

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
ABBEY	CHRISTINE	Y	Instructional II Biology 7-12 (8405) ; Instructional II English 7-12 (3230) ; Instructional II General Science 7-12 (8450) ; Administrative I Principal PK-12 (1115)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
ACKERMAN	CAREY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Special Education PK-12 (9225)	4	SPECIAL ED ELEMENTARY SU	8	100	0
ADAMS	ANDREA	Y	Instructional I Grades PK-4 (2825)	K-5	ELEMENTARY PRIMARY GRADE	8	100	0
ADKINS	DIANE	Y	Instructional I Early Childhood N-3 (2840) ; Instructional I Elementary K-6 (2810) ; Administrative II Principal PK-12 (1115)	K-5	ASSISTANT OR VICE ELEMENT	8	100	0
ALEX	JAMES	Y	Instructional II Health & Physical Educ PK-12 (4805) ; Administrative II Principal PK-12 (1115)	9-12	ASSISTANT OR VICE SECONDA	8	100	0
ALGER	MADELEINE	Y	Instructional I Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
ALTHOUSE	ANIKA	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	5	SPECIAL ED ELEMENTARY SU	8	100	0
ANDERSEN	KATHLEEN	Y	Instructional I Communications 7-12 (3200) ; Instructional I English 7-12 (3230)	11	ENGLISH/COMMUNICATION 10	8	100	0
ANDREWS	KRISTEN	Y	Instructional I Citizenship 7-12 (8825) ; Instructional I Bus-Computer-Info Tech PK-12 (1603) ; Instructional I Social Studies 7-12 (8875)	9-12	BUSINESS EDUCATION SECON	8	100	0
ANEY	TIMOTHY	Y	Instructional I English 7-12 (3230) ; Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	12	ENGLISH/COMMUNICATION 10	8	100	0
ARMOUR	LINDSEY	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	2/3/5	KINDERGARTEN AGE 5 (K5) ; ELEMENTARY PRIMARY GRADE; ELEMENTARY INTERMEDIATE	8	100	0
ARMSTRONG	MATTHEW	Y	Instructional I Chemistry 7-12 (8420)	10-12	CHEMISTRY	8	100	0
ARTZ	CHELSEA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
AUBELE	RENEE	Y	Educational Specialist II School Psychologist PK-12 (1875)	K-12	SCHOOL PSYCHOLOGIST	8	100	0
AUGUSTINE	GIOVANA	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226) ; Instructional I Special Education Expansion 7-12 (9229)	9-12	ENGLISH/COMMUNICATION 10	8	100	0
AZAB	CHRISTINE	Y	Instructional II Elementary K-6 (2810)	5	ELEMENTARY INTERMEDIATE	8	100	0
AZZALINA	ANDREA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
AZZOLINA	JOSEPH	Y	Instructional II Social Studies 7-12 (8875) ; Educational Specialist I Inst Technology Specialist PK-12 (1825)	6	MIDDLE LEVEL SOCIAL STUDI	8	100	0

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BACHART	TIFFANY	Y	HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation Mathematics 7-12 (6800) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Special Education PK-12 (9225)	6-8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
BAIM	LYNDSEY	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
BAIR	STACIE	Y	Instructional II Special Education PK-8 (9226) ; Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Elementary K-6 (2810)	K	KINDERGARTEN AGE 5 (K5)	8	100	0
BALCH	ANGELA	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I Family-Consumer Sci PK-12 (5600) ; Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) ; Instructional I Bus-Computer-Info Tech PK-12 (1603)	10/12	HISTORY 10-12	8	100	0
BALUCHA	SARA	Y	Instructional I Early Childhood N-3 (2840) ; Instructional I Elementary K-6 (2810) ; Private School - Teacher Elementary Education K-8 (12810)	K-5	ELEMENTARY INTERMEDIATE	8	100	0
BANNISTER	MELISSA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Citiz. Ed 6-9 (2870) ; Instructional II Mid-Level English 6-9 (2850)	6	ELEMENTARY INTERMEDIATE	8	100	0
BARGH	ANDREW	Y	Instructional I English 7-12 (3230) ; Instructional I Music PK-12 (7205)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
BARR	CASSIE	Y	Instructional II Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
BARRON	ALESIA	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
BARRY	DANA	Y	Instructional II Reading Specialist PK-12 (7650) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Citiz. Ed 6-9 (2870) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK-12	8	100	0
BAUER	AMANDA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
BEARD-WARD	CELESTE	Y	Administrative II Principal PK-12 (1115) ; Instructional II Reading Specialist PK-12 (7650) ; Instructional II Elementary K-6 (2810) ; Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	ASSISTANT OR VICE SECONDA	8	100	0
BEDFORD	JESSICA	Y	Instructional I Mathematics 7-12 (6800)	10	MATHEMATICS 10-12	8	100	0
BEEGLE	ANDREW	Y	Instructional II English 7-12 (3230) ; Instructional II Mathematics 7-12 (6800) ; Instructional II Social Studies 7-12 (8875) ; Instructional II Special Education 7-12 (9227)	10	MATHEMATICS 10-12	8	100	0

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BEERS	RUTH	Y	Instructional I Elementary K-6 (2810)	2	ELEMENTARY PRIMARY GRADE	8	100	0
BEGIS	MARSHA	Y	Instructional II Biology 7-12 (8405)	9	BIOLOGY	8	100	0
BENNETT	CHRISTOPHER	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
BIANCHI	KRISTEN	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
BIEBER	PAULA	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	9	BIOLOGY	8	100	0
BIHOREAU	STEPHAN	Y	Instructional II French PK-12 (4410) ; Instructional II Spanish PK-12 (4490)	10-12	FRENCH 6-12	8	100	0
BILCHAK	SARAH	Y	Instructional I Elementary K-6 (2810)	2	ELEMENTARY PRIMARY GRADE	8	100	0
BITTING	ZACHARY	Y	Instructional I Special Education PK-8 (9226) ; Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
BLANKENBICKER	VICKI	Y	Instructional I Social Studies 7-12 (8875)	11	OTHER NOT LISTED ABOVE (C	8	100	0
BOCCELLA	BERNARD	Y	Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Social Studies 7-12 (8875)	k-6	OTHER NOT LISTED ABOVE (C	8	100	0
BOCCELLA	LORI	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	2-3	OTHER NOT LISTED ABOVE (C	8	100	0
BOEHMER	JENNIFER	Y	Instructional II Elementary K-6 (2810)	3	ELEMENTARY PRIMARY GRADE	8	100	0
BOLSAR	ROSANNE	Y	Instructional I Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
BOOTH	RACHEL	Y	Instructional I Grades PK-4 (2825) ; Instructional I Music PK-12 (7205)	7	MUSIC SECONDARY 7-12	8	100	0
BORONYAK	DEANDRA	Y	Instructional II Health & Physical Educ PK-12 (4805)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
BOSILJEVAC	KRISTA	Y	Instructional II Biology 7-12 (8405) ; Instructional II Health & Physical Educ PK-12 (4805) ; Instructional II Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH	8	100	0
BOYCE	BREIGH-ANN	Y	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) ; Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800)	6	ELEMENTARY INTERMEDIATE	8	100	0
BOZARD	CORTNEY	Y	Instructional I Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
BOZART	CHRISTINE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	5	ELEMENTARY INTERMEDIATE	8	100	0
BOZES	BETH	Y	Instructional II Elementary K-6 (2810) ; Instructional II Library Science PK-12 (6420) ; Instructional II Mid-Level Citiz. Ed 6-9 (2870) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Special Education PK-12 (9225)	6-8	OTHER NOT LISTED ABOVE (C	8	100	0

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BRADY	LAUREN	Y	Instructional II Elementary K-6 (2810) ; Endorsement Gifted PK-12 (1189)	5	ELEMENTARY INTERMEDIATE	8	100	0
BRAINARD	MEGAN	Y	Instructional I Mathematics 7-12 (6800) ; Instructional I Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
BRANDT	JANNA	Y	Instructional II Elementary K-6 (2810)	5	DIAGNOSTIC/PRESCRIPTIVE R	8	100	0
BREEN	NICOLE	Y	Instructional I Elementary K-6 (2810)	K	ELEMENTARY PRIMARY GRADE	8	100	0
BRIDGENS	ANNA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Mathematics 7-12 (6800)	9-12	MATHEMATICS 10-12	8	100	0
BRIODY	JEANETTE	Y	Instructional II Mathematics 7-12 (6800)	9-12	MATHEMATICS 10-12	8	100	0
BROGNERI	KATIE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
BROOKS	ASHLEY	Y	Instructional I Mathematics 7-12 (6800) ; Instructional I Special Education 7-12 (9227)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
BROWN	JENNIFER	Y	Instructional II Elementary K-6 (2810)	3	ELEMENTARY PRIMARY GRADE	8	100	0
BRUNK	ERIN	Y	Instructional I Elementary K-6 (2810) ; Private School - Teacher Soc and Emotionally Dist K-12 (19260) ; Instructional I Special Education PK-12 (9225)	K-5	SPECIAL ED RESOURCE PREK	8	100	0
BUCK	ALYSSA	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-12	SECONDARY SCHOOL COUNSELO	8	100	0
BUCKENBERGER	NICOLE	Y	Instructional I Elementary K-6 (2810)	K/3	KINDERGARTEN AGE 5 (K5); ELEMENTARY PRIMARY GRADE	8	100	0
BUCKS	CRYSTAL	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY PRIMARY GRADE	8	100	0
BUCKS	RYAN	Y	Instructional I English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
BURKE	JACQUELYN	Y	Instructional I Mid-Level Mathematics 6-9 (2860) ; Instructional I Elementary K-6 (2810)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
BURKE	JORDAN	Y	Instructional I Bus-Computer-Info Tech PK-12 (1603)	9-12	BUSINESS EDUCATION SECON	8	100	0
BURKHOLDER	KRISTIN	Y	Instructional I Safety Ed/Driver Ed 7-12 (5215) ; Instructional I Health & Physical Educ PK-12 (4805)	6	HEALTH AND PHYSICAL EDUCA	8	100	0
BUTLER	TIM	Y	Instructional II English 7-12 (3230) ; Instructional II Music PK-12 (7205) ; Administrative II Principal PK-12 (1115)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
CALAMAN	AMANDA	Y	Instructional II Social Studies 7-12 (8875) ; Instructional II Special Education 7-12 (9227) ; Instructional II Special Education Expansion PK-8 (9228) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	9-12	SPECIAL ED MIDDLE LEVEL; SPECIAL ED SECONDARY ENG	8	100	0
CAMPBELL	KIMBERLY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0

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CARDEL	JANAE	Y	Instructional II Elementary K-6 (2810)	K-5	OTHER STAFF COACH (NOT M	8	100	0
CAREY	NICOLE	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
CARNES	ALANNA	Y	Instructional I Social Studies 7-12 (8875)	10	HISTORY 10-12	8	100	0
CARNES	ANDREW	Y	Instructional II Mathematics 7-12 (6800) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860)	10-12	MATHEMATICS 10-12	8	100	0
CASS	MELISSA	Y	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) ; Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	K-1	SPECIAL ED ELEMENTARY SU	8	100	0
CELINCAK	LYNDEN	Y	Instructional II Elementary K-6 (2810)	5	ELEMENTARY INTERMEDIATE	8	100	0
CERQUONE	PEGGY	Y	Instructional II Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
CHEHOVICH	MICHAEL	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	9-12	EARTH AND SPACE SCIENCE	8	100	0
CHERINCHAK	RHEANNA	Y	Instructional II English 7-12 (3230)	9/11/12	MIDDLE LEVEL ENGLISH 7-9	8	100	0
CHIZIK	MELISSA	Y	Instructional II Elementary K-6 (2810)	6-12	OTHER NOT LISTED ABOVE (C	8	100	0
CHORBA	BRANDON	Y	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) ; Instructional I Social Studies 7-12 (8875)	9	MIDDLE LEVEL SOCIAL STUDI	8	100	0
CHRIST	ASHLEY	Y	Instructional II Biology 7-12 (8405)	7	MIDDLE LEVEL SCIENCE 7-9	8	100	0
CHRISTMAN	SARAH	Y	Instructional II Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
CHRISTY	RYAN	Y	Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800) ; Instructional II Mathematics 7-12 (6800)	10	MATHEMATICS 10-12	8	100	0
CHUFF	KYLE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225) ; Administrative I Principal PK-12 (1115)	6-8	SPECIAL ED RESOURCE PREK	8	100	0
CHUFF	SHAYNA	Y	Administrative I Principal PK-12 (1115) ; Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Citizenship 7-12 (8825) ; Instructional II English 7-12 (3230) ; Instructional II Social Studies 7-12 (8875)	9-12	GOVERNMENT 10-12	8	100	0
CIOCCO	ASHLEY	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	4	ELEMENTARY INTERMEDIATE	8	100	0
CLAAR	MATTHEW	Y	Instructional I Elementary K-6 (2810)	3	ELEMENTARY PRIMARY GRADE	8	100	0
CLARKE	JENNIFER	No	NA		OTHER NOT LISTED ABOVE (N	8	100	0
CLINE	ALLYSON	Y	Instructional I Social Studies 7-12 (8875)	11	MIDDLE LEVEL SOCIAL STUDI	8	100	0
COHN	JONATHAN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-8 (9226)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0

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COLE	BREANNE	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	K	KINDERGARTEN AGE 5 (K5)	8	100	0
COLLURA	MARISSA	Y	Instructional I English 7-12 (3230)	11	ENGLISH/COMMUNICATION 10	8	100	0
COLON	DANIELLE	Y	INSTRUCTIONAL I Grades Pre-Kindergarten – 4	K-5	SPECIAL ED ELEMENTARY SU	8	100	0
COLSON	STACY	Y	Instructional I Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (N	8	100	0
COMEGNA	BRIAN	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SUPERVISOR SCHOOL GUIDAN	8	100	0
COMEGNA	PATRICIA	Y	Instructional II Mathematics 7-12 (6800)	10-12	MATHEMATICS 10-12	8	100	0
CONFER	SHEILA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
CONIGLIARO	MICHAEL	Y	Instructional II Citizenship 7-12 (8825)	10	SOCIAL STUDIES 10-12	8	100	0
CONKLIN	LINDSAY	Y	Instructional I Art PK-12 (1405)	7	ART SECONDARY (7-12)	8	100	0
CONWAY	STEVEN	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225) ; Instructional I Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
COONE	MICHAEL	Y	Administrative I Principal PK-12 (1115) ; Instructional II English 7-12 (3230)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
COOPER	SARAH	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY PRIMARY GRADE	8	100	0
CORDIER	JULIA	Y	Instructional I Special Education PK-12 (9225)	6-8	SPECIAL ED ELEMENTARY SU; SPECIAL ED MIDDLE LEVEL	8	100	0
CORRADO	KAITLYNN	Y	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	ELEMENTARY INTERMEDIATE	8	100	0
COURTRIGHT	MICHAEL	Y	INSTRUCTIONAL II Business Computer and Information Technology PK-12; INSTRUCTIONAL II Technology Education PK-12	9-12	BUSINESS EDUCATION SECON	8	100	0
COURY	WENDY	Y	Instructional II Marketing 7-12 (1640) ; Letter of Equivalency Master's Equivalency - (1185) ; Instructional II Typewriting 7-12 (1660)	9-12	BUSINESS EDUCATION SECON	8	100	0
CRAWFORD	JESSICA	Y	Instructional II French PK-12 (4410) ; Instructional II Spanish PK-12 (4490)	9-12	SPANISH 7-12	8	100	0
DADOWSKI	SCOTT	Y	Instructional II Elementary K-6 (2810) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Administrative I Principal PK-12 (1115)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
DALTON	JENNIFER	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
DAME	RHIANNON	Y	Instructional II Elementary K-6 (2810) ; Instructional II English 7-12 (3230) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Social Studies 7-12 (8875)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
DANGERFIELD	EVAN	Y	Private School - Teacher English: Sec. Ed. 9-12 (13230) ; Instructional I English 7-12 (3230)	9-12	ENGLISH/COMMUNICATION 10	8	100	0

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DAVIS	ASHLEY	Y	Instructional I Grades 5-6 (2826) ; Instructional I Grades PK-4 (2825)	1	ELEMENTARY PRIMARY GRADE	8	100	0
DAVIS	JOSEPH	Y	Instructional II Earth and Space Science 7-12 (8440)	9	EARTH AND SPACE SCIENCE	8	100	0
DAVIS	MELISSA	Y	Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Social Studies 7-12 (8875)	6	MIDDLE LEVEL SOCIAL STUDI	8	100	0
DEBAISE	DIANE	Y	Private School - Teacher Biology: Sec. Ed. 9-12 (18405) ; Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	11-12	GENERAL SCIENCE INTERMED	8	100	0
DEGILO	NYSSA	Y	Instructional I Social Studies 7-12 (8875)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
DEKUNDER	STACI	Y	Instructional I Mathematics 7-12 (6800)	10	MATHEMATICS 10-12	8	100	0
DELSITE	RICHARD	Y	Instructional I English 7-12 (3230) ; Instructional I Grades PK-4 (2825)	4	ELEMENTARY INTERMEDIATE	8	100	0
DEMMING	GEOFFREY	Y	Instructional I Biology 7-12 (8405)	10-12	BIOLOGY	8	100	0
DEMSHICK	MEGHAN	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650) ; Instructional II Special Education PK-12 (9225)	4-5	KINDERGARTEN AGE 5 (K5)	8	100	0
DEPUE	JACQUELIN	Y	Instructional I Music PK-12 (7205) ; Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	1/3	MUSIC ELEMENTARY PREK-6	8	100	0
DERR	ALICIA	Y	Instructional II Social Studies 7-12 (8875)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
DEWITT	IVORY	Y	Instructional I Social Studies 7-12 (8875)	9-12	GOVERNMENT 10-12	8	100	0
DIEROLF	MATTHEW	Y	Instructional II English 7-12 (3230)	9-12	ENGLISH/COMMUNICATION 10; JOURNALISM	8	100	0
DIGIOVANNI-BURCHARD	FELICIA	Y	Instructional I Art PK-12 (1405)	6	ART ELEMENTARY (PREK-6)	8	100	0
DIPERSIO	KINSIE	Y	Instructional II Social Studies 7-12 (8875)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
DITMER	KAREN	Y	Instructional II Mathematics 7-12 (6800)	10-12	MATHEMATICS 10-12	8	100	0
DOLDER	LISA	Y	Instructional II English 7-12 (3230) ; Instructional II Library Science PK-12 (6420) ; Instructional II Spanish PK-12 (4490) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	6/8	SPANISH 7-12	8	100	0
DOMBROWSKY	RACHEL	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY PRIMARY GRADE	8	100	0
DONAHUE	STEPHANIE	Y	Instructional II Elementary K-6 (2810)	5	OTHER STAFF COACH (NOT M	8	100	0
DONNELLY	MARGARET	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	ELEMENTARY PRIMARY GRADE	8	100	0
DREIBELBIS	AMY	Y	Instructional I ENGLISH/COMMUNICATION 10	12	ENGLISH/COMMUNICATION 10	8	100	0
DRESS	LISA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	2	SPECIAL ED ELEMENTARY SU	8	100	0

Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
DUFFY	JULIE	Y	Instructional I Special Education PK-12 (9225) ; Instructional I Elementary K-6 (2810)	9-12	SPECIAL ED MIDDLE LEVEL ; SPECIAL ED SECONDARY MAT	8	100	0
DUFFY	MATTHEW	Y	Instructional I Social Studies 7-12 (8875)	9	SOCIAL STUDIES 10-12	8	100	0
DURAN	CARMON	Y	Instructional II General Science 7-12 (8450) ; Instructional II Music PK-12 (7205)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
DURKIN	SEAN	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) ; Intern Special Education 7-12 (9227) ; Instructional I Social Studies 7-12 (8875)	8	SPECIAL ED RESOURCE PREK	8	100	0
DUTKA	HAYLEY	Y	Instructional II English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
DZUREK	JESSICA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	K-5	ELEMENTARY PRIMARY GRADE	8	100	0
EASTBURN	REBECCA	Y	Instructional I Elementary K-6 (2810) ; Private School - Teacher Nursery/Kindergarten N-K (12833)	2	ELEMENTARY PRIMARY GRADE	8	100	0
ECKMAN	LACEY	Y	Instructional II Health & Physical Educ PK-12 (4805)	8	HEALTH AND PHYSICAL EDUCA	8	100	0
EDWARDS	KENNETH	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450) ; Administrative II Principal PK-12 (1115)	9-12	SCHOOL PROGRAM SPECIALIST	8	100	0
EICHENMILLER	JENNIFER	Y	Instructional I English 7-12 (3230) ; Instructional I Special Education PK-12 (9225)	K-12	SPECIAL ED RESOURCE PREK	8	100	0
EISENHAUER	JENNY	Y	INSTRUCTIONAL II Elementary Education K-6	3-5	ELEMENTARY INTERMEDIATE	8	100	0
EMERICH	SANDY	No	NA		DIRECTOR OF PERSONNEL	8	100	0
ERB	ADRIENNE	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
ERDLEY	HEATHER	Y	Instructional I English 7-12 (3230)	9-12	ENGLISH/COMMUNICATION 10	8	100	0
ERLER	WILLIAM	Y	Instructional II Earth and Space Science 7-12 (8440) ; Instructional II General Science 7-12 (8450)	9-12	EARTH AND SPACE SCIENCE	8	100	0
ERNYEI	KAREN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Special Education PK-12 (9225)	7	MIDDLE LEVEL SCIENCE 7-9	8	100	0
ESWORTHY	REBECCA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650) ; Instructional II Library Science PK-12 (6420)	3	ELEMENTARY INTERMEDIATE	8	100	0
EVANS	JULIANNA	Y	Instructional I English 7-12 (3230)	12	ENGLISH/COMMUNICATION 10	8	100	0
EVERITT	SARAH	Y	Instructional II Elementary K-6 (2810)	K-5	ELEMENTARY PRIMARY GRADE	8	100	0

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FARMER	DONITA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Citiz. Ed 6-9 (2870) ; Instructional II Mid-Level Science 6-9 (2880)	6	ELEMENTARY INTERMEDIATE	8	100	0
FASSL	PHILLIP	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK-12	8	100	0
FEATRO	SUSAN	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II German PK-12 (4420) ; Instructional II Music PK-12 (7205)	K-1	ENGLISH AS SECOND LANGUAG	8	100	0
FENSTERMAKER	EMILY	Y	Instructional I Library Science PK-12 (6420) ; Instructional I English 7-12 (3230)	9	ENGLISH/COMMUNICATION 10	8	100	0
FERRARO	PAUL	Y	Instructional II Special Education PK-12 (9225) ; HOUSSE Designation Mathematics 7-12 (6800)	6	SPECIAL ED RESOURCE PREK	8	100	0
FIELDS	KEELY	Y	Instructional II Social Studies 7-12 (8875) ; Administrative I Principal PK-12 (1115)	9-12	GOVERNMENT 10-12	8	100	0
FILGES	LAURA	Y	Instructional I English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
FISCHER	JESSE	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional I Social Studies 7-12 (8875)	9	MIDDLE LEVEL SOCIAL STUDI	8	100	0
FISHER	LORI	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
FISHER	SARA	Y	Instructional I Mathematics 7-12 (6800)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
FITTS	STEVEN	Y	Instructional I Social Studies 7-12 (8875)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
FITZGERALD	BETH	Y	Instructional I Mathematics 7-12 (6800) ; Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800)	9	MATHEMATICS 10-12	8	100	0
FLANNERY	ALYSSA	Y	INSTRUCTIONAL II Elementary Education K-6 ; INSTRUCTIONAL II Library Science PK-12 ; Middle Level English 6-9	K-5	ELEMENTARY PRIMARY GRADE	8	100	0
FLETCHER	LONNIE	Y	Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Special Education PK-12 (9225) ; HOUSSE Designation English 7-12 (3230) ; Supervisory Supvr Special Education PK-12 (9215)	K-12	SUPERVISOR SPECIAL EDUCA	8	100	0
FLOYD	KELSEY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
FLURIE	MAURICE	Y	Administrative I Elementary Principal K-6 (1100) ; Instructional II Health & Physical Educ PK-12 (4805) ; Administrative II Secondary Principal 7-12 (1105) ; Letter of Eligibility Superintendent PK-12 (1150)		CHIEF ADMINISTRATIVE OFFI	8	100	0
FLYNN	MOLLY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650) ; Instructional II Special Education PK-12 (9225)	6	SPECIAL ED RESOURCE PREK	8	100	0

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FOLEY	HEATHER	Y	Instructional II Elementary K-6 (2810)	6	OTHER NOT LISTED ABOVE (N	8	100	0
FORD	LAUREN	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) ; Instructional II English 7-12 (3230) ; Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
FOWLER	NATHAN	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
FOX	LAUREN	Y	Instructional II Citizenship 7-12 (8825)	9	HISTORY 10-12	8	100	0
FRANCE	RYENN	Y	Instructional I Grades 5-6 (2826) ; Instructional I Grades PK-4 (2825)	2	ELEMENTARY INTERMEDIATE	8	100	0
FRASER	ADAM	Y	Administrative II Principal PK-12 (1115)	K-12	ELEMENTARY PRINCIPAL	8	100	0
FREDERICKSON	DAVID	Y	Instructional II Mathematics 7-12 (6800) ; Instructional II Safety Ed/Driver Ed 7-12 (5215)	10-12	MATHEMATICS 10-12	8	100	0
FREDO	KATRINA	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450) ; Instructional II Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL SCIENCE 7-9	8	100	0
FREELAND	LAUREN	Y	INSTRUCTIONAL II Environmental Education PK-12; INSTRUCTIONAL II Biology 7-12; INSTRUCTIONAL II General Science 7-12	9-12	BIOLOGY	8	100	0
FREY	BRITTANY	Y	Instructional II Mathematics 7-12 (6800)	9	MATHEMATICS 10-12	8	100	0
FRIESS	DANIEL	Y	INSTRUCTIONAL II English 7-12; INSTRUCTIONAL II Mathematics 7-12; INSTRUCTIONAL II Technology Education PK-12	9-12	OTHER NOT LISTED ABOVE (C	8	100	0
GABANY	MICHAEL	Y	Instructional I Earth and Space Science 7-12 (8440)	9	EARTH AND SPACE SCIENCE	8	100	0
GAINER	RACHEL	Y	Instructional I Grades PK-4 (2825)	K	ELEMENTARY PRIMARY GRADE	8	100	0
GAISKI	JAMIE	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
GAROFALO	ELIZABETH	Y	Instructional II English 7-12 (3230)	K-12	ENGLISH/COMMUNICATION 10	8	100	0
GAUGHAN	WILLIAM	Y	Instructional II Citizenship 7-12 (8825) ; Instructional II English 7-12 (3230) ; Instructional II Social Studies 7-12 (8875)	11	GOVERNMENT 10-12	8	100	0
GAYNOR	ANTHONY	Y	Instructional I Social Studies 7-12 (8875)	9 / 11-12	SOCIOLOGY 10-12	8	100	0
GEHMAN	ANDREW	Y	Instructional II Mathematics 7-12 (6800) ; Instructional II Physics 7-12 (8470)	10-12	MATHEMATICS 10-12	8	100	0
GEISEL	JEFFREY	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Social Studies 7-12 (8875) ; HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation Mathematics 7-12 (6800) ; Administrative II Principal PK-12 (1115)	K-12	ASSISTANT OR VICE MIDDLE	8	100	0
GEORGE	SUSAN	Y	Instructional II Biology 7-12 (8405) ; Instructional II Chemistry 7-12 (8420) ; Instructional II General Science 7-12 (8450)	10-12	CHEMISTRY	8	100	0

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GERDY	MATTHEW	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
GIANTINI	THEODORE	Y	Instructional II English 7-12 (3230)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
GIBSON	MEGAN	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
GILHOOLEY	CELENE	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
GILL	ANITA	Y	Instructional II Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
GILLENSON	KATHARINE	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839) ; Instructional I Elementary K-6 (2810) ; Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
GILLIS	MICHELE	Y	Instructional I Elementary K-6 (2810) ; Instructional I reading Specialist PK-12 (7650)	K	ELEMENTARY PRIMARY GRADE	8	100	0
GILROY	AMANDA	Y	Instructional II English 7-12 (3230) ; Instructional II Special Education PK-12 (9225)	11	ENGLISH/COMMUNICATION 10	8	100	0
GINTHER	BRADLEY	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
GINTZ	JOY	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
GLEASON	JILL	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	6-8	SPECIAL ED MIDDLE LEVEL	8	100	0
GLENN	SHELBY	Y	Instructional I English 7-12 (3230)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
GLIEM	JARED	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK-12	8	100	0
GLOTFELTY	KELLY	Y	Instructional II English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
GOFORTH	STEPHANIE	Y	Instructional I Art PK-12 (1405)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
GONZALEZ	MICHELLE	Y	Instructional I English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
GOOD	JOYCE	Y	ADMINISTRATIVE I School Admin. – Principal PK-12; ED. SPECIALIST II Specialist – Instructional Technology PK-12; LETTER OF ELIGIB Superintendent PK-12; SUPERVISORY I Supervisor – Curriculum and Instruction PK-12	K-12	SUPERVISOR CURRICULUM AN	8	100	0
GOTHEL	MELISSA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Science 6-9 (2880)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
GRAFTON	HEATHER	Y	Instructional II Elementary K-6 (2810)	K	KINDERGARTEN AGE 5 (K5)	8	100	0
GREEN	STEPHANIE	Y	Instructional II English 7-12 (3230)	11	ENGLISH/COMMUNICATION 10	8	100	0
GREENLEE	LISA	Y	Instructional I Music PK-12 (7205)	4/5	MUSIC ELEMENTARY PREK-6	8	100	0

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GRIFFITHS	NOELLE	Y	Instructional II English 7-12 (3230) ; Instructional II Social Studies 7-12 (8875) ; Administrative I Principal PK-12 (1115)	9-12	ASSISTANT OR VICE SECONDA	8	100	0
GRIGGS	MALLORY	Y	Instructional I Mathematics 7-12 (6800) ; Instructional I Health & Physical Educ PK-12 (4805)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
GRUDZINSKI	LAURA	Y	INSTRUCTIONAL II Social Studies 7-12	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
GURBACKI	EVE	Y	Instructional I Art PK-12 (1405)	3/5	ART ELEMENTARY (PREK-6)	8	100	0
HAGER	LYNN	Y	Instructional I Family-Consumer Sci PK-12 (5600) ; Instructional I Social Studies 7-12 (8875) ; Instructional I English 7-12 (3230)	11	GOVERNMENT 10-12	8	100	0
HAHN	AMANDA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	3	SPECIAL ED RESOURCE PREK; SPECIAL ED MIDDLE LEVEL ; SPECIAL ED ELEMENTARY SU	8	100	0
HAKES	CHRISTINE	No	NA		BUSINESS MANAGER	8	100	0
HALEY	NATALIE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
HALL	STACY	Y	Instructional II English 7-12 (3230)	12	ENGLISH/COMMUNICATION 10	8	100	0
HALPIN	SARAH	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	8	ELEMENTARY SCHOOL COUNSEL; SECONDARY SCHOOL COUNSELO	8	100	0
HAN	KATHERINE	Y	Instructional I Social Studies 7-12 (8875)	10	SOCIAL STUDIES 10-12	8	100	0
HARBOLD	ROY	Y	Instructional II Earth and Space Science 7-12 (8440)	9	EARTH AND SPACE SCIENCE	8	100	0
HARLEY	KATELYN	Y	Instructional II Art PK-12 (1405)	9-10	ART SECONDARY (7-12)	8	100	0
HARR	BRIAN	Y	Instructional II Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
HARTSOCK	LISA	Y	Instructional II Mathematics 7-12 (6800) ; Administrative Principal PK-12 (1115)	10	MIDDLE LEVEL MATHEMATICS	8	100	0
HEDDEN	MOLLY	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	3	SPECIAL ED RESOURCE PREK	8	100	0
HEISTAND	ALEXIS	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	4	SPECIAL ED ELEMENTARY SU	8	100	0
HENRY	LAURIE	Y	Instructional II Mathematics 7-12 (6800)	10	MATHEMATICS 10-12	8	100	0
HERMAN	ZAKORY	Y	Instructional I Health & Physical Educ PK-12 (4805)	9-12	HEALTH AND PHYSICAL EDUCA	8	100	0
HESS	DREW	Y	Instructional II English 7-12 (3230)	12	ENGLISH/COMMUNICATION 10	8	100	0
HICKS	CHRISTY	Y	Private School - Teacher Elementary Education K-8 (12810) ; Private School - Teacher Nursery/Kindergarten N-K (12833) ; Instructional II Elementary K-6 (2810)	K	KINDERGARTEN AGE 5 (K5)	8	100	0
HILES	JENNIFER	Y	Instructional II Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0

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HILLER	HEATHER	Y	Instructional II Elementary K-6 (2810) ; Instructional II English 7-12 (3230) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Special Education 7-12 (9227)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
HINKLEY	JACOB	Y	Instructional I Social Studies 7-12 (8875)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
HOARE	REBECCA	Y	Instructional I Music PK-12 (7205)	K-12	MUSIC ELEMENTARY PREK-6	8	100	0
HOFFMAN	COLLEEN	Y	Instructional I Special Education PK-12 (9225)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
HOFFMAN	SEAN	Y	Instructional II Social Studies 7-12 (8875)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
HOGAN	KYLIE	Y	Instructional I Biology 7-12 (8405) ; Instructional I General Science 7-12 (8450)	9-12	BIOLOGY	8	100	0
HOLDEN	DAVID	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I English 7-12 (3230)	10	MIDDLE LEVEL SOCIAL STUDI; HISTORY 10-12	8	100	0
HOLENCIK	RACHEL	Y	Instructional I Social Studies 7-12 (8875)	11-12	SOCIAL STUDIES 10-12	8	100	0
HOLLICK	JEFF	Y	Instructional I Elementary K-6 (2810) ; Instructional I Mathematics 7-12 (6800)	10-12	MATHEMATICS 10-12	8	100	0
HOLLISTER	BRITTANY	Y	Instructional I Elementary K-6 (2810) ; Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	2	SPECIAL ED ELEMENTARY SU	8	100	0
HOOK	RICHARD	Y	Instructional II Communications 7-12 (3200)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
HORCHER	CATHERINE	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6	SECONDARY SCHOOL COUNSELO	8	100	0
HOSLER-PATTON	CHRISTINE	Y	Instructional II Elementary K-6 (2810) ; Instructional II English 7-12 (3230) ; Instructional II Special Education PK-12 (9225) ; HOUSSE Designation Mid-Level Science 6-9 (2880) ; HOUSSE Designation General Science 7-12 (8450) ; HOUSSE Designation Mathematics 7-12 (6800) ; HOUSSE Designation Mid-Level Mathematics 6-9 (2860)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
HOUK	WHITNEY	Y	Instructional I Early Childhood N-3 (2840) ; Instructional I Elementary K-6 (2810)	1	KINDERGARTEN AGE 5 (K5)	8	100	0
HOWARD	JUSTIN	Y	Instructional I Elementary K-6 (2810) ; Administrative I Principal PK-12 (1115)	4-5	ASSISTANT OR VICE ELEMENT	8	100	0
HOWARD	KEITH	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	10-12	PHYSICAL SCIENCE INTERME	8	100	0
HOWARD	SPIRI	Y	Instructional I Elementary K-6 (2810)	K-5	ELEMENTARY PRIMARY GRADE	8	100	0
HUEGEL	JUSTIN	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I English 7-12 (3230)	9	MIDDLE LEVEL SOCIAL STUDI	8	100	0
HUFF	ASHLEIGH	Y	Instructional I Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
HULBERT	HAYLEY	Y	Instructional I English 7-12 (3230)	9-12	ENGLISH/COMMUNICATION 10	8	100	0

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HUMMEL	APRIL	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
HUMMEL	MEGAN	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	3	SPECIAL ED ELEMENTARY SU	8	100	0
HUNTER	KIMBERLY	Y	Instructional II English 7-12 (3230) ; Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
HURLEY	AMY	Y	Instructional II English 7-12 (3230) ; Instructional II Mid-Level Mathematics 6-9 (2860)	11	ENGLISH/COMMUNICATION 10	8	100	0
HUTCHINGS	JAMIE	Y	Instructional II Biology 7-12 (8405) ; Instructional II Environmental Educ PK-12 (4820) ; Instructional II General Science 7-12 (8450) ; Letter of Equivalency Master's Equivalency - (1185)	6-12	MIDDLE LEVEL SCIENCE 7-9	8	100	0
IMBODY	JILL	Y	Instructional I Social Studies 7-12 (8875)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
JACHOWICZ	JUSTIN	Y	Instructional II Citizenship 7-12 (8825)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
JACKSON	CECELIA	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	OTHER NOT LISTED ABOVE (C	8	100	0
JACKSON	CHRISTINA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Mathematics 7-12 (6800)	9-12	MATHEMATICS 10-12	8	100	0
JAMES	LAUREN	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	5	SPECIAL ED ELEMENTARY SU	8	100	0
JOHNSON	SAMANTHA	Y	Instructional I Biology 7-12 (8405) ; Administrative I Principal PK-12 (1115)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
JOHNSTON	KEISHA	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO; ELEMENTARY SCHOOL COUNSEL	8	100	0
JONES	BRIAN	Y	Instructional II Social Studies 7-12 (8875)	9	SOCIAL STUDIES 10-12	8	100	0
JONES	CHAD	Y	Instructional I Social Studies 7-12 (8875)	9-12	GOVERNMENT 10-12	8	100	0
JONES	KIMBERLY	Y	Instructional II Music PK-12 (7205)	8	MUSIC SECONDARY 7-12	8	100	0
JOSEPH	MICHAEL	Y	Instructional I Social Studies 7-12 (8875)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
KALAHANIS	ANDREW	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Administrative I Principal PK-12 (1115) ; Instructional II English 7-12 (3230)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
KALI	ABIGAIL	Y	Instructional II Art PK-12 (1405) ; Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	ART SECONDARY (7-12)	8	100	0
KAMICKER	EMILY	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0

Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
KARABIN	MATTHEW	Y	Instructional I Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
KASHUBA	EMILY	Y	Instructional I Elementary K-6 (2810) ; Instructional I Mid-Level Mathematics 6-9 (2860)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
KAVULICH	ARIEL	Y	Instructional II General Science 7-12 (8450)	9-12	PHYSICAL SCIENCE INTERME	8	100	0
KEET	LINDSAY	Y	Instructional II Early Childhood N-3 (2840)	1	ELEMENTARY PRIMARY GRADE	8	100	0
KELLACHOW	JENNIFER	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
KELLER	BENJAMIN	Y	Instructional II English 7-12 (3230)	9-12	ENGLISH/COMMUNICATION 10	8	100	0
KELLY	ALLISON	Y	Instructional II Music PK-12 (7205) ; Endorsement Online Instruction Program PK-12 (1184)	K/2	MUSIC ELEMENTARY PREK-6	8	100	0
KEPPLE	HEATHER	Y	Instructional I Health & Physical Educ PK-12 (4805) ; Instructional I General Science 7-12 (8450)	7	HEALTH AND PHYSICAL EDUCA	8	100	0
KIMBLE	NATHAN	Y	Instructional II Social Studies 7-12 (8875)	9	HISTORY 10-12	8	100	0
KIOALICAS	KRISTA	Y	INSTRUCTIONAL II Elementary Education K-6; INSTRUCTIONAL II English 7-12; INSTRUCTIONAL II Special Education PK-12	K-5	SPECIAL ED RESOURCE PREK	8	100	0
KIRSCH	JULIE	Y	Instructional II Music PK-12 (7205)	8	MUSIC SECONDARY 7-12	8	100	0
KIRWAN	MELISSA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225) ; Instructional I Mid-Level Citiz. Ed 6-9 (2870) ; Instructional I Mid-Level Mathematics 6-9 (2860) ; Instructional I Mid-Level English 6-9 (2850) ; Instructional I Mid-Level Science 6-9 (2880)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
KLINGEL	BRYON	No	NA		DIRECTOR OF MANAGEMENT IN	8	100	0
KOLLER	NICOLE	Y	Instructional II Biology 7-12 (8405) ; Instructional II Chemistry 7-12 (8420) ; Instructional II Environmental Educ PK-12 (4820) ; Instructional II General Science 7-12 (8450)	6-12	BIOLOGY	8	100	0
KOONTZ	VALERIE	Y	Endorsement Mathematics Coach PK-12 (1183) ; Instructional II Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
KOTULA	JESSICA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Special Education PK-12 (9225) ; Supervisory Supvr Special Education PK-12 (9215) ; HOUSSE Designation Mathematics 7-12 (6800)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
KOURSARI	MARIA	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY INTERMEDIATE	8	100	0
KRAJEWSKI	BRIANNA	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	7	SECONDARY SCHOOL COUNSELO	8	100	0
KREBS	ANGELA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Ment and/or Phys Handicapped K-12 (9235)	8	SPECIAL ED RESOURCE PREK	8	100	0
KREISER	VALERIE	Y	Instructional II Elementary K-6 (2810)	5	ELEMENTARY INTERMEDIATE	8	100	0

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LADISLAW	CHRISTI	Y	Instructional II Health & Physical Educ PK-12 (4805)	9-12	HEALTH AND PHYSICAL EDUCA	8	100	0
LADISLAW	DANIEL	Y	Administrative II Principal PK-12 (1115) ; Instructional II Citizenship 7-12 (8825) ; Instructional II Mid-Level English 6-9 (2850)	8	ASSISTANT OR VICE MIDDLE	8	100	0
LAKITSKY	KAILEE	Y	Instructional I English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
LANDERS	AMY	Y	Instructional II Mathematics 7-12 (6800) ; Instructional II Physics 7-12 (8470)	9/11/12	MATHEMATICS 10-12	8	100	0
LASZCZYK	WHITNEY	Y	Instructional II Biology 7-12 (8405) ; Instructional II Chemistry 7-12 (8420) ; Instructional II Mid-Level Science 6-9 (2880)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
LATOCHÉ	JESSICA	Y	Instructional I General Science 7-12 (8450) ; Instructional I Earth and Space Science 7-12 (8440)	9	GENERAL SCIENCE INTERMED	8	100	0
LAWRENCE	EDWARD	Y	Instructional II English 7-12 (3230)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
LEIBOWITZ	BROOKE	Y	Instructional II English 7-12 (3230)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
LEONARD	BLAINE	Y	Instructional II Health & Physical Educ PK-12 (4805) ; Instructional II Safety Ed/Driver Ed 7-12 (5215)	10/12	HEALTH AND PHYSICAL EDUCA; DRIVER EDUCATION	8	100	0
LESNIEWSKI	CHRISTINE	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY PRIMARY GRADE	8	100	0
LETTERMAN	SARAH	Y	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	ELEMENTARY INTERMEDIATE	8	100	0
LICHTENFELS	PATRICIA	Y	Instructional I Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
LICK	AMANDA	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
LINDBLADE	HOPE	Y	Instructional I Music PK-12 (7205)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
LIPCHIK	JOHN	Y	Instructional II Social Studies 7-12 (8875) ; Administrative I Secondary Principal 7-12 (1105)	10-12	GOVERNMENT 10-12 ; ECONOMICS	8	100	0
LITZKE	JEFFREY	Y	Instructional II Social Studies 7-12 (8875)	9	HISTORY 10-12	8	100	0
LOCKARD	CHRISTINA	Y	Instructional II Earth and Space Science 7-12 (8440)	6-12	OTHER NOT LISTED ABOVE (C	8	100	0
LONGENECKER	THOMAS	Y	Commission Qualification Letter Superintendent PK-12 (1150)		OTHER NOT LISTED ABOVE (C	8	100	0
LONGO	ASHLEY	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY INTERMEDIATE	8	100	0
LUBATTI	FRANK	Y	Instructional I Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES 10-12	8	100	0
LURCH	SAMANTHA	Y	Instructional I Social Studies 7-12 (8875)	7	OTHER NOT LISTED ABOVE (C	8	100	0
LYNCH	ALISA	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
MAGNOT	JESSIE	Y	Instructional II Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
MAHOLICK	ELIZABETH	Y	Instructional II Biology 7-12 (8405) ; Instructional II Earth and Space Science 7-12 (8440) ; Instructional II Library Science PK-12 (6420)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0

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MALAVE	JENNA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Mid-Level Mathematics 6-9 (2860) ; Instructional I Reading Specialist PK-12 (7650)	5	ELEMENTARY INTERMEDIATE	8	100	0
MARCHESINI	KIMBERLY	Y	HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation General Science 7-12 (8450) ; HOUSSE Designation Mathematics 7-12 (6800) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation Mathematics 7-12 (6800) ; HOUSSE Designation General Science 7-12 (8450)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
MARIANO	ROCCO	Y	Instructional II Biology 7-12 (8405)	9-12	BIOLOGY	8	100	0
MARTIN	CARI	Y	Instructional II English 7-12 (3230)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
MARTIN	AUDREY	Y	Instructional II Mid-Level English 6-9 (2850) ; Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Spanish PK-12 (4490) ; Instructional II Mid-Level Science 6-9 (2880)	K-12	"ENGLISH AS SECOND LANGUA	8	100	0
MARTIN	JULIA	Y	Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
MARTINEZ	CHELSEA	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
MASELKO	BIANCA	Y	Instructional I English 7-12 (3230)	11	ENGLISH/COMMUNICATION 10	8	100	0
MASTERSON	JENNIFER	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	6	SPECIAL ED RESOURCE PREK	8	100	0
MATECHAK	BRITTANY	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	7	SPECIAL ED RESOURCE PREK	8	100	0
MATRISHION	DEANNA	Y	Instructional II English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
MAUGER	KRISTA	Y	Instructional I Social Studies 7-12 (8875)	9	SOCIAL STUDIES 10-12	8	100	0
MAURIZI	BRITTANY	Y	Instructional I Special Education PK-8 (9226) ; Private School - Teacher Soc and Emotionally Dist K-12 (19260) ; Instructional I Grades PK-4 (2825)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
MAUSER	REBECCA	Y	EDUCATIONAL SPECIALIST Instructional Technology PK-12 ; INSTRUCTIONAL II Middle Level Mathematics 6-9; INSTRUCTIONAL II Social Studies 7-12	K-12	OTHER STAFF COACH (NOT M	8	100	0
MAZANOWSKI	KELSIE	Y	Instructional II Health & Physical Educ PK-12 (4805)	9/11/12	HEALTH AND PHYSICAL EDUCA	8	100	0
MAZUR	ALANNAH	Y	Instructional I Early Childhood N-3 (2840) ; Instructional I Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
MCCARTHY	JEANNE	Y	Instructional I Art PK-12 (1405) ; Instructional II Art PK-12 (1405) ; Administrative II Principal PK-12 (1115)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
MCCONNELL	KIMBERLY	Y	Instructional II Elementary K-6 (2810)	3/4/5	ELEMENTARY INTERMEDIATE	8	100	0

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MCCULLOUGH	LEEANN	Y	Instructional II Biology 7-12 (8405) ; Instructional II Elementary K-6 (2810) ; Instructional II General Science 7-12 (8450) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK-12	8	100	0
MCDONALD	ERIN	Y	Instructional II Social Studies 7-12 (8875) ; Instructional II English 7-12 (3230)	9-12	SOCIAL STUDIES 10-12	8	100	0
MCDONALD	TIMOTHY	Y	Instructional I Mathematics 7-12 (6800)	9	OTHER NOT LISTED ABOVE (C	8	100	0
MCFARLAND	MICHELLE	Y	Administrative II Principal PK-12 (1115) ; Instructional II Social Studies 7-12 (8875)	7	ASSISTANT OR VICE SECONDA	8	100	0
MCGLINN	JESSICA	Y	Administrative I Principal PK-12 (1115) ; Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
MCGUIRE	AMANDA	Y	Instructional II Elementary K-6 (2810)	K	KINDERGARTEN AGE 5 (K5)	8	100	0
MCMAHON	BRADY	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) ; Instructional II Elementary K-6 (2810)	6	OTHER STAFF COACH (NOT M	8	100	0
MCPHERSON	BRIANNE	Y	Instructional II Elementary K-6 (2810)	3	OTHER STAFF COACH (NOT M	8	100	0
MICCO	MICHAEL	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) ; Instructional II Chemistry 7-12 (8420) ; Instructional II Mid-Level Science 6-9 (2880) ; Administrative I Principal PK-12 (1115)	K-12	SUPERVISOR INSTRUCTIONAL	8	100	0
MILAM	AMANDA	Y	Instructional II Art PK-12 (1405)	8	ART SECONDARY (7-12)	8	100	0
MILLER	CRYSTAL	Y	Instructional II Elementary K-6 (2810)	2	KINDERGARTEN AGE 5 (K5)	8	100	0
MILLER	RACHEL	Y	Educational Specialist I Elementary School Counselor K-6 (1836)	K-2	ELEMENTARY SCHOOL COUNSEL	8	100	0
MILLER	STACY	Y	Instructional II Elementary K-6 (2810)	3/4/5	ELEMENTARY INTERMEDIATE	8	100	0
MISTRETTA	LINDSAY	Y	Instructional I Special Education 7-12 (9227) ; Instructional I English 7-12 (3230)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
MORDA	RICHARD	Y	Certified Public Accountant Other Certificate of Preliminary Education - (10000) ; Instructional II Bus-Computer-Info Tech PK-12 (1603) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880)	11-12	BUSINESS EDUCATION SECON	8	100	0
MORRIS	SHANNON	Y	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839) ; Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
MOSER	DIANE	Y	Instructional II Biology 7-12 (8405) ; Instructional II Earth and Space Science 7-12 (8440) ; Instructional II Mid-Level Science 6-9 (2880) ; Instructional II Physics 7-12 (8470)	11-12	EARTH AND SPACE SCIENCE	8	100	0
MOSS	JOSEPH	Y	Instructional I Social Studies 7-12 (8875)	9	MIDDLE LEVEL SOCIAL STUDI	8	100	0

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MULL	HEATHER	Y	Instructional I English 7-12 (3230)	9	MIDDLE LEVEL ENGLISH 7-9	8	100	0
MURRAY	BREAH	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	K-12	OTHER STAFF COACH (NOT M	8	100	0
MUSSER	KELLY	Y	Instructional II Social Studies 7-12 (8875) ; Administrative II Principal PK-12 (1115)	9-12	ASSISTANT OR VICE SECONDA	8	100	0
MUSTO	SHARI	Y	Instructional I Mid-Level Mathematics 6-9 (2860) ; Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225)	6-8	SPECIAL ED ELEMENTARY SU; SPECIAL ED MIDDLE LEVEL	8	100	0
MYERS	AMANDA	Y	Instructional II Mathematics 7-12 (6800)	10-12	MATHEMATICS 10-12	8	100	0
NADZAN	MELISSA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	5	SPECIAL ED ELEMENTARY SU	8	100	0
NAGLE	EMILY	Y	Private School - Teacher Nursery/Kindergarten N-K (12833) ; Instructional II Elementary K-6 (2810)	3/4/5	GIFTED CLASSES ELEMENTAR	8	100	0
NATALE	GREGORY	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450) ; Administrative I Principal PK-12 (1115)	K-12	ASSISTANT OR VICE SECONDA	8	100	0
NAU	CHRISTY	Y	Instructional I Mathematics 7-12 (6800) ; Instructional I Special Education 7-12 (9227)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
NAUMAN	DANIEL	Y	Instructional II Social Studies 7-12 (8875)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
NEHRING	AMY	Y	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
NETTLES	KATIERA	Y	Instructional II Biology 7-12 (8405) ; Instructional II Health & Physical Educ PK-12 (4805) ; Instructional II Safety Ed/Driver Ed 7-12 (5215)	1/4	HEALTH AND PHYSICAL EDUCA	8	100	0
NORDENHOLD	MATTHEW	Y	INSTRUCTIONAL I School Psychologist PK-12	K-12	SCHOOL PSYCHOLOGIST	8	100	0
NTIAMOAH	KWAME	Y	Instructional II Social Studies 7-12 (8875) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
NUNEZ	SAMANTHA	Y	Instructional I English 7-12 (3230)	7	OTHER NOT LISTED ABOVE (C	8	100	0
O'BOYLE	KYLEIGH	Y	Instructional I Mathematics 7-12 (6800) ; Instructional I Special Education 7-12 (9227)	10-12	MATHEMATICS 10-12	8	100	0
ODELL	SARAH	Y	Instructional I Early Childhood N-3 (2840)	K	ELEMENTARY PRIMARY GRADE	8	100	0
OFFUTT	JODI	Y	ADMINISTRATIVE I School Admin. – Principal PK-12 ; INSTRUCTIONAL II Reading Specialist PK-12; INSTRUCTIONAL II Social Studies 7-12	9-12	SOCIAL STUDIES 10-12	8	100	0
OISTER	CHRISTA	Y	Instructional I Special Education PK-8 (9226) ; Instructional I Elementary K-6 (2810)	5	SPECIAL ED ELEMENTARY SU	8	100	0

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OLIVETTI	DREON	Y	Instructional II Art PK-12 (1405) ; Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Private School - Teacher Art K-12 (11405) ; Private School - Temporary Approval Elementary Education K-8 (12810) ; Private School - Temporary Approval Nursery/Kindergarten N-K (12833) ; Private School - Teacher Elementary Education K-8 (12810) ; Private School - Teacher Nursery/Kindergarten N-K (12833)	6-12	ART SECONDARY (7-12)	8	100	0
ORCUTT	MICHELLE	Y	Instructional II Special Education PK-12 (9225) ; Supervisory Supvr Special Education PK-12 (9215)	K-12	SUPERVISOR SPECIAL EDUCA	8	100	0
OSPINA	KELLY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	2/3/4/5	ENGLISH AS SECOND LANGUAG	8	100	0
OWEN	AMY	Y	Instructional II Mathematics 7-12 (6800)	10	MATHEMATICS 10-12	8	100	0
PALOMBA	DIANA	Y	Instructional II English 7-12 (3230)	11	ENGLISH/COMMUNICATION 10	8	100	0
PARSONS	KALEENA	Y	Instructional I Special Education PK-8 (9226) ; Instructional I Elementary K-6 (2810)	2	SPECIAL ED ELEMENTARY SU	8	100	0
PASKAITIS	VANESSA	Y	Instructional I Bus-Computer-Info Tech PK-12 (1603)	10-11	BUSINESS EDUCATION SECON	8	100	0
PASSERI	LISA	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603)	9-12	BUSINESS EDUCATION SECON	8	100	0
PAWLIK	TREVOR	Y	Instructional I Chemistry 7-12 (8420) ; Private School - Temporary Approval Mathematics: Sec. Ed. 9-12 (16800)	9-12	PHYSICAL SCIENCE INTERME; CHEMISTRY	8	100	0
PERROTTO	ANTHONY	Y	Instructional II Social Studies 7-12 (8875)	K-12	SOCIAL STUDIES 10-12; GOVERNMENT 10-12	8	100	0
PETULA	PATRICIA	Y	Instructional II English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
PFEIFFER	SARAH	Y	Instructional II Mathematics 7-12 (6800)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
PHILLIPS	ERIN	Y	Instructional II Social Studies 7-12 (8875)	10	MIDDLE LEVEL SOCIAL STUDI	8	100	0
PHILLIPS	LINDSAY	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Special Education PK-12 (9225) ; Endorsement Autism PK-12 (1180)	K-5	SPECIAL ED ELEMENTARY SU	8	100	0
PIETREFESA	STEPHANIE	Y	Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
POLLNER	ANDREW	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603) ; Instructional II Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
PORTER	TERRI	Y	Instructional II English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
POTECHKO	ELIZABETH	Y	Instructional I Social Studies 7-12 (8875)	6-8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
PRIMUS	AIMEE	Y	Instructional II Elementary K-6 (2810) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	K/2	ELEMENTARY PRIMARY GRADE	8	100	0
PROCTOR	LINDSAY	Y	INSTRUCTIONAL I Early Childhood Education N-3	K-2	ELEMENTARY PRIMARY GRADE	8	100	0

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PURVIS	KELLY	Y	Instructional I Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
PUSHMAN	ANGELA	Y	Private School - Teacher Speech Correction K-12 (19270) ; Instructional I Speech & Language Impaired PK-12 (9265)	K-12	SPEECH	8	100	0
RABBITT-WOODS	ANN	Y	Instructional II Elementary K-6 (2810)	2	KINDERGARTEN AGE 5 (K5) ; ELEMENTARY INTERMEDIATE	8	100	0
RAMOS	LAUREL	Y	Instructional I Elementary K-6 (2810) ; Instructional I Mid-Level English 6-9 (2850) ; Private School - Teacher Nursery/Kindergarten N-K (12833)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
REICH	MICHELLE	Y	Instructional II Biology 7-12 (8405)	9-12	BIOLOGY	8	100	0
REMAI	STEPHEN	Y	Instructional I Mathematics 7-12 (6800) ; Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800)	11-12	MATHEMATICS 10-12	8	100	0
REPARD	AMY	Y	Administrative Principal PK-12 (1115) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; HOUSSE Designation Social Studies 7-12 (8875) ; HOUSSE Designation Mid-Level Science 6-9 (2880) ; HOUSSE Designation Mid-Level English 6-9 (2850) ; HOUSSE Designation Mid-Level Mathematics 6-9 (2860); HOUSSE Designation Mathematics 7-12 (6800); HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation General Science 7-12 (8450) ; Supervisory Supvr Special Education PK-12 (9215)	K-12	SUPERVISOR SPECIAL EDUCA	8	100	0
RHAN	SARAH	Y	Instructional II Music PK-12 (7205)	6	MUSIC ELEMENTARY PREK-6	8	100	0
RICE	JULIE	Y	Supervisory Supvr Special Education PK-12 (9215) ; Instructional II Elementary K-6 (2810) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Reading Specialist PK-12 (7650)	6-12	SUPERVISOR SPECIAL EDUCA	8	100	0
RIEGER	JENNIFER	Y	Instructional II Elementary Education K-6; Instructional II Early Childhood Education Instructional II MidLevel Math 6-9	K-2	ELEMENTARY PRIMARY GRADE	8	100	0
RIGGS	TONI	Y	Instructional I Biology 7-12 (8405) ; Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
RIVERA	RENEE	Y	Instructional II Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
RIZZO	REBECCA	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	MIDDLE LEVEL SOCIAL STUDI	8	100	0
ROBERTS	MICHELLE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225) ; Administrative I Principal PK-12 (1115)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
ROBERTS	TIMOTHY	Y	Instructional II Mathematics 7-12 (6800)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
ROGUSKY	KIMBERLY	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
ROHRBAUGH	JAMES	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Elementary K-6 (2810)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0

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ROLLAND	NICOLE	Y	Instructional II Biology 7-12 (8405) ; Instructional II Health PK-12 (4810)	9-12	BIOLOGY	8	100	0
ROMANO	JACQUELINE	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
ROPARS	KATLYN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	8	SPECIAL ED RESOURCE PREK	8	100	0
ROTH	KATHRYN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650)	5	ELEMENTARY INTERMEDIATE	8	100	0
ROTTET	THOMAS	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	7	MIDDLE LEVEL SCIENCE 7-9	8	100	0
ROY	AMANDA	Y	Supervisory Supvr Special Education PK-12 (9215) ; Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Special Education PK-12 (9225) ; Administrative I Principal PK-12 (1115)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
RUDIC	ROBIN	Y	ED. SPECIALIST II School Psychologist PK-12	K-12	SCHOOL PSYCHOLOGIST	8	100	0
RUDY	MICHAEL	Y	Instructional I Mathematics 7-12 (6800)	10-12	MATHEMATICS 10-12	8	100	0
RUDY	SHAWN	Y	Instructional II Elementary K-6 (2810) ; Instructional II German PK-12 (4420) ; Instructional II Mathematics 7-12 (6800)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
RULLO	LAUREN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
RUSNAK	ANTHONY	Y	Instructional II Earth and Space Science 7-12 (8440) ; Instructional II General Science 7-12 (8450) ; Administrative II Secondary Principal 7-12 (1105) ; Letter of Eligibility Superintendent PK-12 (1150)	9-12	SECONDARY PRINCIPAL	8	100	0
RYDER	JEANNETTE	Y	Instructional II English 7-12 (3230)	12	OTHER NOT LISTED ABOVE (C	8	100	0
SALTZER	BRIDGET	Y	Instructional II Grades PK-4 (2825) ; Instructional II Special Education PK-8 (9226)	K	ELEMENTARY PRIMARY GRADE	8	100	0
SANGRAM	VEENA	Y	Instructional II English 7-12 (3230)	12	ENGLISH/COMMUNICATION 10	8	100	0
SANTOS	ALLISON	Y	Instructional I Grades PK-4 (2825)	3	ELEMENTARY PRIMARY GRADE	8	100	0
SAUL	ABIGAIL	Y	Instructional II English 7-12 (3230)	8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
SAVAGE	NICOLE	Y	Instructional II English 7-12 (3230) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225) ; Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Administrative I Principal PK-12 (1115)	9-12	"ENGLISH AS SECOND LANGUA	8	100	0
SCHATZ	ANGELA	Y	Instructional II French PK-12 (4410) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	INSTRUCTIONAL SUPPORT TEA	8	100	0

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SCHIAVONI	DANIELLE	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II English 7-12 (3230) ; Instructional II German PK-12 (4420) ; Instructional II Social Studies 7-12 (8875)	7	ENGLISH AS SECOND LANGUAG	8	100	0
SCHILLINGER	CHARLES	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I General Science 7-12 (8450) ; Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
SCHMITT	ERIN	Y	Instructional I Library Science PK-12 (6420) ; Instructional I Bus-Computer-Info Tech PK-12 (1603) ; Instructional I Family-Consumer Sci PK-12 (5600)	9-12	BUSINESS EDUCATION SECON	8	100	0
SCHNEIDER-SABLE	HELENA	Y	Supervisory Supvr Special Education PK-12 (9215) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SUPERVISOR SPECIAL EDUCA	8	100	0
SCHREIBER	BRADLEY	Y	Instructional II Social Studies 7-12 (8875)	10-12	SOCIAL STUDIES 10-12	8	100	0
SCHWEINSBURG	JULIANNA	Y	Instructional II Biology 7-12 (8405) ; Instructional II Earth and Space Science 7-12 (8440) ; Instructional II General Science 7-12 (8450) ; Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	BIOLOGY	8	100	0
SECHRIST	CHRISTINA	Y	INSTRUCTIONAL II Middle Level English 6-9; INSTRUCTIONAL II Social Studies 7-12	6-8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
SEKINE-TENNY	ZACHARY	Y	INSTRUCTIONAL I Mathematics 7-12	9-12	MATHEMATICS 10-12	8	100	0
SELBY	MARIANNE	Y	Instructional II English 7-12 (3230)	K-12	ENGLISH/COMMUNICATION 10	8	100	0
SELL	LORRIN	Y	Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) ; Instructional I Grades PK-4 (2825) ; Instructional I Grades 5-6 (2826)	3-5	ELEMENTARY INTERMEDIATE	8	100	0
SEYMORE	DEBRA	Y	Instructional II Elementary K-6 (2810) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	4	ELEMENTARY INTERMEDIATE	8	100	0
SHAFFER	BRITTANY	Y	Instructional I Elementary K-6 (2810)	3	ELEMENTARY PRIMARY GRADE	8	100	0
SHANAHAN	PAUL	Y	Instructional I Earth and Space Science 7-12 (8440)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
SHARP	HEATHER	Y	Instructional II Elementary K-6 (2810)	5	ELEMENTARY INTERMEDIATE	8	100	0
SHAUD	EMILY	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810)	2	ELEMENTARY PRIMARY GRADE	8	100	0
SHEARER	DONALD	Y	Instructional II Mathematics 7-12 (6800)	6-12	MIDDLE LEVEL MATHEMATICS	8	100	0

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SHELLEY	BROCK	Y	Instructional II English 7-12 (3230)	K-12	OTHER STAFF COACH (NOT M	8	100	0
SHELLEY	JOANNA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650) ; Administrative I Principal PK-12 (1115)	K-12	SCHOOL PROGRAM SPECIALIST	8	100	0
SHEMELUK	MICHAEL	Y	Instructional I Social Studies 7-12 (8875)	6-8	MIDDLE LEVEL SOCIAL STUDI	8	100	0
SHERIFF	LORI	Y	Administrative I Principal PK-12 (1115) ; Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
SHUMBRES	ERIN	Y	Instructional II Biology 7-12 (8405) ; Instructional II Earth and Space Science 7-12 (8440) ; Instructional II General Science 7-12 (8450)	9-12	BIOLOGY	8	100	0
SIMEK	JANINE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Special Education PK-12 (9225) ; Administrative I Principal PK-12 (1115)	8	MIDDLE LEVEL MATHEMATICS	8	100	0
SINKAUS	STEFANIE	Y	Instructional II Biology 7-12 (8405) ; Instructional II General Science 7-12 (8450)	9-12	BIOLOGY	8	100	0
SKIFFINGTON	ELIZABETH	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	10	SECONDARY SCHOOL COUNSELO	8	100	0
SKINNER	JAMES	No	NA		OTHER NOT LISTED ABOVE (N	8	100	0
SLACKER	MATTHEW	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level English 6-9 (2850) ; Instructional II Mid-Level Mathematics 6-9 (2860)	7	MIDDLE LEVEL MATHEMATICS	8	100	0
SMITH	KRISTA	Y	Instructional II Health & Physical Educ PK-12 (4805) ; Administrative I Principal PK-12 (1115)	6	ASSISTANT OR VICE MIDDLE	8	100	0
SMITH	LAUREN	Y	Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
SMITH	MARSHA	Y	Administrative I Principal PK-12 (1115) ; Letter of Equivalency Master's Equivalency - (1185) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Social Studies 7-12 (8875) ; HOUSSE Designation English 7-12 (3230)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
SMITH	JORDANN	Y	ADMINISTRATIVE I School Admin. – Principal PK-12 ; INSTRUCTIONAL II Business Computer and Information Technology PK-12	9-12	ASSISTANT OR VICE ELEMENT	8	100	0
SMITH	SHANTARA	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
SMOLENS	REBECCA	Y	Instructional II Elementary K-6 (2810)	K-12	OTHER STAFF COACH (NOT M	8	100	0
SNIVELY	JENNIFER	Y	Instructional II Spanish PK-12 (4490) ; Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	SPANISH ELEMENTARY PREK	8	100	0
SNYDER	DAVID	Y	Instructional I Citizenship 7-12 (8825) ; Instructional I Social Studies 7-12 (8875)	8	OTHER NOT LISTED ABOVE (C	8	100	0

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SOLT	HEATHER	Y	Instructional II English 7-12 (3230) ; Instructional II Special Education 7-12 (9227)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
SOMMER	KRISTA	Y	Instructional II Biology 7-12 (8405)	7	MIDDLE LEVEL SCIENCE 7-9	8	100	0
SORRENTINO	ANTHONY	Y	Private School - Teacher General Science: Sec. Ed. 9-12 (18450) ; Instructional II Mathematics 7-12 (6800)	6-12	MATHEMATICS 10-12	8	100	0
SPEARMAN-KANNEL	ALEXANDRIA	Y	Instructional I English 7-12 (3230)	9	ENGLISH/COMMUNICATION 10	8	100	0
STACKHOUSE	DIANE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	K-1	KINDERGARTEN AGE 5 (K5); ELEMENTARY PRIMARY GRADE	8	100	0
STAHL	JAMIE	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
STANVITCH	BRIDGET	Y	Instructional I English 7-12 (3230)	9	ENGLISH/COMMUNICATION 10	8	100	0
STEELE	AMBER	Y	Instructional II Social Studies 7-12 (8875)	11	GOVERNMENT 10-12	8	100	0
STEELE	AMY	Y	Instructional I Elementary K-6 (2810)	4	ELEMENTARY INTERMEDIATE	8	100	0
STEVENSON	LINDSEY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	K-5	SPECIAL ED ELEMENTARY SU	8	100	0
STUCKEY	ELIZABETH	Y	Instructional II Elementary K-6 (2810)	3	ELEMENTARY PRIMARY GRADE	8	100	0
STUMPF	SAMANTHA	Y	Instructional II Earth and Space Science 7-12 (8440)	8	MIDDLE LEVEL SCIENCE 7-9	8	100	0
SWAHA	DOMINIC	Y	Instructional II Social Studies 7-12 (8875)	9	HISTORY 10-12	8	100	0
SWARTZ	CARLA	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215)	K-5	SUPERVISOR SPECIAL EDUCA	8	100	0
SWARTZ	VALERIE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650)	K-12	OTHER NOT LISTED ABOVE (C	8	100	0
SWEENEY	KELLY	Y	Instructional II Elementary K-6 (2810)	1	ELEMENTARY PRIMARY GRADE	8	100	0
SWOBODA	CHARLENE	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional I Art PK-12 (1405)	K-5	SCHOOL PROGRAM SPECIALIST	8	100	0
SYPOLT	BONNIE	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Citiz. Ed 6-9 (2870) ; Instructional II Mid-Level English 6-9 (2850) ; Administrative II Principal PK-12 (1115)	2-4	ASSISTANT OR VICE ELEMENT	8	100	0
TAYLOR	JORDON	Y	Instructional II Art PK-12 (1405)	9-10	ART SECONDARY (7-12)	8	100	0
TAYLOR	MICHELLE	Y	Instructional I Music PK-12 (7205) ; Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	4	ELEMENTARY INTERMEDIATE	8	100	0

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TEXTER	CATHERINE	Y	Instructional II Mathematics 7-12 (6800)	9-12	MATHEMATICS 10-12	8	100	0
THOMAS	RANDIE	Y	INSTRUCTIONAL II Ment and.or Physically Handicapped K-12	6-8	SPECIAL ED RESOURCE PREK	8	100	0
THORN	MARY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mathematics 7-12 (6800) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880)	11-12	MATHEMATICS 10-12	8	100	0
TOMLINSON	MOLLY	Y	Instructional I Grades PK-4 (2825)	1	ELEMENTARY PRIMARY GRADE	8	100	0
TOPPER	CAROLINE	Y	Instructional I Ment and/or Phys Handicapped K-12 (9235)	7	SPECIAL ED MIDDLE LEVEL ; SPECIAL ED SECONDARY SOC; SPECIAL ED MIDDLE LEVEL ; SPECIAL ED SECONDARY SCI	8	100	0
TRAUB	CHRISTINA	Y	Instructional I Social Studies 7-12 (8875) ; Instructional I Special Education 7-12 (9227)	9-12	SPECIAL ED SECONDARY MAT; SPECIAL ED MIDDLE LEVEL ; SPECIAL ED SECONDARY ENG; SPECIAL ED MIDDLE LEVEL	8	100	0
TRESLAR	THEADORA	Y	Instructional I Biology 7-12 (8405)	9-12	BIOLOGY	8	100	0
TROXELL	ELIZABETH	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Science 6-9 (2880)	6	ELEMENTARY INTERMEDIATE	8	100	0
TUFARO	LISA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Ment and/or Phys Handicapped K-12 (9235)	7	SPECIAL ED RESOURCE PREK	8	100	0
TUNIS	JESSICA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-8 (9226)	9-12	SPECIAL ED ELEMENTARY SU; SPECIAL ED MIDDLE LEVEL	8	100	0
TYSON	CHRISTINA	Y	Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650)	4	ELEMENTARY PRIMARY GRADE; ELEMENTARY INTERMEDIATE	8	100	0
ULRICH	SUSAN	Y	Instructional I Art PK-12 (1405)	1/4	ART ELEMENTARY (PREK-6)	8	100	0
UTTECHT	MONIQUE	Y	Supervisory Supvr Special Education PK-12 (9215) ; HOUSSE Designation English 7-12 (3230) ; HOUSSE Designation Social Studies 7-12 (8875) ; HOUSSE Designation Mathematics 7-12 (6800) ; HOUSSE Designation General Science 7-12 (8450) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	9-12	SUPERVISOR SPECIAL EDUCA	8	100	0
VAN FLEET	ALANNA	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) ; Instructional II Elementary K-6 (2810) ; Instructional II Library Science PK-12 (6420) ; Instructional II Special Education PK-12 (9225)	3/4/5	GIFTED CLASSES ELEMENTAR	8	100	0
VATH	KRISTIN	Y	Instructional II English 7-12 (3230)	6-12	ENGLISH/COMMUNICATION 10	8	100	0
VERNER	LILIANA	Y	Instructional II Social Studies 7-12 (8875)	6-12	HISTORY 10-12	8	100	0
VIDA	JOHN	Y	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100) ;Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) ; Instructional I Social Studies 7-12 (8875)	8	MIDDLE LEVEL SOCIAL STUDI	8	100	0

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VIEBROCK	KATHRYN	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Administrative I Principal PK-12 (1115)	6	ELEMENTARY INTERMEDIATE	8	100	0
VISAYA-LOUB	MARA	Y	Instructional I Elementary K-6 (2810) ; Instructional I Special Education PK-12 (9225)	9-12	SPECIAL ED RESOURCE PREK	8	100	0
VOGT	JENNIFER	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860)	6	ELEMENTARY INTERMEDIATE	8	100	0
VOITEK	CAYCE	Y	Instructional II Chemistry 7-12 (8420) ; Instructional II Earth and Space Science 7-12 (8440) ; Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	10-12	PHYSICAL SCIENCE INTERME; CHEMISTRY	8	100	0
WALLACE	DENISE	Y	INSTRUCTIONAL II English 7-12	6-8	MIDDLE LEVEL ENGLISH 7-9	8	100	0
WALTZ	AMANDA	Y	Instructional I English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
WARGULA	LISA	Y	Instructional I Mathematics 7-12 (6800)	6-8	MIDDLE LEVEL MATH 7-9	8	100	0
WATERS	NOLA	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
WATSON-FISHER	SHERRI	Y	Instructional II Biology 7-12 (8405)	9/11/12	BIOLOGY	8	100	0
WEIGEL	AUTUMN	Y	Instructional II Social Studies 7-12 (8875)	10-12	SOCIAL STUDIES 10-12	8	100	0
WEIGEL	STEPHEN	Y	Instructional II Social Studies 7-12 (8875) ; Administrative I Principal PK-12 (1115)	9-12	ASSISTANT OR VICE SECONDA	8	100	0
WEINTRAUB	MEGAN	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Reading Specialist PK-12 (7650)	5	GIFTED CLASSES ELEMENTAR	8	100	0
WELSH	JENNIFER	Y	Educational Specialist I Elementary School Counselor K-6 (1836) ; Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	SECONDARY SCHOOL COUNSELO	8	100	0
WELTER	ZACHARY	Y	Instructional I Social Studies 7-12 (8875)	9	SOCIAL STUDIES 10-12	8	100	0
WESTRICK	VANESSA	Y	Instructional II Spanish PK-12 (4490)	9/10	SPANISH 7-12	8	100	0
WETZEL	AMY	Y	Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	7	SPECIAL ED MIDDLE LEVEL	8	100	0
WHETSTONE HUDAK	LORI	Y	INSTRUCTIONAL II Communications 7-12; INSTRUCTIONAL II English 7-12	6-12	OTHER NOT LISTED ABOVE (C	8	100	0
WHITE	KELLY	Y	Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Elementary K-6 (2810) ; Instructional II Mathematics 7-12 (6800)	9	MIDDLE LEVEL MATHEMATICS	8	100	0
WHITE	MELISSA	Y	Instructional I Grades PK-4 (2825) ; Instructional I Special Education PK-8 (9226)	3	SPECIAL ED RESOURCE PREK	8	100	0
WIEST	KERRY	Y	Instructional II Special Education PK-12 (9225) ; Administrative II Principal PK-12 (1115)	9-12	ASSISTANT OR VICE SECONDA	8	100	0

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WILKIE	ALEXIS	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II Biology 7-12 (8405)	7	MIDDLE LEVEL ENGLISH 7-9	8	100	0
WISE	JACLYN	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) ; Instructional II English 7-12 (3230) ; Instructional II Social Studies 7-12 (8875)	9-12	ENGLISH/COMMUNICATION 10	8	100	0
WOLFE	CHAD	Y	Administrative I Principal PK-12 (1115) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Safety Ed/Driver Ed 7-12 (5215) ; Instructional II Special Education PK-12 (9225)	8	SPECIAL ED RESOURCE PREK	8	100	0
WOLFE	KARA	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
WYCHULIS	LAURA	Y	Instructional II English 7-12 (3230)	10	ENGLISH/COMMUNICATION 10	8	100	0
WYLLIE	BRYAN	Y	Instructional II Elementary K-6 (2810)	6	ELEMENTARY INTERMEDIATE	8	100	0
YASEMBOUSKY	KYLE	Y	Instructional I English 7-12 (3230)	12	ENGLISH/COMMUNICATION 10	8	100	0
YEKEL	MEGAN	Y	Instructional II Early Childhood N-3 (2840) ; Instructional II Elementary K-6 (2810) ; Instructional II Special Education PK-12 (9225)	4	ELEMENTARY INTERMEDIATE	8	100	0
YERKES	CHRISTOPHER	Y	Instructional II Elementary K-6 (2810) ; Instructional II Mid-Level Mathematics 6-9 (2860) ; Instructional II Mid-Level Science 6-9 (2880) ; Administrative II Principal PK-12 (1115)	6-8	MIDDLE SCHOOL PRINCIPAL	8	100	0
YOUNG	CASIE	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	OTHER NOT LISTED ABOVE (C	8	100	0
ZAGURSKY	ZACHARY	Y	Instructional I Physics 7-12 (8470)	9-12	PHYSICS 10-12	8	100	0
ZANGARO	JODIE	Y	Educational Specialist I Elementary School Counselor K-6 (1836) ; Educational Specialist I Secondary School Counselor 7-12 (1837)	3-5	ELEMENTARY SCHOOL COUNSEL	8	100	0
ZAVADA	TARA	Y	Private School - Teacher Elementary Education K-8 (12810) ; Instructional I Elementary K-6 (2810)	5	ELEMENTARY INTERMEDIATE	8	100	0
ZEIGLER	KENDRA	Y	Instructional I Elementary K-6 (2810)	K-5	OTHER NOT LISTED ABOVE (C	8	100	0
ZOZOS	PAULINE	Y	Instructional II Early Childhood N-3 (2840) ; Letter of Equivalency Master's Equivalency - (1185) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Instructional II Ment and/or Phys Handicapped K-12 (9235) ; Supervisory Supvr Special Education PK-12 (9215) ; Administrative Principal PK-12 (1115)	K-12	SUPERVISOR SPECIAL EDUCA	8	100	0

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2020

Name of School _____ **COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL** _____

Address of School _____ **ONE INNOVATION WAY, HARRISBURG, PA 17110** _____

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	33,670,716.68
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	19,293,804.12
1300	VOCATIONAL EDUCATION	1,167,470.79
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	212,973.62
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	6,250.50
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	123,732.75
2120	Guidance Services	10,028,357.45
2130	Attendance Services	
2140	Psychological Services	1,050,752.17
2150	Speech Pathology and Audiology Services	121,672.85
2160	Social Work Services	
2170	Student Accounting Services	247,265.40
2190	Other Pupil Personnel Services	85,458.18
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	221,898.87
2220	Technology Support Services	3,141,837.74
2230	Educational Television Services	
2240	Computer-Assisted Instruction Support Services	
2250	School Library Services	
2260	Instruction and Curriculum Development Services	21,163,697.56
2270	Instructional Staff Professional Development Services	421,115.99
2280	Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
2310	Board Services	8,593.83
2320	Board Treasurer Services	
2340	Staff Relations and Negotiations Services	

	2350	Legal Services	487,240.69
	2360	Office of the Superintendent (Executive Director) Services	1,929,889.35
	2370	Community Relations Services	9,714,819.75
	2380	Office of the Principal Services	3,610,499.27
	2390	Other Administration Services	162,287.60
2400		SUPPORT SERVICES - PUPIL HEALTH	
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,117,314.85
	2520	Purchasing Services	1,080,302.59
	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	320,256.08
	2620	Operation of Buildings Services	2,931,740.20
	2630	Care and Upkeep of Grounds Services	93,239.93
	2640	Care and Upkeep of Equipment Services	2,132.38
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	482,762.27
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
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	249,934.02
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	1,577,313.18
	2820	Information Services	-
	2830	Staff Services	890,012.60
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	1,058,430.87
	2890	Other Support Services Central	5,729,162.10
2900		OTHER SUPPORT SERVICES - CENTRAL	87,272.27
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	203,827.94
	3210	School Sponsored Student Activities	28,055.67
	3250	School Sponsored Athletics	21,173.12
3300		COMMUNITY SERVICES	2,198,507.78
	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	48,411.26
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	9,379,438.52
4600		EXISTING BUILDING IMPROVEMENT SERVICES	277,577.78
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	35,000,000.00
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			\$ 169,647,200.57

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2020**

29,762,674.35

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2020

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	797,366.50
	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	
	6750	Student Activity - Special Events	6,227.32
	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	2,208,328.61
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	12,076.26
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	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	156,456,153.16

	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	37,445.35
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	425,963.00
	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	150,000.00
	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	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	275,587.25
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)	3,671,723.00
	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	
			310,031.89
9000		OTHER FINANCING SOURCES	58,972.58
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	35,000,000.00
	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				\$ 199,409,874.92



***COMMONWEALTH CHARTER ACADEMY
CHARTER SCHOOL***

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2019

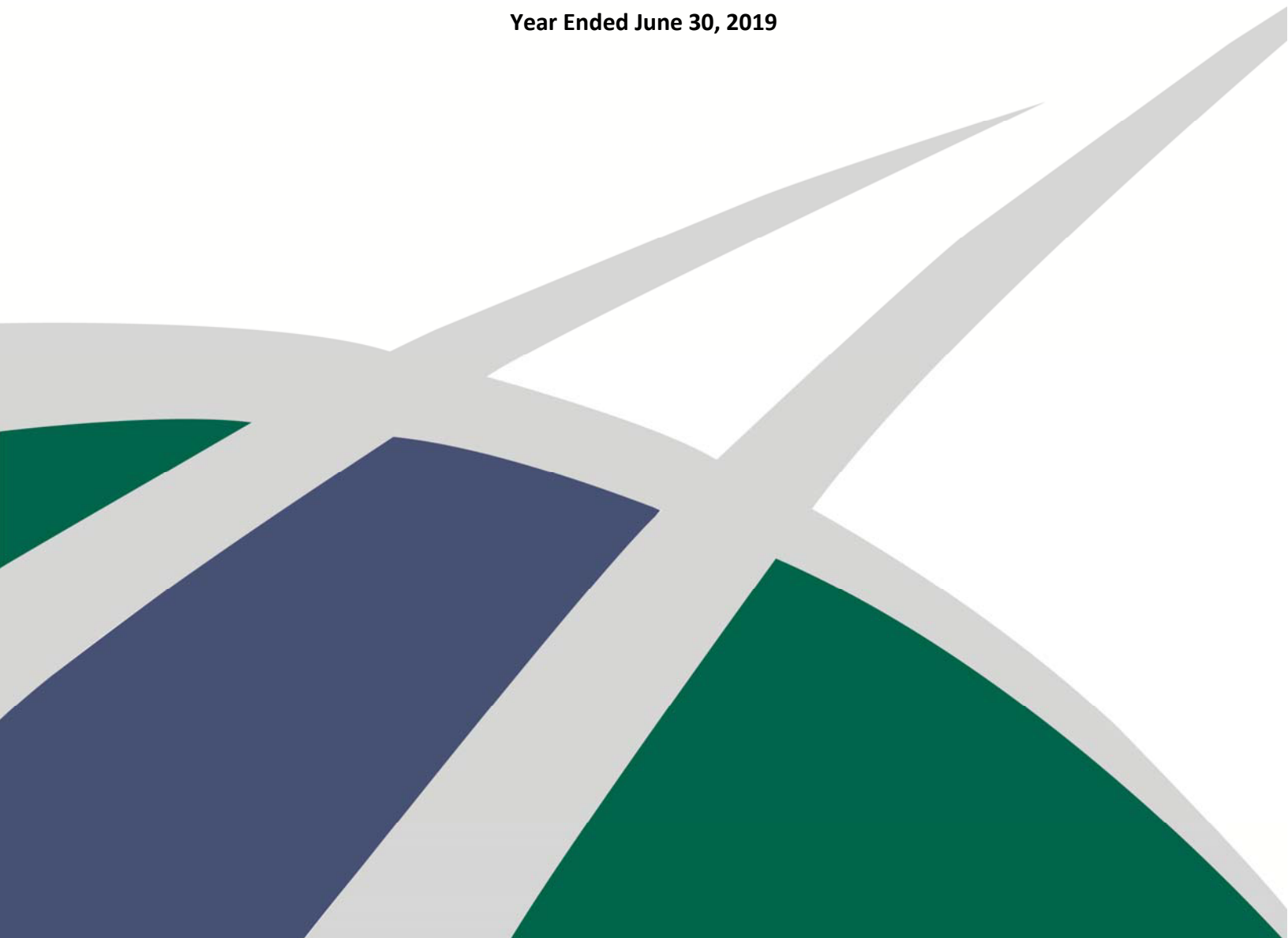


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Herbein + Company, Inc.
2763 Century Boulevard
Reading, PA 19610
P: 610.378.1175
F: 610.378.0999
www.herbein.com

INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Charter 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.

Auditor's 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 auditor's 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 Commonwealth Charter Academy Charter School, as of June 30, 2019, 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.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison schedule for the general fund, and pension and other postemployment benefit information on pages 50 through 53, 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commonwealth Charter Academy Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 24, 2020, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 effectiveness of the Charter School's 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 the Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
January 24, 2020**



**Commonwealth Charter Academy Charter School
Management's Discussion and Analysis
June 30, 2019**

The Management of Commonwealth Charter Academy Charter School (CCA or the School) has prepared this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2019. The information presented here should be read and considered in conjunction with the School's financial statements.

Financial Highlights

For fiscal year 2018-19, CCA adopted a balanced general fund budget in the amount of \$121.2 million. Actual general fund revenues and other financing sources were \$143.2 million. Actual general fund expenditures were \$101.4 million and transfers to the capital projects fund were \$40.6 million. The resulting general fund surplus of \$1.2 million has been assigned by management.

General fund revenues in 2018-19 increased approximately \$13.6 million over the prior year due to continued economic factors and increased student enrollments. Another factor contributing to the increase is due to the 2017-18 court decision which impacted school district PDE-363 calculations.

The School's general fund cash balance at June 30, 2019 was \$23.6 million which is an increase of approximately \$4 million. School receivables have decreased by \$0.5 million and remain consistent with the prior year due to routine year-end reconciliations for all receivables.

Total general fund payables increased by \$3.1 million due primarily to an increase in interfund payables of \$4.6 million related to transfers to the capital projects fund for future projects.

Effective July 1, 2017, the School adopted Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, to be in conformity with generally accepted accounting principles. Statement No. 75 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferring inflows of resources, and expenditures in order to improve accounting and financial reporting by governments for postemployment benefits other than pensions (OPEB). The OPEB liability reflected on the government-wide statements relates to the Public School Employees Retirement System (PSERS) Health Insurance Premium Assistance Program. At June 30, 2019, the School's share of this OPEB liability was \$4.4 million, which is reflected on the government-wide statements.

The School adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, beginning in 2014-15, and is accordingly reporting its share of the June 30, 2019 total PSERS pension liability calculated to be \$102.3 million.

Government-wide net position increased by \$29.0 million in the current year, bringing the ending net position to \$32.1 million.

Overview of Financial Statements

This annual report consists of three parts: (1) management’s discussion and analysis, (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the School. This report also contains supplementary information related to single audit reporting requirements.

This Management’s Discussion and Analysis is intended to serve as an introduction to the School's basic financial statements. Government-Wide Financial Statements include a Statement of Net Position and Statement of Activities which are designed to provide readers with a short-term and long-term overview of the School's finances. The remaining Fund Financial Statements focus on a more detailed presentation of operations in the short-term. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

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

Figure 1 shows how the various parts of this annual report are arranged and related to one another.

Figure 1

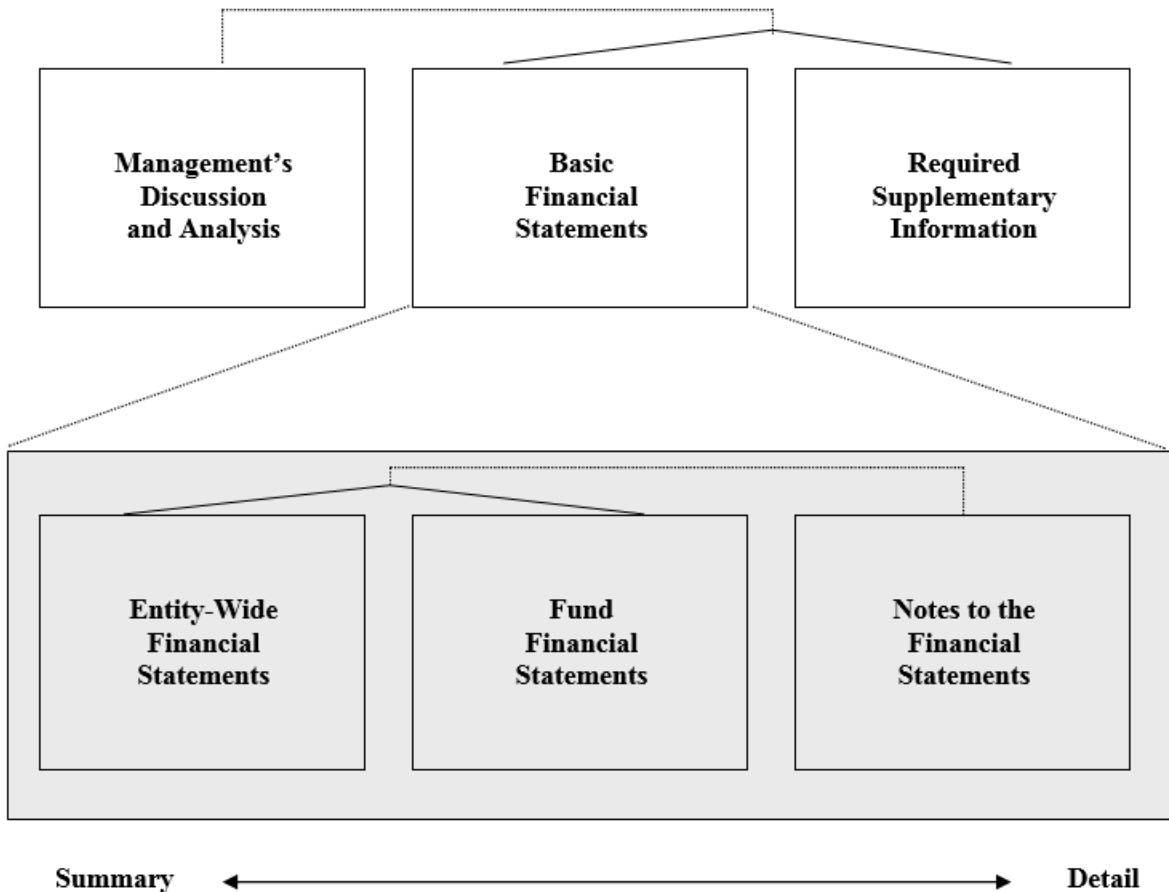


Figure 2 summarizes the major features of the School’s financial statements, including the portion of School activity they cover and the types of information they contain. The remainder of this overview section of management’s discussion and analysis highlights the structure and contents of each of the statements.

Figure 2

<u>Major Features of the Government-Wide and Fund Financial Statements</u>		
	District-Wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that are not proprietary or fiduciary, such as general operating and capital projects
Required financial statements	<ul style="list-style-type: none"> • Statement of net position • Statement of activities 	<ul style="list-style-type: none"> • Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Generally, assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or noncurrent liabilities included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable

Government-Wide Statements

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies, referred to as the accrual basis of accounting.

The Statement of Net Position presents all of the School’s assets and liabilities, deferred inflows and outflows of resources with the difference reported as “net position.” Over time, increases and decreases in net position measure whether the School’s financial condition is improving or deteriorating.

The Statement of Activities presents information showing how the School’s net position changed during the year. All changes in net position are reported as soon as the underlying events giving rise to the change occur, regardless of the timing of related cash flows. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

The School currently only has governmental activities reported on these statements.

- Governmental activities - contain the basic services of the School, such as regular and special education and operation and maintenance of plant services, as well as the tuition revenue and federal and state grants which generally finance these programs.

Fund Financial Statements

The fund financial statements provide more detailed information about the major individual funds of the School. A fund is a fiscal and accounting entity with a self-balancing set of accounts used to keep track of specific sources of funding and spending for particular programs. The School currently has only governmental funds.

- Governmental Funds - Most of the School’s basic services are included in governmental funds that focus on how money flows into and out of these funds and the balances left at the year-end for future spending. The governmental fund financial statements provide a detailed short-term view of the general operations and the basic services provided and provide some direction as to whether there will be more or fewer resources that can be spent in the near future to finance the School’s programs.

Government-Wide Financial Analysis

The Statement of Net Position contains information about what the School’s assets, liabilities, deferred inflows and outflows of resources, and net position. Management has adopted Governmental Accounting Standards Board (GASB) Statement No. 34 which requires a comparative analysis of current and prior periods. Figure 3 shows a comparative summary of the School’s net position for the years ended June 30, 2019 and 2018.

Figure 3 Comparative Statement of Net Position Summary	<u>2019</u>	<u>2018</u>
Current assets	\$ 80,297,563	\$ 53,045,149
Capital assets, net	<u>44,436,114</u>	<u>38,695,251</u>
Total assets	124,733,677	91,740,400
Deferred outflows of resources	<u>27,568,738</u>	<u>23,416,859</u>
Total assets and deferred outflows	<u>\$ 152,302,415</u>	<u>\$ 115,157,259</u>
Current liabilities	\$ 11,257,001	\$ 14,571,145
Net pension liability & other post-employment benefits	<u>106,692,000</u>	<u>96,115,000</u>
Total liabilities	117,949,001	110,686,145
Deferred pension and other post-employment benefit inflows	2,269,000	1,422,000
Net invested in capital assets	44,436,114	38,695,251
Restricted for Capital	46,949,596	16,982,903
Unrestricted	<u>(59,301,296)</u>	<u>(52,629,040)</u>
Total net position	<u>32,084,414</u>	<u>3,049,114</u>
Total liabilities, deferred inflows, and net position	<u>\$ 152,302,415</u>	<u>\$ 115,157,259</u>

The increase in total assets is due in part to additions to capital assets from finalizing our Capital Campus renovations, which included our Aquaponics lab, and placing them into service. The increase is also due to additional reserves in the Capital Projects fund for the planned purchase of buildings, technology, and investments in edio (the School’s relationship management system). The increase in liabilities is a result of a slightly higher pension and other postemployment benefit liability at year end. These amounts are provided by PSERS. Deferred inflows and outflows relate to both the pension and other postemployment benefit plans offered through PSERS. These amounts fluctuate from year-to-year based on plan experiences.

The School's revenues are predominately local school district funds based on student enrollment. For the year ended June 30, 2019, the School's total revenues of \$142.7 million exceeded expenditures of \$113.7 million by \$29.0 million, which impacts the net position at the end of the year.

The results of operations for the fiscal year ended June 30, 2019 as a whole are reported in the Statement of Activities. Figure 4 is a comparative summary of changes in net position for the years ending June 30, 2019 and 2018.

Revenues are defined as either program or general revenues. Program revenues are generated by the services themselves or provided externally for use in a particular function and are categorized as charges for services, operating grants and contributions, or capital grants and contributions. General revenues include investment earnings and other revenue that does not meet the criteria for program revenue. Expenses are categorized by function - instruction, support services, and non-instructional services.

Figure 4	<u>2019</u>	<u>2018</u>
Comparative Statement of Activities Summary		
Revenues		
Program Revenues		
Local educational agency assistance	\$ 135,419,795	\$ 123,082,268
Operating grants & contributions	6,583,604	6,398,331
General revenues	<u>745,150</u>	<u>647,763</u>
Total revenues	142,748,549	130,128,362
Expenditures		
Instruction	56,245,769	64,460,758
Support services	50,617,877	42,157,900
Non-instructional services	2,294,528	2,196,332
Unallocated depreciation	4,555,075	2,579,791
Interest expense	<u>--</u>	<u>--</u>
Total expenditures	<u>113,713,249</u>	<u>111,394,781</u>
Change in net position	29,035,300	18,733,581
Net position, beginning	<u>3,049,114</u>	<u>(11,826,444)</u>
Restatement for Governmental Accounting Standards Board No. 75	<u>--</u>	<u>(3,858,023)</u>
Net position, beginning - restated	<u>--</u>	<u>(15,684,467)</u>
Net position, ending	<u>\$ 32,084,414</u>	<u>\$ 3,049,114</u>

Governmental Funds Financial Analysis

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 a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds reported an ending fund balance of \$69.0 million. Of the ending fund balance, \$13.2 million is nonspendable, \$44.0 million is restricted for capital projects and technology investments, and \$11.6 million is assigned for various purposes.

Budget Variations - General Fund

The actual revenues exceeded budgeted amounts by \$22.1 million, due to an increase in funding from local school districts as a direct result of the First Philadelphia case, increased student enrollments during the school year, and an increase in federal funding monies.

Actual expenditures, excluding other financing uses, is less than budget by \$13.9 million due to a shortage of budgeted personnel for various positions throughout the district. Increasing enrollments drive staffing and our enrollments outpaced our staffing.

Capital Assets

As of June 30, 2019, the School's investment in capital assets for its governmental activities totaled \$44,436,114 (net of accumulated depreciation). This investment in capital assets includes equipment, furniture, buildings and building improvements.

The School continued to invest in building improvements, software development, and furniture and equipment during 2018/19. Capital additions were \$10,573,897.

Fixed assets costing \$1,137,445 with accumulated depreciation of \$859,486 were disposed of during the year ended June 30, 2019 and is consistent with disposals in the prior year.

Additional information on the School's capital assets can be found in Note 6 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, tuitions received from local school districts, are anticipated to keep pace with the growth in our student enrollments. Economic factors affecting budgets will include the cost of health insurance, the costs of staffing to our enrollment levels, the continual increase of PSERS contribution rates, and potential State budget cuts. Future events that could impact the School financially fluctuations in the student enrollment and related staffing changes.

During 2019-20 school year and going forward, the School will continue investing in curriculum and learning management system enhancements. It is anticipated that the School will also continue to invest in capital purchases and improvements. These projects will require additional resources for the next several years.

There are no other known future events that will financially impact the School.

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 CEO, Commonwealth Charter Academy Charter School, One Innovation Way, Harrisburg, PA 17110.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2019

	Governmental Activities
ASSETS	
Cash	\$ 53,505,005
Intergovernmental receivables	13,457,876
Other receivables	152,925
Prepaid expenses	13,181,757
Capital assets not being depreciated	426,921
Capital assets, net of accumulated depreciation	44,009,193
TOTAL ASSETS	124,733,677
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	26,718,179
Deferred outflows of resources for other postemployment benefits	850,559
TOTAL DEFERRED OUTFLOWS OF RESOURCES	27,568,738
LIABILITIES	
Accounts payable	3,464,380
Other liabilities	150,229
Accrued salaries and benefits	3,463,900
Payroll deductions and withholdings	4,178,492
Noncurrent liabilities:	
Net pension liability	102,251,000
Net other postemployment benefit liability	4,441,000
TOTAL LIABILITIES	117,949,001
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for pension	2,073,000
Deferred inflows of resources for other postemployment benefits	196,000
TOTAL DEFERRED INFLOWS OF RESOURCES	2,269,000
NET POSITION	
Investment in capital assets	44,436,114
Restricted for capital projects	46,949,596
Unrestricted (deficit)	(59,301,296)
TOTAL NET POSITION	\$ 32,084,414

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2019

	<u>General</u>	<u>Capital Projects</u>	<u>Total Governmental Funds</u>
ASSETS			
Cash	\$ 23,623,072	\$ 29,881,933	\$ 53,505,005
Interfund receivable	8,830	14,640,000	14,648,830
Intergovernmental receivables	13,457,876	-	13,457,876
Other receivables	152,925	-	152,925
Prepaid expenditures	<u>10,295,802</u>	<u>2,885,955</u>	<u>13,181,757</u>
TOTAL ASSETS	<u><u>\$ 47,538,505</u></u>	<u><u>\$ 47,407,888</u></u>	<u><u>\$ 94,946,393</u></u>
LIABILITIES AND FUND BALANCES			
LIABILITIES			
Interfund payable	\$ 14,640,000	\$ 8,830	\$ 14,648,830
Accounts payable	3,014,918	449,462	3,464,380
Other liabilities	150,229	-	150,229
Accrued salaries and benefits	3,463,900	-	3,463,900
Payroll deductions and withholdings	<u>4,178,492</u>	<u>-</u>	<u>4,178,492</u>
TOTAL LIABILITIES	25,447,539	458,292	25,905,831
FUND BALANCES			
Nonspendable:			
Prepaid expenditures	10,295,802	2,885,955	13,181,757
Restricted	-	44,063,641	44,063,641
Assigned:			
Future health insurance claims	1,000,000	-	1,000,000
Curriculum development	10,575,000	-	10,575,000
Unassigned	<u>220,164</u>	<u>-</u>	<u>220,164</u>
TOTAL FUND BALANCES	<u>22,090,966</u>	<u>46,949,596</u>	<u>69,040,562</u>
TOTAL LIABILITIES AND FUND BALANCES	<u><u>\$ 47,538,505</u></u>	<u><u>\$ 47,407,888</u></u>	<u><u>\$ 94,946,393</u></u>

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2019

Amounts reported for governmental activities on the statement of net position are different because:

TOTAL FUND BALANCES - GOVERNMENTAL FUND	\$ 69,040,562
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$58,293,576 and the accumulated depreciation/amortization is \$13,857,462.	44,436,114
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.	(77,605,821)
The net other postemployment benefit liability and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.	<u>(3,786,441)</u>
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES	<u><u>\$ 32,084,414</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2019

	General	Capital Projects	Total Governmental Funds
REVENUES			
Local sources	\$ 138,663,136	\$ 118,600	\$ 138,781,736
State sources	418,158	-	418,158
Federal sources	4,190,106	-	4,190,106
TOTAL REVENUES	143,271,400	118,600	143,390,000
EXPENDITURES			
Current:			
Instructional services	51,762,296	374,384	52,136,680
Support services	47,494,476	6,160,016	53,654,492
Operation of noninstructional services	2,122,401	-	2,122,401
Capital outlay	-	4,257,507	4,257,507
Refund of prior year revenue	10,911	-	10,911
TOTAL EXPENDITURES	101,390,084	10,791,907	112,181,991
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	41,881,316	(10,673,307)	31,208,009
OTHER FINANCING SOURCES (USES)			
Transfers in	-	40,640,000	40,640,000
Transfers out	(40,640,000)	-	(40,640,000)
TOTAL OTHER FINANCING SOURCES (USES)	(40,640,000)	40,640,000	-
NET CHANGE IN FUND BALANCES	1,241,316	29,966,693	31,208,009
FUND BALANCES - BEGINNING OF YEAR	20,849,650	16,982,903	37,832,553
FUND BALANCES - END OF YEAR	\$ 22,090,966	\$ 46,949,596	\$ 69,040,562

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2019

Amounts reported for governmental activities in the statement of activities are different because:

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 31,208,009

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Capital outlays	\$ 10,573,897	
Less: Depreciation/amortization expense	(4,555,075)	
Less: Loss on disposal of capital assets	<u>(277,959)</u>	5,740,863

Because some tuition revenue will not be collected for several months after the Charter School's year end, they are not considered as "available" revenues in the governmental funds. (641,451)

Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported as expenditures in governmental funds. The difference in the amount incurred and amount paid of these activities is:

Net pension liability and related deferred outflows and inflows	(7,259,843)	
Net OPEB liability and related deferred outflows and inflows	<u>(12,278)</u>	<u>(7,272,121)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 29,035,300

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

Commonwealth Charter Academy Charter School (the “Charter School” or “School”) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The Charter School is chartered directly through the Pennsylvania Department of Education. The current charter expired June 30, 2016; the renewal is currently being processed by the Pennsylvania Department of Education.

The Charter School is located in Harrisburg, Pennsylvania, and was established to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The Charter School is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. The Charter School gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards. Through individualized service, instruction, and dedication to achievement, the Charter School provides an opportunity for all learners to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

The Charter School is governed by a board of directors. The number of directors shall be determined by the Board from time to time. At least three directors shall be chosen from and shall represent one of the following constituencies: (1) the parent of one or more student(s) who is/are enrolled in the School; (2) a generally recognized community leader in the area served by the School, as determined at the discretion of the Board; and (3) an individual currently employed as either a teacher, college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Commonwealth Charter Academy Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles. The more significant of these accounting principles are as follows:

A. Reporting Entity

As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the Charter School and its component units.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

A. Reporting Entity - continued

The Charter School used guidance contained in generally accepted accounting principles to evaluate the possible inclusion of related entities (authorities, boards, councils, etc.) within its reporting entity. Accounting principles generally accepted in the United States of America require that the reporting entity consists of the primary government and organizations for which the primary government is financially accountable. In addition, the primary government may determine through the exercise of management's professional judgment that the inclusion of an organization that does not meet the financial accountability criteria is necessary in order to prevent the reporting entity's financial statements from being misleading. In such instances, that organization should be included as a component unit if the nature and significance of their relationship with the primary government or other component units are such that the exclusion from the financial reporting entity would render the financial reporting entity's financial statements incomplete or misleading. In evaluating how to define the reporting entity, management has considered all potential component units.

Based on the foregoing criteria, Commonwealth Charter Academy Charter School has determined it has no component units.

B. Basis of Presentation - Government-Wide Financial Statements

Government-wide financial statements (i.e., the statement of net position and the statement of activities) display information about the reporting entity, except for its fiduciary activities. All fiduciary activities are reported only in the fund financial statements. The government-wide statements include separate columns for the governmental and business-type activities of the primary government, as well as any discretely presented component units. Governmental activities, which normally are supported by intergovernmental revenues and other nonexchange transactions, are reported separately from business-type activities which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from the legally separate component units for which the primary government is financially accountable. The Charter School presently only has governmental activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function to the Charter School are offset by the program revenues related to that function. Direct expenses are those that are directly related to and clearly identified with a function. Program revenues include 1) charges to customers or others who purchase, use or directly benefit from services or goods provided by a given function or 2) grants and contributions that are restricted to meet the operational or capital requirements of a function. Other items properly not included in program revenues are reported as general revenues.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the government's funds, including its fiduciary funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds. Fiduciary funds are reported by fund type.

The Charter School Reports the Following Major Governmental Funds:

General Fund: The general fund is the general operating fund of the Charter School. This fund is charged with all costs of operating the Charter School for which a separate fund has not been established.

Capital Projects Fund: The capital projects fund accounts for expenditures related to facilities acquisitions and improvements as well as office furniture and equipment costs located within School facilities, and proprietary software development and enhancements.

The Charter School does not currently have any enterprise or fiduciary funds.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as interfund receivables and payables. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported 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 related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The governmental fund 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 both 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 Charter School considers revenues to be available if they are collected by October 31, 2019. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

E. Budgetary Information

1. Budgetary Basis of Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the general fund. All annual appropriations, except unexpended grant appropriations and encumbrances, lapse at fiscal year end. The Charter School's 2018-2019 budget was prepared and approved by the board of directors prior to submitting the budget to the Pennsylvania Department of Education.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position

1. Cash and Cash Equivalents

The Charter School's reporting entity considers all highly-liquid investments with a maturity of three months or less when purchased to be cash equivalents.

2. Investments

Investments are valued at fair value in accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, except for investments in external investment pools, which are valued at amortized costs if required criteria are met as outlined in Governmental Accounting Standards Board Statement No. 79, *Certain External Investment Pools and Pool Participants*.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

3. Interfund Transactions

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the year are referred to as "interfund receivables/payables."

4. Receivables

The intergovernmental receivables are amounts due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental entities.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

5. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The costs of prepaid items are recorded as expenditures/expenses when consumed rather than when purchased. At June 30, 2019, prepaid expenditures/expenses consist of the following:

	General Fund	Capital Projects Fund
Curriculum	\$ 6,580,799	\$ -
Rent and utilities	126,431	-
Security deposits	91,017	-
Professional services	2,223,500	1,827,292
Support services	594,400	-
Workers compensation	104,480	-
Computers	-	1,058,661
Other	575,175	-
Total	<u>\$ 10,295,802</u>	<u>\$ 2,885,953</u>

6. Capital Assets, Depreciation, and Amortization

The Charter School's capital assets with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. The reported value excludes normal maintenance and repairs, which are essentially amounts spent in relation to capital assets that do not increase the capacity or efficiency of the item or extend its useful life beyond the original estimate. Donated capital assets are recorded at the estimated fair value of the item at the date of donation.

The Charter School generally capitalizes assets with a cost of \$10,000 or more as purchase and construction outlays occur, with the exception of laptops. Assets purchased or constructed with long-term debt may be capitalized regardless of the threshold established. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Construction in progress is stated at cost and consists primarily of costs incurred on construction projects. No provision for depreciation is made on construction in progress until the assets are complete and placed into service. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

6. Capital Assets, Depreciation, and Amortization - continued

Estimated useful lives for depreciable assets are as follows:

<u>Assets</u>	<u>Years</u>
Building and improvements	6 - 27.5
Furniture and equipment	3 - 7
Software	10

7. Pension

The Charter School contributes to the Public School Employees Retirement System (PSERS), a cost-sharing multiple-employer defined benefit pension plan. The Charter School accounts for the plan under the provisions of GASB Statement No. 68, which establishes standards for the measurement, recognition, and display of pension expense and related liabilities, deferred outflows and deferred inflows of resources related to pension, certain required supplementary information, and note disclosures.

For the purpose of measuring the net pension liability, deferred outflows of resources, and deferred inflows of resources related to pension and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refund of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

8. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plan is accounted for under the provisions of GASB Statement No. 75, which establishes standards for the measurement, recognition, and display of other postemployment benefit expense and related liabilities, deferred outflows and deferred inflows of resources related to other postemployment benefits, certain required supplementary information, and note disclosures. The Charter School provides OPEB under the following plan:

PSERS OPEB Plan

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the PSERS and additions to/deductions from PSERS' fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expenses) until then. The Charter School has two items that qualify for reporting in this category:

Deferred outflows of resources for pension relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions made to the pension plan subsequent to the measurement date and prior to the Charter School's year end. The contributions will be recognized as a reduction in net pension liability in the following year.

Deferred outflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from the changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions or benefit payments made subsequent to the measurement date and prior to the Charter School's year end. These payments will be recognized as a reduction to the net other postemployment benefit liability in the following year.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has three types of items that qualify for reporting in this category:

Unavailable revenue arises only under a modified accrual basis of accounting and is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from tuition. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. There was no unavailable revenue as of June 30, 2019.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Deferred Outflows/Inflows of Resources - continued

Deferred inflows of resources for pensions relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

Deferred inflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

10. Net Position

Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net investment in the capital assets component of net position is comprised of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. In addition, any deferred outflows of resources and/or deferred inflows of resources related to such capital assets or liabilities associated with the capital assets should also be added to or deducted from the overall net investment in capital assets. The restricted component of net position is used when there are limitations imposed on their use either through the enabling legislation adopted by a higher governmental authority or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The remaining component of net position is unrestricted.

The Charter School applies restricted resources first when an expense is incurred for purposes for which both the restricted and unrestricted components of net position are available.

11. Fund Balance Policies and Flow Assumptions

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

11. Fund Balance Policies and Flow Assumptions - continued

The restricted fund balance classification represents funds that are limited in use due to constraints for a specific purpose through restrictions by external parties, grant agreements, or enabling legislation.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Charter School's highest level of decision-making authority. The board of directors is the highest level of decision-making authority for the Charter School that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The board has delegated authority to assign fund balance to the Chief Operating Officer and Executive Vice President of Finance and Administration. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The Charter School's policy states in circumstances where an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expensed is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance and unassigned fund balance.

The Charter School does not have a minimum fund balance policy.

G. Use of Estimates

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Compliance with Finance Related Legal and Contractual Provisions

The Charter School had no material violations of finance related legal and contractual provisions.

B. Deficit Fund Balance or Net Position of Individual Funds

For the year ended June 30, 2019, no individual fund had a deficit fund balance or net position.

C. Excess of Expenditures Over Appropriations in Individual Funds

No individual fund, which had a legally adopted budget, had an excess of expenditures over appropriations.

D. Budgetary Compliance

The Charter School's only legally adopted budget is for the general fund. All budgetary transfers were made within the last nine months of the fiscal year. The Charter School cancels all purchase orders open at year end; therefore, it does not have any outstanding encumbrances at June 30, 2019. In addition, the Charter School includes a portion of the prior year's fund balance represented by unappropriated liquid assets remaining in the fund as budgeted revenue in the succeeding year. The results of operations on a GAAP basis do not recognize the fund balance allocation as revenue as it represents prior period's excess of revenues over expenditures.

NOTE 3 - CASH

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Charter School does not have a policy for custodial credit risk. As of June 30, 2019, the carrying amount of the Charter School's deposits was \$53,505,005 and the bank balance was \$56,251,267. The School participates in an insured cash sweep savings account which spreads savings funds through a variety of banks with allocated funds at each bank being under the FDIC limit. Therefore, the entire bank balance of \$56,251,267 was covered by federal depository insurance.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 4 - INTERGOVERNMENTAL RECEIVABLES AND UNAVAILABLE REVENUE

The intergovernmental receivables are due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental agencies. Deferred inflows of resources are reported for all receivables not collected within the period of availability (by October 31, 2019). Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance consists of the following as of June 30, 2019:

Local Education Agencies	\$ 10,921,537
Pennsylvania Department of Education:	
Title I - Grants to Local Education Agencies	232,852
Supporting Effective Instruction State Grant	181,357
Student Support and Academic Enrichment Program	123,686
Pennsylvania Department of Human Services	33,634
Capital Area Intermediate Unit	<u>1,964,810</u>
Total Intergovernmental Receivables	<u>\$ 13,457,876</u>

All receivables were collected within 120 days of the fiscal year end and therefore no unavailable revenue is reported at June 30, 2019.

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables at June 30, 2019:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
General Fund	\$ 8,830	\$ 14,640,000
Capital Projects Fund	<u>14,640,000</u>	<u>8,830</u>
	<u>\$ 14,648,830</u>	<u>\$ 14,648,830</u>

Interfund receivables and payables exist as a result of a time lag between dates when payments between funds are made and to fund current and future capital projects. All will be paid within one year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS - CONTINUED

Interfund transfers are summarized as follows at June 30, 2019:

	<u>Transfers In</u>	<u>Transfers Out</u>
General Fund	\$ -	\$ 40,640,000
Capital Projects Fund	<u>40,640,000</u>	<u>-</u>
	<u>\$ 40,640,000</u>	<u>\$ 40,640,000</u>

Transfers are made to fund current and future capital purchases.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 6 - CHANGES IN CAPITAL ASSETS

Capital assets balances and activity for the year ended June 30, 2019 were as follows:

	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease/ Transfers</u>	<u>Ending Balance</u>
Governmental Activities				
Capital assets not being depreciated:				
Land	\$ 171,105	\$ -	\$ -	\$ 171,105
Construction in progress	<u>22,975,014</u>	<u>7,784,370</u>	<u>(30,503,568)</u>	<u>255,816</u>
Total assets not being depreciated	<u>23,146,119</u>	<u>7,784,370</u>	<u>(30,503,568)</u>	<u>426,921</u>
Capital assets being depreciated:				
Building and improvements	13,592,733	141,532	19,386,361	33,120,626
Furniture and equipment	12,118,272	2,647,995	3,641,816	18,408,083
Software	-	-	6,337,946	6,337,946
Total assets being depreciated	<u>25,711,005</u>	<u>2,789,527</u>	<u>29,366,123</u>	<u>57,866,655</u>
Less accumulated depreciation/amortization for:				
Building and improvements	1,563,724	1,238,339	(126,113)	2,675,950
Furniture and equipment	8,598,149	2,682,942	(733,373)	10,547,718
Software	-	633,794	-	633,794
Total accumulated depreciation/ amortization	<u>10,161,873</u>	<u>4,555,075</u>	<u>(859,486)</u>	<u>13,857,462</u>
TOTAL CAPITAL ASSETS BEING DEPRECIATED/AMORTIZED, NET	<u>15,549,132</u>	<u>(1,765,548)</u>	<u>30,225,609</u>	<u>44,009,193</u>
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	<u>\$ 38,695,251</u>	<u>\$ 6,018,822</u>	<u>\$ (277,959)</u>	<u>\$ 44,436,114</u>

Depreciation and amortization expense of \$4,555,075 in governmental activities was unallocated for the year ended June 30, 2019.

NOTE 7 - LINE OF CREDIT

On June 27, 2014, the Charter School obtained a \$5,000,000 line of credit to fund short-term asset purchases and fund accounts receivable. Interest on the Line is payable at LIBOR plus 2.75%. The Line is subject to certain financial covenants and all assets of the Charter School are pledged as collateral. There was no balance on the Line and no activity for the year ended June 30, 2019.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 8 - LONG-TERM LIABILITIES

Long-term liability balances and activity for the year ended June 30, 2019, are as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Governmental Activities					
Net pension liability	\$ 92,307,000	\$ 19,115,607	\$ 9,171,607	\$ 102,251,000	\$ -
Net other postemployment benefit liability	3,808,000	872,837	239,837	4,441,000	-
Total Governmental Long-term Liabilities	<u>\$ 96,115,000</u>	<u>\$ 19,988,444</u>	<u>\$ 9,411,444</u>	<u>\$ 106,692,000</u>	<u>\$ -</u>

The net pension and OPEB liability will be liquidated through future contributions to PSERS at the statutory rates; contributions will be made from the general fund.

NOTE 9 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

General Information About the Pension Plan

Plan Description

PSERS is a governmental, cost-sharing, multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania under Title 24, Part IV of the Pennsylvania General Assembly. The members eligible to participate in the System include all 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.pa.gov.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 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 3 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 2.0% or 2.5%, 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. For members whose membership started prior to July 1, 2011, after completion of 5 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 10 years of service.

Participants are eligible for disability retirement benefits after completion of 5 years of credited service. Such benefits are generally equal to 2.0% or 2.5%, 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 1 year of credited service (age 65 with at least 3 years of credited service for Class T-E and Class T-F members) or who has at least 5 years of credited service (10 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.

Contributions

The contribution policy is set by state statute and requires contributions by active members and employers.

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class TC) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Contributions - continued

Member Contributions - continued:

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% (Membership Class T-C) or at 7.50% (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 7.50% (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% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class 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% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2019 was 32.60% 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 from the Charter School were \$10,548,230 for the year ended June 30, 2019.

The Charter School is also required to contribute a percentage of covered payroll to PSERS for healthcare insurance premium assistance. See Note 10.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the Charter School reported a liability of \$102,251,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2017 to June 30, 2018. The Charter 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. At June 30, 2019, the Charter School's proportion was 0.2130%, which was an increase of 0.0261% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2019, the Charter School recognized pension expense of \$17,808,073. At June 30, 2019, the Charter School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 501,000	\$ -
Difference between expected and actual experience	823,000	1,582,000
Changes in proportions - plan level	12,715,000	491,000
Changes of assumptions	1,905,000	-
Difference between employer contributions and proportionate share of total contributions	225,949	-
Contributions subsequent to the measurement date	10,548,230	-
	\$ 26,718,179	\$ 2,073,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The \$10,548,230 reported as deferred outflows of resources resulting from the Charter School pension contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows for the years ending June 30:

2020	\$ 7,495,268
2021	5,157,715
2022	1,808,243
2023	<u>(364,277)</u>
	<u>\$ 14,096,949</u>

Actuarial Assumptions

The total pension liability at June 30, 2018, was determined by rolling forward the System's total pension liability at June 30, 2017 to June 30, 2018, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.25%, includes inflation at 2.75%.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- 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 actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2015.

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 real 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 weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Actuarial Assumptions - continued

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

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2018, is.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	20.0%	5.2%
Fixed income	36.0%	2.2%
Commodities	8.0%	3.2%
Absolute return	10.0%	3.5%
Risk parity	10.0%	3.9%
Infrastructure/MLPs	8.0%	5.2%
Real estate	10.0%	4.2%
Alternative investments	15.0%	6.7%
Cash	3.0%	0.4%
Financing (LIBOR)	(20.0%)	0.9%
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection 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 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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Sensitivity of the School'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%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage point lower (6.25%) or one-percentage point higher (8.25%) than the current rate:

	<u>1% Decrease</u> 6.25%	<u>Current</u> Discount Rate 7.25%	<u>1% Increase</u> 8.25%
Charter School's proportionate share of the net pension liability	\$ 126,747,000	\$ 102,251,000	\$ 81,538,000

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.pa.gov.

Payables to the Pension Plan

At June 30, 2019, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB, of \$2,887,546. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2019 through June 2019. The balance was paid in September 2019.

Pension Reform

Pursuant to the Commonwealth Act 2017-5, members hired on or after July 1, 2019, will be required to choose one of three new retirement plan design options for retirement benefits. The current defined benefit plan will no longer be available to new members hired on or after July 1, 2019. The new plan design options include two hybrid plans consisting of defined benefit and defined contribution components. The third option is a stand-alone defined contribution plan.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 9 - EMPLOYEE RETIREMENT PLANS - CONTINUED

403(b) Tax Shelter Plan

The Charter School has established a 403(b) tax shelter plan permitting the establishment of accounts for school employees to voluntarily set aside monies to supplement their retirement income. All school employees are eligible, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction.

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN

Employee Defined Benefit Other Postemployment Benefits Plan

The Charter School has other postemployment benefits (OPEB) under a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan).

PSERS OPEB Plan

General Information About the PSERS OPEB Plan

Health Insurance Premium Assistance Program

PSERS (the System) provides Premium Assistance which is a governmental cost sharing, multiple-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, 2002, 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, 2018, there were no assumed future benefit increases to participating eligible retirees.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

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 Health Option Program or employer-sponsored health insurance program.

Pension Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all 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.pa.gov.

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' Health Options Program. As of June 30, 2018, there were no assumed future benefit increases to participating eligible retirees.

Contributions

The contribution policy is set by state statute. A portion of each employer's contribution is set aside for premium assistance. The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2019, was 0.83% 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 OPEB plan from the Charter School were \$268,559 for the year ended June 30, 2019.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2019, the Charter School reported a liability of \$4,441,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, 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, 2017 to June 30, 2018. The Charter 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, 2019, the Charter School's proportion was 0.2130%, which was an increase of 0.0261% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2019, the Charter School recognized OPEB expense of \$280,837. At June 30, 2019, the Charter 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 investment earnings	\$ 7,000	\$ -
Difference between expected and actual experience	27,000	-
Changes in assumptions	70,000	168,000
Changes in proportion	478,000	28,000
Contributions made subsequent to the measurement date	<u>268,559</u>	<u>-</u>
	<u>\$ 850,559</u>	<u>\$ 196,000</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

The \$268,559 reported as deferred outflows of resources related to OPEB resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2020	\$ 59,000
2021	59,000
2022	59,000
2023	58,000
2024	56,000
Thereafter	<u>95,000</u>
	<u>\$ 386,000</u>

Actuarial Assumptions

The total OPEB liability as of June 30, 2018, was determined by rolling forward the System's total OPEB liability as of June 30, 2017 to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.98% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% 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%
 - Eligible retirees will elect to participate Post-age 65 at 70%

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2016 determined the employer contribution rate for fiscal year 2018.
- 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% of eligible retirees are assumed to elect premium assistance.
- 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.

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

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. 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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2018, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	5.9%	0.03%
US Core Fixed Income	92.8%	1.20%
Non-US Developed Fixed	1.3%	0.40%
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.98%. 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 2.98% which represents the S&P 20-year Municipal Bond Rate at June 30, 2018, was applied to all projected benefit payments to measure the total OPEB liability.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes 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, 2018, 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, 2017, 93,380 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2017, 1,077 members were receiving less than the maximum amount allowed of \$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 minimal impact on Healthcare Cost Trends as depicted below.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2018 measurement date, calculated using current Healthcare cost trends as well as what the Charter School's proportionate share of the net OPEB liability would be if the health cost trends were one-percentage point lower or one-percentage point higher than the current rate:

	<u>1% Decrease (Between 4% to 6.75%)</u>	<u>Current Rate (Between 5% to 7.75%)</u>	<u>1% Increase (Between 6% to 8.75%)</u>
Charter School's proportionate share of the net OPEB liability	\$ 4,440,000	\$ 4,441,000	\$ 4,442,000

Sensitivity of the Charter School'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 2.98%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.98%) or one-percentage-point higher (3.98%) than the current rate:

	<u>1% Decrease 1.98%</u>	<u>Current Discount Rate 2.98%</u>	<u>1% Increase 3.98%</u>
Charter School's proportionate share of the net OPEB liability	\$ 5,050,000	\$ 4,441,000	\$ 3,935,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

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.

Payables Related to the Plan

At June 30, 2019, the Charter School had an accrued balance due to PSERS of \$2,887,546, including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2019 through June 2019. The balance was paid in September 2019.

NOTE 11 - RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for health and vision, for which the Charter School retains risk of loss, as described below. For insured programs, there were no significant reductions in insurance coverages for the 2018/2019 school year. Settlement amounts have not exceeded insurance coverage for the current year.

Currently, the Charter School is self-insured for medical, dental, drug and vision insurance for current employees and their dependents. No retired individuals are participating in the plan. The Charter School uses a third party administrator to provide consulting and administrative services to process claims within the self-insurance fund. During the year ended June 30, 2019, the Charter School had stop-loss coverage for individual claims exceeding \$150,000 per year per participant with exceptions. The Charter School will also receive a stop loss reimbursement of 100% for all medical claims which exceed \$7,083,451 in the aggregate for the year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 11 - RISK MANAGEMENT - CONTINUED

The following table presents the components of the plan's benefit liability and the related changes in the plan's benefit liabilities. Claims payable are reported within payroll deductions and withholdings.

Benefit liabilities at June 30:

	<u>2019</u>	<u>2018</u>
Claims payable	<u>\$ 446,999</u>	<u>\$ 274,645</u>

Changes in benefit liabilities are as follows for the years ended June 30:

	<u>2019</u>	<u>2018</u>
Claims payable, beginning of year	\$ 274,645	\$ 453,722
Benefits earned	4,605,490	3,981,316
Claims paid	<u>(4,433,136)</u>	<u>(4,160,393)</u>
Claims payable, end of year	<u>\$ 446,999</u>	<u>\$ 274,645</u>

NOTE 12 - CONTINGENT LIABILITIES

The Charter School receives federal, state, and local funding through a number of programs. Payments made by these sources under contractual agreements are provisional and subject to redetermination based on filing reports and audits of those reports. Final settlements due from or to these sources are recorded in the year in which the related services are performed. Any adjustments resulting from subsequent examinations are recognized in the year in which the results of such examinations become known. Charter School officials do not expect any significant adjustments as a result of these examinations.

The Charter School is involved in various lawsuits that arise in the normal course of business. Although the outcome of these lawsuits is not presently determinable, in the opinion of the Charter School's legal counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the Charter School.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 13 - COMMITMENTS

The Charter School has the following commitment under a long-term construction contract as of June 30, 2019:

<u>Contractor</u>	<u>Adjusted Contract Amount</u>	<u>Balance Remaining on Contract</u>
Lobar, Inc.	\$ 19,210,606	\$ 938,290

The Charter School plans to use existing resources in the capital projects fund to fulfill the above commitment.

Subsequent to year end, the Charter School awarded a contract to Pioneer Construction in the amount of \$634,153 for the Dickson City parking lot expansion project. Additionally, the Charter School authorized a statement of work for software development with a company for a cost not to exceed \$1.2 million. The commitments will be paid through existing resources in the capital projects fund.

The Charter School leases multiple facilities in Pennsylvania under various operating leases expiring through June 30, 2031. The following is a schedule of future lease rentals for the years ending June 30:

2020	\$ 1,246,585
2021	2,015,301
2022	1,740,957
2023	1,487,407
2024	1,417,048
2025-2029	7,521,863
2030-2031	<u>2,002,762</u>
	<u>\$ 17,431,923</u>

Subsequent to year end, the Charter School entered into lease agreements for properties in Allentown and Homestead, Pennsylvania. Those leases are included in the above schedule of future lease rentals.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 14 - FUND BALANCES

Details of the Charter School's governmental fund balance reporting and policy can be found in Note 1, *Summary of Significant Accounting Policies*. Fund balance classifications for the year ended June 30, 2019, were as follows:

General Fund

The general fund has nonspendable funds of \$10,295,802 related to prepaid expenditures; assigned funds of \$1,000,000 for future health insurance claims and \$10,575,000 for curriculum development; and unassigned funds totaling \$220,164.

Capital Projects Fund

The capital projects fund has nonspendable funds of \$2,885,955 related to prepaid expenditures and restricted funds of \$44,063,641 comprised of surplus monies transferred from the general fund for the acquisition or construction of capital facilities and qualifying capital assets.

NOTE 15 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- Statement No. 87, *Leases* - This statement requires 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. This statement is effective for the Charter School's fiscal year ending June 30, 2021.
- Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period* - This statement establishes accounting requirements for interest cost incurred before the end of a construction period. Under this statement, interest cost incurred before the end of a construction period must be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. This statement is effective for the Charter School's fiscal year ending June 30, 2021.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2019

NOTE 15 - NEW ACCOUNTING PRONOUNCEMENTS - CONTINUED

- Statement No. 90, *Majority Equity Interests - an Amendment of GASB Statements No. 14 and No. 61* - This statement modifies previous guidance for reporting a government's majority equity interest in a legally separate organization and provides guidance for reporting a component unit if a government acquires a 100% equity interest in that component unit. This statement is effective for the Charter School's fiscal year ending June 30, 2020.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BUDGETARY COMPARISON SCHEDULE FOR THE
GENERAL FUND

For the Year Ended June 30, 2019

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	\$ 117,649,840	\$ 117,649,840	\$ 138,663,136	\$ 21,013,296
State sources	63,490	63,490	418,158	354,668
Federal sources	3,393,710	3,393,710	4,190,106	796,396
TOTAL REVENUES	121,107,040	121,107,040	143,271,400	22,164,360
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	41,832,188	41,832,188	32,613,244	9,218,944
Special programs - elementary/secondary	23,230,925	23,230,925	18,094,226	5,136,699
Vocational education programs	1,643,321	1,643,321	438,005	1,205,316
Other instructional programs - elementary/secondary	499,950	499,950	616,821	(116,871)
TOTAL INSTRUCTIONAL SERVICES	67,206,384	67,206,384	51,762,296	15,444,088
SUPPORT SERVICES:				
Students	9,778,279	9,778,279	11,150,384	(1,372,105)
Instructional staff	13,567,174	13,567,174	11,717,127	1,850,047
Administration	13,716,303	13,716,303	15,171,068	(1,454,765)
Pupil health	3,420	3,420	1,950	1,470
Business	1,346,141	1,346,141	1,587,210	(241,069)
Operation and maintenance of plant	3,550,072	3,550,072	3,887,423	(337,351)
Student transportation	251,090	251,090	385,849	(134,759)
Central	3,494,361	3,494,361	3,496,698	(2,337)
Other	113,860	113,860	96,767	17,093
TOTAL SUPPORT SERVICES	45,820,700	45,820,700	47,494,476	(1,673,776)
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	204,930	204,930	239,357	(34,427)
Community services	2,052,921	2,052,921	1,883,044	169,877
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	2,257,851	2,257,851	2,122,401	135,450
REFUND OF PRIOR YEAR REVENUE	-	-	10,911	(10,911)
TOTAL EXPENDITURES	115,284,935	115,284,935	101,390,084	13,894,851
EXCESS OF REVENUES OVER EXPENDITURES	5,822,105	5,822,105	41,881,316	36,059,211
OTHER FINANCING SOURCES (USES)				
Other revenues	75,270	75,270	-	(75,270)
Transfers out	(4,897,375)	(4,897,375)	(40,640,000)	(35,742,625)
Budgetary reserve	(1,000,000)	(1,000,000)	-	1,000,000
TOTAL OTHER FINANCING SOURCES (USES)	(5,822,105)	(5,822,105)	(40,640,000)	(34,817,895)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	\$ -	\$ -	1,241,316	\$ 1,241,316
FUND BALANCE - BEGINNING OF YEAR			20,849,650	
FUND BALANCE - END OF YEAR			\$ 22,090,966	

See note to required supplementary information.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2019

BUDGETARY DATA

The budget for the general fund is adopted on the modified accrual basis of accounting which is consistent with generally accepted accounting principles.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts in the PDE 2028 when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all 2018/2019 budget transfers. There were no budget transfers for the year ended June 30, 2019.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
AND RELATED RATIOS - PENSION PLAN**

LAST TEN FISCAL YEARS

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Charter School's proportion of the collective net pension liability	0.2130%	0.1869%	0.1887%	0.1759%	0.1646%	0.1322%
Charter School's proportionate share of the collective net pension liability	\$ 102,251,000	\$ 92,307,000	\$ 93,514,000	\$ 76,192,000	\$ 65,150,000	\$ 54,177,000
Charter School's covered employee payroll	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	\$ 21,008,594	\$ 16,966,671
Charter School's proportionate share of the net pension liability as a percentage of its covered employee payroll	356.51%	370.89%	382.62%	336.62%	310.11%	319.31%
Plan fiduciary net position as a percentage of the total pension liability	54.00%	51.84%	50.14%	54.36%	57.24%	54.50%

The Charter School's covered employee payroll noted above is as of the measurement date of the net pension liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes of Benefit Terms

With the passage of Act 5 class T-E and T-F members are now permitted to elect a lump-sum payment of member contributions upon retirement.

Changes of Assumptions

None.

Note: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

LAST TEN FISCAL YEARS

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 10,548,230	\$ 9,171,607	\$ 7,281,614	\$ 6,090,359	\$ 4,559,412
Contributions in relation to the contractually required contribution	<u>10,548,230</u>	<u>9,171,607</u>	<u>7,281,614</u>	<u>6,090,359</u>	<u>4,559,412</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered employee payroll	\$ 29,744,885	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497
Contributions as a percentage of covered employee payroll	35.46%	31.98%	29.26%	24.92%	20.14%

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND
RELATED RATIOS - PSERS OPEB PLAN**

LAST TEN FISCAL YEARS

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Charter School's proportion of the collective net PSERS OPEB liability	0.2130%	0.1869%	0.1887%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 4,441,000	\$ 3,808,000	\$ 4,065,000
Charter School's covered employee payroll	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered employee payroll	15.48%	15.30%	16.63%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	5.56%	5.73%	5.47%

The Charter School's covered employee payroll noted above is as of the measurement date of the net PSERS OPEB liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes of Benefit Terms

None.

Changes of Assumptions

Significant changes of assumptions for the June 30, 2018 measurement date are as follows:

- The discount rate changed from 3.13% to 2.98%.

Note: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 268,559	\$ 239,837	\$ 206,977	\$ 204,636	\$ 200,169
Contributions in relation to the contractually required contribution	<u>268,559</u>	<u>239,837</u>	<u>206,977</u>	<u>204,636</u>	<u>200,169</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered employee payroll	\$ 29,744,885	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497
Contributions as a percentage of covered employee payroll	0.90%	0.84%	0.83%	0.84%	0.88%

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2019

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Federal CFDA Number	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2018	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2019
U.S. Department of Education									
Passed through the Pennsylvania Department of Education:									
Title I - Grants to Local Educational Agencies	I	84.010	013-19-1037	07/02/18-09/30/19	\$ 3,121,438	\$ 2,918,457	\$ -	\$ 3,121,438	\$ 202,981
Title I - Grants to Local Educational Agencies	I	84.010	013-18-1037	07/01/17-09/30/18	2,852,937	1,019,965	1,019,965	-	-
Title I - Program Improvement Set Aside	I	84.010	042-18-1037	09/11/18-09/30/19	77,665	47,794	-	77,665	29,871
Title I - Program Improvement Set Aside	I	84.010	042-17-1037	07/01/17-09/30/18	75,630	18,907	18,907	-	-
Subtotal - CFDA 84.010						4,005,123	1,038,872	3,199,103	232,852
Supporting Effective Instruction State Grant	I	84.367	020-19-1037	07/02/18-09/30/19	368,521	187,164	-	368,521	181,357
Supporting Effective Instruction State Grant	I	84.367	020-18-1037	07/01/17-09/30/18	361,366	157,168	157,168	-	-
Subtotal - CFDA 84.367						344,332	157,168	368,521	181,357
Student Support and Academic Enrichment Program	I	84.424	144-19-1037	07/02/18-09/30/19	206,143	82,457	-	206,143	123,686
Student Support and Academic Enrichment Program	I	84.424	144-18-1037	07/01/17-09/30/18	68,573	22,858	22,858	-	-
Subtotal - CFDA 84.424						105,315	22,858	206,143	123,686
Special Education Cluster (IDEA)									
Passed through the Capital Area Intermediate Unit:									
Special Education - Grants to States	I	84.027	H027A190093	07/01/18-06/30/19	1,963,250	-	-	1,963,250	1,963,250
Special Education - Grants to States	I	84.027	062-180015	07/01/17-06/30/18	1,943,868	1,486,631	1,486,631	-	-
Subtotal - CFDA 84.027						1,486,631	1,486,631	1,963,250	1,963,250
Special Education - Preschool Grants	I	84.173	N/A	07/01/18-06/30/19	1,560	-	-	1,560	1,560
Special Education - Preschool Grants	I	84.173	131-180015	07/01/17-06/30/18	276	276	276	-	-
Subtotal - CFDA 84.173						276	276	1,560	1,560
Total Special Education Cluster (IDEA)						1,486,907	1,486,907	1,964,810	1,964,810
TOTAL U.S. DEPARTMENT OF EDUCATION						5,941,677	2,705,805	5,738,577	2,502,705
U.S. Department of Health and Human Services									
Medicaid Cluster									
Passed through the Pennsylvania Department of Human Services:									
Medical Assistance Program	I	93.778	N/A	07/01/18-06/30/19	30,767	5,675	-	39,309	33,634
Medical Assistance Program	I	93.778	N/A	07/01/17-06/30/18	32,723	27,527	27,527	-	-
TOTAL MEDICAID CLUSTER AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES						33,202	27,527	39,309	33,634
TOTAL FEDERAL AWARDS						\$ 5,974,879	\$ 2,733,332	\$ 5,777,886	\$ 2,536,339

Source Code: I = Indirect source of funding

NOTE: No funds were passed through to subrecipients in the year ended June 30, 2019.

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2019

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal awards activity of Commonwealth Charter Academy Charter School under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Commonwealth Charter Academy Charter School, it is not intended to and does not present the financial position, changes in net position, or cash flows of Commonwealth Charter Academy Charter School.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING PRINCIPLES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to the reimbursement. Negative amounts shown on the Schedule represent adjustment or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 3 - DE MINIMIS RATE FOR INDIRECT COSTS

The Charter School did not elect to use the De Minimis rate for indirect costs.

NOTE 4 - ACCESS PROGRAM

The Charter School participates in the ACCESS Program which is a medical assistance program that reimburses local educational agencies for direct eligible health-related services provided to enrolled special needs students. Reimbursements are federal source revenues but are classified as fee-for-service and are not considered federal financial assistance. The amount of ACCESS funding classified as fee-for-service and recognized for the year ended June 30, 2019 was \$377,030.



Herbein + Company, Inc.
2763 Century Boulevard
Reading, PA 19610
P: 610.378.1175
F: 610.378.0999
www.herbein.com

**INDEPENDENT AUDITOR'S 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***

**To the Board of Directors
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

We have audited, in accordance with the 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, the financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements and have issued our report thereon dated January 24, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Commonwealth Charter Academy 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 Commonwealth Charter Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commonwealth Charter Academy 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 a 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 these 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 Commonwealth Charter Academy 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.

Herbein + Company, Inc.

Reading, Pennsylvania
January 24, 2020



Herbein + Company, Inc.
2763 Century Boulevard
Reading, PA 19610
P: 610.378.1175
F: 610.378.0999
www.herbein.com

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

**To the Board of Directors
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on Compliance for Each Major Federal Program

We have audited Commonwealth Charter Academy Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Commonwealth Charter Academy Charter School's major federal programs for the year ended June 30, 2019. Commonwealth Charter Academy Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, contracts, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Commonwealth Charter Academy Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Commonwealth Charter Academy Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Commonwealth Charter Academy Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, Commonwealth Charter Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of Commonwealth Charter Academy Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Commonwealth Charter Academy Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Herbein + Company, Inc.

Reading, Pennsylvania
January 24, 2020

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2019

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified
Internal control over financial reporting:
Material weakness(es) identified? _____ yes X no
Significant deficiency(ies) identified not considered to be
material weaknesses? _____ yes X none reported
Noncompliance material to financial statements noted? _____ yes X no

Federal Awards

Internal control over major programs:
Material weakness(es) identified? _____ yes X no
Significant deficiency(ies) identified not considered to be
material weaknesses? _____ yes X none reported
Type of auditor's report issued on compliance for
major programs: Unmodified
Any audit findings disclosed that are required to be
reported in accordance with 2 CFR Section 200.516(a)? _____ yes X no

Identification of major programs:

Special Education Cluster
84.027 Special Education - Grants to States
84.173 Special Education - Preschool Grants

Dollar threshold used to distinguish between Type A and
Type B programs: \$750,000
Auditee qualified as low-risk auditee? X yes _____ no

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2019

Section II - Financial Statement Findings

There were no financial statement findings.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported.



COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2019

Section II - Financial Statement Findings

There were no financial statement findings for the year ended June 30, 2018.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported for the year ended June 30, 2018.

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: Commonwealth Charter Academy CS

Chief Executive Officer: Dr. Maurice Flurie

Special Education Director/Coordinator: Paulie Zozos

BSE Special Education Adviser: John Gombocz

Date of Report: May 12, 2020

Date Final Report Sent to LEA: January 23, 2018

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: February 09, 2018

Y	N	NA	DK	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			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will update their confidentiality policy to include all required components to meet regulatory requirements. Evidence of Change: The LEA will provide the BSE adviser with a copy of the procedure and a copy of the training agenda/handouts and training sign-in sheet as verification of corrective action.	01/23/2019 IU, PaTTAN and BSE Staff	01/04/2019
		X				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.			
Y						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.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will create an improvement plan that focuses on the review of continuum of services. Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff and BSE Staff	04/27/2018
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will update their procedure for ESY to include all of the regulatory requirements for determining eligibility under Chapter 14. Evidence of Change: The BSE adviser will review the updated procedure and review all training agendas and sign in sheet to ensure the LEA has trained staff on the update.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING 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.			
						INTERVIEW RESULTS (Parent)			
					5 0 0 1 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 1 0 3 4 0	P 63. 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. Always Sometimes Rarely Never Don't Know Does not Apply			
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.			
Y						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.			
						INTERVIEW RESULTS (General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	3	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	3	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	5	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	5	0				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						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						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			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. The BSE Adviser will conduct a review of additional files to verify compliance regarding transition.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019
						Topical Area 2: Delivery of Service			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will update their enrollment procedure to ensure the timely provision of FAPE. Evidence of Change: The BSE adviser will review the updated procedure. The Adviser will also review training agendas to ensure those staff members who need to be trained in the updates have been trained.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019
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.			
	N					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.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	02/22/2018	02/16/2018
						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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
					1 2 0 2 3 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 1 0 0 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 1 4 0 1	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. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 1 0 3 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
9	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	1	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?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	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?			
6	3	0				GE 80. Is the student making progress within the general education curriculum?			
7	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Highly energized with this program and doing well. Good grades. Socially from interaction of classmates and confidence building, independence. Live lessons, discussions with other students. Live lessons increase participation. Asks questions. Understands and likes the abstract approach.			
0	0	7				GE 80c. If no, what does this student need that he/she is not receiving in your class? More contact and more engaging web-mail. Not making progress.			
8	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
7	1	1				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				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?			
1	5	4				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	9				SE 95c. If yes, what reasons were discussed for recommending removal? Based on testing scores, teacher input, reports.			
0	0	9				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Needs			
6	0	4				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?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
8	1	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	4	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	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			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for dropout rates. Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff, BSE Staff	04/27/2018
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			
		X				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)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
7	1	2			13%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198. Contact person's name and contact information			
4	3	3			43%	FR 199. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				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)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				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			
0	0	10				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)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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)			
9	0	1				FR 207. RR is present in the student file			
6	3	1			33%	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 ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	1	1			11%	FR 214. Aptitude and achievement tests	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
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			
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
2	0	8				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
9	0	1				FR 239. Documentation of Evaluation Team Participants			
0	2	8			100%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	1	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent 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	7	0	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	1	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	1	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	1	6				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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				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)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
4	2	4			33%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	0	9				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			
4	2	4			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
4	5	1			56%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						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			
0	0	10				FR 253. Form designates required 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			
						FR 256. The team members excused: 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 258. IEP was completed within timelines	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
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			
6	1	3			14%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
7	3	0			30%	FR 263. Parents	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 264. Student	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 265. General Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 266. Special Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 267. Local Education Agency Representative	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	1	9			100%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	7				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
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			
2	2	6			50%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	0	4				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						TRANSITION SERVICES (File Reviews)			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	1	2			13%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	0	9				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			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 306. Short Term Objectives	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
10	0	0				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			
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			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
10	0	0				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			
6	1	3			14%	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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	1	8			50%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
2	0	8				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			
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)			
6	0	4				FR 326. If child will not be attending his/her neighborhood school, reason why not			

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)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	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?			
7	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	2	0	2			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Understanding of rights, understanding of the law. Educating us on the laws and children's rights.			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	0	0	0			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?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	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	0	8	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
		7	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Parent lost her mother.			
7	1	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	5	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	7				GE 76. Were those recommendations considered by the IEP team?			
9	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	1	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)			
7	0	0	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?			
4	2	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.			
9	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	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
8	0	2				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?			
9	0	1				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?			
8	1	1				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?			
7	3	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? Socialization opportunities. It is the right program. Good progress. Opportunity to interact with all students and can participate in the discussion. Misses little class time. Grades, SDIs, accommodations. Exposure and benefiting from interaction and learning with others. Developing coping skills.			

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? Participating in going to class, answering phone calls, responding back to the teacher. Needs modified curriculum program.			
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)			
6	2	0	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?			
8	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?			
					6 2 0 0 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			
					6 2 0 0 0 0	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			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	2	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	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? Modified curriculum for specific subjects.			
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? Based on needs and teams' decision.			
4	1	4				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?			
3	1	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
4	0	5				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?			
10	0	0				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?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	1	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
1	0	7	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?			
6	1	0	1			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?			
6	1	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	0	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	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?			
4	0	3	1			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?			
9	1	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	1	5				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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
5	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	2	0	1			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	5	0	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	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Related services. Based on specific needs. Functioning level.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Did not determine. Based on needs. By amount of time of the class.			
5	2	1	0			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?			
5	1	2	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	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
						Support for communication, support for academics. Provided support to be successful. Transition services. Picking up on skills. Appropriate accommodations; have tools to use with the programs.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Emotional needs.			
					4 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	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?			
5	3	2				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?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 328. NOREP/PWN is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	0	3				FR 329. Demographic data			
7	0	3				FR 330. Type of action taken			
7	0	3				FR 331. A description of the action proposed or refused by the LEA			
7	0	3				FR 332. An explanation of why the LEA proposed or refused to take the action			
7	0	3				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
7	0	3				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
7	0	3				FR 336. Educational placement recommended (including amount and type)			
7	0	3				FR 337. Signature of school district superintendent or charter school CEO or designee			
3	4	3			57%	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 provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	4	3			57%	FR 339. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
5	2	3			29%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						INTERVIEW RESULTS (Parent)			
1	1	5	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?			
					5 3 0 0 0 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		4 4 4 3 4 6 5 6 4 4 1 1 2	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Don't need to fight to get needs addressed. Can take breaks when needed.			
		2	0		1 1 2 1 1 1 1 2	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports d. staff's knowledge, training f. less inclusion h. follow the IEP j. student ratios k. staff's understanding and attitude n. other More training on law and children's rights. Better awareness between regular and special education teachers of programs being offered to students. Look more at child's needs and not just programs available when recommending a program.			
		1	0		1 1 4 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. 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
						Message board is helpful..like the lessons. Would like them to plan more for future resources. A very good program overall.			
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: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 15A Parent Survey Results	Based on the results of the parent survey, the LEA will submit an improvement plan to address parent training. LEA will submit their improvement plan by 5/1/2018.	05/01/2018 IU Staff, PaTTAN Staff, BSE Staff	04/27/2018
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan to address training staff on modifications/accommodations for students with disabilities, as well as out line a structure for collaboration among staff. The LEA will submit their improvement plan by 5/1/2018.	05/01/2018 IU Staff, PaTTAN Staff, BSE Staff	04/27/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						15A Parent Training	<p>Corrective Action Plan</p> <p>Parent Survey</p> <ul style="list-style-type: none"> * Overview on special education laws/procedures <ul style="list-style-type: none"> o Done once a year o Computer based o Completed with every new enrollment * Overview of special education and cyber school delivery <ul style="list-style-type: none"> o Done once a year o Computer based o Completed with every new enrollment * Supplementary Aids and Services overview * Informational vlogs on different topics available to parents in a parent library <ul style="list-style-type: none"> o Identification process o Transition o ESY o SDIs o Summer Slide o Extra Curricular Activities and the IEP o Disability categories o Inclusion o Assistive Technology 	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff IP Extended-due to LEA's lack of response for documentation on completion of outlined Improvement Plan Activities</p>	<p>05/01/2020</p> <p>Extension Date: 05/01/2020</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							<ul style="list-style-type: none"> o Behavior Supports o Parental Rights * Offer PATTAN trainings to parents <p>Evidence of Change: The LEA will submit training agendas and sign in sheets and submit them to the BSE adviser.</p>		

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	<p>Corrective Action Plan</p> <p>Staff Survey</p> <p>* Training on the following educational practices:</p> <ul style="list-style-type: none"> o Multi-Level Curriculum o Over-Lapping Curriculum o Peer Support o Augmentative Communication o Assistive Technology o Differentiated Instruction <p>* SDI Training</p> <ul style="list-style-type: none"> o Special Education Staff <p>* How to write them</p> <ul style="list-style-type: none"> o General Education Staff <p>* How to implement them</p> <p>* Special Education Overview Training</p> <ul style="list-style-type: none"> o General Education Staff o Special Education Staff o Completed yearly <p>* Time for general education and special education staff to meet about students</p> <p>Evidence of Change: The BSE adviser will review training agendas and sign in sheets to ensure that trainings have occurred.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff IP Extended-due to LEA's lack of response for documentation on completion of outlined Improvement Plan Activities</p>	<p>05/01/2020</p> <p>Extension Date: 05/01/2020</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						7- Drop Out Improvement Plan	<p>Dropout Rate Plan</p> <ul style="list-style-type: none"> * Establish a CCA leadership team and an Early Warning System (EWS) * Analyze attendance, behavior and course performance (grades) * Identify target areas for intervention for students who are off track * Develop an improvement plan * Implement, monitor and evaluate * Parent trainings on preventing school dropout <p>Evidence of Change: The BSE adviser will review the early warning system data, updated improvement plan from CCA and the review of CCA's data and determinations after implementation. The BSE adviser will also review any trainings associated with the Drop Out Improvement Plan.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff IP Extended- due to LEA's lack of response for documentation on completion of outlined Improvement Plan Activities</p>	<p>05/01/2020</p> <p>Extension Date: 05/01/2020</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						11A Improvement of LRE/Contium	<p>Develop a continuum of services document</p> <ul style="list-style-type: none"> * Train staff on continuum of services <ul style="list-style-type: none"> o Starting with the review of general education first with supplementary aids and services. * Train special education staff on IEP procedures <ul style="list-style-type: none"> o Emphasis how the IEP flows to determine placement and LRE o Look at general education first with supplementary aids and services * Train regular education staff on the IEP process <ul style="list-style-type: none"> o Emphasis how the IEP team looks at general education first with supplementary aids and services. * Train all staff on SDIs <ul style="list-style-type: none"> o Review individual student strengths and needs to determine appropriate SDIs. * Report on continuum of current services at CCA to look at where the plan needs to be focused <p>Evidence of Change: The BSE Adviser will review the training regarding the continuum and supplementary aids and services for staff in order to improve programs at Commonwealth Charter Academy.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff IP Extended- due to LEA's lack of response for documentation on completion of outlined Improvement Plan Activities</p>	<p>05/01/2020</p> <p>Extension Date: 05/01/2020</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Drop-Out Rate Improvement Plan	<p>The LEA will complete the following trainings to support the goal of reducing dropout rate for students with disabilities.</p> <ul style="list-style-type: none"> o Positive Behavior training for all staff o Executive Functioning training provided teachers o Emotional Support Program/ counseling services (social worker services) <p>Evidence of Change: The BSE adviser will review training materials, agendas and sign-in sheets. The BSE adviser will review data reported for drop out and determine if the LEA has meet the requirements to meet SPP Targets. Lastly, the adviser will review the expansion of Emotional support programs in both the middle and elementary school levels.</p>	<p>10/30/2020</p> <p>IU Staff, PaTTAN Staff, and BSE Staff</p>	
						Indicator 13	<p>The LEA will review the requirements for Indicator 13 with staff.</p> <p>Evidence of Change: The BSE adviser will review training agendas related to Indicator 13 trainings for staff. The adviser will randomly review files to ensure systemic compliance continues.</p>	<p>10/30/2020</p> <p>IU staff and BSE Staff</p>	05/01/2020

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

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Maurice Flurie III	717-710-3300 x11165	<input type="checkbox"/>
Business Manager:	Christine Hakes	717-710-3300 x11150	<input type="checkbox"/>
Federal Program Coordinator:	Sara Bingaman	717-710-3300 x11126	<input checked="" type="checkbox"/>
Parent/Family Member:			<input 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): Cathy Andrews

Program Review Date: 04/26/2019

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"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input checked="" type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1304 456 2003 505" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1304 505 2003 753"> 4/5/2019 1:37:35 PM Federal Programs Manager Sara Bingaman 98.3% of teachers working at CCA are appropriately state certified. CCA has emergency certs for 6 teachers. These six teachers are in the process of becoming appropriately state certified. </td> </tr> </tbody> </table>	District Comments	4/5/2019 1:37:35 PM Federal Programs Manager Sara Bingaman 98.3% of teachers working at CCA are appropriately state certified. CCA has emergency certs for 6 teachers. These six teachers are in the process of becoming appropriately state certified.
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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 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 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 375 2011 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 431 2011 639"> <p>4/9/2019 8:10:57 AM Federal Programs Manager Sara Bingaman 1819 Equity plan is available for review.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/9/2019 8:10:57 AM Federal Programs Manager Sara Bingaman 1819 Equity plan is available for review.</p>
District Comments							
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<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures <input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1199 375 2011 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1199 431 2011 649"> 3/14/2019 10:54:16 AM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a school of choice and school is completed at home. We do not provide transportation for any of our students. </td> </tr> </tbody> </table>	District Comments	3/14/2019 10:54:16 AM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a school of choice and school is completed at home. We do not provide transportation for any of our students.
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If you have additional comments to make about this section, enter them here:							

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		
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.	<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"> <thead> <tr> <th data-bbox="1518 375 2011 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 431 2011 683"> 3/14/2019 1:07:46 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement. </td> </tr> </tbody> </table>	District Comments	3/14/2019 1:07:46 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.
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If you have additional comments to make about this section, enter them here:							

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.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1335 415 2003 467">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 467 2003 711"> <p>3/20/2019 2:00:03 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. It has recently been revised and is going before the board soon for approval of the revision.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 2:00:03 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. It has recently been revised and is going before the board soon for approval of the revision.</p>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1331 829 2005 878" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 878 2005 1053"> <p>3/28/2019 1:21:55 PM Federal Programs Manager Sara Bingaman Greater than 1% is set aside for Parent and Family engagement activities (\$75000).</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2019 1:21:55 PM Federal Programs Manager Sara Bingaman Greater than 1% is set aside for Parent and Family engagement activities (\$75000).</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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside</p>	<table border="1"> <thead> <tr> <th data-bbox="1335 128 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 180 2003 633"> <p>3/20/2019 2:03:59 PM Federal Programs Manager Sara Bingaman CCA has monthly meetings to discuss Federal Programs initiatives with the stakeholder team. There are parents, students, and staff on the team. CCA also has a Parent Advisory Council meeting annually in the Harrisburg area for all of the Family Mentors. They disseminate the information to all families. CCA follows up with emails to all families and posting of Federal Programs items in the Learning Management System.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 2:03:59 PM Federal Programs Manager Sara Bingaman CCA has monthly meetings to discuss Federal Programs initiatives with the stakeholder team. There are parents, students, and staff on the team. CCA also has a Parent Advisory Council meeting annually in the Harrisburg area for all of the Family Mentors. They disseminate the information to all families. CCA follows up with emails to all families and posting of Federal Programs items in the Learning Management System.</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 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1335 129 1999 181" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 181 1999 425"> <p>3/20/2019 2:05:55 PM Federal Programs Manager Sara Bingaman CCA offers LCOS (Learning Coach Outreach Sessions) in the Summer and Fall to train the parents on ways to help their student succeed at cyber school.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 2:05:55 PM Federal Programs Manager Sara Bingaman CCA offers LCOS (Learning Coach Outreach Sessions) in the Summer and Fall to train the parents on ways to help their student succeed at cyber school.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1335 128 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 180 2003 402"> 3/20/2019 2:06:49 PM Federal Programs Manager Sara Bingaman After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions. </td> </tr> </tbody> </table>	District Comments	3/20/2019 2:06:49 PM Federal Programs Manager Sara Bingaman After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions.
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If you have additional comments to make about this section, enter them here:							

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%;"> <thead> <tr> <th data-bbox="1404 415 2003 467">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1404 467 2003 651"> 3/14/2019 2:05:39 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program. </td> </tr> </tbody> </table>	District Comments	3/14/2019 2:05:39 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.
District Comments							
3/14/2019 2:05:39 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.							
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.	<p style="text-align: center;">District Comments</p> 3/20/2019 2:15:29 PM Federal Programs Manager Sara Bingaman Title IIA funds are used for PD. CCA conducted a needs assessment to determine areas of focus. PD is completed as a joint effort with the CCA Learning Department and school staff.
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 checked="" type="checkbox"/> agendas and sign-in sheets, <input type="checkbox"/> invitations	<p style="text-align: center;">District Comments</p> 3/20/2019 2:18:14 PM Federal Programs Manager Sara Bingaman CCA discusses Federal Program initiatives at the monthly School Improvement team meetings. The stakeholders include CCA staff, parents, students, community member, and government official so we meet the ESSA requirements for stakeholder groups.

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 	☑	☐	☐	<p>☑ Expenditure printouts indicating detailed Title II activities</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1369 131 1963 175">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1369 175 1963 318"> <p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p>
District Comments							
<p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p>							

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)	<div style="background-color: #cccccc; text-align: center; padding: 2px;">District Comments</div> <p>3/20/2019 2:19:25 PM Federal Programs Manager Sara Bingaman CCA does not pay teacher salaries from Title IIA.</p>
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.	<div style="background-color: #cccccc; text-align: center; padding: 2px;">District Comments</div> <p>4/11/2019 6:45:42 AM Federal Programs Manager Sara Bingaman The Title IIA performance goal report was submitted on October 17, 2018.</p>
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	<div style="background-color: #cccccc; text-align: center; padding: 2px;">District Comments</div> <p>3/20/2019 2:26:42 PM Federal Programs Manager Sara Bingaman Survey data on the comfort level of variant PD sessions.</p>
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 type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;">District Comments</p> <p>3/20/2019 2:33:32 PM Federal Programs Manager Sara Bingaman CCA uses the School Improvement team stakeholder group to discuss all areas of Federal Programs initiatives. On the team there are CCA staff, parents, students, community member, and government official.</p>
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<p style="text-align: center;">District Comments</p> <p>3/20/2019 2:34:26 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is one school.</p>
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 type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;">District Comments</p> <p>3/20/2019 2:36:27 PM Federal Programs Manager Sara Bingaman The CCA School Improvement Team discusses Title IVA initiatives during the monthly meetings. The meeting minutes are available to view.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<p style="text-align: center;">District Comments</p> <p>3/28/2019 1:30:14 PM Federal Programs Manager Sara Bingaman CCA did not budget any money for infrastructure in Title IVA.</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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Needs Assessment with date	<p style="text-align: center;">District Comments</p> <p>3/20/2019 2:53:41 PM Federal Programs Manager Sara Bingaman In addition to the Needs Assessment, Title IV is discussed at with the School Improvement Team stakeholder group.</p>
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	<p style="text-align: center;">District Comments</p> <p>3/28/2019 1:32:22 PM Federal Programs Manager Sara Bingaman 20% of the grant is budgeted in this section.</p>
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	<p style="text-align: center;">District Comments</p> <p>3/28/2019 1:32:37 PM Federal Programs Manager Sara Bingaman 20% of the grant is buedgeted in this section.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1444 123 2009 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1444 180 2009 472"> 3/28/2019 1:36:15 PM Federal Programs Manager Sara Bingaman CCA added \$500 in this section to be used for technology PD. </td> </tr> </tbody> </table>	District Comments	3/28/2019 1:36:15 PM Federal Programs Manager Sara Bingaman CCA added \$500 in this section to be used for technology PD.
District Comments							
3/28/2019 1:36:15 PM Federal Programs Manager Sara Bingaman CCA added \$500 in this section to be used for technology PD.							
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.			

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<p style="text-align: center;">District Comments</p> <p>4/5/2019 1:30:04 PM Federal Programs Manager Sara Bingaman Paraprofessionals working at CCA meet all of the qualifications.</p>
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	<p style="text-align: center;">District Comments</p> <p>4/1/2019 11:22:54 AM Federal Programs Manager Sara Bingaman Right-To-Know Letter was distributed on 9/10/2018.</p>
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 checked="" type="checkbox"/> Evidence of distribution date, if applicable	<p style="text-align: center;">District Comments</p> <p>4/1/2019 11:23:48 AM Federal Programs Manager Sara Bingaman CCA has a letter on file if it is ever needed to be sent to parents. The letter was sent to the parents that the emergency certified teachers teach.</p>

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	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.</td> </tr> </tbody> </table>	District Comments	4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.
District Comments							
4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.							
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	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/1/2019 11:58:25 AM Federal Programs Manager Sara Bingaman All incoming Kindergarten students are invited to attend a welcome live classroom session to get to know their teacher and the class expectations.</td> </tr> </tbody> </table>	District Comments	4/1/2019 11:58:25 AM Federal Programs Manager Sara Bingaman All incoming Kindergarten students are invited to attend a welcome live classroom session to get to know their teacher and the class expectations.
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<table border="1"> <tr> <td style="width: 30%;">If you have additional comments to make about this section, enter them here:</td> <td></td> </tr> </table>						If you have additional comments to make about this section, enter them here:	
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 	<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	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 415 2003 467">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 467 2003 781"> <p>4/3/2019 1:29:50 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement policy is discussed at the annual PAC meeting. The school level policy includes more in-depth activities for families.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:29:50 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement policy is discussed at the annual PAC meeting. The school level policy includes more in-depth activities for families.</p>
District Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ 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. ○ 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. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> ○ 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). 							
<p>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.</p>	☑	☐	☐	<p>☑ Title I meeting agenda & sign-in sheets</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1478 1164 2003 1218" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1478 1218 2003 1427"> <p>4/3/2019 1:36:38 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/15/2018.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:36:38 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/15/2018.</p>
District Comments							
<p>4/3/2019 1:36:38 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/15/2018.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<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. 	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 126 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 180 2003 423"> <p>4/3/2019 1:37:17 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/15/2018.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:37:17 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/15/2018.</p>
District Comments							
<p>4/3/2019 1:37:17 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/15/2018.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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 child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	<input type="checkbox"/> Title I meeting agenda & sign-in sheets <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div style="text-align: center;">District Comments</div> <p>4/3/2019 1:38:31 PM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall.</p>
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's 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"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input type="checkbox"/> Workshops	<div style="text-align: center;">District Comments</div> <p>4/3/2019 1:42:36 PM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall. Each participant goes home with a paper copy of all presentations. We also offer weekly Family Mentor live drop-in sessions to our families.</p>
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"/> Staff/Parent meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets	<div style="text-align: center;">District Comments</div> <p>4/3/2019 2:06:52 PM Federal Programs Manager Sara Bingaman For SY 1819, all CCA staff was trained on verbal de-escalation techniques. This topic was discussed as a need during the School Improvement team meetings where parents are stakeholders. The special ed department trained their staff on Family engagement in February 2019.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Transition Plan</p> <p><input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events</p> <p><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</p>	<p style="text-align: center;">District Comments</p> <p>4/3/2019 2:08:38 PM Federal Programs Manager Sara Bingaman CCA covers the entire state and is considered a school of choice rather than having a regular attendance area so it isn't feasible to invest the time and effort into coordinating this on a statewide scale.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/29/2019 4:13:55 PM N & D Monitor Cathy Andrews CCA to the extent feasible and appropriate does coordinate and integrate parent involvement programs.</p>
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings</p> <p><input type="checkbox"/> Translated Schoolwide Plan</p>	<p style="text-align: center;">District Comments</p> <p>4/3/2019 2:13:36 PM Federal Programs Manager Sara Bingaman CCA has several people on staff who are able to translate documents. There is an online storage drive available to staff where the translated documents are housed. CCA also has a TransAct account if needed.</p>
<p>If you have additional comments to make about this section, enter them here:</p>					

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"/>	<p><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>	<table border="1"> <thead> <tr> <th data-bbox="1600 472 2003 521">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1600 521 2003 976"> <p>4/3/2019 2:19:03 PM Federal Programs Manager Sara Bingaman The character limits within the planning web tool limit what we are able to add to the plan. The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating the new SI plan for 1920-2122 SYs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 2:19:03 PM Federal Programs Manager Sara Bingaman The character limits within the planning web tool limit what we are able to add to the plan. The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating the new SI plan for 1920-2122 SYs.</p>
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<p>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>							
<p>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:					