

Pennsylvania Leadership CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

1332 Enterprise Dr
West Chester, PA 19380
(610)701-3333

Phase:	Phase 2
CEO Name:	James Hanak
CEO E-mail address:	jhanak@palcs.org

Governance and Staff

Leadership Changes

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

John Wingerter replaced William Middleton as President of the Board. Kerry Duke, Supervisor of Special Education was hired to replace Jamie Jenkins. Kerry left PALCS during the same year. Deborah Kulp-Woodruff, was then promoted from IEP Compliance Monitor to Supervisor of Special Education.

Board of Trustees Meeting Schedule

Location	Date and Time
1332 Enterprise Dr., West Chester 19380	9/14/2018 12:00 PM
1332 Enterprise Dr., West Chester 19380	11/9/2018 12:00 PM
1332 Enterprise Dr., West Chester 19380	1/11/2019 12:00 PM
1332 Enterprise Dr., West Chester 19380	3/8/2019 12:00 PM
1332 Enterprise Dr., West Chester 19380	4/12/2019 12:00 PM
1332 Enterprise Dr., West Chester 19380	5/10/2019 12:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	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	0.00	0.00	0.00	0.00	1.00
Principal	5.00	4.00	0.00	0.00	0.00	5.00
Assistant Principal	1.00	1.00	1.00	0.00	0.00	1.00
Classroom Teacher (including	143.00	138.00	0.00	0.00	2.00	142.00

Master Teachers)						
Specialty Teacher (including Master Teachers)	13.00	5.00	0.00	2.00	1.00	10.00
Special Education Teacher (including Master Teachers)	30.00	30.00	0.00	0.00	5.00	25.00
Special Education Coordinator	1.00	1.00	0.00	0.00	1.00	0.00
Counselor	12.00	12.00	0.00	0.00	1.00	11.00
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
Totals	208.00	193.00	1.00	2.00	10.00	197.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

Currently, no major fundraising activities planned.

Fiscal Solvency Policies

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

Spending is controlled by the budget, which is prepared departmentally with input from all managers, and approved by the Board of Directors. Cash balances are monitored to ascertain that funds are available to pay obligations as they come due. Periodic financial statements are produced during the year and provided to Management and the Board so that expenditure levels can be monitored and budgets modified as deemed necessary.

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)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

As of July 1, 2018, management outsourced most of the school's business functions to Charter Choices, Inc., a third party company that provides these and other related services to charter schools. Individuals assigned to service the school by Charter Choices, Inc. each have approximately 15 years of experience in this industry.

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: SD Associates, P.C.
Date of Last Audit: 05/29/2019

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
No citations	N/A

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No
 Date of Last Federal Programs Consolidated Review: 04/12/2018
 School Year Reviewed: 2017-2018

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
IEP Compliance Monitor	West Chester, PA	0	5	21
IEP Coordinator	West Chester, PA	0	5	21
Related Services Coordinator	West Chester, PA	0	5	21
Social Worker	West Chester, PA	0	5	21
Special Education Administrative Assistant	West Chester, PA	0	5	21
Special Education Teacher	West Chester, PA	30	5	21
Special Education Teacher	Pittsburgh, PA	30	5	21
Speech and Language Pathologist	West Chester, PA	25	5	18
Supervisor of Special Education	West Chester, PA	0	5	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Academic Tutoring - Comprehensive - Hope Learning Center	5 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Comprehensive-Therapy Source	5 Days	Outside Contractor	73
Academic Tutoring - Comprehesnsive - Jumpstart	2 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Math - Therapy Source	5 Days	Outside Contractor	15
Academic Tutoring - Reading - Hope Learning Center	10 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Reading - Therapy Source	5 Days	Outside Contractor	33
Academic Tutoring - Writing - Therapy Source	5 Days	Outside Contractor	10 or fewer
Audiology Consult	20 Minutes	Intermediate Unit	10 or fewer
BCBA - CCIU	2 Hours	Intermediate Unit	10 or fewer
BCBA - Foundations for Growing	3 Hours	Outside Contractor	10 or fewer
BCBA - Humanus	3 Hours	Outside Contractor	10 or fewer
BCBA - Journey Center	1 Hours	Outside Contractor	10 or fewer
BCBA - PAAC	60 Minutes	Outside Contractor	10 or fewer
BCBA - Therapy Source	5 Days	Outside Contractor	33
BCBA Consult - Therapy Source	60 Minutes	Outside Contractor	10 or fewer
BCBA Parent Consult - Therapy Source	30 Minutes	Outside Contractor	10 or fewer
BSC - Foundations for Growing	13 Hours	Outside Contractor	10 or fewer
BSC - Therapy Source	5 Days	Outside Contractor	11
Counseling - Hope Learning Center	1 Hours	Outside Contractor	10 or fewer
Counseling - Therapy Source	5 Days	Outside Contractor	106
Hearing Services - CCIU	60 Minutes	Intermediate	10 or fewer

		Unit	
Hearing Services - Consult - CCIU	5 Minutes	Intermediate Unit	10 or fewer
Hearing Support - Therapy Source	1 Days	Outside Contractor	10 or fewer
Instructional Aide - Foundations for Growing	8 Hours	Outside Contractor	10 or fewer
Instructional Aide - Humanus	50 Hours	Outside Contractor	10 or fewer
Instructional Aide - Therapy Source	5 Days	Outside Contractor	25
Job Coaching - Evolve	60 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Consultation - Therapy Source	30 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Foundations for Growing	240 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Hope Learning Center	4.5 Hours	Outside Contractor	10 or fewer
Occupational Therapy - Humanus	120 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - PAAC	90 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Sensory Link	65 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Therapy Bridges	2.5 Hours	Outside Contractor	10 or fewer
Occupational Therapy - Therapy Source	5 Days	Outside Contractor	85
Orientation and Mobility - CCIU	165 Minutes	Intermediate Unit	10 or fewer
Orientation and Mobility - Luzerne Intermediate Unit	30 Minutes	Intermediate Unit	10 or fewer
Orton Gillingham Reading - Therapy Source	4 Days	Outside Contractor	10 or fewer
Parent Counseling - Therapy Source	90 Minutes	Outside Contractor	10 or fewer
Personal Care Aide - Foundations for Growing	32.5 Hours	Outside Contractor	10 or fewer
Personal Care Aide - Hope Learning Center	72.5 Hours	Outside Contractor	10 or fewer
Personal Care Aide - Journey Center	240 Hours	Outside Contractor	10 or fewer
Personal Care Aide - Therapy Source	5 Days	Outside Contractor	30
Physical Therapy -	1.5 Hours	Outside Contractor	10 or fewer
Physical Therapy - Baby Steps PT	120 Minutes	Outside	10 or fewer

		Contractor	
Physical Therapy - Humanus	90 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Sensory Link	49 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Therapy Bridges	7.5 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Therapy Source	5 Days	Outside Contractor	15
Reading Specialist - CCIU	1 Hours	Intermediate Unit	10 or fewer
Reading Specialist - Therapy Source	5 Days	Outside Contractor	27
Registered Behavior Technician - PAAC	60 Hours	Outside Contractor	10 or fewer
Social Skills Instruction - PAAC	60 Minutes	Outside Contractor	10 or fewer
Social Skills Instruction - Therapy Bridges	1.5 Hours	Outside Contractor	10 or fewer
Social Skills Instruction - Therapy Source	5 Days	Outside Contractor	48
Social Work Services - Hope Learning Center	5 Hours	Outside Contractor	10 or fewer
Social Work Services - Therapy Source	105 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Foundations for Growing	150 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Foundations for Growing	75 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Hope Learning Center	5 Days	Outside Contractor	10 or fewer
Speech and Language Therapy - Humanus	265 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - PAAC	2 Hours	Outside Contractor	10 or fewer
Speech and Language Therapy - Sensory Link	98 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Therapy Bridges	2 Hours	Outside Contractor	10 or fewer
Speech and Language Therapy - Therapy Source	5 Days	Outside Contractor	114
Speech and Language Therapy - Your Speech Path	90 Minutes	Outside Contractor	10 or fewer
Tutoring - Organization & Task Completion - Therapy Source	5 Days	Outside Contractor	30
VB-MAPP - Hope Learning Center	20 Hours	Outside Contractor	10 or fewer
Vision Support - CCLIU	112 Minutes	Intermediate	10 or fewer

		Unit	
Vision Support - Consult - CCIU	10 Minutes	Intermediate Unit	10 or fewer
Vision Support - Luzerne Intermediate Unit	6 Minutes	Intermediate Unit	10 or fewer

Special Education Cyclical Monitoring

Date 02/26/2019

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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

PDE Conference 2019: Making a Difference: Educational Practices That Work!

This annual statewide conference offers an opportunity to learn and engage with nationally-recognized presenters, as well as colleagues from across the state, highlighting effective instructional strategies and interventions designed to make an educational difference for all students.

Person Responsible	Kerry Duke
Start Date	3/11/2019
End Date	3/13/2019
Program Areas	Special Education
Hours Per Session	8
# of Sessions	3
# of Participants Per Session	6
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. 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.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) 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
Evaluation Methods	Participant survey

Professional Development - Best Practices in Compliance and Supporting Special Education Growth in Students

Upon returning from the summer break, special education staff will participate in professional development in the areas of IEP writing, goal writing, measuring progress, interventions, transition planning and providing appropriate supports.

Person Responsible	Kerry Duke
Start Date	8/22/2018
End Date	8/24/2018
Program Areas	Special Education
Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	25
Provider	PALCS
Provider Type	School Entity
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. 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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) 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 Creating lessons to meet varied student learning styles

	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. Continuing review of paperwork

Continuing Compliance and Student Specific Monitoring

Monthly and weekly meetings with teachers, special education supervisors and grade level divisions to review paperwork, address students specific issues, training, etc.

Person Responsible	Kerry Duke
Start Date	9/6/2018
End Date	6/7/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	18
# of Participants Per Session	26
Provider	PALCS
Provider Type	School Entity
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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides 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. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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. Classroom student assessment data

IEP Process & Writing Legally Defensible IEP's

1. Workshops discussing the process of writing an IEP
2. Collaboration on best practices facilitating IEP Meetings
3. Q + A with legal counsel Kim Colonna

Person Responsible	Kerry Duke
Start Date	10/25/2018
End Date	10/25/2018
Program Areas	Special Education
Hours Per Session	3.0
# of Sessions	1
# of Participants Per Session	31
Provider	PALCS
Provider Type	School Entity
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	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. 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
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel

Grade Levels	Elementary - Primary (preK - grade 1) 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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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	5 to 10	19	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	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	5 to 11	21	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	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	5 to 10	19	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	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	6 to 11	15	1
Justification: Grade 1 -5 Learning Support Caseload				
Locations:				
PALCS	An Elementary 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	10 to 12	20	1
Locations:				
PALCS	An Elementary 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	11 to 13	26	1
Locations:				
PALCS	An Elementary 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	11 to 13	26	1
Locations:				
PALCS	A Middle 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	12 to 14	20	1
Locations:				
PALCS	A Middle 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	12 to 14	20	0.5
Locations:				
PALCS	A Middle 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	12 to 14	7	0.5
Locations:				
PALCS	A Middle 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	12 to 15	20	0.5
Locations:				
PALCS	A Middle 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	12 to 15	9	0.5
Locations:				
PALCS	A Middle 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
Itinerant	Learning Support	11 to 14	17	0.5
Locations:				
PALCS	A Middle 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	12 to 14	10	0.5
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: Charter School***PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	15 to 18	22	0.5
Locations:				
PALCS	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	8 to 12	6	0.5
Locations:				
PALCS	A Middle 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
Itinerant	Learning Support	14 to 16	31	1
Locations:				
PALCS	A Senior High 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
Itinerant	Learning Support	15 to 19	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	29	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	15 to 17	29	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	29	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	32	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator: Charter School***PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	14 to 18	25	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	26	1
Justification: Grades 9 - 12 Learning Support Caseload				
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	8	1
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	8	1
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	12	1
Locations:				
PALCS	A Junior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator: Charter School*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	9	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 17	8	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 19	11	1
Justification: Grades 9 - 12 Life Skills Support Caseload				
Locations:				
PALCS	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:

Date	Quantity	Description	Amount
7/23/18	1	Re-paved parking lot	99,430
11/30/18	30	HP Elitebook 1040 G4	62,972
11/30/18	110	HP mount & display kit for ProDesk 400 Mini	88,770
11/30/18	250	HP Probook G5	186,005
11/30/18		HP Servers	178,926
1/7/19	20	HP Probook 450 G5 Notebook	15,104
1/7/19	500	HP Probook 450 G5 Notebook	338,280
1/7/19	500	HP DeskJet 3630 All-in-One Printer	24,500
1/17/19	5	Apple MacBookPro 15.4 sg/2.2ghz/16gb/rp555	12,540
5/15/19	600	HP DeskJet 3630 All-in-One Printer	29,400
5/15/19	600	Cyber Acoustics AC-204 Headsets	8,076
5/15/19	600	HP ProBook 450 G6 Series Nootbook IDS	402,000
5/15/19	60	HP EliteBook x360 1040 G5 Notebook	101,580
5/15/19	10	HP Elite x2 1013 G3 Series Tablet MSNA	14,455
5/15/19	10	HP Elite x2 1013 G3 Series Tablet MSNA	18,605
5/15/19	10	HP Zbook Studio G5x360 Series Mobile Workstation	32,140

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

\$1,612,782.00

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:

The school is actively searching for a suitable location for its Center for the Performing Arts, which is currently situated in a leased location, the lease of which terminates in less than one year. Pending a successful search, a purchase may be anticipated.

Memorandums of Understanding

Organization	Purpose
Chester County Intermediate Unit	Title III Consortium
East Goshen Township Police Department	Safe Schools

Harmar Township Police Department	Safe Schools
West Goshen Township Police Department	Safe Schools

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 John Wingerter on 7/31/2019

Board President

Affirmed by James Hanak on 7/24/2019

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 John Wingerter on 7/31/2019

Board President

Affirmed by James Hanak on 7/24/2019

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 John Wingerter on 7/31/2019

Board President

Affirmed by James Hanak on 7/24/2019

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 John Wingerter on 7/31/2019

Board President

Affirmed by James Hanak on 7/24/2019

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 John Wingerter on 7/31/2019

Board President

Affirmed by James Hanak on 7/24/2019

Chief Executive Officer