

ASPIRA Bilingual Cyber Charter School

**Charter Annual Report**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

4322 North 5th Street

2nd Floor

Philadelphia, PA 19140

(267)291-1883

Phase:

CEO Name:

CEO E-mail address:

Phase 3

Alfredo Calderon

acalderon@aspirapa.org

# Governance and Staff

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## *Leadership Changes*

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

No Changes to Report

## *Board of Trustees Meeting Schedule*

| Location  | Date and Time      |
|---|--------------------|
| 4101 N. American St. Philadelphia, PA 19140 (Library) | 8/20/2018 6:00 PM  |
| 3200 B St. Philadelphia, PA 19134 (Library)           | 9/17/2018 6:00 PM  |
| 100 W. Duncannon Ave. Philadelphia, PA 19120 (SEC)    | 10/15/2018 6:00 PM |
| 6301 N. 2nd St. Philadelphia, PA 19120 (ASPIRE Room)  | 11/19/2018 6:00 PM |
| 6301 N. 2nd St. Philadelphia, PA 19120 (Chapel)       | 12/17/2018 6:00 PM |
| 4101 N. American St. Philadelphia, PA 19140 (Library) | 1/28/2019 6:00 PM  |
| 3200 B St. Philadelphia, PA 19134 (Library)           | 2/25/2019 6:00 PM  |
| 100 W. Duncannon Ave. Philadelphia, PA 19120 (SEC)    | 3/18/2019 6:00 PM  |
| 6301 N. 2nd St. Philadelphia, PA 19120 (ASPIRE Room)  | 4/15/2019 6:00 PM  |
| 6301 N. 2nd St. Philadelphia, PA 19120 (Chapel)       | 5/20/2019 6:00 PM  |
| TBD   | 6/29/2019 8:30 AM  |

## *Professional Staff Member Roster*

*There are no professional staff members.*

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

*XLSX file uploaded.*

## *Quality of Teaching and Other Staff*

| Position Categories     | Number of Staff per Category | Number of Staff Appropriately Certified | Number of Staff Promoted | Number of Staff Transferred | Number of Staff Terminated | Number of Staff Contracted for Following Year |
|-------------------------|------------------------------|---|--------------------------|-----------------------------|----------------------------|---|
| Chief Executive Officer | 1.00                         | 1.00                                    |                          |                             |                            | 1.00  |
| Principal               | 1.00                         | 1.00                                    |                          |                             |                            | 1.00  |

|   |       |       |      |   |      |       |
|---|-------|-------|------|---|------|-------|
| Assistant Principal   |       |       |      |   |      |       |
| Classroom Teacher (including Master Teachers)                 | 19.00 | 17.00 | 2.00 |   | 4.00 | 15.00 |
| Specialty Teacher (including Master Teachers)                 |       |       |      |   |      |       |
| Special Education Teacher (including Master Teachers)         | 9.00  | 9.00  | 1.00 |   |      | 9.00  |
| Special Education Coordinator                                 | 1.00  | 1.00  |      |   |      | 1.00  |
| Counselor   | 1.00  | 1.00  |      |   | 1.00 |       |
| Psychologist  | 1.00  | 1.00  |      |   |      | 1.00  |
| School Nurse  | 1.00  | 1.00  |      |   |      | 1.00  |
| Senior Director of Special Education and Specialized Services | 1     | 1     |      |   |      | 1     |
| EL Coordinator  | 1     | 1     |      |   | 1    |       |
| Senior Lead Educator  | 2     | 2     |      |   | 1    | 1     |
| Senior Director of Teaching & Learning                        | 1     | 1     |      |   |      | 1     |
| Totals  | 39.00 | 37.00 | 3.00 | 0 | 7.00 | 32.00 |

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

| <b>Fundraiser</b>                           | <b>Date</b> | <b>Purpose</b>           |
|---|-------------|--------------------------|
| Pretzel sale                                | 7-Sep       | Class Trips              |
| Pretzel sale                                | 14-Sep      | Class Trips              |
| Pretzel sale                                | 21-Sep      | Class Trips              |
| Pretzel sale                                | 28-Sep      | Class Trips              |
| Bake sale                                   | 12-Sep      | Behavior incentives      |
| Bake sale                                   | 9-Oct       | Halloween Incentive      |
| Bake sale                                   | 13-Nov      | Potluck Incentive        |
| Bake sale                                   | 11-Dec      | Hoilday Party Incentive  |
| Pretzel sale                                | 13-Dec      | Hoilday Party Incentive  |
| Pretzel sale                                | 20-Dec      | Hoilday Party Incentive  |
| Bake sale                                   | 16-Jan      | Class Trips              |
| Pretzel sale                                | 17-Jan      | Class Trips              |
| Pretzel sale                                | 24-Jan      | Class Trips              |
| Pretzel sale                                | 7-Feb       | Valentines dance incenti |
| Bake sale                                   | 12-Feb      | Valentines dance incenti |
| Pretzel sale                                | 21-Feb      | Class Trips              |
| Pretzel sale                                | 7-Mar       | Class Trips              |
| Bake sale                                   | 12-Mar      | Aquarium Trips           |
| Bake sale                                   | 21-Mar      | Aquarium Trips           |
| Pretzel sale                                | 4-Apr       | Aquarium Trips           |
| Pretzel sale                                | 9-Apr       | Class Trips              |
| Bake sale                                   | 11-Apr      | Class Trips              |
| Bake sale                                   | 14-May      | Class Trips              |
| Dress Down                                  |             | EL New Comers program    |
| Kindergarten Class: "Penny Wars fundraiser" | Spring 2019 | NJ Aquarium to offset th |

## *Fiscal Solvency Policies*

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

*This narrative is empty.*

### **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:**

- ASPIRA Inc. \_ School Financial Policies Manual 2018v2.pdf

### ***Accounting System***

Changes to the accounting system the charter school uses:

There are no changes to report.

### ***Preliminary Statements of Revenues, Expenditures & Fund Balances***

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

*XLSX file uploaded.*

### ***Financial Audits***

#### **Basics**

|                           |                               |
|---------------------------|-------------------------------|
| Audit Firm:               | CLA Clifton Larson Allen, LLP |
| Date of Last Audit:       | 12/20/2018                    |
| Fiscal Year Last Audited: | 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:

*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 |
|-------------|----------|
|-------------|----------|

### *Federal Programs Consolidated Review*

#### **Basics**

Title I Status: Yes  
 Title I First Year Status: No  
 Date of Last Federal Programs Consolidated Review: 04/08/2019  
 School Year Reviewed: 2018-2019

#### **Federal Programs Consolidated Review Report**

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

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#### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

| Description | Response |
|-------------|----------|
|-------------|----------|

# Special Education

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## *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**

| <b>Position Title</b>         | <b>Building(s) Name and Location for Charter Schools</b> | <b>Caseload</b> | <b>Low Age</b> | <b>High Age</b> |
|-------------------------------|--|-----------------|----------------|-----------------|
| Certified School Nurse        | Aspira Bilingual Cyber Charter School                    | 1               | 5              | 21              |
| Paraprofessional              | Aspira Bilingual Cyber Charter School                    | 1               | 5              | 7               |
| Paraprofessional              | Aspira Bilingual Cyber Charter School                    | 1               | 5              | 7               |
| Paraprofessional              | Aspira Bilingual Cyber Charter School                    | 1               | 12             | 14              |
| Paraprofessional              | Aspira Bilingual Cyber Charter School                    | 1               | 12             | 14              |
| School Psychologist           | Aspira Bilingual Cyber Charter School                    | 1               | 5              | 21              |
| Special Education Coordinator | Aspira Bilingual Cyber Charter School                    | 1               | 5              | 21              |



### Special Education Contracted Services

| <b>Title</b>                              | <b>Amt. of Time per Week</b> | <b>Operator</b>    | <b>Number of Students</b> |
|---|------------------------------|--------------------|---------------------------|
| Bilingual School Psychologist             | 1 Days                       | Outside Contractor | 15                        |
| Bilingual Speech and Language Pathologist | 1 Days                       | Outside Contractor | 10 or fewer               |
| Certified School Counselor                | 5 Days                       | Outside Contractor | 57                        |
| Occupational Therapist                    | 5 Days                       | Outside Contractor | 72                        |
| Paraprofessional                          | 5 Days                       | Outside Contractor | 12                        |
| Paraprofessional                          | 5 Days                       | Outside Contractor | 12                        |
| Paraprofessional                          | 5 Days                       | Outside Contractor | 12                        |
| Paraprofessional                          | 2 Days                       | Outside Contractor | 15                        |
| Paraprofessional                          | 2 Days                       | Outside Contractor | 15                        |
| Physical Therapist                        | 2.5 Days                     | Outside Contractor | 15                        |
| Speech and Language Pathologist           | 5 Days                       | Outside Contractor | 68                        |
| Speech and Language Pathologist           | 3 Days                       | Outside Contractor | 33                        |

### Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

01/21/2019

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

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## **Effective and Compliant Secondary Transition Practice- PATTAN Webinar**

Webinar provided information on creating post secondary transition goals and services that are thoughtful, relevant and effective for individual students.

|  |  |
|--|--|
| Person Responsible   | Special Education Coordinator- Diane Greening & Special Education Teacher - Nichole Weirich  |
| Start Date   | 3/4/2019   |
| End Date   | 6/13/2019  |
| Program Areas  | Professional Education, Special Education  |
| Hours Per Session  | 2  |
| # of Sessions  | 1  |
| # 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            | Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>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 leaders with the ability to access and use appropriate data to inform decision-making.  |
| Training Format  | Live Webinar   |
| Participant Roles  | Classroom teachers   |
| Grade Levels   | High (grades 9-12)   |
| Follow-up Activities   | Joint planning period activities   |
| Evaluation Methods   | Standardized student assessment data other than the PSSA<br>Participant survey<br>Review of written reports summarizing instructional activity   |

## **School District/Charter School Cyclical Monitoring Training at PATTAN East**

Staff Training on planning for Cyclical Monitoring visit and review of special education files. The results Aspira Bilingual Cyber Charter School's Cyclical Monitoring Review can be found later in this report.

|                    |  |
|--------------------|--|
| Person Responsible | Special Education Coordinator - Diane Greening |
|--------------------|--|

|  |  |
|--|--|
| Start Date   | 8/23/2018  |
| End Date   | 1/24/2019  |
| Program Areas  | Special Education  |
| Hours Per Session  | 4  |
| # of Sessions  | 1  |
| # 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            | 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 | Provides leaders with the ability to access and use appropriate data to inform decision-making.                              |
| Training Format  | Offsite Conferences  |
| Participant Roles  | Other educational specialists  |
| Grade Levels   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| Follow-up Activities   | Team training on compliance requirements for special education documents and provision of services.                          |
| Evaluation Methods   | Participant survey<br>BSE Cyclical Monitoring Team On-Site Review and Report of Findings.                                    |

**PDE Conference 2019: Ensuring All Students Are Prepared for College, Career, and Work**  
Effective practices in building rapport with students; adhering to ethical decision making; and, creating learning experiences that ensure all students have access to an education that prepares them for college, career, and life.

|                                |  |
|--------------------------------|--|
| Person Responsible             | Special Education Coordinator - Diane Greening |
| Start Date                     | 3/11/2019                                      |
| End Date                       | 3/11/2019                                      |
| Program Areas                  | Professional Education, Special Education      |
| Hours Per Session              | 2.5  |
| # of Sessions                  | 1  |
| # of Participants Per Session  | 1  |
| Provider                       | Multiple Providers                             |
| Provider Type                  | PaTTAN   |
| PDE Approved                   | Yes  |
| Knowledge Gain                 | Not Provided                                   |
| Research & Best Practices Base | Not Provided                                   |

|  |   |
|--|---|
| For classroom teachers, school counselors and education specialists            | Enhances the educator's content knowledge in the area of the educator's certification or assignment.                        |
| 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  | Offsite Conferences   |
| Participant Roles  | Other educational specialists   |
| Grade Levels   | Middle (grades 6-8)<br>High (grades 9-12)   |
| Follow-up Activities   | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers |
| Evaluation Methods   | Participant survey<br>Implementation in School Setting.   |

### **PDE Conference 2019: Creating Transformative Practices and Cultivating Family Relationships**

Effective practices in creating transformative programs for students at risk of dropping out of school; structuring individualized education programs (IEPs); and using technology to enhance learning opportunities for students with disabilities.

|  |  |
|--|--|
| Person Responsible   | Special Education Coordinator - Diane Greening   |
| Start Date   | 3/11/2019  |
| End Date   | 3/11/2019  |
| Program Areas  | Professional Education, Special Education  |
| Hours Per Session  | 3  |
| # of Sessions  | 1  |
| # of Participants Per Session  | 1  |
| Provider   | Multiple Providers   |
| Provider Type  | PaTTAN   |
| PDE Approved   | Yes  |
| Knowledge Gain   | Not Provided   |
| Research & Best Practices Base   | Not Provided   |
| For classroom teachers, school counselors and education specialists            | Enhances the educator's content knowledge in the area of the educator's certification or assignment.   |
| 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.<br>Instructs the leader in managing resources for effective results. |
| Training Format  | Offsite Conferences  |
| Participant Roles  | Principals / Asst. Principals<br>Other educational specialists   |
| Grade Levels   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)  |

|                      |   |
|----------------------|---|
|                      | Middle (grades 6-8)<br>High (grades 9-12)   |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers |
| Evaluation Methods   | Participant survey  |

**PDE Conference 2019: Rethinking Current Practice and Moving from Good to Great**

Effective practices in secondary transition; language learning and reading for students with disabilities; the power of building and maintaining family relationships; and issues related to social media and cyberbullying.

|  |  |
|--|--|
| Person Responsible   | Special Education Coordinator - Diane Greening & Principal - Nancy Ruiz  |
| Start Date   | 3/11/2019  |
| End Date   | 3/11/2019  |
| Program Areas  | Special Education  |
| Hours Per Session  | 2.5  |
| # of Sessions  | 1  |
| # of Participants Per Session  | 2  |
| Provider   | Multiple Providers   |
| 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 | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br>Instructs the leader in managing resources for effective results.                            |
| Training Format  | Offsite Conferences  |
| Participant Roles  | Principals / Asst. Principals<br>Other educational specialists   |
| Grade Levels   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| Follow-up Activities   | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Peer-to-peer lesson discussion                                |
| Evaluation Methods   | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

### **PDE Conference 2019: Reframing Your Leadership Journey**

Effective practices in improving schools; building stronger organizations; and, providing educational programs that ensure all students are college, career, and community-ready

|  |  |
|--|--|
| Person Responsible   | Special Education Coordinator - Diane Greening & Principal - Nancy Ruiz  |
| Start Date   | 3/11/2019  |
| End Date   | 3/11/2019  |
| Program Areas  | Professional Education, Special Education  |
| Hours Per Session  | 2.25   |
| # of Sessions  | 1  |
| # of Participants Per Session  | 2  |
| Provider   | Multiple Providers   |
| 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 | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br>Instructs the leader in managing resources for effective results.                            |
| Training Format  | Offsite Conferences  |
| Participant Roles  | Principals / Asst. Principals<br>Other educational specialists   |
| Grade Levels   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| Follow-up Activities   | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  |
| Evaluation Methods   | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

### **PDE Conference 2019: Enhancing Educational Outcomes for Students**

Effective practices in providing programs for diverse student populations; facilitating organizational well-being; uncovering student gifts; and, challenging perceptions of intelligence.

|                    |   |
|--------------------|---|
| Person Responsible | Principal - Nancy Ruiz                    |
| Start Date         | 3/11/2019                                 |
| End Date           | 3/11/2019                                 |
| Program Areas      | Professional Education, Special Education |

|  |  |
|--|--|
| Hours Per Session  | 2.75   |
| # of Sessions  | 1  |
| # of Participants Per Session  | 1  |
| Provider   | Multiple Providers   |
| Provider Type  | PaTTAN   |
| PDE Approved   | Yes  |
| 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 roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.   |
| Training Format  | Offsite Conferences  |
| Participant Roles  | Principals / Asst. Principals  |
| Grade Levels   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)                     |
| Follow-up Activities   | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers                      |
| Evaluation Methods   | Participant survey   |

# Special Education Program Profile

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## Program Position #0

*Operator:* Charter School

### PROGRAM SEGMENTS

| Type of Support                       | Level of Support              | Age Range   | Caseload | FTE |
|---------------------------------------|-------------------------------|---|----------|-----|
| Itinerant                             | Learning Support              | 5 to 7  | 12       | 1   |
| Locations:                            |                               |   |          |     |
| Aspira Bilingual Cyber Charter School | An Elementary 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 |
|---------------------------------------|-------------------------------|---|----------|-----|
| Itinerant                             | Learning Support              | 7 to 10   | 13       | 1   |
| Locations:                            |                               |   |          |     |
| Aspira Bilingual Cyber Charter School | An Elementary School Building | A building in which General Education programs are operated |          |     |

## Program Position #2

*Operator:* Charter School

### PROGRAM SEGMENTS

| Type of Support                       | Level of Support              | Age Range   | Caseload | FTE |
|---------------------------------------|-------------------------------|---|----------|-----|
| Itinerant                             | Learning Support              | 10 to 12  | 11       | 1   |
| Locations:                            |                               |   |          |     |
| Aspira Bilingual Cyber Charter School | An Elementary 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         | 12 to 14  | 18       | 1   |
| Locations:                            |                          |   |          |     |
| Aspira Bilingual 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  | 17       | 1   |



|                                       |                          |   |  |  |
|---------------------------------------|--------------------------|---|--|--|
| Locations:                            |                          |   |  |  |
| Aspira Bilingual 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  | 32       | 1   |
| Locations:                            |                                      |   |          |     |
| Aspira Bilingual 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              | 10 to 12  | 10       | 1   |
| Locations:                            |                               |   |          |     |
| Aspira Bilingual Cyber Charter School | An Elementary 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 |
|---------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant                             | Learning Support                     | 16 to 17  | 21       | 1   |
| Locations:                            |                                      |   |          |     |
| Aspira Bilingual 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                     | 17 to 18  | 21       | 1   |
| Locations:                            |                                      |   |          |     |
| Aspira Bilingual Cyber Charter School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

**Program Position #9***Operator:* Charter School**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
| Itinerant       | Learning Support | 18 to 20  | 15       | 1   |
| Locations:      |                  |           |          |     |

|                                       |                                      |   |  |  |
|---------------------------------------|--------------------------------------|---|--|--|
| Aspira Bilingual Cyber Charter School | A Junior/Senior High School Building | A building in which General Education programs are operated |  |  |
|---------------------------------------|--------------------------------------|---|--|--|

**Program Position #10***Operator:* Charter School**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support           | 5 to 7  | 13       | 1   |
| Locations:                                     |                               |   |          |     |
| Aspira Bilingual Cyber Charter School          | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #11***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              | 9 to 11   | 15       | 1   |
| Locations:                                     |                               |   |          |     |
| Aspira Bilingual Cyber Charter School          | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #12***Operator:* Charter School**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support      | 12 to 15  | 8        | 1   |
| Locations:                                     |                          |   |          |     |
| Aspira Bilingual Cyber Charter School          | A Middle School Building | A building in which General Education programs are operated |          |     |

**Program Position #13***Operator:* Charter School**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 12 to 15  | 13       | 1   |
| Locations:                                     |                          |   |          |     |
| Aspira Bilingual Cyber Charter School          | A Middle School Building | A building in which General Education programs are operated |          |     |

# Facilities

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

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

| <b>Acct Name</b>              | <b>Description</b>  | <b>Date</b> | <b>Cost basis</b> |
|-------------------------------|---|-------------|-------------------|
| Equipment Under Capital Lease | MTG Micro Technology Group, Inc   | 7/26/2018   | 30,712.98         |
| Building Improvements         | Concrete work   | 8/10/2018   | 565.40            |
| Computer & IT Equipment       | Dell Marketing L.P.: Latitude 3180  | 8/14/2018   | 23,175.48         |
| Computer & IT Equipment       | Dell Marketing L.P.: Dell Latitude 3590   | 10/1/2018   | 8,536.50          |
| Computer & IT Equipment       | Dell Marketing L.P.: LG PH450UG Home Theatre Projector - Portable HD DLP Projector SKU A9708820           | 10/5/2018   | 8,605.49          |
| Computer & IT Equipment       | Dell Marketing L.P.: Dell Latitude 3590   | 10/8/2018   | 12,729.60         |
| Computer & IT Equipment       | Apple Inc.: 1 - ZOW2 Mac Mini 1 - S6121LL/A<br>Applecare 1 - MQ4H2AM/A Thunderbolt 3 Proposal #2103507609 | 11/14/2018  | 2,427.00          |
| Computer & IT Equipment       | Dell Marketing L.P.: Latitude 3180  | 11/19/2018  | 25,457.00         |
| Computer & IT Equipment       | Dell Marketing L.P.: LG PH450UG THEATER PROJECTOR - PORTABLE HD DLP PROJECTOR                             | 12/13/2018  | 3,860.67          |
| Computer & IT Equipment       | Dell Marketing L.P.: Latitude 3180  | 1/28/2019   | 24,528.50         |
| Computer & IT Equipment       | Dell Marketing L.P.:Latitude 3180   | 3/12/2019   | 4,905.70          |
| Computer & IT Equipment       | Dell Marketing L.P.:Latitude 3180   | 5/3/2019    | 8,970.00          |

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

*\$154,474.32*

## *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:

#### Future Facility Development

- New teacher chat stations to better serve students with special needs
- Relocation to a larger facility in 1-2 years

#### Rationale

- Increased enrollment and services
- Increased enrollment

### *Memorandums of Understanding*

| Organization  | Purpose   |
|---|---|
| Head-Start Transition                               | <p>The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start. In order to meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to:</p> <ol style="list-style-type: none"> <li>1. Establish channels of communication between school staff and Head Start staff;</li> <li>2. Receive and transfer children's records, enrollment, parent communication;</li> <li>3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;</li> <li>4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and</li> <li>5. Link LEA educational services with Head Start agency services.</li> </ol> |
| The Philadelphia Department of Human Services (DHS) | <p>Pursuant to the Every Student Succeeds Act (ESSA) and the Fostering Connections to Success and Increasing Adoptions Act, the Philadelphia Department of Human Services (DHS) and Local Education Agencies (LEAs) must work together to support educational stability for children and youth placed in out of home care. Philadelphia DHS and LEAs must collaborate to ensure that children and youth placed in out of home care are able to remain in their school of origin (current school) unless it is not in their best interest to do so.</p> <p>Every time a child or youth is placed in out</p>  |

|                                    |   |
|------------------------------------|---|
|                                    | <p>of home care, or their placement location is changed, Philadelphia DHS will internally consult about whether there are factors that indicate it is not in the best interest of the child or youth to remain in their school of origin. When these factors exist, there must be a joint determination by the LEA and DHS of whether it is in the best interest of the child or youth to remain in their current school. No child or youth committed to DHS is to be transferred to another school unless it is not in their best interest to remain in their current school.</p> <p>Philadelphia DHS and the LEA shall work together to comply with the requirements of the Every Student Succeeds Act (ESSA), including working collaboratively to establish a transportation plan.</p>  |
| The Philadelphia Police Department | <p>This 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 (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.</p> <p>The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.</p> <p>Legal Authority</p> <p>The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P.S. §§ 13-1301-A-13-1313-A.</p> <p>In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities.</p> |



# Charter School Annual Report Affirmations

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## **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 Jennifer Albandoz on 7/30/2019**

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*Board President*

**Affirmed by Andrea Gonzalez-Kirwin on 7/30/2019**

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*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 Jennifer Albandoz on 7/30/2019**

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*Board President*

**Affirmed by Andrea Gonzalez-Kirwin on 7/30/2019**

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*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 Jennifer Albandoz on 7/30/2019**

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*Board President*

**Affirmed by Andrea Gonzalez-Kirwin on 7/30/2019**

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*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 Jennifer Albandoz on 7/30/2019**

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*Board President*

**Affirmed by Andrea Gonzalez-Kirwin on 7/30/2019**

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*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 Jennifer Albandoz on 7/30/2019**

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*Board President*

**Affirmed by Andrea Gonzalez-Kirwin on 7/30/2019**

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*Chief Executive Officer*