirmation

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

Affirmed by Heather Saboori on 7/29/2019

Board President

Affirmed by Kim McCully on 7/29/2019

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

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

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

Affirmed by Heather Saboori on 7/29/2019

Board President

Affirmed by Kim McCully on 7/29/2019

Chief Executive Officer