

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2019

Name of School: Esperanza Cyber Charter School

Address of School: 4261 North 5th. Street, Philadelphia, PA 19140

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	894
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	4,895,106
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	39,500
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	1,005
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	9,841
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	9,521
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	291,752
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			5,247,619

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2019

Name of School Esperanza Cyber Charter School

Address of School 4261 N. 5th Street Philadelphia PA 19140

CEO Signature 

Note-Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	2,257,079
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	514,385
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	415,242
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	71,292
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	13,885
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	131,158
	2310	Board Services	2,019
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	93,235
	2360	Office of the Superintendent (Executive Director) Services	841
	2370	Community Relations Services	
	2380	Office of the Principal Services	166,911
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	9,771
2500		SUPPORT SERVICES - BUSINESS	169,998
	2510	Fiscal Services	18,222
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	140,973
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	13,144
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	4,169
	2690	Other Operation and Maintenance of Plant Services	9,346
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	531
2800		SUPPORT SERVICES - CENTRAL	7,748
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	3,835
	2840	Data Processing Services	91,789
	2850	State and Federal Agency Liaison Services	67,999
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	635
	3210	School Sponsored Student Activities	3,544
	3250	School Sponsored Athletics	24
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	50,999
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	600
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		4,259,374

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2019**

988,245

ESPERANZA CYBER CHARTER SCHOOL
Financial Statements
June 30, 2018
(With Summarized Comparative Financial Information for the Year Ended June 30, 2017)
With Independent Auditors' Reports

Esperanza Cyber Charter School
June 30, 2018

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees,
Esperanza Cyber Charter School:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activity and each major fund of Esperanza Cyber Charter School (the "School") as of and for the year ended June 30, 2018, and the related notes to the financial statements which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Esperanza Cyber Charter School as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 14 to the financial statements, in 2018, the entity adopted new accounting guidance for GASB 75. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited Esperanza Cyber Charter School's June 30, 2017 financial statements and we have expressed an unmodified audit opinion on these financial statements in our audit report dated September 26, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017 is consistent in all material respects, with the audited financial statements from which it is has been derived.

Other Matters

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, the schedule of revenues, expenditures and changes in fund balances budget and actual – governmental funds, the schedules of proportionate share of PSERS net pension liability and contributions, and schedule of proportionate share of PSERS OPEB liability and contributions on pages 3 through 6 and pages 29 and 30 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2018 on our consideration of Esperanza Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Esperanza Cyber Charter School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "Withum Smith + Brown, PC". The signature is written in a cursive, flowing style.

October 29, 2018

Esperanza Cyber Charter School Management's Discussion and Analysis (Unaudited) June 30, 2018

Management of Esperanza Cyber Charter School (the "School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2018. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- During the year ended June 30, 2015, the School was required to adopt GASB 68 relative to its participation in the Commonwealth of Pennsylvania's Public School Employees' Retirement System ("PSERS") Pension Plan. Charter Schools are required to offer this retirement plan to their employees as a condition of their charter. The Commonwealth controls all aspects of the plan including assets and administration. The School makes contributions as defined by the Commonwealth. With the adoption of GASB 68, the School is required to record a liability for its proportionate share of the PSERS plan and expenses related to the performance of plan administration against its goals. The School also recorded \$122,831 in non-cash income related to plan administrative performance in addition to the required cash contributions of \$168,476. PSERS is reporting a total net pension liability of \$49,388,405,000 as of June 30, 2017. All public schools in Pennsylvania are required to record a proportionate share of the liability in their financial statements. Management is of the opinion that it is highly unlikely the School will ever be required to pay this liability.
- During the year ended June 30, 2018, the School was required to adopt GASB 75 relative to its participation in the PSERS' Health Insurance Premium Assistance Program. The Commonwealth controls all aspects of the plan including assets and administration. The School makes contributions as defined by the Commonwealth. With the adoption of GASB 75, the School is required to record a liability for its proportionate share of the PSERS other postemployment benefit plan ("OPEB") and expenses related to the performance of plan administration against its goals. The School also recorded \$4,715 in non-cash income related to plan administrative performance in addition to the required cash contributions of \$4,406. PSERS' Health Insurance Premium Assistance Program is reporting a total net OPEB liability of \$2,037,412,000 as of June 30, 2017. All public schools in Pennsylvania are required to record a proportionate share of the liability in their financial statements. Management is of the opinion that it is highly unlikely the School will ever be required to pay this liability.
- At the close of the current fiscal year, the School reported ending net position of (\$343,074) due primarily to the required adjustments of GASB 68. There was an increase in net position of \$551,008 for the activities of the year ended June 30, 2018.
- The School experienced better than expected enrollment numbers for the year. There was an average of 204 regular education students and 52 special education students enrolled for the year against a plan of 130 regular education students and 45 special education students.
- The School's cash balance at June 30, 2018 was \$828,083, representing an increase of \$435,972 from June 30, 2017.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: management's discussion and analysis (this section), the basic financial statements, required supplementary schedules and report required under *Government Auditing Standards*.

**Esperanza Cyber Charter School
Management's Discussion and Analysis (Unaudited)
June 30, 2018**

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows, liabilities, and deferred inflows with the difference between them reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating. However, with the implementation of GASB 68 and the entries required to record PSERS liabilities, the net position is negatively skewed.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has two governmental funds - general and student activities.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. However, in the case of the School, as a result of the application of GASB 68 and GASB 75, net position is not a useful indicator of the School's financial position because liabilities and deferred inflows exceeded assets and deferred outflows by \$343,074 as of June 30, 2018. The deficit in the School's net assets is due to the required recording of its proportionate share of the entire PSERS plan offset by income related to the performance of plan administration in fiscal year 2017.

	2018	2017
Total assets	\$ 1,178,000	\$ 573,404
Total deferred outflows	373,546	511,000
Total liabilities	(1,288,620)	(1,474,486)
Total deferred inflows	<u>(606,000)</u>	<u>(504,000)</u>
Total net position	<u>\$ (343,074)</u>	<u>\$ (894,082)</u>

**Esperanza Cyber Charter School
Management's Discussion and Analysis (Unaudited)
June 30, 2018**

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

	2018	2017
Revenues		
Local education agencies	\$ 3,136,160	\$ 2,215,660
State sources	10,386	10,550
Federal sources	343,787	205,288
Other sources	<u>113,213</u>	<u>4,150</u>
	3,603,546	2,435,648
Expenditures		
Instruction	1,828,332	1,326,326
Instruction student support	307,141	157,638
Administrative & financial support services	611,449	461,931
Other support services	160,129	125,038
Operation & maintenance of plant services	118,756	127,661
Student activities	3,378	2,322
Depreciation	<u>23,353</u>	<u>19,546</u>
	<u>3,052,538</u>	<u>2,220,462</u>
Change in net position	551,008	215,186
Net position, beginning of year, as previously stated and before GASB 68 expense adjustment	(894,082)	(1,060,366)
GASB 68 expense adjustment (see Note 12)	<u>--</u>	<u>7,098</u>
Net position, beginning of year, restated	(894,082)	(1,053,268)
GASB 75 prior period adjustment (see Note 14)	<u>--</u>	<u>(56,000)</u>
Net position, ending	<u>\$ (343,074)</u>	<u>\$ (894,082)</u>

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds, (the General and Student Activities Funds), reported an ending fund balance of \$795,109. For the year ended June 30, 2018, the School's revenues (\$3,603,546) exceeded its expenditures (\$3,156,469) by \$447,077. For the year ended June 30, 2017, the School's revenues (\$2,435,648) exceeded its expenditures (\$2,168,768) by \$266,880.

Governmental Fund Budgetary Highlights

Some categories of revenues and expenditures vary from the prior year. The differences between the years were primarily due to changing enrollment and per pupil funding.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2018, the School's net investment in capital assets for its governmental activities totals \$71,271 (net of depreciation). This investment in capital assets consists of furniture and equipment.

There were no fixed assets purchased during the year ended June 30, 2018.

**Esperanza Cyber Charter School
Management's Discussion and Analysis (Unaudited)
June 30, 2018**

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the subsidy provided by the School District of Philadelphia, is expected to increase for fiscal year 2018-2019 due to an increase in subsidy per student and an increase in the number of students enrolled for the year.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Academic Officer, Esperanza Cyber Charter School, 4261 N. 5th Street, Philadelphia, PA 19140.

Esperanza Cyber Charter School

Statement of Net Position

June 30, 2018

(With Summarized Comparative Financial Information at June 30, 2017)

	2018	2017
Assets		
Current assets		
Cash and cash equivalents	\$ 828,083	\$ 392,111
Federal subsidies receivable	95,970	35,217
State subsidies receivable	119,400	3,465
Other receivables	7,699	18,266
Prepays	55,577	29,459
Total current assets	<u>1,106,729</u>	<u>478,518</u>
Capital assets, net	<u>71,271</u>	<u>94,886</u>
Total assets	1,178,000	573,404
Deferred outflows		
Deferred outflows of resources (see Notes 12 and 14)	<u>373,546</u>	<u>511,000</u>
	<u>\$ 1,551,546</u>	<u>\$ 1,084,404</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 44,427	\$ 4,105
Accrued payroll and payroll taxes	187,647	95,638
Due to related parties	79,546	29,577
Deferred revenue	--	1,166
Total current liabilities	<u>311,620</u>	<u>130,486</u>
Long-term liabilities		
Net OPEB liability (see Note 14)	39,000	56,000
Net pension liability (see Note 12)	938,000	1,288,000
Total long-term liabilities	<u>977,000</u>	<u>1,344,000</u>
Total liabilities	1,288,620	1,474,486
Deferred inflows		
Deferred inflows of resources (see Note 12)	606,000	504,000
Net position		
Invested in capital assets	71,271	94,886
Unrestricted	<u>(414,345)</u>	<u>(988,968)</u>
Total net position	<u>(343,074)</u>	<u>(894,082)</u>
	<u>\$ 1,551,546</u>	<u>\$ 1,084,404</u>

The Notes to Financial Statements are an integral part of these statements.

Esperanza Cyber Charter School
Statement of Activities
Year Ended June 30, 2018
(With Summarized Comparative Financial Information for the Year Ended June 30, 2017)

Functions	Expenses	Charges for Service	Program Revenues	Operating Grants and Contributions	2018	2017
					Net (Expense) Revenue and Changes in Net Position	Net (Expense) Revenue and Changes in Net Position
					Total	Total
					Governmental Funds	Governmental Funds
Governmental activities						
Instruction	\$ 1,828,332	\$ --	\$ --	\$ --	\$ (1,828,332)	\$ (1,326,326)
Instruction student support	307,141	--	--	--	(307,141)	(157,638)
Administrative & financial support services	611,449	--	--	--	(611,449)	(461,931)
Other support services	160,129	--	--	--	(160,129)	(125,038)
Operation & maintenance of plant services	118,756	--	--	--	(118,756)	(127,661)
Student activities	3,378	--	--	--	(3,378)	(2,322)
Depreciation	23,353	--	--	--	(23,353)	(19,546)
	<u>3,052,538</u>				<u>(3,052,538)</u>	<u>(2,220,462)</u>
General Revenues						
Grants, subsidies & contributions not restricted					<u>3,603,546</u>	<u>2,435,648</u>
Change in net position					551,008	215,186
Net position - beginning of year, as previously stated and before GASB 68 expense adjustment					(894,082)	(1,060,366)
GASB 68 expense adjustment (See Note 12)					<u>--</u>	<u>7,098</u>
Net position - beginning of year, restated					(894,082)	(1,053,268)
GASB 75 prior period adjustment (see Note 14)					<u>--</u>	<u>(56,000)</u>

The Notes to Financial Statements are an integral part of these statements.

**Esperanza Cyber Charter School
Balance Sheet – Governmental Funds
June 30, 2018**

(With Summarized Comparative Financial Information at June 30, 2017)

Functions	General Fund	Student Activities Fund	2018 Total Governmental Funds	2017 Total Governmental Funds
Assets				
Cash and cash equivalents	\$ 828,083	\$ --	\$ 828,083	\$ 392,111
Federal subsidies receivable	95,970	--	95,970	35,217
State subsidies receivable	119,400	--	119,400	3,465
Other receivables	7,699	--	7,699	18,266
Prepays	<u>55,577</u>	<u>--</u>	<u>55,577</u>	<u>29,459</u>
	<u>\$ 1,106,729</u>	<u>\$ --</u>	<u>\$ 1,106,729</u>	<u>\$ 478,518</u>
Liabilities				
Accounts payable	\$ 44,427	\$ --	\$ 44,427	\$ 4,105
Accrued payroll and payroll taxes	187,647	--	187,647	95,638
Due to related parties	79,546	--	79,546	29,577
Deferred revenue	<u>--</u>	<u>--</u>	<u>--</u>	<u>1,166</u>
Total liabilities	311,620	--	311,620	130,486
Fund Balances				
Nonspendable	55,577	--	55,577	29,459
Unassigned	<u>739,532</u>	<u>--</u>	<u>739,532</u>	<u>318,573</u>
Total fund balance	<u>795,109</u>	<u>--</u>	<u>795,109</u>	<u>348,032</u>
	<u>\$ 1,106,729</u>	<u>\$ --</u>	<u>\$ 1,106,729</u>	<u>\$ 478,518</u>

The Notes to Financial Statements are an integral part of these statements.

Esperanza Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position
June 30, 2018

Total Fund Balance for Governmental Funds \$ 795,109

Total net position reported for governmental activities in the statement of net position is different because:

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds.

Furniture & equipment	\$ 165,576	
Accumulated depreciation	<u>(94,305)</u>	71,271

On the statement of net position, the School's net pension liability and net OPEB liability for the defined benefit plan and the other postemployment retirement benefit plan are reported as non-current liabilities. Additionally, deferred outflows and deferred inflows of resources related to these plans are also reported.

Net pension liability	(938,000)	
Net OPEB liability	(39,000)	
Deferred outflows of resources related to pensions and OPEB	373,546	
Deferred inflows of resources related to pensions and OPEB	<u>(606,000)</u>	<u>(1,209,454)</u>

Total net position of governmental activities \$ (343,074)

Esperanza Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds
Year Ended June 30, 2018
(With Summarized Comparative Financial Information for the Year Ended June 30, 2017)

Functions	General Fund	Student Activities Fund	2018 Total Governmental Funds	2017 Total Governmental Funds
Revenues				
Local educational agency assistance	\$ 3,136,160	\$ --	\$ 3,136,160	\$ 2,215,660
State sources	10,386	--	10,386	10,550
Federal sources	343,787	--	343,787	205,288
Other sources	113,213	--	113,213	4,150
	<u>3,603,546</u>	<u>--</u>	<u>3,603,546</u>	<u>2,435,648</u>
Expenditures				
Instruction	1,940,034	--	1,940,034	1,304,454
Support services	1,094,301	--	1,094,301	734,331
Non-Instructional services	122,134	--	122,134	129,983
	<u>3,156,469</u>	<u>--</u>	<u>3,156,469</u>	<u>2,168,768</u>
Net change in fund balance	447,077	--	447,077	266,880
Fund balance - beginning of year	<u>348,032</u>	<u>--</u>	<u>348,032</u>	<u>81,152</u>
Fund balance - end of year	<u>\$ 795,109</u>	<u>\$ --</u>	<u>\$ 795,109</u>	<u>\$ 348,032</u>

The Notes to Financial Statements are an integral part of these statements.

Esperanza Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund
Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2018

Net Change in Fund Balance - Total Governmental Funds		\$ 447,077
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.		
Capital outlays (recoveries)	(262)	
Depreciation expense	<u>(23,353)</u>	(23,615)
Some expenses reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures or income in governmental funds.		
Change in OPEB expense	4,715	
Change in pension expense	<u>122,831</u>	<u>127,546</u>
Change in Net Position of Governmental Activities		\$ 551,008

1. ORGANIZATION AND PURPOSE OF CORPORATION

In 1987 the Hispanic Clergy of Philadelphia founded and incorporated the non-profit organization Nueva Esperanza, Inc. (NEI), dba Esperanza, to provide support to Hispanic communities. For more than 30 years NEI's efforts have focused on creating opportunities for Hispanic children and families living in Philadelphia's Hunting Park community. NEI's intentional focus on creating quality education delivery systems and facilities included founding Esperanza Cyber Charter School as a continued effort to raise the economic and social levels of the Hispanic community through quality education.

Esperanza Cyber Charter School is a charter school located in Philadelphia, Pennsylvania. The School serves grades kindergarten through twelve. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997. In July 2012 NEI received a charter for the opening of Esperanza Cyber Charter School. The School provides instruction in the form of interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to each student's individual education needs. Students access their courses online where worksheets, study material, quizzes and tests are all provided for the student to either read and complete on the computer or print for their own reference or completion by hand.

The Cyber Charter School contract was approved effective June 2012 and expired in June 2017. A charter renewal application was submitted to the Commonwealth October 1, 2016 and is pending approval. The Commonwealth is significantly behind in its renewal reviews and the Cyber Charter School continues to operate under the original agreement. Esperanza Cyber Charter School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to governmental units. The Governmental Accounting Standards Board is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as U.S. generally accepted accounting principles ("GAAP") for state and local governments.

Government-wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental funds balance sheet and statement of governmental funds revenues, expenditures and changes in fund balances) report on the School's general, food services, and student activities funds.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

- Government-wide Financial Statements- The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by providers have been met.
- Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources.
- Fund Financial Statements-Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports the following major governmental funds:
 - General Fund - The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School, excluding food services and student activities.
 - Student Activities Special Revenue Fund - The Student Activities Special Revenue Fund is used to account for student activity revenues and expenditures.

Method of Accounting

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position, and a statement of activities and changes in net position. It requires the classification of net position into three components - invested in capital assets; restricted; and unrestricted.

These classifications are defined as follows:

- Invested in capital assets - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net position consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no temporarily or permanently restricted net position.
- Unrestricted net position - This component of net position consists of net position that do not meet the definition of “restricted” or “invested in capital assets”.

- In the fund statements, governmental funds report non-spendable portions of fund balance related to such items as prepaid expenses and long term receivables. Restricted funds are constrained by outside parties (statute, grantors, bond agreements, etc.). Committed fund balances represent amounts constrained for a specific purpose by a governmental entity using its highest level of decision making authority. Committed fund balances are established and modified by a resolution approved by the Board of Trustees. Assigned fund balances are intended by the School to be used for specific purposes, but are neither restricted nor committed. Unassigned fund balances are considered to be the remaining amounts.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with generally accepted accounting principles in the United State of America. An annual budget is adopted for the governmental funds.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the accounting period. The School only has a governmental funds budget. The original and final budgets are required supplementary information.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. The School received eighty-six and eighty-seven percent of their total revenue from one source for the years ended June 30, 2018 and 2017, respectively.

Accounts Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. As of June 30, 2018, no allowance for doubtful accounts was deemed warranted based on historical experience.

Capital Assets

Capital assets, which include furniture, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's useful life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets. The estimated useful lives of furniture and equipment range from five to seven years. Leasehold improvements are amortized over the life of the lease.

Income Tax Status

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. Accordingly, no provision or liability for income taxes is recorded in the financial statements.

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

The School adopted the accounting pronouncement dealing with uncertain tax positions as of the date of inception in July 2012. Upon adoption of this accounting pronouncement, the School had no unrecognized tax benefits. Furthermore, the School had no unrecognized tax benefits at June 30, 2018. In addition, the School had no income tax related penalties or interest for the periods reported in these financial statements.

Reclassifications

Certain items at June 30, 2017 have been reclassified to conform to the presentation at June 30, 2018.

New Accounting Pronouncement

During the year ended June 30, 2018, the School implemented a new accounting pronouncement to adopt the requirements of GASB Statement No. 75, *Accounting and Financial Reporting for Post-Employment Benefits Other than Pensions*. Issued June 2015, this statement addresses reporting by governments that provide OPEB to their employees and for governments that finance OPEB for employees of other governments and parallels the pension standards issued in GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. GASB Statement No. 75 details the recognition and disclosure requirements for employers with payables to defined benefit OPEB plans that are administered through trusts that meets specific criteria, and for employers whose employees are provided with defined contribution OPEB. For OPEB that is administered through trusts, GASB Statement No. 75 requires the liability of employers to be measured as the portion of the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service (total OPEB liability), less the amount of the OPEB plan's fiduciary net position. The pronouncement requires retrospective application to all periods presented. As a result, an adjustment to record an increase of \$56,000 related to OPEB liability along with a corresponding decrease in unrestricted net position was made on the June 30, 2017 statement of net position.

3. CASH AND CASH EQUIVALENTS

The School considers all highly liquid debt instruments purchased with a maturity of three months or less at the time of acquisition to be cash equivalents.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does have a policy for custodial credit risk. For the years ended June 30, 2018 and 2017, the School's bank balance exposed to custodial credit risk was \$588,694 and \$169,769, respectively:

	2018	2017
Uninsured and uncollateralized	\$ 588,694	\$ 169,769
Plus: Insured amount	250,000	250,000
Less: Outstanding checks	(10,611)	(27,658)
Plus: Deposits in transit	<u> --</u>	<u> --</u>
Carrying amount - bank balances	828,083	392,111
Plus: Petty cash	<u> --</u>	<u> --</u>
Total cash per financial statements	<u>\$ 828,083</u>	<u>\$ 392,111</u>

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

4. CAPITAL ASSETS

Capital asset activity for the years ended June 30, 2018 and 2017 was as follows:

	Balance July 1, 2017	Deletions	Additions	Balance June 30, 2018
Furniture	\$ 165,838	\$ (262)	\$ --	\$ 165,576
Less: Accumulated depreciation	<u>70,952</u>	<u>--</u>	<u>23,353</u>	<u>94,305</u>
Capital assets, net	<u>\$ 94,886</u>	<u>\$ (262)</u>	<u>\$ (23,353)</u>	<u>\$ 71,271</u>
	Balance July 1, 2016	Deletions	Additions	Balance June 30, 2017
Furniture	\$ 120,888	\$ --	\$ 44,950	\$ 165,838
Less: Accumulated depreciation	<u>51,406</u>	<u>--</u>	<u>19,546</u>	<u>70,952</u>
Capital assets, net	<u>\$ 69,482</u>	<u>\$ --</u>	<u>\$ 25,404</u>	<u>\$ 94,886</u>

Depreciation expense for the years ended June 30, 2018 and 2017 was \$23,353 and \$19,546, respectively.

5. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There have been no settled claims resulting from these risks which have exceeded commercial insurance coverage.

6. LOCAL EDUCATIONAL AGENCY REVENUE

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the years ended June 30, 2018 and 2017, the rate for the School District of Philadelphia was \$8,523 and \$8,487, respectively, per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed to the School District of Philadelphia. It is prorated if a student enters or leaves during the year. Total revenue from local sources was \$3,136,160 and \$2,215,660 for the fiscal years ended June 30, 2018 and 2017, respectively.

7. GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for retirement (pension) expense are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2018 and 2017 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

8. LEASING ARRANGEMENTS

The School leases space in the building located at 4261 North 5th Street in Philadelphia, Pennsylvania under an operating lease expiring December 1, 2043 from 199 Hunting Park Corporation (a related party, see Note 9). Rent expense for the building space was \$75,102 and \$74,580 for the years ended June 30, 2018 and 2017, respectively. The total rent is limited to an annual increase in the Consumer Price Index for the City of Philadelphia.

Annual projected rentals for each year subsequent to June 30, 2018 are as follows:

Year Ending June 30,	Amount
2019	\$ 77,355
2020	79,676
2021	82,066
2022	84,528
2023	87,064
2024-2028	476,101
2029-2033	551,933
2034-2038	639,844
2039-2043	650,026
	<u>\$ 2,728,593</u>

9. RELATED PARTY

The School and the related organizations have two common board members.

The School made payments to Nueva Esperanza, Inc. ("NEI") under a Board approved services contract for human resources management, legal representation, financial accounting, reporting and audit, development and funding, real estate development, public relations, government relations, information technology support, management support, and other administrative services provided by NEI in the amount of \$282,139 and \$200,344 for the years ending June 30, 2018 and 2017, respectively. For the years ended June 30, 2018 and 2017, the School owed NEI \$68,224 and \$22,548, respectively.

The School receives services under a Board approved contract from Esperanza Academy Charter School ("NEA"). The School incurred expenditures of \$83,560 and \$53,000 for management and support services, for the years ended June 30, 2018 and 2017, respectively. For the years ended June 30, 2018 and 2017, the School owed NEA \$8,950 and \$5,504, respectively.

As described in Note 8, the School leases a portion of 199 Hunting Park Corporation's building under a renewable operating lease. In connection with the operation of its charter school, the School made payments to 199 Hunting Park Corporation in the amount of \$101,812 and \$86,411 for the years ended June 30, 2018 and 2017, respectively. This payment includes payment for utilities, repair and maintenance, and rental payments. At June 30, 2018 and 2017, the School owed 199 Hunting Park Corporation \$2,372 and \$1,525, respectively.

10. COMMITMENTS

Grants received are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenses which may be disallowed by the grantor cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

11. PENSIONS

Esperanza Cyber Charter School offers two (2) retirement plan options, the Public School Employees Retirement System (“PSERS”) and a 403b Plan. New employees who are not members of the PSERS retirement plan are automatically enrolled in the 403b Plan. New employees that were participants in PSERS can opt for the 403b Plan or PSERS. Existing employees who are participants in the PSERS Plan remain in that plan.

The 403b Plan is a defined contribution plan. Employees in the 403b Plan contribute a mandatory 5 percent deferral amount and can contribute a higher percentage up to the maximum dollar amount allowed by the IRS. The School provides matching contributions dollar for dollar up to 5 percent of compensation based on payroll compensation. Deferrals over 5 percent of salary are not matched. The 403b Plan has an immediate vesting schedule. The plan offers a diversified lineup of employee directed investment options. The default investment option, if one is not selected at the time of enrollment, is a Target Date Fund corresponding with the employee’s age. Investment options can be changed at any time by the employee. Employer contributions to the 403b Plan for the fiscal years ended June 30, 2018 and 2017 were \$45,310 and \$31,046, respectively.

General Information about the Pension Plan

Plan Description

PSERS is a governmental cost sharing multi-employer defined benefits pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least one year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (“Act 120”) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (“Class T-E”) and Membership Class T-F (“Class T-F”).

To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of three years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2 percent or 2.5 percent depending upon membership class, or the member’s final average salary (as defined in the Code) multiplied by the number of years of credited service.

For members whose membership started prior to July 1, 2011, after completion of five years of service, a member’s right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2 percent or 2.5 percent, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.5 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5 percent (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute 10.3 percent (base rate) of the member's qualifying compensation.

Membership T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5 percent and 9.5 percent and Membership Class T-F contribution rate to fluctuate between 10.3 percent and 12.3 percent.

Employer contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2018 was 31.74 percent of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan for the fiscal years ended June 30, 2018 and 2017 were \$168,476 and \$74,902, respectively. As a result of the changes in the net pension liability the GASB 68 expense for the years ended June 30, 2018 and 2017 was \$122,831 and \$(7,098), respectively.

12. PENSION LIABILITIES, PENSION EXPENSE, AND DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSIONS

At June 30, 2018, the School reported a liability of \$938,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

of June 30, 2016 to June 30, 2017. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll for the plan as a whole. At June 30, 2017, the School's proportion was 0.0019 percent, which was a decrease of 0.0007 from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the employer recognized pension expense of \$50,051. At June 30, 2018, the employer reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual experience	\$ 10,000	\$ 6,000
Changes in assumptions	25,000	--
Net difference between projected and actual investment earnings	22,000	585,000
Changes in proportion	210,000	--
Contributions subsequent to the measurement date	<u>103,831</u>	<u>--</u>
	<u>\$ 370,831</u>	<u>\$ 591,000</u>

There was \$103,831 reported as deferred outflows of resources related to pensions resulting from employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,

2018	\$ (30,000)
2019	(172,000)
2020	(56,000)
2021	<u>(66,000)</u>
	<u>\$ (324,000)</u>

Actuarial Assumptions

The total pension liability as of June 30, 2017 was determined by rolling forward the System's total pension liability as of the June 30, 2016 actuarial valuation to June 30, 2017 using the following actuarial assumptions, applied to all periods included in the measurement.

- Actuarial cost method – Entry Age Normal – level percent of pay
- Investment return – 7.25 percent includes inflation at 2.75 percent
- Salary increases – Effective average of 5.00 percent, which reflects an allowance for inflation of 2.75 percent, real wage growth of 2.25 percent, and merit or seniority increases of 2.25 percent.

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

- Mortality rates were based on the RP 2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board of the Plan. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	20.0%	5.1%
Fixed income	36.0%	2.6%
Commodities	8.0%	3.0%
Absolute return	10.0%	3.4%
Risk parity	10.0%	3.8%
Infrastructure/MLPs	8.0%	4.8%
Real estate	10.0%	3.6%
Alternative investments	15.0%	6.2%
Cash	3.0%	0.6%
Financing (LIBOR)	-20.0%	1.1%
	<u>100%</u>	

The above was the PSERS' adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2017.

Discount Rate

The discount rate used to measure the total pension liability was 7.25 percent. The projections of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net asset position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Employer's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.25 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25 percent), or 1-percentage point higher (8.25 percent) than the current rate:

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

	<u>1% Decrease 6.25%</u>	<u>Current Discount Rate 7.25%</u>	<u>1% Increase 8.25%</u>
School's proportionate share of the net pension liability	\$ 1,155,000	\$ 938,000	\$ 755,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us.

13. OTHER POSTEMPLOYMENT BENEFITS

Esperanza Cyber Charter School offers a post-retirement health insurance premium assistance plan option through the PSERS.

General Information about the Pension Plan

Health Insurance Premium Assistance Program

The System provides Premium Assistance which, is a governmental cost sharing, multi-employer other postemployment benefit plan ("OPEB") for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2012 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program ("HOP"). As of June 30, 2017 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they satisfy the following criteria:

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program

Pension Plan Description

See description of PSERS Plan in Note 11.

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS'

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

Health Options Program. As of June 30, 2017 there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The school districts' contractually required contribution rate for the fiscal year ended June 30, 2017 was 0.83 percent of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the other postemployment benefit plan for the fiscal years ended June 30, 2018 was \$4,406. As a result of changes in net OPEB liability the GASB 75 income for the year ended June 30, 2018 was \$4,715

14. OTHER POSTEMPLOYMENT BENEFITS LIABILITIES, EXPENSE, AND DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES RELATED TO OTHER POSTEMPLOYMENT BENEFITS

At June 30, 2018, the School reported a liability of \$39,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2018, the School's proportion was 0.0019 percent, which was a decrease of 0.007 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2018, the School recognized OPEB income of \$4,715. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual experience	\$ --	\$ --
Changes in assumptions	--	2,000
Net difference between projected and actual investment earnings	--	--
Changes in proportion	--	13,000
Contributions subsequent to the measurement date	2,715	--
	<u>\$ 2,715</u>	<u>\$ 15,000</u>

\$2,715 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

Year Ended June 30,

2018	\$	(2,499)
2019		(2,499)
2020		(2,499)
2021		(2,499)
2022		(2,499)
Thereafter		(2,505)
	\$	<u>(15,000)</u>

Actuarial Assumptions

The Total OPEB Liability as of June 30, 2017, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2016 to June 30, 2017 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – Entry Age Normal – level percent of pay
- Investment return – 3.13 percent– S&P 20 Year Municipal Bond Rate
- Salary growth – Effective average of 5.00 percent, comprised of inflation of 2.75 percent and 2.25 percent for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate Pre age 65 at 50 percent
 - Eligible retirees will elect to participate Post age 65 at 70 percent

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2015 determined the employer contribution rate for fiscal year 2017.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63 percent of eligible retirees are assumed to elect premium assistance.
- Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25 percent males and 75 percent females is used to determine actuarial equivalent benefits.)

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

Investments consists primarily of short term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments were determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan policy in regard to the allocation of invested plan assets is established and may be amended by the Board of the plan. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	76.4%	0.6%
Fixed Income	23.6%	1.5%
	<u>100%</u>	

The above was the Board of the plan's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2017.

Discount Rate

The discount rate used to measure the Total OPEB Liability was 3.13 percent. Under the plan's funding policy, contributions are structured for short term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 3.13 percent which represents the S&P 20 year Municipal Bond Rate at June 30, 2017, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2017, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2016, 91,797 retirees were receiving the maximum amount allowed of \$1,200. As of June 30, 2016, 1,354 members were receiving less than the \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimum impact on Healthcare Cost Trends as depicted below.

The following presents the System net OPEB liability for June 30, 2017. Calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if health cost trends were 1-percentage point lower or 1-percentage point higher than the current rate:

Esperanza Cyber Charter School
Notes to Financial Statements
June 30, 2018 and 2017

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
School's proportionate share of the OPEB liability	<u>\$ 39,000</u>	<u>\$ 39,000</u>	<u>\$ 39,000</u>

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.13 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	<u>1% Decrease 2.13%</u>	<u>Current Discount Rate 3.13%</u>	<u>1% Increase 4.13%</u>
School's proportionate share of the net OPEB liability	<u>\$ 44,000</u>	<u>\$ 39,000</u>	<u>\$ 34,000</u>

OPEB plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.pa.gov.

15. NEW ACCOUNTING PRONOUNCEMENT

In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the informational needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of government's financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The provisions in Statement No.87 are effective for reporting periods beginning after December 15, 2019. The School has not yet completed the process of evaluating the impact of GASB 87 on its financial statements.

16. SUBSEQUENT EVENTS

The School has evaluated subsequent events occurring after the statement of net position date through the date of October 29, 2018 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.

SUPPLEMENTARY INFORMATION

Esperanza Cyber Charter School
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual – Governmental Funds (Unaudited)
Year Ended June 30, 2018

	Budget		Actual Amounts	(Over) Under Final Budget
	Original	Final		
Revenues				
Local educational agency assistance	\$ 2,229,599	\$ 2,229,599	\$ 3,136,160	\$ (906,561)
State sources	75,765	75,765	10,386	65,379
Federal sources	205,214	205,214	343,787	(138,573)
Other sources	--	--	113,213	(113,213)
	<u>2,510,578</u>	<u>2,510,578</u>	<u>3,603,546</u>	<u>(1,092,968)</u>
Expenditures				
Regular programs	1,267,917	1,267,917	1,609,873	(341,956)
Special programs	320,994	320,994	330,423	(9,429)
Pupil personnel services	132,012	132,012	268,409	(136,397)
Instructional support services	50,460	50,460	65,408	(14,948)
Administrative services	283,945	283,945	395,634	(111,689)
Pupil health	7,500	7,500	11,005	(3,505)
Business services	108,213	108,213	151,398	(43,185)
Operation & maintenance of plant services	95,339	95,339	118,493	(23,154)
Support services central	137,686	137,686	159,639	(21,953)
Capital reserve fund	105,112	105,112	42,321	62,791
Student activities	1,400	1,400	3,866	(2,466)
	<u>2,510,578</u>	<u>2,510,578</u>	<u>3,156,469</u>	<u>(645,891)</u>
Net change in fund balance	--	--	447,077	(447,077)
Fund balance - beginning of year	<u>348,032</u>	<u>348,032</u>	<u>348,032</u>	<u>--</u>
Fund balance - end of year	<u>\$ 348,032</u>	<u>\$ 348,032</u>	<u>\$ 795,109</u>	<u>\$ (447,077)</u>

See Independent Auditors' Report.

Esperanza Cyber Charter School
Schedule of Proportionate Share of PSERS Net Pension Liability and Contributions
PSERS Measurement Date (Unaudited)

Fiscal Year	PSERS Net Pension Liability			School's Proportion	PSERS Fiduciary
	School's Proportion	School's Proportion Share	School's Covered Employee Payroll	Share of NPL as a % of Employee Payroll	Net Position as a % of Total Pension Liability
2014/15	0.0045%	\$ 1,781,000	\$ 580,508	307%	57.2%
2015/16	0.0027%	1,169,000	350,675	333%	54.4%
2016/17	0.0026%	1,288,000	337,162	382%	50.1%
2017/18	0.0019%	938,000	251,125	374%	51.8%

PSERS Schedule of Contributions (Unaudited)

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered-Employee Payroll	Contributions as a % of Covered-Employee Payroll
2014/15	\$ 90,000	\$ 90,000	\$ --	\$ 580,508	15.5%
2015/16	70,000	70,000	--	350,675	20.0%
2016/17	83,000	83,000	--	337,162	24.6%
2017/18	73,000	73,000	--	251,125	29.1%

See Independent Auditors' Report.

Esperanza Cyber Charter School
Schedule of Proportionate Share of PSERS OPEB Liability and Contributions
PSERS Measurement Date (Unaudited)

<u>Fiscal Year</u>	<u>PSERS OPEB Liability</u>			<u>School's Proportion</u>	<u>PSERS Fiduciary</u>
	<u>School's Proportion</u>	<u>School's Proportion Share</u>	<u>School's Covered Employee Payroll</u>	<u>Share of OPEBL as a % of Employee Payroll</u>	<u>Net Position as a % of Total OPEB Liability</u>
2017/18	0.0019%	\$ 39,000	\$ 251,125	16%	5.7%

PSERS OPEB Schedule of Contributions (Unaudited)

<u>Fiscal Year</u>	<u>Contractually Required Contributions</u>	<u>Contributions Recognized by PSERS</u>	<u>Contribution Deficiency (Excess)</u>	<u>Covered-Employee Payroll</u>	<u>Contributions as a % of Covered-Employee Payroll</u>
2017/18	\$ 2,000	\$ 2,000	\$ --	\$ 251,125	0.8%

See Independent Auditors' Report.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees,
Esperanza Cyber Charter School:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Esperanza Cyber Charter School (the "School"), as of and for the year ended June 30, 2018, and the related notes to the financial statements which collectively comprise the School's basic financial statements and have issued our report thereon dated October 29, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Esperanza Cyber Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Esperanza Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Esperanza Cyber Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given those limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Esperanza Cyber Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Withum Smith + Brown, PC

October 29, 2018

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Esperanza Cyber CS
4261 N.5th Street, 2nd Fl
Philadelphia PA 19140

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	David Rossi	267-270-4044	<input checked="" type="checkbox"/>
Business Manager:	Earline Williams	215-324-0746	<input type="checkbox"/>
Federal Program Coordinator:	Yesenia Garcia	267-270-4044	<input checked="" type="checkbox"/>
Parent/Family Member:	Francheska Torres	267-270-4044	<input checked="" type="checkbox"/>

Program(s) Reviewed:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program | <input checked="" type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review | <input type="checkbox"/> Title VI-B REAP |
| <input checked="" type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII |

Program Reviewer(s): Marie D. Bonner

Program Review Date: 04/09/2019

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I and Title II funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input checked="" type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input type="checkbox"/> Report by the LEA data system on staff qualifications 	
If you have additional comments to make about this section, enter them here:					

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets <input checked="" type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages 	
<p>If you have additional comments to make about this section, enter them here:</p>					

Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed transportation procedures for students in foster care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures <input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1159 381 1999 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 431 1999 651"> 4/9/2019 2:31:34 PM Monitor Marie Bonner The school was unable to obtain a Transportation Policy with a Signature from the School District of Philadelphia. Suggested that the school call the District Charter office directly. </td> </tr> </tbody> </table>	Monitor Comments	4/9/2019 2:31:34 PM Monitor Marie Bonner The school was unable to obtain a Transportation Policy with a Signature from the School District of Philadelphia. Suggested that the school call the District Charter office directly.
Monitor Comments							
4/9/2019 2:31:34 PM Monitor Marie Bonner The school was unable to obtain a Transportation Policy with a Signature from the School District of Philadelphia. Suggested that the school call the District Charter office directly.							
<p>If you have additional comments to make about this section, enter them here:</p>							

Component IV: Head Start Coordination Requirements

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Required for all LEAs, including Charter Schools. The only exemption would be a Charter School that does not serve an elementary program.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1507 375 2009 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 431 2009 675"> <p>3/19/2019 4:25:09 PM Administrative Assistant to the CEO Yesenia Garcia Non brick-and-mortar charter schools, such as a cyber charter, are exempt from submitting the MOU.</p> </td> </tr> <tr> <th data-bbox="1507 675 2009 724" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1507 724 2009 943"> <p>4/8/2019 4:31:03 PM Monitor Marie Bonner This school is exempt from the MOU requirement because it is a cyber charter school.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/19/2019 4:25:09 PM Administrative Assistant to the CEO Yesenia Garcia Non brick-and-mortar charter schools, such as a cyber charter, are exempt from submitting the MOU.</p>	Monitor Comments	<p>4/8/2019 4:31:03 PM Monitor Marie Bonner This school is exempt from the MOU requirement because it is a cyber charter school.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>									

Component V: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1112(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<ul style="list-style-type: none"> ○ barriers to greater participation in activities, ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ○ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools. 									
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1459 738 2003 787" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1459 787 2003 998"> <p>3/19/2019 4:26:58 PM Administrative Assistant to the CEO Yesenia Garcia LEA receives less than \$500,000 in Title I funds therefore this is nonapplicable.</p> </td> </tr> <tr> <th data-bbox="1459 998 2003 1047" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1459 1047 2003 1256"> <p>4/8/2019 4:36:37 PM Monitor Marie Bonner The LEA receives less than \$500,000 and is not required to set aside 1% for Parent Engagement.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/19/2019 4:26:58 PM Administrative Assistant to the CEO Yesenia Garcia LEA receives less than \$500,000 in Title I funds therefore this is nonapplicable.</p>	Monitor Comments	<p>4/8/2019 4:36:37 PM Monitor Marie Bonner The LEA receives less than \$500,000 and is not required to set aside 1% for Parent Engagement.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1457 131 2005 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1457 180 2005 423"> <p>3/19/2019 4:29:15 PM Administrative Assistant to the CEO Yesenia Garcia LEA did not reserve funds for Parent and Family Engagement as we receive less than \$500,000 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1457 423 2005 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1457 472 2005 821"> <p>4/8/2019 4:34:22 PM Monitor Marie Bonner The LEA did not reserve any funds for Parent and Family Engagement. Suggested the the LEA must set aside funds for family engagement and that parents and family members be involved in decisions how funds are to be spent.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/19/2019 4:29:15 PM Administrative Assistant to the CEO Yesenia Garcia LEA did not reserve funds for Parent and Family Engagement as we receive less than \$500,000 in Title I funds.</p>	Monitor Comments	<p>4/8/2019 4:34:22 PM Monitor Marie Bonner The LEA did not reserve any funds for Parent and Family Engagement. Suggested the the LEA must set aside funds for family engagement and that parents and family members be involved in decisions how funds are to be spent.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">District Comments</p> <p>3/19/2019 4:27:20 PM Administrative Assistant to the CEO Yesenia Garcia</p> <p>LEA receives less than \$500,000 in Title I funds therefore this is nonapplicable.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center;">Monitor Comments</p> <p>4/8/2019 4:34:57 PM Monitor Marie Bonner</p> <p>The LEA did not reserve any funds for Parent Engagement.</p> </div>
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation <input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>If you have additional comments to make about this section, enter them here:</p>					

Component VI: Schoolwide Programs

A LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Section 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from PDE	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1472 410 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1472 467 2011 675"> 3/19/2019 4:30:16 PM Administrative Assistant to the CEO Yesenia Garcia The LEA is not consolidating funds in the Schoolwide program. </td> </tr> <tr> <th data-bbox="1472 675 2011 727" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1472 727 2011 907"> 4/8/2019 4:37:14 PM Monitor Marie Bonner The LEA is not consolidating any federal funds. </td> </tr> </tbody> </table>	District Comments	3/19/2019 4:30:16 PM Administrative Assistant to the CEO Yesenia Garcia The LEA is not consolidating funds in the Schoolwide program.	Monitor Comments	4/8/2019 4:37:14 PM Monitor Marie Bonner The LEA is not consolidating any federal funds.
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If you have additional comments to make about this section, enter them here:									

Component VII: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.	
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools	
3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Affirmation of Consultation <input type="checkbox"/> eGrants affirmation upload <input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place <input type="checkbox"/> Required ONLY if the nonpublic official fails to sign the affirmation: <input type="checkbox"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	
6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required	
7. LEA's budget documents appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds <input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools	
10. LEA has Title I complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Complaint Procedure and verification of distribution to nonpublic schools	
If you have additional comments to make about this section, enter them here:					

Title II A: Program

Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.	
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets, <input checked="" type="checkbox"/> invitations	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <ul style="list-style-type: none"> • Detailed list of ESSA-authorized activities: • Teacher/principal evaluation. • Recruitment and retention. • Class size reduction. • PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. The LEA utilizes appropriately state certified teachers to reduce class size. Only applies to those teachers working in a Title I program. Can be marked N/A if operating only Targeted Assistance programs in all Title I Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 131 2007 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2007 423"> 4/1/2019 3:52:00 PM Administrative Assistant to the CEO Yesenia Garcia LEA is not using Title II funding to reduce class size. </td> </tr> <tr> <th data-bbox="1623 423 2007 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 472 2007 688"> 4/8/2019 4:40:38 PM Monitor Marie Bonner The LEA does not employ and Class Size Reduction teachers. </td> </tr> </tbody> </table>	District Comments	4/1/2019 3:52:00 PM Administrative Assistant to the CEO Yesenia Garcia LEA is not using Title II funding to reduce class size.	Monitor Comments	4/8/2019 4:40:38 PM Monitor Marie Bonner The LEA does not employ and Class Size Reduction teachers.
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3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.					
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries					
If you have additional comments to make about this section, enter them here:									

Title IVA: Program

Requirements

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets	
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Selection of Schools ranking page	
3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1"> <tr> <th data-bbox="1640 131 2005 180">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2005 461"> <p>3/19/2019 5:11:39 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1640 461 2005 509">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 509 2005 719"> <p>4/8/2019 4:41:52 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title IV funds.</p> </td> </tr> </table>	District Comments	<p>3/19/2019 5:11:39 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/8/2019 4:41:52 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title IV funds.</p>
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<p>5. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date	<table border="1"> <tr> <th data-bbox="1640 735 2005 784">District Comments</th> </tr> <tr> <td data-bbox="1640 784 2005 1065"> <p>3/19/2019 5:11:28 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1640 1065 2005 1114">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1114 2005 1323"> <p>4/8/2019 4:42:46 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title IV funds.</p> </td> </tr> </table>	District Comments	<p>3/19/2019 5:11:28 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/8/2019 4:42:46 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title IV funds.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
<p>6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 131 2005 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2005 461"> <p>3/19/2019 5:11:25 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1640 461 2005 509" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 509 2005 716"> <p>4/8/2019 4:43:12 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title Iv funds.</p> </td> </tr> <tr> <th data-bbox="1640 716 2005 764" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 764 2005 979"> <p>4/8/2019 4:43:41 PM Monitor Marie Bonner The LEA receives less than \$30,000 in federal funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/19/2019 5:11:25 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/8/2019 4:43:12 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title Iv funds.</p>	Monitor Comments	<p>4/8/2019 4:43:41 PM Monitor Marie Bonner The LEA receives less than \$30,000 in federal funds.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	<table border="1"> <tr> <th data-bbox="1640 131 2005 180">District Comments</th> </tr> <tr> <td data-bbox="1640 180 2005 461"> 3/19/2019 5:11:18 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1640 461 2005 509">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 509 2005 719"> 4/8/2019 4:44:18 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title Iv funds. </td> </tr> </table>	District Comments	3/19/2019 5:11:18 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.	Monitor Comments	4/8/2019 4:44:18 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title Iv funds.
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Monitor Comments									
4/8/2019 4:44:18 PM Monitor Marie Bonner The LEA receives less than \$30,000 in Title Iv funds.									
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1"> <tr> <th data-bbox="1640 735 2005 784">District Comments</th> </tr> <tr> <td data-bbox="1640 784 2005 1065"> 3/19/2019 5:11:02 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1640 1065 2005 1114">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1114 2005 1323"> 4/8/2019 4:44:49 PM Monitor Marie Bonner The LEA receives less than \$30,000 in federal funds. </td> </tr> </table>	District Comments	3/19/2019 5:11:02 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.	Monitor Comments	4/8/2019 4:44:49 PM Monitor Marie Bonner The LEA receives less than \$30,000 in federal funds.
District Comments									
3/19/2019 5:11:02 PM Administrative Assistant to the CEO Yesenia Garcia The LEA receives less than \$30,000 in Title IV funds.									
Monitor Comments									
4/8/2019 4:44:49 PM Monitor Marie Bonner The LEA receives less than \$30,000 in federal funds.									
If you have additional comments to make about this section, enter them here:									

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools.

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

The equitable services requirements that apply to those programs are contained in ESEA section 8501.

Title VIII Programs Covered Under the Division of Federal Programs purview:

- Title II, Part A Supporting effective instruction state grants
- Title III, Part A English language acquisition, language enhancement, and academic achievement
- Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA has no nonpublic schools within the boundary of your district attendance areas or have no participating nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Consultation has occurred between the LEA and Non-public school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, meeting agendas and sign-in sheets between LEA and nonpublic officials.	
2. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form, eGrants affirmation upload or LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence - required ONLY if the nonpublic official fails to sign the affirmation). Additional Evidence: Return Receipt mail card or Certified Letter postage receipt	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA is serving schools located within their geographical boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title IIA Participation list and eGrants - list of non-public schools entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
4. LEA has accurately determined the amount required for equitable services to NP school teachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Non-Public Share section. <input type="checkbox"/> Title III only - LEA will provide NP Title III equitable share total based on Title III EL counts provided to PDE in October of each year via PIMS upload	
5. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s) and detailing the services provided for NP School Students, Teachers, and Other Educational Personnel (Title VIII).	
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Esperanza Cyber CS**

Esperanza Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Carolyn Faulkner-Beitzel</u>	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program
Reviewers:

Visit
Date:

School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I and Title II funds.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/3/2019 9:48:48 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have any paraprofessionals employed at this time.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/8/2019 4:46:21 PM Monitor Marie Bonner The LEA does not employ any paraprofessionals in the Title I Program at this time.</td> </tr> </tbody> </table>	District Comments	4/3/2019 9:48:48 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have any paraprofessionals employed at this time.	Monitor Comments	4/8/2019 4:46:21 PM Monitor Marie Bonner The LEA does not employ any paraprofessionals in the Title I Program at this time.
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Monitor Comments									
4/8/2019 4:46:21 PM Monitor Marie Bonner The LEA does not employ any paraprofessionals in the Title I Program at this time.									
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter and evidence of distribution date					
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher working in a Title I program that is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input type="checkbox"/> Evidence of distribution date, if applicable					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8) Sec. 1112(b)(10) Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan	
2. The Title I School will include transition activities for students from Head Start or other early childhood education programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan	
If you have additional comments to make about this section, enter them here:					

Component III: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets	
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> • describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution	
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a childs progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input checked="" type="checkbox"/> Workshops	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets	
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan	
If you have additional comments to make about this section, enter them here:					

Component IV: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	
<p>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>					
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

Component V: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

If the school does not operate a Targeted Assistance Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, agenda, sign-in sheets, and minutes	
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, agendas, and sign in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333**

**Division of Federal Programs
Consolidated Program Review**

2018-2019 School Year

**Esperanza Cyber CS
4261 N.5th Street, 2nd Fl
Philadelphia PA 19140**

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	David Rossi	267-270-4044	<input checked="" type="checkbox"/>
Business Manager:	Earline Williams	215-324-2542	<input type="checkbox"/>
Federal Program Coordinator:	Yesenia Garcia	267-270-4044	<input checked="" type="checkbox"/>
Parent/Family Member:	Francheska Torres	267-270-4044	<input checked="" type="checkbox"/>

Program(s) Reviewed:

- Title IA: Fiscal
- Title IIA: Fiscal
- Title IIIA: Fiscal
- Title IVA: Fiscal

Program Reviewer(s): Marie D. Bonner

Program Review Date: 04/09/2019

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV	District Comments
						3/20/2019 8:16:28 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have funds reserved for equipment and related property.
						Monitor Comments
	2. LEA conducts a physical inventory of all items every two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that physical inventory was conducted within the last two years	4/8/2019 3:53:11 PM Monitor Marie Bonner The LEA has not purchased any equipment with Federal Funds.
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date	
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years	
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I and/or Title ID, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I and/or Title ID, where applicable.	
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>6. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts - (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board Approved policy, <input type="checkbox"/> Self-disclosure form, <input type="checkbox"/> Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 	☑	☐	☐	<input type="checkbox"/> Review program expenditures <input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.			
8. Procurement UGG Sec 200.320, 100.67, 200.88	1. Procurement the LEA maintains purchasing procedures <ul style="list-style-type: none"> Micro-purchases (purchase up to \$10,000) • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) 	☑	☐	☐	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels <input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> 4/23/2019 1:33:49 PM Monitor Marie Bonner The monitor reviewed contracts, sample pay stubs and schedules of staff purchased with Title I funds. </td> </tr> </tbody> </table>	Monitor Comments	4/23/2019 1:33:49 PM Monitor Marie Bonner The monitor reviewed contracts, sample pay stubs and schedules of staff purchased with Title I funds.
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4/23/2019 1:33:49 PM Monitor Marie Bonner The monitor reviewed contracts, sample pay stubs and schedules of staff purchased with Title I funds.								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances explain what happens if the LEA receives advance payments of federal grant funds • Interest explain how the LEA will manage interest earned on federal grant awards 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Procedures are available that address the three components <input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable 	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>10. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board approved policies available for review <input type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel 	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 131 2003 180" style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2003 708"> <p>3/20/2019 8:18:35 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not reserve funding for salaries of administrative staff, out of state travel, entertainment cost, equipment or any other of the expenditures listed. All expenditures have been included in the approved consolidated application budgets and/or narratives.</p> </td> </tr> <tr> <th data-bbox="1633 708 2003 756" style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 756 2003 1000"> <p>4/8/2019 3:55:34 PM Monitor Marie Bonner The LEA did not engage in any of the activities listed that require prior written approval.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 8:18:35 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not reserve funding for salaries of administrative staff, out of state travel, entertainment cost, equipment or any other of the expenditures listed. All expenditures have been included in the approved consolidated application budgets and/or narratives.</p>	Monitor Comments	<p>4/8/2019 3:55:34 PM Monitor Marie Bonner The LEA did not engage in any of the activities listed that require prior written approval.</p>
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<p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2003 423"> <p>3/20/2019 8:18:55 AM</p> <p>Administrative Assistant to the CEO Yesenia Garcia</p> <p>LEA did not carryover any Title I allocation from previous year.</p> </td> </tr> <tr> <th data-bbox="1633 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 472 2003 686"> <p>4/8/2019 3:56:28 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA did not carryover any funds from the previous year.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 8:18:55 AM</p> <p>Administrative Assistant to the CEO Yesenia Garcia</p> <p>LEA did not carryover any Title I allocation from previous year.</p>	Monitor Comments	<p>4/8/2019 3:56:28 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA did not carryover any funds from the previous year.</p>
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<p>13. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span."</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 698 2003 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 747 2003 990"> <p>3/20/2019 8:19:20 AM</p> <p>Administrative Assistant to the CEO Yesenia Garcia</p> <p>LEA has one school therefore the Rank Order is nonapplicable.</p> </td> </tr> <tr> <th data-bbox="1633 990 2003 1039">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 1039 2003 1255"> <p>4/8/2019 3:57:01 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA is a single school, therefore rank order is not required.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 8:19:20 AM</p> <p>Administrative Assistant to the CEO Yesenia Garcia</p> <p>LEA has one school therefore the Rank Order is nonapplicable.</p>	Monitor Comments	<p>4/8/2019 3:57:01 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA is a single school, therefore rank order is not required.</p>
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	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	<table border="1"> <tr> <th data-bbox="1633 131 2003 180">District Comments</th> </tr> <tr> <td data-bbox="1633 180 2003 423"> 3/20/2019 8:19:45 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable. </td> </tr> <tr> <th data-bbox="1633 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 472 2003 683"> 4/8/2019 3:57:32 PM Monitor Marie Bonner The LEA is a single school, therefore rank order is not required. </td> </tr> </table>	District Comments	3/20/2019 8:19:45 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.	Monitor Comments	4/8/2019 3:57:32 PM Monitor Marie Bonner The LEA is a single school, therefore rank order is not required.
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	<p>3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. If the LEA exercises this discretion, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	<table border="1"> <tr> <th data-bbox="1633 699 2003 748">District Comments</th> </tr> <tr> <td data-bbox="1633 748 2003 992"> 3/20/2019 8:19:50 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable. </td> </tr> <tr> <th data-bbox="1633 992 2003 1040">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 1040 2003 1252"> 4/8/2019 3:58:00 PM Monitor Marie Bonner The LEA is a single school, therefore rank order is not required. </td> </tr> </table>	District Comments	3/20/2019 8:19:50 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.	Monitor Comments	4/8/2019 3:58:00 PM Monitor Marie Bonner The LEA is a single school, therefore rank order is not required.
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	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	<table border="1"> <thead> <tr> <th data-bbox="1631 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1631 180 2003 423">3/20/2019 8:20:31 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.</td> </tr> <tr> <th data-bbox="1631 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1631 472 2003 683">4/9/2019 2:12:51 PM Monitor Marie Bonner The monitor reviewed the salary and fringe benefits from the Title I budget.</td> </tr> </tbody> </table>	District Comments	3/20/2019 8:20:31 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.	Monitor Comments	4/9/2019 2:12:51 PM Monitor Marie Bonner The monitor reviewed the salary and fringe benefits from the Title I budget.
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	5. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged	<table border="1"> <thead> <tr> <th data-bbox="1631 699 2003 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1631 748 2003 992">3/20/2019 8:32:06 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.</td> </tr> <tr> <th data-bbox="1631 992 2003 1040">Monitor Comments</th> </tr> <tr> <td data-bbox="1631 1040 2003 1219">4/8/2019 3:58:45 PM Monitor Marie Bonner The LEA does not serve any Pre-K students.</td> </tr> </tbody> </table>	District Comments	3/20/2019 8:32:06 AM Administrative Assistant to the CEO Yesenia Garcia LEA has one school therefore the Rank Order is nonapplicable.	Monitor Comments	4/8/2019 3:58:45 PM Monitor Marie Bonner The LEA does not serve any Pre-K students.
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<p>14. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title I only - The LEA has shall demonstrate that the methodology used to allocated State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.</p>	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/8/2019 4:00:02 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA is a single charter school and is therefore exempt from this requirement.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/8/2019 4:00:02 PM</p> <p>Monitor Marie Bonner</p> <p>The LEA is a single charter school and is therefore exempt from this requirement.</p>
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<p>15. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p>	<p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt</p>			
<p>16. Maintenance of Effort (MOE)</p> <p>Sec. 1118(a)</p>	<p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance</p>			
<p>17. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input type="checkbox"/> Consolidated Application Title I budget</p> <p><input type="checkbox"/> Statement of expenditures for homeless</p>			

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>2. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Reservation of Funds</p> <p><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p>	<p style="text-align: center;">District Comments</p> <p>3/20/2019 8:33:40 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have funds reserved for Neglected Institution therefore this is non applicable.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/8/2019 4:17:39 PM Monitor Marie Bonner The above comment does not match the question. The school does not receive \$500,00 and is not required to reserve 1% of the Title I Budget.</p>
	<p>3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of expenditures for Neglected Institution</p>	<p style="text-align: center;">District Comments</p> <p>3/20/2019 8:34:00 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have funds reserved for Neglected Institution therefore this is non applicable.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/8/2019 4:01:50 PM Monitor Marie Bonner The LEA does not serve any Neglected Institutions.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<div data-bbox="1633 131 2003 175" data-label="Section-Header">District Comments</div> <div data-bbox="1633 183 2003 423" data-label="Text"> <p>3/20/2019 8:34:16 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have funds reserved for foster students.</p> </div> <div data-bbox="1633 431 2003 475" data-label="Section-Header">Monitor Comments</div> <div data-bbox="1633 483 2003 678" data-label="Text"> <p>4/8/2019 4:02:27 PM Monitor Marie Bonner The LEA is not required to reserve any funds for the Foster students.</p> </div>
	5. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div data-bbox="1633 699 2003 743" data-label="Section-Header">District Comments</div> <div data-bbox="1633 751 2003 1057" data-label="Text"> <p>3/20/2019 8:34:52 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not have funds reserved for Salrya and Fringe Benefits set-aside on the Reservation of Funds page.</p> </div> <div data-bbox="1633 1065 2003 1109" data-label="Section-Header">Monitor Comments</div> <div data-bbox="1633 1117 2003 1312" data-label="Text"> <p>4/8/2019 4:16:59 PM Monitor Marie Bonner The LEA does have funds reserved for Salary and Fringe Benefits.</p> </div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>18. Title I, Part D Subpart 2: Sec. 1424</p>	<p>1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of expenditures for Delinquent funds</p>	<table border="1"> <tr> <th data-bbox="1633 131 2003 180">District Comments</th> </tr> <tr> <td data-bbox="1633 180 2003 423"> <p>3/20/2019 8:35:46 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not use Title I, Part D funds on delinquent institution(s).</p> </td> </tr> <tr> <th data-bbox="1633 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 472 2003 683"> <p>4/8/2019 4:05:59 PM Monitor Marie Bonner The LEA does not serve any Delinquent Institutions.</p> </td> </tr> </table>	District Comments	<p>3/20/2019 8:35:46 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not use Title I, Part D funds on delinquent institution(s).</p>	Monitor Comments	<p>4/8/2019 4:05:59 PM Monitor Marie Bonner The LEA does not serve any Delinquent Institutions.</p>
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<p>19. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 17-18 SY? This is asked for 18-19 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 18-19 SY this answer is "no". Note: If a "no" answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <tr> <th data-bbox="1633 699 2003 748">District Comments</th> </tr> <tr> <td data-bbox="1633 748 2003 1024"> <p>3/20/2019 8:36:14 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP).</p> </td> </tr> <tr> <th data-bbox="1633 1024 2003 1073">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 1073 2003 1284"> <p>4/8/2019 4:16:44 PM Monitor Marie Bonner The LEA does not participate in the CEP program.</p> </td> </tr> </table>	District Comments	<p>3/20/2019 8:36:14 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP).</p>	Monitor Comments	<p>4/8/2019 4:16:44 PM Monitor Marie Bonner The LEA does not participate in the CEP program.</p>
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	2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 131 2003 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2003 461"> 3/20/2019 8:36:24 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP). </td> </tr> <tr> <th data-bbox="1633 461 2003 509" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 509 2003 716"> 4/8/2019 4:07:17 PM Monitor Marie Bonner The LEA does not participate in the CEP program. </td> </tr> </tbody> </table>	District Comments	3/20/2019 8:36:24 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP).	Monitor Comments	4/8/2019 4:07:17 PM Monitor Marie Bonner The LEA does not participate in the CEP program.
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	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.	<table border="1"> <tr> <th data-bbox="1633 131 2001 180">District Comments</th> </tr> <tr> <td data-bbox="1633 180 2001 461">3/20/2019 8:36:29 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP).</td> </tr> <tr> <th data-bbox="1633 461 2001 509">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 509 2001 716">4/8/2019 4:14:45 PM Monitor Marie Bonner The LEA does not participate in the CEP program.</td> </tr> </table>	District Comments	3/20/2019 8:36:29 AM Administrative Assistant to the CEO Yesenia Garcia LEA does not participate in the Community Eligibility Provision (CEP).	Monitor Comments	4/8/2019 4:14:45 PM Monitor Marie Bonner The LEA does not participate in the CEP program.
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20. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> Consolidated Application, Transferability page	<table border="1"> <tr> <th data-bbox="1633 995 2001 1044">District Comments</th> </tr> <tr> <td data-bbox="1633 1044 2001 1250">3/20/2019 8:36:59 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not transfer any Title II or IV funds.</td> </tr> <tr> <th data-bbox="1633 1250 2001 1299">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 1299 2001 1505">4/8/2019 4:15:48 PM Monitor Marie Bonner The LEA has not transferred any funds from either Title II or Title IV.</td> </tr> </table>	District Comments	3/20/2019 8:36:59 AM Administrative Assistant to the CEO Yesenia Garcia LEA did not transfer any Title II or IV funds.	Monitor Comments	4/8/2019 4:15:48 PM Monitor Marie Bonner The LEA has not transferred any funds from either Title II or Title IV.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred	<table border="1"> <thead> <tr> <th data-bbox="1633 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2003 391"> 3/20/2019 8:37:17 AM Administrative Assistant to the CEO Yesenia Garcia LEA has not participating non-public schools. </td> </tr> <tr> <th data-bbox="1633 391 2003 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 440 2003 651"> 4/8/2019 4:16:21 PM Monitor Marie Bonner The LEA is not required to consult with non-public schools. </td> </tr> </tbody> </table>	District Comments	3/20/2019 8:37:17 AM Administrative Assistant to the CEO Yesenia Garcia LEA has not participating non-public schools.	Monitor Comments	4/8/2019 4:16:21 PM Monitor Marie Bonner The LEA is not required to consult with non-public schools.
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Monitor Comments										
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If you have additional comments to make about this section, enter them here:										

Title II A: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title II budgets <input type="checkbox"/> LEA budget <input type="checkbox"/> Statement of Expenditures for Title II	
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>1. LEA has submitted the Performance Goal Output Report for Title II.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	
	<p>2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/ summaries	
<p>If you have additional comments to make about this section, enter them here:</p>						

Title IVA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IV budgets <input type="checkbox"/> LEA budget <input type="checkbox"/> Statement of Expenditures for Title IV	
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>1. LEA has submitted the Performance Goal Output Report for Title IV.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.	
	<p>2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/ summaries	
<p>If you have additional comments to make about this section, enter them here:</p>						

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Esperanza Cyber Charter School	4/9/2019	Dr. Thomas Rosso	Principal
Esperanza Cyber Charter School	4/9/2019	Franchesca Torres	Parent
Esperanza Cyber Charter School	4/9/2019	Yesenia Garcia	Administrative Assistant to CEO

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Esperanza Cyber CS**

Esperanza Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Carolyn Faulkner-Beitzel</u>	<input type="checkbox"/>
Parent:	<u>Francheska Torres</u>	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Marie D. Bonner Visit Date: 4/9/2019

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	
	2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Time logs <input checked="" type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	
If you have additional comments to make about this section, enter them here:						

There are no issues that need to be addressed on this assessment.

There are no issues that need to be addressed on this assessment.

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Esperanza Cyber CS

Chief Executive Officer: Mr. David Rossi

Special Education Director/Coordinator: Ms. Liana Rivera-Diaz

BSE Special Education Adviser: Walter Howard

Date of Report: November 01, 2016

Date Final Report Sent to LEA: August 10, 2015

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: September 09, 2015

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The LEA will ensure that Personnel are authorized and trained in PBS and crisis restraint procedures in accordance with the requirement of 22 Pa. Code 711.46. The LEA will provide the PDE adviser will a training agenda and sign in sheet as well as a copy of the LEA's PBS Policy as verification of this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will develop a comprehensive written policy on how it will ensure confidentiality of student records in accordance with IDEA and FERPA. PDE Adviser or PaTTAN may provide an example for the LEA to use as a guide in developing its own policy. Staff will be trained on the policy. A copy of the final policy along with documentation of staff training will be submitted to the PDE Adviser as verification of the same	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
	N					10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.	The LEA will develop a written procedure for responding to parent request for Independent Evaluations at public expense which meets the requirements of 34 CFR 502. The procedure will also include locations where parents can go to obtain such evaluations. A copy of the procedure will be provided to the PDE Adviser as verification of this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					<p>15. FSA-PARENT TRAINING</p> <p>Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.</p>	<p>The LEA must offer and document parent training opportunities designed to assist parents of children with special needs. Specifically, the LEA must comply with the requirements of 34 CFR 300.34(c)(8)(i)(ii) (iii) by developing and offering counseling and training opportunities which will assist parents in Understanding their child's special needs. These opportunities must be directed towards helping parents acquire the knowledge, skills, and abilities necessary to support the implementation of their child's IEP and IFSP. Training topics should include at a minimum: Child Find, Evaluations, IEP's, Placement and Procedural Safeguards, Goals and Progress Reporting, Transition, RTII, Behavior Support, Inclusive Practices, Assistive Technology, and Interagency Agreements. The LEA will maintain agendas and sign in sheets. The PDE Adviser will review agendas and sign in sheets as verification of corrective action.</p>	<p>08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training</p>	08/09/2016
						INTERVIEW RESULTS (Parent)			
					<p>P 62.</p> <p>0 Always 0 Sometimes 0 Rarely 2 Never 3 Don't Know 0 Does not Apply</p>	<p>My school district/charter school makes available training related to the needs of students with disabilities that I could attend.</p>			
					<p>P 63.</p> <p>0 Always 0 Sometimes 0 Rarely 2 Never 3 Don't Know 0 Does not Apply</p>	<p>My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.	The LEA will develop a series of special education and related services training topics in order to give staff a well rounded understanding of special education programs and service provision. Topics will include at minimum the Goals and Progress Reports, RTI, LRE, Discipline, and Transition The LEA will maintain agendas and sign in sheets as verification of this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						INTERVIEW RESULTS (General & Special Education Teacher)			
8	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	0	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
5	3	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
4	2	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					2 0 0 1 1 1	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					1 1 0 2 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					2 0 0 2 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 0 0 1 0 2	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
7	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
4	4	0				GE 80. Is the student making progress within the general education curriculum?			
4	4	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	4				GE 80b. If yes, in what ways? Increased writing composition. Increased attendance & participation. Adjusted grading individualized program. Small groups & interaction with peers. Increase in class participation both verbally & via chat.			
0	0	4				GE 80c. If no, what does this student need that he/she is not receiving in your class? Not in school enough. Effort on student's part. Adhere to plan created to help student achieve in the classroom. The student receives supports but doesn't try consistently.			
8	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8				GE 85b. If no, what training or support would assist you?			
8	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
8	0	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
0	5	5				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	10				SE 95c. If yes, what reasons were discussed for recommending removal?			
0	0	10				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
5	0	5				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
7	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
4	0	6				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
5	2	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 153. PTE-Consent Form is present in the student file	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 156. Proposed types of tests and assessments	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 159a. NOREP/Prior Written Notice was issued	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						PERMISSION TO REEVALUATE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	7	2			88%	FR 194. PTRE-Consent Form is present in the student file	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
1	0	9				FR 195. Demographic data			
1	0	9				FR 196. Reason for reevaluation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 197. Types of assessment tools, tests and procedures to be used	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
1	0	9				FR 198. Contact person's name and contact information			
1	0	9				FR 199. Parent has selected a consent option			
1	0	9				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 200a. NOREP/Prior Written Notice was issued	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
2	0	8				FR 160. ER is present in the student file			
1	1	8			50%	FR 161. Evaluation was completed within timelines	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 163. Demographic data	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 164. Date report was provided to parent	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
2	0	8				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 168. Teacher observations and observations by related service providers, when appropriate			
2	0	8				FR 169. Recommendations by teachers			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
2	0	8				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
2	0	8				FR 173. Lack of appropriate instruction in reading			
2	0	8				FR 174. Lack of appropriate instruction in math			
2	0	8				FR 175. Limited English proficiency			
2	0	8				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
2	0	8				FR 178. Behavioral information			
2	0	8				FR 179. Conclusions			
2	0	8				FR 180. Disability Category			
2	0	8				FR 181. Recommendations for consideration by the IEP team			
2	0	8				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 207. RR is present in the student file	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	5	3			71%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	4	3			57%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
7	0	3				FR 210. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
6	0	4				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
7	0	3				FR 218. Lack of appropriate instruction in reading			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 219. Lack of appropriate instruction in math	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 220. Limited English proficiency	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 222. Reasons additional data are not needed are included			
6	0	4				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 225. Summary of findings includes student's educational strengths and needs	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 228. Interpretation of additional data	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	8			100%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 239. Documentation of Evaluation Team Participants	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	2	3	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	2	3	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
6	0	4				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	8	1			89%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 243. Demographic data	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
9	0	1				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	0	10				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	6	3			86%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 248. Invited IEP team members	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
8	0	2				FR 249. Date/time/location of meeting			
8	0	2				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 263. Parents	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 264. Student	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 265. General Education Teacher	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 266. Special Education Teacher	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 267. Local Education Agency Representative	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	4	1			44%	FR 282. Student's present levels of functional performance	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	6	0			60%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	6	0			60%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 286. Strengths	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	5	0			50%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	6	2			75%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	4	3			57%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 292c. Annual goals are related to the student's transition services	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
7	3	0			30%	FR 302. Measurable Annual Goals	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 303. Description of how student progress toward meeting goals will be measured	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	9	0			90%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
0	0	10				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	4	0			40%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5			40%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
0	0	10				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
5	1	4			17%	FR 326. If child will not be attending his/her neighborhood school, reason why not	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting. (3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
4	1	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
4	0	1	0			P 29. Did you participate in developing the current IEP for your child?			
4	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
4	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
2	2	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	3	0			P 32b. If no, what training or support would assist you? I do not have an idea about training. I do not know.			
3	0	1	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
2	2	1	0			P 35. Was the current IEP developed at the IEP meeting?			
0	3	1	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
2	2	1	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	1	4	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	1	4	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		4	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Wasn't invited.			
5	2	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	5				GE 76. Were those recommendations considered by the IEP team?			
8	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
8	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
3	0	1	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
3	0	1	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
8	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	1	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
7	1	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
6	4	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	2	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Increased attendance & participation. Increased staff & student interaction. Least restrictive environment. Able to stay on task more frequently. Least restrictive environment. Least restrictive environment. Yes, because it's the least restrictive environment for the student; but no, because the student has trouble following through with assignments. Increased participation in live lessons. Least restrictive environment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8				SE 117c. If no, what does this student need that he/she is not receiving? Student needs to come to school & participate by turning in work. Needs more one on one. Student refusal to participate & attend class. Student needs to come in for one on one assistance.			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
3	0	2	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					3 1 0 1 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 0 0 1 0 1	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
3	0	0	2			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
5	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	3				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	5	3				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
5	0	3				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
9	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
0	0	5	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
3	1	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	0	2	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
3	0	2	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
2	0	3	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
7	0	3				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
0	0	10				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	1	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	1	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	1	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal? Behavior Felt it was a better option than former school. Don't remember.			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? I decided to remove student to Cyber School. IEP team meeting. Don't remember.			
2	0	1	2			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
0	3	1	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	5	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	2	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Student does not attend class or respond to teachers. Student will not go to the school. Learning to manage stress & work with people.			
					1 0 0 0 3 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 0 0 1 1 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
7	3	0			30%	FR 337. Signature of school district superintendent or charter school CEO or designee	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 339. Parent has selected a consent option	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will: (1) ensure that an adequate complement of special education teachers (and support staff when necessary) are maintained and can meet the needs of the students with disabilities as required by their IEPs. This complement must be sufficient to allow for staff in-service/out-service training, coordination activities, attendance at IEP's and other routine duties and responsibilities without causing any substantive interruption of direct services to the student, which could have an adverse impact on the IEP. (2) develop a template to serve as a master example: PTE/PTRE, Evaluation Report, Letter of Invite, Eval/Re-Eval, IEP, NOREP, Goals and Data Recording and Progress Reporting.(3) provide training to special education teachers (and general ed teachers to the extent necessary), who will be writing IEP's and maintaining records in order to establish cross school compliance and consistency (4) The LEA will also focus on Transition related assessments and activities for students who are age 13 and will turn 14 during the life of the IEP. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	08/09/2016 LEA PATTAN-KOP Philadelphia CS Office - Training Philadelphia IU - Training	08/09/2016
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	4	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					2 1 0 1 0 1	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 3 1 3 2 1 4 1	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude n. other Can't say anything one way or the other.			
		3	0		1 1 1	P 67. Tell me anything you would like to change about the program. b. progress reports l. more inclusion n. other Can't say one way or the other.			
		0	0		1 3 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree f. Very strongly disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Child refuses to go to the school for any reason. Would like to receive more information about parent training & other aspects of the special ed program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
					1	a. Learning Support			
					1	b. Speech/Language Support			
					2	h. Emotional Support			
					1	i. Physical Support			
1	1	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program?			
					1	Very			
					1	Somewhat			
					0	A Little			
					0	Not at All			
					0	Don't Know			
						S 129. What do you like best about the program?			
						Come to get help & go through problem.			
						S 130. What do you like least about the program?			
						S 131. How satisfied are you with your special education supports/services?			
					1	Very			
					0	Somewhat			
					0	A Little			
					1	Not at All			
					0	Don't Know			
						S 132. What do you like best about the special education supports/services?			
						Everything			
						School work is not hard.			
						S 133. What do you like least about the special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						I do not talk to any of the teachers.			
					1 0 1 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
0	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not No interest. I stay in the house a lot.			
1	0		1			S 138. Were you invited to participate in the last IEP meeting? Other			
2	0		0			S 139. Did you participate in the last IEP meeting? Other			
0	1		1			S 140. Do you have a post secondary transition program? Other			
0	2		0			S 141. Do you have an employment transition program? Other			
0	2		0			S 142. Do you have a community living transition program? Other			
0	1		1			S 143. Did you assist in the development of the transition program? Other			
0	1		1			S 144. Is that transition plan being followed? Other			
2	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0			S 146. Which of the following agencies participate in your IEP development?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					*	b. County of Mental Health/Retardation Service			
					*	e. None			
0	1		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
1	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Dance group.			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community? Recreation Center I do not know of any.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						The LEA will provide the PDE Adviser with copies of the Summary of Academic and Performance Assessments (FSA 21) of students who graduate in 2015-16.	The LEA will provide copies of the Summary of Academic and Performance Assessments for the students who graduate during the 2015-16 School year. A copy of the assessments will be provided to the PDE Adviser as verification of this corrective action.	08/09/2016 LEA	Extension Date: 02/28/2017
						The LEA will complete a narrative answering the questions for Graduation and Drop Out Rates (FSA 6 and 7) relative to data based on the 2015-16 graduating class.	The LEA will complete the narrative questions for graduation and dropout rates for FSA 6 and 7 relative to the graduating class of 2015-16. A copy of the narrative will be provided to the PDE Adviser as verification of this corrective action.	08/09/2016 LEA	Extension Date: 02/28/2017

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 15A Parent Survey Results	Due to the low number of parent survey responses, the LEA will submit an improvement plan that addresses how and when the LEA (1) will re-surveying parents (2)review the survey results and determine if additional parent training opportunities are needed or if other systemic parent concerns require additional resources or intervention. A copy of the same will be provided to the PDE Adviser as verification of this corrective action.	03/31/2016 LEA	Extension Date: 02/28/2017
						Continue efforts relative to Positive Behavior Support.	In addition to the Crisis management Training conducted, LEA will ensure that new Personnel The LEA will provide the PDE adviser will the training agenda and sign in sheet which could verify that new/current staff have had new/refresher training on the LEA's PBS Policy as verification of this corrective action.	04/01/2017 LEA	
						Continue efforts relative to confidentiality of records.	(for newer staff and as an updated refresher for current employees) The LEA will develop a comprehensive written policy on how it will ensure confidentiality of student records in accordance with IDEA and FERPA. PDE Adviser or PaTTAN may provide an example for the LEA to use as a guide in developing its own policy. Staff will be trained on the policy. A copy of the final policy along with documentation of staff training will be submitted to the PDE Adviser as verification of the same	04/01/2017 LEA	
						Continue efforts relative to Independent Evaluations at Public Expense.	(for newer staff and as an updated refresher for current employees)The LEA will develop a written procedure for responding to parent request for Independent Evaluations at public expense which meets the requirements of 34 CFR 502. The procedure will also include locations where parents can go to obtain such evaluations. A copy of the procedure will be provided to the PDE Adviser as verification of this corrective action.	04/01/2017 LEA	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Continue to offer and document Parent Training Opportunities.	The LEA must offer and document parent training opportunities designed to assist parents of children with special needs. Specifically, the LEA must comply with the requirements of 34 CFR 300.34(c)(8)(i)(ii) (iii) by developing and offering counseling and training opportunities which will assist parents in Understanding their child's special needs. These opportunities must be directed towards helping parents acquire the knowledge, skills, and abilities necessary to support the implementation of their child's IEP and IFSP. Training topics should include at a minimum: Child Find, Evaluations, IEP's, Placement and Procedural Safeguards, Goals and Progress Reporting, Transition, RTII, Behavior Support, Inclusive Practices, Assistive Technology, and Interagency Agreements. The LEA will maintain agendas and sign in sheets. The PDE Adviser will review agendas and sign in sheets as verification of corrective action.	04/01/2017 LEA Pattan-East	
						Continue to offer and document Personnel Training Opportunities.	(for new and current staff) The LEA will develop a series of special education and related services training topics in order to give staff a well rounded understanding of special education programs and service provision. Topics will include at minimum the Goals and Progress Reports, RTI, LRE, Discipline, and Transition The LEA will maintain agendas and sign in sheets as verification of this corrective action.	04/01/2017 LEA Pattan-East	
						Compliance Monitoring for Continuous Improvement review for File Review items.	The LEA will review the BSE annotated formats (PATTAN Website) and seek consultation and training/assistance in the proper completion of this section related to form and substance. The LEA will continue to use it's master template to ensure consistency with the following file review items: 247, 283, 289-292c, 303, 308 and 317. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	04/01/2017 LEA PATTAN- Annotated forms.	