

ACT Academy Cyber CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

7301 Germantown Avenue
Philadelphia, PA 19119-
267-297-1668

Phase:

Phase 2

CEO Name:

Kimberly Harris

CEO E-mail address:

drkharris@actacademy.org

Governance and Staff

Leadership Changes

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

As the Board of Trustees continues to enhance the services and levels of expertise they offer the school, they continuously seek additional Board members that will help to bring the vision and mission to fruition.

Board of Trustees Meeting Schedule

Location	Date and Time
7301 Germantown Ave.	8/28/2019 6:00 PM
7301 Germantown Ave	9/25/2019 6:00 PM
7301 Germantown Ave	10/30/2019 6:00 PM
7301 Germantown Ave	11/20/2019 6:00 PM
7301 Germantown Ave	12/18/2019 6:00 PM
7301 Germantown Ave	1/29/2020 6:00 PM
7301 Germantown Ave	2/26/2020 6:00 PM
7301 Germantown Ave	3/25/2020 6:00 PM
7301 Germantown Ave	4/29/2020 6:00 PM
7301 Germantown Ave	5/27/2020 6:00 PM
7301 Germantown Ave	6/24/2020 6:00 PM

Professional Staff Member Roster

Leaz Metellus	
PA Certified	Yes
Areas of Certification	Instructional II, English 7-12, Special Education PK-12, Elementary K-6, Social Studies 7-12 Program Specialist ESL, Supervisory Special ED PK-13, Administrative Principal PK-12
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	1500
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mary Raymond	
PA Certified	No
Areas of Certification	Instructional I English 7-12
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1500
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Valerie Darden	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1500
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Victoria Sampson	
PA Certified	Yes
Areas of Certification	Educational Specialist I Elementary and Secondary School Counselor PK-12
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Guidance Counselor
Number of Hours Annually Worked in Assignment	1500
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

No file has been uploaded.

Quality of Teaching and Other Staff

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

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

There were no major fundraising activities performed this year and planned for next year.

Fiscal Solvency Policies

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

There were no changes to policies and procedures to ensure and monitor fiscal solvency.

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:

- Manual of Internal Controls ACT 11.09.16 Final.pdf

Accounting System

Changes to the accounting system the charter school uses:

There were no changes to the accounting system that the charter school uses. The accounting system is Blackbaud - The Financial Edge

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:	Milligan & Company, LLC
Date of Last Audit:	06/30/2018
Fiscal Year Last Audited:	2017-2018

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:

The most recent financial audit is for fiscal year ended June 30, 2018.

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
According to Government Auditing Standards, an adequate system of internal control should be in place to ensure effectiveness of operations and internal controls; accountability of assets; reliability of financial reporting; and compliance with applicable laws and regulations. Also, the School's charter requires annual audits to be submitted to the State within six months of year end.	Management is continuing to enhance procedures to ensure timely submission of the annual financial audit, including starting the audit earlier. It is anticipated that 2019 will be submitted timely.

Federal Programs Consolidated Review

Basics

Title I Status: Yes

Title I First Year Status:

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
School Counselor	ACT Academy Cyber Charter School	14	15	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Psychologist	0.25 Days	Outside Contractor	10 or fewer
Special Education Director	2 Days	Outside Contractor	10 or fewer
Speech and Language Pathologist	30 Minutes	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

02/23/2015

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Special Education Personnel Development

2018 Special Education Leadership Summer Academy

Information garnered from this conference was intended to enhance the Special Edu Director's knowledge and result in any necessary turnaround training with school staff. This included the implementation of the Career Readiness Indicator and requirements for evidence of the Career, Education and Work (CEW) standards and how these requirements need to be adapted to meet the needs of Special Education students.

Teachers received turnaround training regarding the Career Readiness Indicator and how to adapt their CEW course to meet the needs of all students, which is the evidence.

Person Responsible	Kerry Stouffer
Start Date	8/27/2018
End Date	6/5/2019
Program Areas	Special Education
Hours Per Session	1.5
# of Sessions	6
# of Participants Per Session	1
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	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	Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Review of participant lesson plans

PaPOS Exit Survey Overview and Procedural Training

Information garnered from this training regarding the requirements for the PaPOS Exit Survey were shared with staff and administrators. The survey needs to be administered to all exiting Special Edu students which is the evidence.

Person Responsible	Kerry Stouffer
Start Date	9/27/2018
End Date	5/15/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	1
Provider	PaTTAN Consultant
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Live Webinar
Participant Roles	Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Completion of Survey
Evaluation Methods	Review of Surveys

What Every Educator Needs to Know about PA's Career Readiness Indicator

Information garnered from this training was used to support teachers in implementing the requirements of the PA Career Readiness Indicator, and particularly on how to adapt the activities and instruction to meet the needs of all students.

Person Responsible	Kerry Stouffer
Start Date	3/21/2019
End Date	6/5/2019
Program Areas	Special Education
Hours Per Session	5
# of Sessions	1
# of Participants Per Session	1
Provider	PaTTAN Consultant
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

roles	
Training Format	Department Focused Presentation
Participant Roles	Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	Review of participant lesson plans

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	8	0.25
Justification: The LEA is a cyber high school serving grades 9-12 with students aged 15 to 21.				
Locations:				
Cyber School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	2	0.25
Justification: The LEA is a cyber high school serving grades 9-12 with students aged 15 to 21.				
Locations:				
Cyber School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 21	5	0.5
Justification: The LEA is a cyber high school serving grades 9-12 with students aged 15 to 21.				
Locations:				
Cyber School	A 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:

There were not fixed assets purchased during the past fiscal year.

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

\$0.00

Facility Plans and Other Capital Needs

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

There is no plan for future facility development.

Memorandums of Understanding

Organization	Purpose
KaJeet, Inc.	The organization provides wireless internet connections that allows ACT students to gain access to ACT's instructional program websites.
MACCS Health Services	This organization provides nursing services to ACT's cyber student population.

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 Deana Ramsey on 8/1/2019

Board President

Affirmed by Kimberly Harris on 8/1/2019

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 Deana Ramsey on 8/1/2019

Board President

Affirmed by Kimberly Harris on 8/1/2019

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 Deana Ramsey on 8/1/2019

Board President

Affirmed by Kimberly Harris on 8/1/2019

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 Deana Ramsey on 8/1/2019

Board President

Affirmed by Kimberly Harris on 8/1/2019

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 Deana Ramsey on 8/1/2019

Board President

Affirmed by Kimberly Harris on 8/1/2019

Chief Executive Officer