

ASPIRA Bilingual Cyber CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

6301 N. 2nd Street
3rd Floor
Philadelphia, PA 19120-
267-291-1883

Phase:	Phase 3
CEO Name:	Alfredo Calderon
CEO E-mail address:	acalderon@aspirapa.org

Governance and Staff

Leadership Changes

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

Board Changes:

1. Fred Ramirez was sworn in as the board Treasurer in June of 2019
2. Jessica Ortiz was sworn in as as a board member in March of 2020

Leadership Changes:

1. Jillian Alcaro, EL Coordinator resigned in June of 2019
2. Ryan Wolcott was promoted from a teacher position to Testing Coordinator

Board of Trustees Meeting Schedule

Location	Date and Time
4322 N. 5th Street (3rd floor Conference Room) Philadelphia, PA. 19140	8/19/2019 6:00 PM
4101 N. American Street Philadelphia, PA. 19140	9/9/2019 6:00 PM
4322 N. 5th Street (3rd floor Conference Room) Philadelphia, PA. 19140	10/21/2019 6:00 PM
3200 B St. Philadelphia, PA 19134 (Library)	2/10/2020 6:00 PM
Virtual	4/20/2020 6:00 PM
Virtual	5/20/2020 6:00 PM
Board Retreat -Virtual	6/20/2020 8:30 AM
Virtual	6/30/2020 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

PDF 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
EL Coordinator	1	1			1	
Senior Lead Educator	2	2			1	1
Totals	37.00	35.00	3.00	0	7.00	30.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

Fundraiser	Date	Purpose
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:

There weren't any changes during the 2019-2020 year. The school has adopted a balanced budget policy with budget reserve requirements. There are financial metrics to monitor the fiscal solvency. They're being reviewed on a monthly basis by management and the Board. Procurement policy, position control policy and monthly financial variances review are in place to monitor the fiscal accountability. Actions and measures are taken to address any adversities.

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:

- Purchasing MANUAL SY 2019-20 72019.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:	12/11/2019
Fiscal Year Last Audited:	2018-2019

Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

This narrative is empty.

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: 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.

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
Certified School Nurse	Aspira Bilingual Cyber Charter School	400	5	21
Paraprofessional	Aspira Bilingual Cyber Charter School	12	5	7
Paraprofessional	Aspira Bilingual Cyber Charter School	12	5	7
Paraprofessional	Aspira Bilingual Cyber Charter School	12	12	14
Paraprofessional	Aspira Bilingual Cyber Charter School	12	12	14
School Counselor	Aspira Bilingual Cyber Charter School	37	14	20
School Psychologist	Aspira Bilingual Cyber Charter School	82	5	21

Special Education Coordinator	Aspira Bilingual Cyber Charter School	234	5	21
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Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
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	54
Occupational Therapist	5 Days	Outside Contractor	75
Occupational Therapist	3 Days	Outside Contractor	34
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	82
Speech and Language Pathologist	4 Days	Outside Contractor	70

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.

PDF file uploaded.

Special Education Personnel Development

MTSS-SEL COVID REENTRY PLAN

The School Psychologist will create turn around training for all school instructional staff. School Instructional staff will be required to complete short exit ticket on key ideas of tiered social-emotional supports that may be implemented due to impact of Covid-19 and other current traumas. Instructional staff will be given recommended minimum time allotted daily for whole group implementation. Instructional staff must submit draft of daily schedule which includes time allotted for whole group social emotional support in classrooms. School Psychologist, Counselors, Behavior Specialists, and Special Education Coordinator will monitor implementation in classrooms on-going throughout school year and will meet with instructional staff on a bi-weekly rotation to determine students who may require a more intensive level of support.

Person Responsible	School Psychologist and School Special Education Coordinator
Start Date	6/23/2020
End Date	6/10/2021
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	4
Provider	PaTTAN - Jason A. Pedersen
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Staff awareness of social emotional impact of current events on children, and how these traumas can impact student success in school. Instructional staff will also learn to identify possible indicators of social emotional distress and better respond to student behaviors to motivate students to succeed in school despite obstacles.
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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional 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	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.

Preparing for Life: Successful Transition to Adulthood with ASD

Special Educators will increase opportunities in special education classrooms for students to think about career opportunities and increase practice of skills, at an appropriate level of rigor for students within the classroom. The Special Education Senior Lead Educator will observe these practices within the classrooms, and the Compliance Coordinator will support staff with thoughtful IEP goals related to career, education, and independent living.

Person Responsible	Special Education Senior Lead Educator, Compliance Coordinator, and Special Education Coordinator
Start Date	2/18/2020
End Date	6/11/2020
Program Areas	Professional Education, Special Education
Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	3
Provider	PaTTAN- Jed Baker
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.
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	Online-Synchronous
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 Compliance meetings to create thoughtful transition goals, services, activities for specific students
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Compliance meetings to create thoughtful transition goals, services, activities for specific students

School Mental Health Professionals Summer Series

The School Psychologist will attend a services of webinars 1) *Focus on Trauma-Informed Practices*, 2) *Focus on School-Wide Mental Health*, 3) *Focus on Social-Emotional Learning*, and create a whole staff training based on information obtained in series to address mental health/social emotional needs of students. The School Psychologist will work with targeted students individually and practice new skills learned; instructional staff will be trained by and supported by the Psychologist to implement social-emotional responsiveness in classrooms.

Person Responsible	School Psychologist and School Special Education Coordinator
Start Date	6/23/2020
End Date	8/20/2020
Program Areas	Special Education, Student Services
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	1
Provider	PaTTAN - Dr. Perri Rosen, Mr. Michael Vuckovich, Mr. Justin Zahorchak
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. 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	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

leadership roles	academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Online-Synchronous
Participant Roles	Classroom teachers School counselors Other educational specialists
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 7	14	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 9	12	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	9 to 11	10	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	10 to 12	16	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	11 to 13	18	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	23	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	12 to 14	22	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	19	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	19	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	25	1
Locations:				

Aspira Bilingual Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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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	8	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	11 to 13	13	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	12	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	6 to 8	8	1
Locations:				
Aspira Bilingual Cyber Charter School	An Elementary 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:

Acct Name	Description	Date	Cost as of July 01, 2019
	HP INC. : SBUY CB11G8		
Computer & IT Equipment	CeIN4020 11 4GB/32 PC (50)	5/1/2020	\$9,550.00
Computer & IT Equipment	Chromebook 11 3180 (50)	2/22/2020	\$14,917.00
Computer & IT Equipment	Dell Latitude 3301 (13)	12/2/2019	\$10,736.05
Computer & IT Equipment	Dell Color Printer (1)	8/13/2019	\$2,827.19
Computer & IT Equipment	Dell Chrome 5190 (10)	6/30/2019	\$2,594.80
Computer & IT Equipment	Dell AC Adapter (50)	10/14/2019	\$2,037.00

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

\$42,662.04

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	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

	<p>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"> 1. Establish channels of communication between school staff and Head Start staff; 2. Receive and transfer children’s records, enrollment, parent communication; 3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; 4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and 5. Link LEA educational services with Head Start agency services.
<p>The Philadelphia Department of Human Services (DHS)</p>	<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 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>

<p>The Philadelphia Police Department</p>	<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>
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Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Jennifer Albandoz on 7/31/2020

Board President

Affirmed by Alfredo Calderon on 7/31/2020

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 7/31/2020

Board President

Affirmed by Alfredo Calderon on 7/31/2020

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 7/31/2020

Board President

Affirmed by Alfredo Calderon on 7/31/2020

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 7/31/2020

Board President

Affirmed by Alfredo Calderon on 7/31/2020

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 7/31/2020

Board President

Affirmed by Alfredo Calderon on 7/31/2020

Chief Executive Officer