

CERTIFICATION VERIFICATION FORM

PDE-414: 4/1/19

Complete the following information for all professional staff members.

Staff No.	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 Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Alderfer, Angela	Yes	Mid-Level Science, Level I	7-8	MS, Advanced MS Science Science	1440	100%	0%
2	Barbour, Kathy	Yes	Biology 7-12, Level I	9-12	Environmetal Studies, Foundations of Science, Honors Biology, Forensics	1440	100%	0%
3	Benda, Jeff	Yes	Mathematics 7-12, Level I	7-12	Algebra, Introduction to Algebra, Applications of Algebra, Patterns & Puzzles	1440	100%	0%
4	Berzins, Anna	Yes	Special Ed PK-12 Level I	7-12	Special Ed - Supplemental; My Math, Reading Wonders	1440	100%	0%
5	Botes, Kris	No	Licensed Professional Counselor / Certified Addictions Counselor	7-8	Student & Family Support/Guidance Counselor, Grades 7-8, MS Career Readiness	1440	0%	100%
6	Brown, Yvonne	No	Emergency Permit for Special Ed	7-12	Special Ed - Itinerant	984	0%	100%
7	Dyba, Stephaine	Yes	Special Ed N-12, Level I	7-12	Special Ed - Supplemental; Inspire Science, Nature of Science,Realize My world Social Studies,World & Community	1040	100%	0%
8	Flick, Jim	Yes	Mathematics 7-12, Level II	10-12	CP & Honors Algebra 2, Probability, Personal Finance	1440	100%	0%
9	Forwood, Arthur	Yes	Health & PE, Level I	7-12	Fitness and Wellness, Independent Physical Education, PE 1, PE 2, PE 3, PE 4, First Aid, Child Devel	1440	100%	0%
10	French, Declan	Yes	English 7-12, Level I	9-12	English in the Workplace, Career, CP & Honors Literature and Composition 1	1440	100%	0%
11	Grandy, Gina	Yes	English 7-12, Level I	9-12	English Survey 9 & 10, Literature Survey 11, Reading & Writing Fundamentals	1440	100%	0%
12	Guy, Andrew	Yes	Social Studies 7-12, Level I	9-12	CP & Honor Civics, Modern World Hisory, Economics, US History	1440	100%	0%
13	Heme, Jason	Yes	Biology 7-12, Level I	9-12	Events and Disasters, Caer & CP Biology, Life Science	1440	100%	0%
14	Hitt, Crystal	Yes	Reading Specialist, Level I	9-12	Reading Specialist, Language Live A, B & MS	1440	100%	0%
15	Hughes, Tyler	Yes	Mathematics 7-12, Level II	7-9	Pre Algebra 7, Math 7, Intro to Math, W.I.N.ING Math	1440	100%	0%
16	Kass, Mike	Yes	Special Ed 7-12/Social Studies 7-12/English 7-12, Level II	7-12	Special Education - Itinerant	1440	100%	0%
17	Longenecker, Nicole	Yes	English 7-12, Level II	11-12	CP & Honors American Lit, CP& Honors Global Lit, Creative Writing, Graphic Novels	1440	100%	0%
18	Maraz, Amanda	Yes	ESL PK-12, Level I	7-12	Beginning, Intermediate, & Advanced EL	1080	100%	0%
19	Martin, Amanda	Yes	Special Ed N-12, Level I	7-12	Special Ed - Supplemental: Everyday Math, Lanugage Arts, Nature of Science, World and Community	1440	100%	0%
20	Mastauskas, Katie	Yes	Technology Ed, General Science, Earth & Space, Physics, Level I	7-12	STEM Teacher,Microsoft Office, Intro to Computer Programming, Intro to Computer Science.	1440	100%	0%
21	Mendenhall, Joanne	No*	Registered Nurse, Commonwealth of PA	7-12	Part-time Nurse	720	100%	0%
22	Miller, Melissa	Yes	Mathematics 7-12, Level I	9-12	Geogebra, CP & Honors Geometry, CP & Honors Pre-Calculus	1440	100%	0%
23	Moritz, Lisa	Yes	Mathematics 7-12, Level I	7-12	Mathematics Specialsist	1440	100%	0%
24	Olwine, Christine	Yes	Social Studies 7-12, Level I	7-8	7 & Advanced Geography & Culture, 8 & Advanced American History, Women in History	1440	100%	0%
25	Reighard, Amanda	Yes	English 7-12, Level II	10-12	Career, CP & Honors Lit and Comp 2, 21st Century Writing, Reading Hollywood	1080	100%	0%
26	Renninger, Nicole	Yes	Art, Level I	7-12	Art 1,2 & Independent, Career Readiness 9, 10, 11, Graphic Design, Digital Photography	1440	100%	0%
27	Sabatelli, Marie	Yes	English 7-12, Level II	7-8	Advanced ELA 7, English Language Arts, Advanced ELA 8	1440	100%	0%
28	Schmick, Paige	Yes	Ment/Phys Handicapped K-12, Mid-Level English, Level II	7-12	Special Ed - Itinerant	1440	100%	0%
29	Simpson, Alicia	Yes	Music PK-12, Level II	7-12	Music Appreciation, Independent Music	205	100%	0%
30	Sweder, Steve	Yes	Social Studies 7-12/Citizenship 7-12, Level I	9-12	CP & Honors Modern World History, CP & Honors US History, Psychology, African American History	1440	100%	0%
31	Thomas, Neal	Yes	Administrative Provisional Principal I Pk-12	7-12	Principal	1440	100%	0%
32	Throckmorton, Leah	Yes	Special Ed PK-12/MS Science 6-9/English 7-12/MS English 6-9/Biology 7-12, Level II	7-12	Special Ed - Itinerant; Anatomy, ELA 9	1440	100%	0%

33	Vollmer, Shirl	Yes	Special Ed PK-12, English 7-12, Level II	7-12	Special Ed - Itinerant	624	100%	0%
34	Wentz, Brittany	Yes	Math 7-12, Level II	7-12	Advanced Math 8, Math 8, App of General Math, CP Geometry, Algebraic Concepts	1440	100%	0%
35	Wetzel, Lauren	Yes	Special Ed PK-12, Family-Consumer Sci PK-12, Mid-level English 6-9, Level I	7-12	Special Ed - Itinerant; ELA, Family and Consumer Science	1440	100%	0%
36	Williamson, Bruce	Yes	Chemistry 7-12/Physics & Mathematics 7-12, Level II	10-12	Career, CP& Honors Chemistry, CP and Honors Physics	1440	100%	0%
37	Ziegler, Kayla	Yes	School Counselor PK-12	7-12	School Counselor	472	100%	0%
38	Zimmerman, Melissa	Yes	Special Ed PK-12, Mathematics 7-12, Level I	7-12	Special Ed - Supplemental; ELA Concepts, Math Concepts	1040	100%	0%

Total Number of Administrators (do not include CI) 1
Total Number of Teachers 34
Total Number of Counselors 2
Total Number of School Nurses 1
Total Number of Professional Staff 38

Others: * Sandra Kreiss-Schmidt contracted Certified School Nurse on staff.

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

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

Name of School _____ Achievement House Charter School _____

Address of School _____ 600 Eagleview , Suite 100 Exton PA 19341 _____

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	3581052.65
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	1252346.89
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	268228.86
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	512924.35
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	
	2260 Instruction and Curriculum Development Services	
	2270 Instructional Staff Professional Development Services	
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	
	2360 Office of the Superintendent (Executive Director) Services	300000
	2370 Community Relations Services	

	2380	Office of the Principal Services	500000
	2390	Other Administration Services	908494.12
2400		SUPPORT SERVICES - PUPIL HEALTH	33652.68
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	397000
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	102427.97
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	368277.39
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	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	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	

4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			8224404.91

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

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

Name of School _____ Achievement House Charter School _____

Address of School _____ 600 Eagleview , Suite 100 Exton PA 19341 _____

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	4407.77
	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	
	6790	Other Student Activity Income	5926.11
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	
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	29.19
	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	10025474.36
	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	13440.88
	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	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	5722.17
	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	60724.09
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	348192.77
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	142225
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	

	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			10606142.34

Achievement House Charter School

**Financial Statements
And
Independent Auditor's Report**

Year Ended June 30, 2018

**Achievement House Charter School
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Year Ended June 30, 2018**

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Independent Auditor's Report

To the Board of Trustees
Achievement House Charter School
Exton, Pennsylvania

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

Management's Responsibility for the Financial Statements

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

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 of 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 the major fund of Achievement House Charter School as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and pension information as listed in the table of contents 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.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated June 17, 2019, on our consideration of Achievement House 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 to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Achievement House Charter School's internal control over financial reporting and compliance.



Certified Public Accountants
Elkins Park, Pennsylvania

June 17, 2019

Achievement House Charter School Management's Discussion and Analysis June 30, 2018

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

Financial Highlights

- The School adopted GASB 68 for the year ended June 30, 2015 and is accordingly reporting its share of the June 30, 2018 total PSERS pension liability calculated to be \$9,532,000 (see Note 7).

The School adopted GASB 75 for the year ended June 30, 2017 and is accordingly reporting its share of the June 30, 2018 total OPEB liability calculated to be \$393,000 (see Note 9 and 16).
- Total revenues decreased by approximately \$1,112,000 due mainly to decreases in local education agency assistance of \$1,100,000.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$1,897,472. This balance was the result of a \$1,175,207 surplus for the year ended June 30, 2018.
- The School's unrestricted cash balance at June 30, 2018 was \$2,322,247, representing an increase of \$693,068 from June 30, 2017.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: Management's Discussion and Analysis (this section), the basic financial statements, and supplementary information.

Government-Wide Financial Statements

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

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

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

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2018**

Overview of the Financial Statements (Continued)

Government-Wide Financial Statements (Continued)

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

Fund Financial Statements

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

Most of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. 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.

Notes to the Financial Statements

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

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2018	2017
Assets		
Current assets	\$ 3,261,454	\$ 2,151,533
Capital assets, net	126,810	206,730
	3,388,264	2,358,263
 Deferred Outflows of Resources	 2,061,368	 3,458,453

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2018**

Government-Wide Financial Analysis (Continued)

Liabilities		
Current liabilities	1,756,982	1,429,268
Long-term liabilities	<u>9,532,000</u>	<u>13,033,000</u>
	<u>11,288,982</u>	<u>14,462,268</u>
Deferred Inflows of Resources	<u>7,324,000</u>	<u>6,810,664</u>
Net Position	<u>\$(13,163,350)</u>	<u>\$ (15,456,216)</u> See Note 16

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$13,163,350 as of June 30, 2018, an increase of \$2,292,866 from June 30, 2017.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2018, the School's total revenue of \$8,855,937 exceeded expenditures of \$6,563,071 by \$2,292,866, an increase of \$2,697,707 as compared to the preceding year.

	<u>2018</u>	<u>2017</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 8,238,778	\$ 7,147,190
State sources	104,133	65,310
Federal sources	499,643	500,202
General revenues		
Other sources	<u>13,383</u>	<u>30,825</u>
Total revenues	<u>8,855,937</u>	<u>7,743,527</u>
Expenditures		
Instruction	3,295,632	4,087,276
Support services	3,118,540	3,822,499
Noninstructional services	12,697	7,952
Depreciation and amortization	136,202	230,364
Interest expense	<u>-</u>	<u>277</u>
Total expenditures	<u>6,563,071</u>	<u>8,148,368</u>
Change in net position	2,292,866	(404,841)
Net position, beginning	(15,456,216)	(14,506,711)
Prior period adjustment (Note 16)	<u>-</u>	<u>(544,664)</u>
Net position, ending	<u>\$(13,163,350)</u>	<u>\$ (15,456,216)</u>

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2018**

Governmental Fund

The focus of the School's *governmental fund* 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 fund (the General Fund) reported an ending fund balance of \$722,265.

Budget Variations

The actual revenues represent an increase from budgeted revenues of \$1,179,735 due mainly to increases in school district revenue of approximately \$1,160,000 and State source increases of approximately \$40,000.

Actual expenditures decreased \$68,489 from the budget due to increases (decreases) as follows:

Instructional services	\$ (174,358)
Support services	88,349
Noninstructional services	2,303
Capital outlay	<u>15,217</u>
	<u>\$ (68,489)</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2018, the School's investment in capital assets for its governmental activities totaled \$126,810 (net of accumulated depreciation and amortization). This investment in capital assets includes computer equipment, furniture and fixtures, vehicle, building and leasehold improvements.

Major capital assets purchases during the year included computer equipment of \$56,283.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by local school districts, will increase by approximately \$1,500,000 for fiscal year 2018-2019 due to increased enrollment and an increase in the average regular and special education tuition. The school had an average daily membership (ADM) of 512 in 2017-2018 and anticipates an ADM of 570 in 2018-2019. The school's lease is up at the end of the 2019 school year and a relocation will occur over the summer.

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2018**

Economic Factors and Next Year's Budgets and Rates (Continued)

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the State of Pennsylvania's charter school law and shifting political realities. This issue manifests itself most clearly in the funding formula for charter schools that is contained within the charter school law. Though the charter school concept is widely recognized as a viable and necessary educational model, the issue concerning how charter schools and cyber charter schools are funded will likely remain controversial in the foreseeable future.

Future Events that will Financially Impact the School

In addition to those listed in the above economic factors, the school is realizing lower retirement expense as a higher percentage of employees are participating in the alternative 403(b) plan instead of PSERS. This plan is a defined contribution plan with mandatory contribution of 5% for the school, compared to the 33.43% employer rate for PSERS in 2018-2019 and the 34.29% rate for 2019-2020.

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 Business Office, Achievement House Charter School, 102 Pickering Way 600, Exton PA 19341.

Achievement House Charter School
Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 2,322,247
Local educational agencies receivable, net of allowance for doubtful accounts	551,979
Subsidies receivable	239,494
Prepaid expenses	85,256
Property and equipment, net	126,810
Deposits	62,478
Total assets	3,388,264
Deferred Outflows of Resources	
Deferred outflows of resources	2,061,368
Liabilities	
Accounts payable	254,050
Local educational agencies payable	228,787
Accrued expenses	865,700
Deferred rent	15,445
Long-term liability:	
Net OPEB liability	393,000
Net pension liability	9,532,000
Total liabilities	11,288,982
Deferred Inflows of Resources	
Deferred inflows resources	7,324,000
Net Position	
Invested in capital assets	126,810
Unrestricted	(13,290,160)
Total net position	\$ (13,163,350)

See accompanying notes to financial statements.

**Achievement House Charter School
Statement of Activities
Year Ended June 30, 2018**

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Governmental Activities
Governmental Activities				
Instruction	\$ 3,295,632	\$ 4,305,316	\$ 603,776	\$ 1,613,460
Support services	3,118,540	3,933,462	-	814,922
Noninstructional services	12,697	-	-	(12,697)
Depreciation and amortization	136,202	-	-	(136,202)
Total governmental activities	<u>\$ 6,563,071</u>	<u>\$ 8,238,778</u>	<u>\$ 603,776</u>	<u>\$ 2,279,483</u>
General Revenues				
				13,383
				<u>2,292,866</u>
				<u>(15,456,216)</u>
				<u>\$ (13,163,350)</u>

See accompanying notes to financial statements.

**Achievement House Charter School
Balance Sheet-Governmental Funds
June 30, 2018**

	General Fund
Assets	
Cash and cash equivalents	\$ 2,322,247
Local educational agencies receivable, net of allowance for doubtful accounts	551,979
Subsidies receivable	239,494
Prepaid expenses	85,256
Deposits	62,478
Total assets	\$ 3,261,454
Liabilities	
Accounts payable	\$ 254,050
Local educational agencies payable	228,787
Accrued expenses	865,700
Deferred rent	15,445
Total liabilities	1,363,982
Fund Balances	
Nonspendable	147,734
Assigned	1,000,000
Unassigned	749,738
Total fund balances	1,897,472
	\$ 3,261,454

See accompanying notes to financial statements.

**Achievement House Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2018**

Total Fund Balance for Governmental Funds	\$	1,897,472
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Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Computer equipment	3,351,197	
Furniture and fixtures	171,397	
Vehicles	13,136	
Leasehold improvements	83,518	
Accumulated depreciation and amortization	<u>(3,492,438)</u>	
		126,810

Long-term liabilities that pertain to governmental funds are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Long-term liabilities at year end consist of:

Net pension liability		(9,532,000)
Net OPEB liability		(393,000)

Deferred outflows and inflows or resources related to pensions and OPEB are applicable to future periods and, therefore, are not reported in the funds:

Deferred outflows of resources		2,061,368
Deferred inflows of resources		<u>(7,324,000)</u>

Total Net Position of Governmental Activities	\$	<u>(13,163,350)</u>
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Achievement House Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Funds
Year Ended June 30, 2018

	General Fund
Revenues	
Local education agency assistance	\$ 8,238,778
Federal sources	499,643
State sources	104,133
Other sources	13,383
Total revenues	8,855,937
Expenditures	
Instruction	3,977,652
Support services	3,634,098
Noninstructional services	12,697
Capital outlay	56,283
Total expenditures	7,680,730
Net Change in Fund Balance	1,175,207
Fund Balance - Beginning of Year	722,265
Fund Balance - End of Year	\$ 1,897,472

See accompanying notes to financial statements.

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

Net Change in Fund Balances - Total Governmental Funds \$ 1,175,207

Capital outlays and deferred charges are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays and deferred charges exceeds depreciation in the current period:

Capital outlays	56,283	
Depreciation and amortization expense	(136,202)	
	(79,919)	(79,919)

Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension benefits earned net of employee contributions is reported as pension expense:

School pension and OPEB contributions	629,754	
Cost of benefits earned net of employee contributions	567,824	
	62,930	

Change in Net Position of Governmental Activities \$ 2,292,866

Achievement House Charter School

Notes to Financial Statements

June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies

Achievement House Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The mission of the School is 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. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. The School's charter expired June 30, 2017 and the School has timely filed their renewal application. The School continues to operate under its former charter until the Pennsylvania Department of Revenue completes the renewal process. The School and its Board of Trustees believe the charter will be renewed.

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

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 measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The funds utilized by the School and brief descriptions of their accounting purposes are as follows:

Governmental Fund - The fund listed below is the fund through which most governmental functions are furnished.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

Method of Accounting

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments*.” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Fund Balances - Governmental Funds

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition* during the year ended June 30, 2011. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposits as being nonspendable as these items are not expected to be converted to cash.
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance. The School assigned \$750,000 for future expenditures associated with rising state pension costs, \$150,000 for curriculum development and \$100,000 for technology hardware needs.
- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Use of Estimates

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

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000 with financial institutions. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School's accounts are covered by this Act.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, the School's cash and cash equivalents is considered to be cash on hand and demand deposits.

Deferred Outflows/Inflows of Resources

The statement of net position includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

Deferred outflows of resources represent a consumption of net assets that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

Deferred inflows of resources represent an acquisition of net assets that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. The School established a threshold of \$1,500 for capitalization of depreciable assets. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Capital Assets (Continued)

Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; computer equipment (3 years), furniture and equipment (7 years) and a vehicles (5 years). Leasehold improvements and the capital leases are amortized over the term of their respective lease terms.

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Deferred Rent

Rent expense is being recognized on a straight-line basis over the life of the lease. The difference between rent expense recognized and rental payments, as stipulated in the lease, is reflected as deferred rent on the statement of net position.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2015, 2017, and 2017 are subject to examination by the IRS, generally for three years after they were filed.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, 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 refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

General Information About the Pension Plan

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Pensions (Continued)

Plan Description

PSERS is a governmental cost-sharing multi-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.state.pa.us.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 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% 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 five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% 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 one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Pensions (Continued)

Contributions

Member Contributions:

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

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (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 School's contractually required contribution rate for fiscal year ended June 30, 2018 was 31.74% 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 School were \$608,898 for the year ended June 30, 2018.

Other Postemployment Benefits

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 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 are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Other Postemployment Benefits (Continued)

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

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

Premium Assistance Eligibility Criteria

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

- Have 24.5 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 of the HOP 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, 2017 there were no assumed future benefit increases to participating eligible retirees.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Other Postemployment Benefits (Continued)

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2018 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 School were \$20,856 for the year ended June 30, 2018.

Note 2 Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2018, was \$2,322,247. The actual amount of cash on deposit in the School's bank accounts at June 30, 2018 was \$2,357,302. As of June 30, 2018, the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name	\$ 2,051,297
Insured amount	\$ 270,950

Note 3 Receivables

Receivables as of June 30, 2018 consist primarily of subsidies from local, federal and state authorities. All federal and state subsidies receivables are considered collectible due to the stable condition of these programs. The School recorded a reserve of \$65,000 to provide for possible uncollectible receivables from certain school districts. The \$65,000 was applied against Local educational agency assistance revenue on the Statement of Revenues, Expenditures and Changes in Fund Balance-Governmental Funds and Program Revenues on the Statement of Activities for the year ended June 30, 2018.

Note 4 Capital Assets

	July 1, 2017	Additions	Deletions	June 30, 2018
Computer equipment	\$ 3,294,914	\$ 56,283	\$ -	\$ 3,351,197
Furniture and fixtures	171,397	-	-	171,397
Vehicle	13,136	-	-	13,136
Leasehold improvements	83,518	-	-	83,518
	3,562,965	56,283	-	3,619,248
Accumulated depreciation & amortization	3,356,236	136,202	-	3,492,438
	\$ 206,729	\$ (79,919)	\$ -	\$ 126,810

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 4 Capital Assets (Continued)

Depreciation and amortization expense was \$136,202 for the year ended June 30, 2018.

Note 5 Line of Credit

The School has a \$1,000,000 revolving line of credit (the Line) with Centric Bank through August 30, 2019. Interest is payable at the Wall Street Journal prime rate plus .75%. The Line is secured by all assets, tangible and intangible, of the School and was unused at June 30, 2018.

Note 6 Commitments

Operating Lease Obligations

The School leases its headquarters, located in Exton Pennsylvania, for a term expiring June, 2019. Effective, July 1, 2019 the School will relocate to a new facility in Exton, PA (see Note 15). The School leased multiple facilities throughout Pennsylvania under various operating leases which have either been cancelled or expired throughout the year. In addition to the basic rent, the School is/was required to pay its proportionate share of occupancy costs, utilities, and maintenance. Rent expense was \$350,017 for the year ended June 30, 2018.

Rent expense on the long-term operating lease, which is being recognized on the straight-line basis, was \$297,505 for the year ended June 30, 2018. Rent paid was \$298,725 for the year ended June 30, 2018. The cumulative difference between rent paid and rent calculated on the straight-line basis is \$15,445 and is reflected on the statement of net position as deferred rent.

Note 7 Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2018, the School reported a liability of \$9,532,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2018, the School's proportion was .0193% percent, which was a decrease of .029% from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized pension expense of \$567,824. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 7 Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 221,000	\$ 7,119,000
Difference between projected and actual experience	99,000	58,000
Changes in proportions	823,000	-
Changes in assumptions	259,000	-
Difference between employer contributions and proportionate share of total contributions	34,277	-
Contributions subsequent to the measurement date	608,898	-
	\$ 2,045,175	\$ 7,177,000

The \$608,898 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	Year Ending June 30:	
	2019	(1,364,686)
	2020	(1,840,245)
	2021	(1,872,029)
	2022	(664,131)
	2023	368

Note 8 Actuarial Assumptions

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

- Actuarial cost method - Entry Age Normal - level % 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 8 Actuarial Assumptions (Continued)

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

The long-term expected rate of return on pension plan investments was determined using a building-block method in which the 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. The 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.

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

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

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

Discount Rate

The discount rate used to measure the total 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 8 Actuarial Assumptions (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 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

	1% Decrease 6.25%	Current Discount Rate 7.25%	1% Increase 8.25%
School's proportionate share of the net	\$ 11,733,000	\$ 9,532,000	\$ 7,374,000

Pension Plan Fiduciary Net Position

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

Payables to the Pension Plan

As of June 30, 2018, \$354,671 was due to the pension plan for contractually required contributions, consisting of \$339,220 and \$15,451 of employer and employee contributions, respectively.

Note 9 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2018, the School reported a liability of \$393,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2018, the School's proportion was .0193% , which was a decrease of .007% from its proportion measured as of June 30, 2017.

For the year ended June 30, 2018, the School recognized OPEB expense of \$936. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ -	\$ 129,000
Changes of assumptions	-	18,000

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 9 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Difference between employer contributions and proportionate share of total contributions	270	-
Contributions subsequent to the measurement date	15,923	-
	\$ 16,193	\$ 147,000

The \$15,923 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

	Year Ending June 30:	
	2019	\$ (24,000)
	2020	(23,933)
	2021	(23,933)
	2022	(23,932)
	2023	(24,932)
	Thereafter	(26,000)

Note 10 Actuarial Assumptions

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

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 3.13% - 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%

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 10 Actuarial Assumptions (Continued)

The following assumptions were used to determine the contribution rate:

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

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 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.

OPEB - Asset Class	Target Allocation	
Cash	76.4%	0.6%
Fixed income	23.6%	1.5%
	100%	

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

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 10 Actuarial Assumptions (Continued)

Discount rate

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

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2017, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2016, 91,797 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2016, 1,354 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 System net OPEB liability for June 30, 2017, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if health care cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

	Dollar Amounts in Thousands		
	1% Decrease	Current Trend Rate	1% Increase
System net OPEB liability	\$ 86,000	\$ 86,000	\$ 86,000

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate

	1% Decrease	Current Discount	1% Increase
	2.13%	3.13%	4.13%
School's proportionate share of the net OPEB liability	\$ 447,000	\$ 393,000	\$ 349,000

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 10 Actuarial Assumptions (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.

Note 11 Grants

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

Note 12 Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies.

Note 13 Litigation

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect of the financial position of the School.

Note 14 Retirement Plan

In addition to the PSERS plan, the School provides an alternative plan for employees that do not participate in PSERS through the Achievement House Cyber Charter School 403(b) Plan. Non-PSERS employees participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. The School's contributions to the plan for the year ended June 30, 2018 approximated \$49,000.

Note 15 Subsequent Event

Effective July 1, 2019, the School will relocate its operations to a new location in Exton PA. The School executed a lease for the period July 2019 to July 2027. Future minimum lease payments are as follows:

Achievement House Charter School
Notes to Financial Statements
June 30, 2018

Note 15 Subsequent Event (Continued)

Year Ending June 30,	
2019	\$ 284,617
2020	629,107
2021	345,612
2022	353,940
2023	362,268
2024	370,596
2025	378,924
2026	387,252
2027	395,580

During the first two years of the lease, the School will be entitled to rent abatements. The School is required to pay its proportionate share of occupancy costs, utilities, and maintenance. In connection with the relocation, the Board expects to incur moving and other facility costs approximating \$100,000, which the School expects to fund through its own working capital.

Note 16 Change in Accounting Principle

During the current year the School implemented GASB Statement No. 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. This statement changes the accounting for OPEB by recording the School's portion of net OPEB liability and deferred inflows and outflows related to OPEB. As a result of implementing this statement, a prior period adjustment is required for the beginning net OPEB liability and deferred outflows for the School's contributions made during fiscal year 2017.

As of July 1, 2017, net position has been restated as follows:

Net position, beginning of year, as previously stated	\$ (14,911,552)
Net OPEB liability	(566,000)
<u>Deferred outflows - School's contributions made during fiscal year 2017</u>	<u>21,336</u>
<u>Net position as restated, July 1, 2017</u>	<u>\$ (15,456,216)</u>

Required Supplementary Information

**Achievement House Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2018**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance With</u>
	<u>Original</u>	<u>Final</u>	<u>Revenues/ Expenditures</u>	<u>Budget</u>
Revenues				
Local educational agency assistance	\$ 7,080,000	\$ 7,080,000	\$ 8,238,778	\$ 1,158,778
Federal sources	500,202	500,202	499,643	(559)
State sources	64,000	64,000	104,133	40,133
Other sources	<u>32,000</u>	<u>32,000</u>	<u>13,383</u>	<u>(18,617)</u>
Total revenues	<u>7,676,202</u>	<u>7,676,202</u>	<u>8,855,937</u>	<u>1,179,735</u>
Expenditures				
Instruction	3,803,294	3,803,294	3,977,652	(174,358)
Support service	3,722,447	3,722,447	3,634,098	88,349
Noninstructional services	15,000	15,000	12,697	2,303
Capital outlay	<u>71,500</u>	<u>71,500</u>	<u>56,283</u>	<u>15,217</u>
Total expenditures	<u>7,612,241</u>	<u>7,612,241</u>	<u>7,680,730</u>	<u>(68,489)</u>
Net Change in Fund Balance	63,961	63,961	1,175,207	1,248,224
Fund Balance, Beginning	<u>722,265</u>	<u>722,265</u>	<u>722,265</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 786,226</u>	<u>\$ 786,226</u>	<u>\$ 1,897,472</u>	<u>\$ 1,248,224</u>

See accompanying notes to financial statements.

**Achievement House Charter School
Schedule of the School's Proportionate Share of the Net
Pension Liability and Contributions**

Last 10 Fiscal Years*

Schedule of the School's Proportionate Share of the Net Pension Liability

<u>Fiscal Year</u>	<u>PSERS Net Pension Liability</u>		<u>School's Covered Employee Payroll</u>	<u>School's Proportionate Share of NPL as a % of Covered- Employee Payroll</u>	<u>Plan Fiduciary Net Position as a % of Total Pension Liability</u>
	<u>School's Proportion</u>	<u>School's Proportionate Share</u>			
6/30/2013	0.0355%	\$ 14,532,000	\$ 4,561,478	318.58%	54.49%
6/30/2014	0.0445%	\$ 17,614,000	\$ 5,672,312	310.53%	57.24%
6/30/2015	0.0425%	\$ 18,409,000	\$ 5,474,017	336.30%	54.36%
6/30/2016	0.0263%	\$ 13,033,000	\$ 3,405,398	382.72%	50.14%
6/30/2017	0.0193%	\$ 9,532,000	\$ 2,570,633	370.80%	51.84%

Schedule of School Contributions

<u>Fiscal Year</u>	<u>Contractually Required Contributions</u>	<u>Contributions Recognized by PSERS</u>	<u>Contribution Deficiency (Excess)</u>	<u>Covered- Employee Payroll</u>	<u>Contributions as a % of Total Covered- Employee Payroll</u>
6/30/2015	\$ 1,060,757	\$ 1,060,757	\$ -	\$ 5,474,017	19.38%
6/30/2016	\$ 849,396	\$ 849,396	\$ -	\$ 3,405,398	24.94%
6/30/2017	\$ 688,487	\$ 688,487	\$ -	\$ 2,570,633	26.78%
6/30/2018	\$ 608,898	\$ 608,898	\$ -	\$ 1,918,394	31.74%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

**Achievement House Charter School
Schedule of the School's Proportionate Share of the Net
OPEB Liability and Contributions**

Last 10 Fiscal Years*

Schedule of the School's Proportionate Share of the Net OPEB Liability

<u>Fiscal Year</u>	<u>PSERS Net OPEB Liability</u>		<u>School's Covered Employee Payroll</u>	<u>School's Proportionate Share of OPEB as a % of Covered- Employee Payroll</u>	<u>Plan Fiduciary Net Position as a % of Total OPEB Liability</u>
	<u>School's Proportion</u>	<u>School's Proportionate Share</u>			
6/30/2016	0.0263%	\$ 566,000	\$ 3,405,398	16.62%	5.47%
6/30/2017	0.0193%	\$ 393,000	\$ 2,570,633	15.29%	5.73%

Schedule of School Contributions

<u>Fiscal Year</u>	<u>Contractually Required Contributions</u>	<u>Contributions Recognized by PSERS</u>	<u>Contribution Deficiency (Excess)</u>	<u>Covered- Employee Payroll</u>	<u>Contributions as a % of Total Covered- Employee Payroll</u>
6/30/2018	\$ 15,923	\$ 15,923	\$ -	\$ 1,918,394	0.83%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

**Achievement House Charter School
Notes to Required Supplementary Information
Year Ended June 30, 2018**

Note 1 Changes in Benefit Terms

None.

Note 2 Changes in Assumptions

None.

Other Reports Required By Government Auditing Standards

**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 Trustees
Achievement House Charter School
Exton, 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 the major fund of Achievement House Charter School (the School) as of and for the year ended June 30, 2018 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated June 17, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the 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 opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, 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 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 of the effectiveness of the School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Certified Public Accountants
Elkins Park, Pennsylvania

June 17, 2019

This is the 2017 CAV for Achievement House CS

Topic: Title I - Component IV: Parent and Family Engagement

Issue: 1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:
states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)
states 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 1118(e) parent and family involvement activities to improve student academic achievement and school performance
states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs
states 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 this part, including identifying
- 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
use 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
involve parents in the activities of the Title I schools

Corrective Action: The LEA will submit a copy of LEA Parent and Family Engagement Policy, agendas and sign in sheets to demonstrate the policy was reviewed in 2017-18, and method of distribution.

- LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments

5/8/2018 10:17:26 AM

15-16 Monitor Karen Addison-Williams

LEA has a plan, not updated with ESSA and no documentation of meetings or parents attending. Suggested ways to make certain activities are achieved and provable. LEA should print out cyber meeting attendees along with agenda and meeting minutes. Plan needs to be updated and should include more specifics and the "Hows".

Topic: Title I - Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

- Board Approved policy,

CA Due:

Ext Date:

Issue: 1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:

Standards of Conduct -(covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)

Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)

Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)

Mandatory Disclosure- (potential conflict disclosed in writing)

Corrective Action: The LEA will submit a Conflict of Interest Policy.

- self-disclosure form,
- resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)

CA Not Required:

Monitor Comments

5/8/2018 10:49:43 AM

15-16 Monitor Karen Addison-Williams

Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. No evidence to provided to show Board approval.

Topic: Title I - Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

Issue: 1. Procurement the LEA maintains purchasing procedures

Micro-purchases (purchase up to \$3,500)

Small Purchase (between \$3,500-\$150,000)

Sealed Bids (purchases over \$150,000 with formal advertising)

Competitive Proposals (more than one source submitting a proposal)

Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)

- Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels
-

CA Due: 10/17/2018

Ext Date:

Closed:

CA Not Required:

Note: if opting to take procurement extension mark N/A, and answer question 9.

Corrective Action: The LEA will submit Procurement procedures.

Evidence that procurement procedures were followed for 3-5 tested random expenditures.

District Comments
4/20/2018 9:29:30 AM CEO Donald Asplen Board approved Procurement Using Grant Funds is presented
Monitor Comments
5/8/2018 10:55:25 AM 15-16 Monitor Karen Addison-Williams Procurement policy is not dated and does not address the various purchasing levels and procedures. Suggested new policy be developed to include all requirements under UGG Sec200.300.

Topic: Title I - Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

Issue: 1. Travel the District must have written travel policies for travel costs to be allowable

Types of travel (single day, overnight or out-of-state)

What expenses may be reimbursed (food, lodging, transportation, airfare)

What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)

Corrective Action: The LEA will submit Travel Reimbursement Policy.

- Board approved policies available for review
- Samples of travel requests reviewed followed policy
- Prior written approval was obtained by PDE for out of state travel

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments
5/8/2018 11:05:19 AM 15-16 Monitor Karen Addison-Williams

Monitor Comments

Observed policy, but not all components were in place. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that LEA take specific components from staff handbook that address requirements of UGG 200.474 and incorporate them in policy to be Board approved.

Topic: Title II Part A - Component I: Title IIA Requirements

- Meeting notices, agenda, sign-in sheets, invitations

CA Due: 10/17/2018

Ext Date:

Closed:

CA Not Required:

Issue: 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or invitations indicating stakeholder engagement.

Monitor Comments

5/8/2018 12:36:14 PM

15-16 Monitor Karen Addison-Williams

School did not present Title 2 information to families. Suggested that Title 2 information be included in the Annual meeting in September 2018 under its own cover and included on the agenda.

Topic: Title IV, Part A - Component I. Title IV, Part A Student Support and Academic Enrichment Grants

- Meeting notices, agenda, sign-in sheets

CA Due: 10/17/2018

Ext Date:

Closed:

CA Not Required:

Issue: 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.

Corrective Action: The LEA will submit meeting notices or agenda and sign-in sheets to demonstrate stakeholder engagement.

Monitor Comments

5/8/2018 12:41:15 PM

15-16 Monitor Karen Addison-Williams

LEA did not include families in the planning, or application of Title IV nore did it present any information to its families. Suggested that Title IV be discussed at Annual meeting under its own cover and listed on agenda.

Topic: Title IV, Part A - Component I. Title IV, Part A Student Support and Academic Enrichment Grants

-

CA Due: 10/17/2018

Issue: 4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or meeting minutes that document continued stakeholder engagement.

Meeting notices, agenda, sign-in sheets, meeting minutes

Closed:
CA Not Required:

District Comments
4/25/2018 1:55:28 PM CEO Donald Asplen AHCCS has not had meetings to cover this topic yet
Monitor Comments
5/8/2018 12:42:25 PM 15-16 Monitor Karen Addison-Williams AHCCS has not had meetings to cover this topic yet.

Topic: Title I: School Level - Achievement House Cyber Charter School - Component III: Parent and Family Engagement

Issue: 1. 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. Required components:

- 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.

School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution

CA Due:
Ext Date:
Closed:
CA Not Required:

- Provide Title I parents
 - Timely information about Title I programs
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
- 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 provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.
- States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.
- Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.
- States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.

- States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).

Corrective Action: The LEA will submit a copy of their school building parent and family engagement policy for each Title I building not in compliance, agendas and sign in sheets to demonstrate parent and family input, and method of distribution.

Monitor Comments

5/8/2018 11:56:05 AM

15-16 Monitor Karen Addison-Williams

School does not have a separate policy from LEA. Combination policy is from 2017 and does not reflect ESSA language.

Topic: Title I: School Level - Achievment House Cyber Charter School - Component III: Parent and Family Engagement

Title I meeting agenda & sign-in sheets

CA Due: 10/17/2018

Ext Date:

Closed:

CA Not Required:

Issue: 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.

Corrective Action: The LEA will submit invitations, agendas and sign in sheets, or minutes of the Title I parent and family engagement meeting held at each Title I School found to be out of compliance.

Monitor Comments

5/8/2018 12:01:22 PM

15-16 Monitor Karen Addison-Williams

Meeting was held on September 28, 2017. Documentation does not exist to substantiate family participation. Suggest that school export participant list from blackboard collaborate and keep together with agenda and powerpoint.

Topic: Title I: School Level - Achievment House Cyber Charter School - Component III: Parent and Family Engagement

CA Due: 10/17/2018

Ext Date:

Issue: 3. 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

- 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.

Corrective Action: The LEA will submit the updated school-parent compact, agendas and sign in sheets to demonstrate it was updated with parent and family input, and the method of distribution for each Title I School found to be out of compliance.

School-parent compact, Staff -parent meeting agenda, sign-in sheets and method of distribution

CA Not Required:

Monitor Comments

5/8/2018 12:04:59 PM

15-16 Monitor Karen Addison-Williams

Compact observed with ESEA language. No proof of family review. Suggested school use a time to review all family engagement policies and compact and document appropriately.



pennsylvania
DEPARTMENT OF EDUCATION

November 13, 2018

Donald Asplen
Chief Executive Officer
Achievement House Charter School
600 Eagleview Boulevard, Suite 100
Exton, PA 19341

Dear Chief Executive Officer Asplen:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2017-18 school year. We have received your corrective action plan. You are now in complete compliance with current statute, regulations and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January.

If you have any questions, please feel free to contact your regional coordinator at 717.783.2193. Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Federal Programs Coordinator
2017-18 Project File

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

Division of Federal Programs
Consolidated Program Review

2017-2018 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Donald Asplen	484-615-6227	<input type="checkbox"/>
Business Manager:	Ryan Schumm	215-481-9777 x126	<input checked="" type="checkbox"/>
Title I Coordinator:	Bob Worn	484-615-6224	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Bob Worn	484-615-6224	<input type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Title IV Part A Coordinator:			<input type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|--|--|
| <input type="checkbox"/> Title I | <input type="checkbox"/> Title IV Part A |
| <input type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review |
| <input type="checkbox"/> Title III | <input type="checkbox"/> Title VI-B REAP |

Program Reviewer(s): Karen Addison-Williams

Program Review Date: 05/08/2018

Title I

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 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 type="checkbox"/> List of staff working in the Title I and Title II program and their certifications <input type="checkbox"/> Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for charter schools 25% rule <input type="checkbox"/> Report generated by the LEA data system on staff qualifications		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/20/2018 8:56:04 AM CEO Donald Asplen All teachers at AHCCS are appropriately certified. Although the HQT report is no longer generated, in May, the Accuracy Certification Report for Course Instructors will be submitted supporting this.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/8/2018 9:57:29 AM 15-16 Monitor Karen Addison-Williams All staff are appropriately certified and certification for reading specialist was observed as well.</td> </tr> </tbody> </table>	District Comments	4/20/2018 8:56:04 AM CEO Donald Asplen All teachers at AHCCS are appropriately certified. Although the HQT report is no longer generated, in May, the Accuracy Certification Report for Course Instructors will be submitted supporting this.	Monitor Comments	5/8/2018 9:57:29 AM 15-16 Monitor Karen Addison-Williams All staff are appropriately certified and certification for reading specialist was observed as well.
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If you have additional comments to make about this section, enter them here:										

Component II: Equity Plan

The Local Education Agency (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(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 <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 		
<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 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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		District Comments
						4/17/2018 4:13:06 PM CEO Donald Asplen Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services.
						Monitor Comments
						5/8/2018 9:59:54 AM 15-16 Monitor Karen Addison-Williams Because AHCCS is a cyber program, there are no transportation activities.
If you have additional comments to make about this section, enter them here:						

Component IV: 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 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components: states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) states 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 1118(e) parent and family involvement activities to improve student academic achievement and school performance states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs states 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 this part, including identifying - barriers to greater participation in activities,</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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.</p>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1423 410 2011 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1423 467 2011 889"> <p>5/8/2018 10:17:26 AM 15-16 Monitor Karen Addison-Williams LEA has a plan, not updated with ESSA and no documentation of meetings or parents attending. Suggested ways to make certain activities are achieved and provable. LEA should print out cyber meeting attendees along with agenda and meeting minutes. Plan needs to be updated and should include more specifics and the "Hows".</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 10:17:26 AM 15-16 Monitor Karen Addison-Williams LEA has a plan, not updated with ESSA and no documentation of meetings or parents attending. Suggested ways to make certain activities are achieved and provable. LEA should print out cyber meeting attendees along with agenda and meeting minutes. Plan needs to be updated and should include more specifics and the "Hows".</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<ul style="list-style-type: none"> - 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 <p>use 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 involve parents in the activities of the Title I schools</p>										
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/25/2018 11:12:20 AM CEO Donald Asplen AHCCS does not receive more than \$500K in Federal Title award funds</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/8/2018 10:18:15 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive more than \$500K in Federal Title award funds</td> </tr> </tbody> </table>	District Comments	4/25/2018 11:12:20 AM CEO Donald Asplen AHCCS does not receive more than \$500K in Federal Title award funds	Monitor Comments	5/8/2018 10:18:15 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive more than \$500K in Federal Title award funds
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Monitor Comments										
5/8/2018 10:18:15 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive more than \$500K in Federal Title award funds										
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/8/2018 10:28:32 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive \$500,000 in Title 1 funds.</td> </tr> </tbody> </table>	Monitor Comments	5/8/2018 10:28:32 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive \$500,000 in Title 1 funds.		
Monitor Comments										
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with 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 are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1430 131 2005 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1430 180 2005 354"> <p>5/8/2018 10:28:10 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive \$500,000 in Title 1 funds.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 10:28:10 AM 15-16 Monitor Karen Addison-Williams LEA states it does not receive \$500,000 in Title 1 funds.</p>
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<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation <input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process				

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

Component V: Schoolwide Programs

A local educational agency 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

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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"/> Financial reports		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/25/2018 11:16:07 AM CEO Donald Asplen AHCCS does not consolidate Federal funding allocations</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/8/2018 10:30:30 AM 15-16 Monitor Karen Addison-Williams AHCCS states that it does not consolidate Federal funding allocations</td> </tr> </tbody> </table>	District Comments	4/25/2018 11:16:07 AM CEO Donald Asplen AHCCS does not consolidate Federal funding allocations	Monitor Comments	5/8/2018 10:30:30 AM 15-16 Monitor Karen Addison-Williams AHCCS states that it does not consolidate Federal funding allocations
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<p>If you have additional comments to make about this section, enter them here:</p>										

Component VI: Nonpublic Schools

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

ESEA sections 1117 and 8501, 8503
 UGG Sec. 200.313 and 200.320

If the LEA has no participating nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 (see Additional Evidence required ONLY if the nonpublic official fails to sign the affirmation).	<input type="checkbox"/> Return Receipt mail card <input type="checkbox"/> 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"/> Nonpublic school visitation documentation by LEA		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 has budgets that document 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:						

Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p>		<p style="text-align: center;">District Comments</p> <p>4/20/2018 9:37:24 AM CEO Donald Asplen AHCCS does not purchase equipment with federal funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 10:34:08 AM 15-16 Monitor Karen Addison-Williams AHCCS does not purchase equipment with federal funds.</p>
	<p>2. LEA conducts a physical inventory of all items every two years</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Documentation that physical inventory was conducted within the last two years</p>		<p style="text-align: center;">District Comments</p> <p>4/20/2018 9:38:11 AM CEO Donald Asplen AHCCS does not purchase equipment with federal funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 10:34:22 AM 15-16 Monitor Karen Addison-Williams AHCCS does not purchase equipment with federal funds.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		Monitor Comments 5/8/2018 10:37:32 AM 15-16 Monitor Karen Addison-Williams Observed letter dated September 30, 2017.
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation that records are maintained for a period of seven years		District Comments 4/20/2018 9:39:54 AM CEO Donald Asplen All of the school's fiscal and grant documents are retained for at least 7 years Monitor Comments 5/8/2018 11:28:36 AM 15-16 Monitor Karen Addison-Williams Observed picture of boxes of labeled documents by year. LEA also pulled invoice from 2013.
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.		
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>6. Conflict of Interest UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p> <p>Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)</p> <p>Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</p> <p>Mandatory Disclosure- (potential conflict disclosed in writing)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy,</p> <p><input type="checkbox"/> self-disclosure form,</p> <p><input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)</p>		<table border="1"> <thead> <tr> <th data-bbox="1650 123 2011 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2011 634"> <p>5/8/2018 10:49:43 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. No evidence to provided to show Board approval.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 10:49:43 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. No evidence to provided to show Board approval.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Review program expenditures <input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>4/20/2018 9:28:08 AM CEO Donald Asplen Board approved Allowable Cost Policy is presented</td> </tr> <tr> <td style="text-align: center;">Monitor Comments</td> </tr> <tr> <td>5/8/2018 10:52:04 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that appropriate signature be affixed and dated.</td> </tr> </table>	District Comments	4/20/2018 9:28:08 AM CEO Donald Asplen Board approved Allowable Cost Policy is presented	Monitor Comments	5/8/2018 10:52:04 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that appropriate signature be affixed and dated.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>8. Procurement UGG Sec 200.300</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$3,500)</p> <p>Small Purchase (between \$3,500-\$150,000)</p> <p>Sealed Bids (purchases over \$150,000 with formal advertising)</p> <p>Competitive Proposals (more than one source submitting a proposal)</p> <p>Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)</p> <p>Note: if opting to take procurement extension mark N/A, and answer question 9.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p><input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p>		<table border="1"> <thead> <tr> <th data-bbox="1654 126 2007 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 180 2007 391"> <p>4/20/2018 9:29:30 AM CEO Donald Asplen Board approved Procurement Using Grant Funds is presented</p> </td> </tr> <tr> <th data-bbox="1654 391 2007 444">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 444 2007 894"> <p>5/8/2018 10:55:25 AM 15-16 Monitor Karen Addison-Williams Procurement policy is not dated and does not address the various purchasing levels and procedures. Suggested new policy be developed to include all requirements under UGG Sec200.300.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/20/2018 9:29:30 AM CEO Donald Asplen Board approved Procurement Using Grant Funds is presented</p>	Monitor Comments	<p>5/8/2018 10:55:25 AM 15-16 Monitor Karen Addison-Williams Procurement policy is not dated and does not address the various purchasing levels and procedures. Suggested new policy be developed to include all requirements under UGG Sec200.300.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
9. Procurement extension EDGAR 80.36	1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds: Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources Bids obtained for costs over \$100,000 Note: if opting not to take procurement extension mark N/A, and answer question 8.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1656 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1656 180 2003 391"> 4/25/2018 1:34:51 PM CEO Donald Asplen Board approved Procurement Using Grant Funds is presented </td> </tr> <tr> <th data-bbox="1656 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1656 440 2003 678"> 5/8/2018 10:56:37 AM 15-16 Monitor Karen Addison-Williams LEA is operating under UGG and has not taken the extension. </td> </tr> </tbody> </table>	District Comments	4/25/2018 1:34:51 PM CEO Donald Asplen Board approved Procurement Using Grant Funds is presented	Monitor Comments	5/8/2018 10:56:37 AM 15-16 Monitor Karen Addison-Williams LEA is operating under UGG and has not taken the extension.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>10. Cash Management UGG Sec 200.305</p>	<p>1. Cash Management the District must maintain written procedures to implement the following cash management requirements:</p> <p>Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds</p> <p>Advances explain what happens if the District receives advance payments of federal grant funds</p> <p>Interest explain how the District will manage interest earned on federal grant awards</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1652 123 2011 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 180 2011 391"> <p>4/20/2018 9:30:40 AM CEO Donald Asplen Board approved Cash Management policy is attached.</p> </td> </tr> <tr> <th data-bbox="1652 391 2011 448" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1652 448 2011 1039"> <p>5/8/2018 10:57:48 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that Cash management policy be included with the other policies being amended to include approval date for uniformity sake.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/20/2018 9:30:40 AM CEO Donald Asplen Board approved Cash Management policy is attached.</p>	Monitor Comments	<p>5/8/2018 10:57:48 AM 15-16 Monitor Karen Addison-Williams Observed policy with all the required components. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that Cash management policy be included with the other policies being amended to include approval date for uniformity sake.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>11. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policies available for review</p> <p><input type="checkbox"/> Samples of travel requests reviewed followed policy</p> <p><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel</p>		<table border="1"> <thead> <tr> <th data-bbox="1656 128 2001 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1656 180 2001 844"> <p>5/8/2018 11:05:19 AM</p> <p>15-16 Monitor Karen Addison-Williams</p> <p>Observed policy, but not all components were in place. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that LEA take specific components from staff handbook that address requirements of UGG 200.474 and incorporate them in policy to be Board approved.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 11:05:19 AM</p> <p>15-16 Monitor Karen Addison-Williams</p> <p>Observed policy, but not all components were in place. Policy was not dated and LEA was not in possession of artifact to substantiate date of policy approval. Suggested that LEA take specific components from staff handbook that address requirements of UGG 200.474 and incorporate them in policy to be Board approved.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>12. Prior Written Approval for Various Expenditures</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>		<table border="1"> <thead> <tr> <th data-bbox="1656 131 2005 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1656 180 2005 423"> <p>5/8/2018 11:07:05 AM 15-16 Monitor Karen Addison-Williams LEA uses funds for items only in approved budget.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 11:07:05 AM 15-16 Monitor Karen Addison-Williams LEA uses funds for items only in approved budget.</p>
Monitor Comments									
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<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<table border="1"> <thead> <tr> <th data-bbox="1656 963 2005 1011">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1656 1011 2005 1219"> <p>5/8/2018 11:07:56 AM 15-16 Monitor Karen Addison-Williams LEA states that no funds were carried over.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 11:07:56 AM 15-16 Monitor Karen Addison-Williams LEA states that no funds were carried over.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:41:39 PM CEO Donald Asplen Achievement House CCS is only one school entity and allocates across all grades</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:08:28 AM 15-16 Monitor Karen Addison-Williams Achievement House CCS is only one school entity and allocates across all grades</p>
	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:42:06 PM CEO Donald Asplen Achievement House Charter School has performed No such analysis to date</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:09:20 AM 15-16 Monitor Karen Addison-Williams Achievement House Charter School has performed No such analysis to date</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. High schools (grades 9 -12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<div data-bbox="1656 131 2005 175" style="background-color: #cccccc; padding: 2px;">District Comments</div> <div data-bbox="1656 183 2005 456">4/25/2018 1:43:42 PM CEO Donald Asplen Achievement House Charter School does not have over 75 % of their students in low - income level</div> <div data-bbox="1656 464 2005 508" style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <div data-bbox="1656 516 2005 751">5/8/2018 11:11:46 AM 15-16 Monitor Karen Addison-Williams Achievement House Charter School does not have over 75 % of thei</div>
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<div data-bbox="1656 768 2005 812" style="background-color: #cccccc; padding: 2px;">District Comments</div> <div data-bbox="1656 820 2005 1055">4/25/2018 1:44:03 PM CEO Donald Asplen Achievement House CCS is only one school entity and allocates across all grades</div> <div data-bbox="1656 1063 2005 1107" style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <div data-bbox="1656 1115 2005 1383">5/8/2018 11:12:31 AM 15-16 Monitor Karen Addison-Williams Achievement House CCS is only one school entity and allocates across all grades</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	5. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged		<table border="1"> <tr> <td data-bbox="1650 123 2011 180">District Comments</td> </tr> <tr> <td data-bbox="1650 180 2011 423">4/20/2018 9:47:46 AM CEO Donald Asplen AHCCS only has students grades 7-12. There is no pre-kindergarten.</td> </tr> <tr> <td data-bbox="1650 423 2011 480">Monitor Comments</td> </tr> <tr> <td data-bbox="1650 480 2011 760">5/8/2018 11:12:52 AM 15-16 Monitor Karen Addison-Williams AHCCS only has students grades 7-12. There is no pre-kindergarten.</td> </tr> </table>	District Comments	4/20/2018 9:47:46 AM CEO Donald Asplen AHCCS only has students grades 7-12. There is no pre-kindergarten.	Monitor Comments	5/8/2018 11:12:52 AM 15-16 Monitor Karen Addison-Williams AHCCS only has students grades 7-12. There is no pre-kindergarten.
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Monitor Comments											
5/8/2018 11:12:52 AM 15-16 Monitor Karen Addison-Williams AHCCS only has students grades 7-12. There is no pre-kindergarten.											
<p>15. Supplement/Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p>	1. LEA approved budget and records of expenditures of Title funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I A and D, Title II and Title III, and Title IV budgets <input type="checkbox"/> LEA budget <input type="checkbox"/> Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of federal, state and local allocations for past two years <input type="checkbox"/> Federal expenditures match Schoolwide Plan activities <input checked="" type="checkbox"/> MOE letter <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.						
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Federal expenditures match Consolidated Application <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. <input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/25/2018 1:45:18 PM CEO Donald Asplen Achievement House Cyber Charter School does not operate as a Targeted school.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/8/2018 11:27:25 AM 15-16 Monitor Karen Addison-Williams Achievement House Cyber Charter School does not operate as a Targeted school.</td> </tr> </tbody> </table>	District Comments	4/25/2018 1:45:18 PM CEO Donald Asplen Achievement House Cyber Charter School does not operate as a Targeted school.	Monitor Comments	5/8/2018 11:27:25 AM 15-16 Monitor Karen Addison-Williams Achievement House Cyber Charter School does not operate as a Targeted school.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>16. Comparability</p> <p>The LEA complies with the comparability provisions of Title I.</p> <p>Sec 1120A(c)</p>	<p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)</p> <p><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt</p>		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/8/2018 11:17:30 AM</p> <p>15-16 Monitor Karen Addison-Williams</p> <p>Observed assurance page outlining exemption because LEA is only one building.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 11:17:30 AM</p> <p>15-16 Monitor Karen Addison-Williams</p> <p>Observed assurance page outlining exemption because LEA is only one building.</p>
Monitor Comments									
<p>5/8/2018 11:17:30 AM</p> <p>15-16 Monitor Karen Addison-Williams</p> <p>Observed assurance page outlining exemption because LEA is only one building.</p>									
<p>17. Maintenance of Effort (MOE)</p>	<p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance</p>				
<p>18. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113 ESEA, 42 U.S.C 11432</p> <p>Sec. 9103</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input type="checkbox"/> Consolidated Application Title I budget</p> <p><input type="checkbox"/> Statement of expenditures for homeless</p>				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. LEA reserved appropriate funds for Neglected Institution served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Neglected Institution		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/25/2018 1:46:24 PM CEO Donald Asplen Charter School has no neglected institutions for which to appropriate funds</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/8/2018 11:18:24 AM 15-16 Monitor Karen Addison-Williams Charter School has no neglected institutions for which to appropriate funds</td> </tr> </table>	District Comments	4/25/2018 1:46:24 PM CEO Donald Asplen Charter School has no neglected institutions for which to appropriate funds	Monitor Comments	5/8/2018 11:18:24 AM 15-16 Monitor Karen Addison-Williams Charter School has no neglected institutions for which to appropriate funds
District Comments											
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Monitor Comments											
5/8/2018 11:18:24 AM 15-16 Monitor Karen Addison-Williams Charter School has no neglected institutions for which to appropriate funds											
	3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for Foster		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/25/2018 1:46:39 PM CEO Donald Asplen Charter School does not reserve funds for foster students as noted in this item.</td> </tr> </table>	District Comments	4/25/2018 1:46:39 PM CEO Donald Asplen Charter School does not reserve funds for foster students as noted in this item.		
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<p>4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Reservation of Funds</p> <p><input type="checkbox"/> Spreadsheet demonstrating calculations</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:47:14 PM CEO Donald Asplen The LEA did not use the Salary and Fringe Benefit set-aside.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:19:07 AM 15-16 Monitor Karen Addison-Williams The LEA did not use the Salary and Fringe Benefit set-aside.</p>
	<p>5. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input type="checkbox"/> Statement of expenditures for interventions</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:47:48 PM CEO Donald Asplen The LEA did not reserve funds for the focus school.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:19:34 AM 15-16 Monitor Karen Addison-Williams The LEA did not reserve funds for the focus school.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<p>6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds</p> <p><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:48:13 PM CEO Donald Asplen Charter School receives less than \$500,000 and as such has not reserved any funds for parent and family engagement.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:20:02 AM 15-16 Monitor Karen Addison-Williams Charter School receives less than \$500,000 and as such has not reserved any funds for parent and family engagement.</p>
<p>19. Title I, Part D Subpart 2: Sec. 1424</p>	<p>1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Statement of expenditures for delinquent</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:48:36 PM CEO Donald Asplen Charter School has not delinquent institutions for which to spend Part D funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:20:34 AM 15-16 Monitor Karen Addison-Williams LEA states charter school has no delinquent institutions for which to spend Part D funds.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no.</p> <p>Note: If a no answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:36:52 PM CEO Donald Asplen AHCCS does not participate in CEP program</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:27:04 AM 15-16 Monitor Karen Addison-Williams AHCCS does not participate in CEP program</p>
	<p>2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Selection of Schools</p>		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:37:39 PM CEO Donald Asplen AHCCS does not participate in CEP program</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 11:20:53 AM 15-16 Monitor Karen Addison-Williams AHCCS does not participate in CEP program</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		<table border="1"> <thead> <tr> <th data-bbox="1659 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1659 180 2003 391">4/25/2018 1:37:47 PM CEO Donald Asplen AHCCS does not participate in CEP program</td> </tr> <tr> <th data-bbox="1659 391 2003 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1659 440 2003 678">5/8/2018 11:22:45 AM 15-16 Monitor Karen Addison-Williams AHCCS does not participate in CEP program</td> </tr> </tbody> </table>	District Comments	4/25/2018 1:37:47 PM CEO Donald Asplen AHCCS does not participate in CEP program	Monitor Comments	5/8/2018 11:22:45 AM 15-16 Monitor Karen Addison-Williams AHCCS does not participate in CEP program
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
21. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page		<table border="1"> <tr> <td data-bbox="1654 126 2007 181">District Comments</td> </tr> <tr> <td data-bbox="1654 181 2007 461">4/25/2018 1:49:47 PM CEO Donald Asplen Charter School has neither requested any funds to be transferred nor has done so in the past.</td> </tr> <tr> <td data-bbox="1654 461 2007 516">Monitor Comments</td> </tr> <tr> <td data-bbox="1654 516 2007 756">5/8/2018 11:26:12 AM 15-16 Monitor Karen Addison-Williams LEA does not transfer any funds into other Title programs.</td> </tr> </table>	District Comments	4/25/2018 1:49:47 PM CEO Donald Asplen Charter School has neither requested any funds to be transferred nor has done so in the past.	Monitor Comments	5/8/2018 11:26:12 AM 15-16 Monitor Karen Addison-Williams LEA does not transfer any funds into other Title programs.
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5/8/2018 11:26:12 AM 15-16 Monitor Karen Addison-Williams LEA does not transfer any funds into other Title programs.											
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred		<table border="1"> <tr> <td data-bbox="1654 763 2007 818">District Comments</td> </tr> <tr> <td data-bbox="1654 818 2007 1029">4/25/2018 1:49:29 PM CEO Donald Asplen Charter School does not consult with any non-public school entities.</td> </tr> <tr> <td data-bbox="1654 1029 2007 1084">Monitor Comments</td> </tr> <tr> <td data-bbox="1654 1084 2007 1325">5/8/2018 11:26:41 AM 15-16 Monitor Karen Addison-Williams Charter School does not consult with any non-public school entities.</td> </tr> </table>	District Comments	4/25/2018 1:49:29 PM CEO Donald Asplen Charter School does not consult with any non-public school entities.	Monitor Comments	5/8/2018 11:26:41 AM 15-16 Monitor Karen Addison-Williams Charter School does not consult with any non-public school entities.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>If you have additional comments to make about this section, enter them here:</p>							

Component VIII: Supplement not Supplant

Sect. 1118(b)(2)

Description	Requirements	Response			Comments
		1	2	3	
Methodology to Allocate State and Local Funds	1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status.	Achievement House Cyber CS does not supplement or supplant grant funds but uses them only on the identified allowable costs; no funds are ever carried over.			

Comments

A Cyber charter format presents certain challenges in authenticating its compliance with the Title I requirements, however it can be done. Suggestion is that the LEA and the Family Involvement specialist make certain to attend all of the available training at the IU. While Charter Choices provides certain services, the LEA must be aware of compliance requirements for itself.

Title II Part A

Component I: Title IIA 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.

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.				
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/8/2018 12:36:14 PM 15-16 Monitor Karen Addison-Williams School did not present Title 2 information to families. Suggested that Title 2 information be included in the Annual meeting in September 2018 under its own cover and included on the agenda.</td> </tr> </tbody> </table>	Monitor Comments	5/8/2018 12:36:14 PM 15-16 Monitor Karen Addison-Williams School did not present Title 2 information to families. Suggested that Title 2 information be included in the Annual meeting in September 2018 under its own cover and included on the agenda.
Monitor Comments								
5/8/2018 12:36:14 PM 15-16 Monitor Karen Addison-Williams School did not present Title 2 information to families. Suggested that Title 2 information be included in the Annual meeting in September 2018 under its own cover and included on the agenda.								
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. Detailed list of ESSA-authorized activities: Teacher/principal evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>Recruitment and retention.</p> <p>Class size reduction.</p> <p>PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments.</p> <p>Identify trauma, mental illness, and intervention.</p> <p>Safety, drug and alcohol abuse, chronic absenteeism.</p> <p>Gifted learning.</p> <p>Library programs.</p> <p>Sex abuse.</p> <p>STEM.</p> <p>Improved staff working conditions (feedback).</p> <p>Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition</p> <p>Other uses that at meet the intent of Title IIA</p>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The LEA utilizes appropriately state certified teachers to reduce class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)		<table border="1"> <thead> <tr> <th data-bbox="1467 131 2003 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1467 180 2003 427"> 5/8/2018 12:37:46 PM 15-16 Monitor Karen Addison-Williams Used all funds for PD, and none were used for class size reduction. </td> </tr> </tbody> </table>	Monitor Comments	5/8/2018 12:37:46 PM 15-16 Monitor Karen Addison-Williams Used all funds for PD, and none were used for class size reduction.
Monitor Comments								
5/8/2018 12:37:46 PM 15-16 Monitor Karen Addison-Williams Used all funds for PD, and none were used for class size reduction.								
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.				
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries				
If you have additional comments to make about this section, enter them here:								

Title IV, Part A

Component I. Title IV, Part A Student Support and Academic Enrichment Grants

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 in order 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	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 12:41:15 PM 15-16 Monitor Karen Addison-Williams LEA did not include families in the planning, or application of Title IV more did it present any information to its families. Suggested that Title IV be discussed at Annual meeting under its own cover and listed on agenda.</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 for priority and focus; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Focus/Priority school status <input checked="" type="checkbox"/> Consolidated application Selection of Schools ranking page		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:53:38 PM CEO Donald Asplen Charter School is only one school and distributes all funds to this one LEA</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 12:39:15 PM 15-16 Monitor Karen Addison-Williams Charter School is only one school and distributes all funds to this one LEA</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
3. LEA completed a performance goal for each area where funds are spent under Title IV.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section						
4. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes		<table border="1"> <thead> <tr> <th data-bbox="1484 293 2003 342">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1484 342 2003 521"> 4/25/2018 1:55:28 PM CEO Donald Asplen AHCCS has not had meetings to cover this topic yet </td> </tr> <tr> <th data-bbox="1484 521 2003 570">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 570 2003 776"> 5/8/2018 12:42:25 PM 15-16 Monitor Karen Addison-Williams AHCCS has not had meetings to cover this topic yet. </td> </tr> </tbody> </table>	District Comments	4/25/2018 1:55:28 PM CEO Donald Asplen AHCCS has not had meetings to cover this topic yet	Monitor Comments	5/8/2018 12:42:25 PM 15-16 Monitor Karen Addison-Williams AHCCS has not had meetings to cover this topic yet.
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4/25/2018 1:55:28 PM CEO Donald Asplen AHCCS has not had meetings to cover this topic yet										
Monitor Comments										
5/8/2018 12:42:25 PM 15-16 Monitor Karen Addison-Williams AHCCS has not had meetings to cover this topic yet.										
5. 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<table border="1"> <thead> <tr> <th data-bbox="1484 790 2003 839">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1484 839 2003 1018"> 4/25/2018 1:56:59 PM CEO Donald Asplen Charter did not use T4 funds toward effective use of technology </td> </tr> <tr> <th data-bbox="1484 1018 2003 1066">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 1066 2003 1273"> 5/8/2018 12:42:40 PM 15-16 Monitor Karen Addison-Williams Charter did not use T4 funds toward effective use of technology </td> </tr> </tbody> </table>	District Comments	4/25/2018 1:56:59 PM CEO Donald Asplen Charter did not use T4 funds toward effective use of technology	Monitor Comments	5/8/2018 12:42:40 PM 15-16 Monitor Karen Addison-Williams Charter did not use T4 funds toward effective use of technology
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5/8/2018 12:42:40 PM 15-16 Monitor Karen Addison-Williams Charter did not use T4 funds toward effective use of technology										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
6. 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:57:56 PM CEO Donald Asplen Charter School received less than \$30,000 in funding from Title IV.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 12:42:57 PM 15-16 Monitor Karen Addison-Williams Charter School received less than \$30,000</p>
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application well-rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section		<p style="text-align: center;">District Comments</p> <p>4/25/2018 1:58:21 PM CEO Donald Asplen Charter School received less than \$30,000 in funding from Title IV.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 12:43:14 PM 15-16 Monitor Karen Addison-Williams Charter School received less than \$30,000 in funding from Title IV.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application safe and healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section		<p style="text-align: center;">District Comments</p> 4/25/2018 1:58:24 PM CEO Donald Asplen Charter School received less than \$30,000 in funding from Title IV. <p style="text-align: center;">Monitor Comments</p> 5/8/2018 12:43:31 PM 15-16 Monitor Karen Addison-Williams Charter School received less than \$30,000 in funding from Title IV.
9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<p style="text-align: center;">District Comments</p> 4/25/2018 1:58:28 PM CEO Donald Asplen Charter School received less than \$30,000 in funding from Title IV. <p style="text-align: center;">Monitor Comments</p> 5/8/2018 12:43:46 PM 15-16 Monitor Karen Addison-Williams Charter School received less than \$30,000 in funding from Title IV.
10. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities		

Ed-Flex Waiver Review

Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Waiver Performance Report		
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE <input type="checkbox"/> eGrants Budget and Selection of Schools		

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

Title VI-B REAP

Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: Title II-A Uses of Applicable Funding <input type="checkbox"/> Title I-A <input type="checkbox"/> Title II-A <input type="checkbox"/> Title III	
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Statement of Allocations and Expenditures	Uses of Funds: <input type="checkbox"/> Teacher Recruitment and Retention <input type="checkbox"/> Teacher Professional Development <input type="checkbox"/> Educational Technology <input type="checkbox"/> Parent and Family Engagement Activities <input type="checkbox"/> Title I-A <input type="checkbox"/> Title III	

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

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Achievement House CC	5/8/2018	Bob Worn	Director Human Resources
Achievement House CC	5/8/2018	Julia DeBald	Parent Involvement Coordinator
Achievement House CC	5/8/2018	MIchelle DelGado	Charter Choices Consultant
Achievement House CC	5/8/2018	Neal Thomas	Principal
Achievement House CC	5/8/2018	Ryan Schumm	Charter Choices consultant

**Division of Federal Program
Consolidated Program Review
2017-2018 School Year
Achievement House CS**

Achievment House Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Neal Thomas _____	<input checked="" type="checkbox"/>
Parent:	Kris Botes _____	<input checked="" type="checkbox"/>
Parent:	_____ _____	<input type="checkbox"/>
Parent:	_____ _____	<input type="checkbox"/>
Parent:	_____ _____	<input type="checkbox"/>
Parent:	_____ _____	<input type="checkbox"/>

Program Reviewers: Karen Addison-Williams Visit Date: 5/8/2018

Title I: School Level

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	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		<p style="text-align: center;">District Comments</p> <p>4/18/2018 9:08:36 AM CEO Donald Asplen AHCCS does not employ paraprofessionals.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/8/2018 1:00:00 PM 15-16 Monitor Karen Addison-Williams AHCCS does not employ paraprofessionals.</p>
2. Parents (in Title I schools only) are 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;">Monitor Comments</p> <p>5/8/2018 12:57:51 PM 15-16 Monitor Karen Addison-Williams Observed letter was mailed in September with other information.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
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 who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter <input type="checkbox"/> Evidence of distribution date, if applicable		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1568 123 2009 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1568 180 2009 467"> 5/8/2018 12:58:29 PM 15-16 Monitor Karen Addison-Williams Four week letter observed in multiple languages. Was not distributed because all staff are certified. </td> </tr> </tbody> </table>	Monitor Comments	5/8/2018 12:58:29 PM 15-16 Monitor Karen Addison-Williams Four week letter observed in multiple languages. Was not distributed because all staff are certified.
Monitor Comments								
5/8/2018 12:58:29 PM 15-16 Monitor Karen Addison-Williams Four week letter observed in multiple languages. Was not distributed because all staff are certified.								
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	Additional Evidence	Comments
4. The 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		

Component III: Parent and Family Engagement

The Local Education Agency (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(b)(1-4)
- Sec. 1116(c)(1-5)
- Sec. 1116(d)(1-2)
- Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. 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. 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 	<input type="checkbox"/>	<input checked="" 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%;"> <tr> <th data-bbox="1505 516 2011 573" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1505 573 2011 1323"> <p>5/8/2018 11:56:05 AM 15-16 Monitor Karen Addison-Williams School does not have a separate policy from LEA. Combination policy is from 2017 and does not reflect ESSA language.</p> </td> </tr> </table>	Monitor Comments	<p>5/8/2018 11:56:05 AM 15-16 Monitor Karen Addison-Williams School does not have a separate policy from LEA. Combination policy is from 2017 and does not reflect ESSA language.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. • 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). 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> • 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 provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. • Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. • States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. 						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<ul style="list-style-type: none"> 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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets		<table border="1"> <thead> <tr> <th data-bbox="1514 724 2001 776">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 779 2001 1156"> <p>5/8/2018 12:01:22 PM 15-16 Monitor Karen Addison-Williams Meeting was held on September 28, 2017. Documentation does not exist to substantiate family participation. Suggest that school export participant list from blackboard collaborate and keep together with agenda and powerpoint.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 12:01:22 PM 15-16 Monitor Karen Addison-Williams Meeting was held on September 28, 2017. Documentation does not exist to substantiate family participation. Suggest that school export participant list from blackboard collaborate and keep together with agenda and powerpoint.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>3. 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. 	☐	☑	☐	<ul style="list-style-type: none"> ☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1512 131 2001 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1512 180 2001 529"> <p>5/8/2018 12:04:59 PM 15-16 Monitor Karen Addison-Williams</p> <p>Compact observed with ESEA language. No proof of family review. Suggested school use a time to review all family engagement policies and compact and document appropriately.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/8/2018 12:04:59 PM 15-16 Monitor Karen Addison-Williams</p> <p>Compact observed with ESEA language. No proof of family review. Suggested school use a time to review all family engagement policies and compact and document appropriately.</p>
Monitor Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. Title I Schools shall provide assistance to 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	Parent Information Circle	<table border="1"> <thead> <tr> <th data-bbox="1514 131 2003 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 180 2003 423"> 5/8/2018 12:15:14 PM 15-16 Monitor Karen Addison-Williams Parent Information Circle video observed along with agenda and parent notes. </td> </tr> </tbody> </table>	Monitor Comments	5/8/2018 12:15:14 PM 15-16 Monitor Karen Addison-Williams Parent Information Circle video observed along with agenda and parent notes.
Monitor Comments								
5/8/2018 12:15:14 PM 15-16 Monitor Karen Addison-Williams Parent Information Circle video observed along with agenda and parent notes.								
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input type="checkbox"/> Workshops	Parent Information Circle	<table border="1"> <thead> <tr> <th data-bbox="1514 440 2003 488" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 488 2003 803"> 4/18/2018 9:50:51 AM CEO Donald Asplen 30 minute parent training workshops, titled Parent Information Circle, are made available each month through Schoology (AHCCS's learning management system). </td> </tr> </tbody> </table>	District Comments	4/18/2018 9:50:51 AM CEO Donald Asplen 30 minute parent training workshops, titled Parent Information Circle, are made available each month through Schoology (AHCCS's learning management system).
District Comments								
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<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.</p>	☑	☐	☐	<ul style="list-style-type: none"> ☐ Staff/Parent meeting agendas and sign-in sheets ☐ SPAC skits and staff agendas and sign in sheets 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/23/2018 11:05:08 AM CEO Donald Asplen Kris Botes, Middle School Guidance and Student & Family Support Counselor has 2 children enrolled at AHCCS. Mrs. Botes is a member of the school leadership team and participates in many school development teams. Her parent perspective is constantly sought.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/8/2018 12:19:54 PM 15-16 Monitor Karen Addison-Williams Principal started in September and meets with staff and discusses family issues. Observed PD agenda and notes from 9-25-17.</td> </tr> </tbody> </table>	District Comments	4/23/2018 11:05:08 AM CEO Donald Asplen Kris Botes, Middle School Guidance and Student & Family Support Counselor has 2 children enrolled at AHCCS. Mrs. Botes is a member of the school leadership team and participates in many school development teams. Her parent perspective is constantly sought.	Monitor Comments	5/8/2018 12:19:54 PM 15-16 Monitor Karen Addison-Williams Principal started in September and meets with staff and discusses family issues. Observed PD agenda and notes from 9-25-17.
District Comments										
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Monitor Comments										
5/8/2018 12:19:54 PM 15-16 Monitor Karen Addison-Williams Principal started in September and meets with staff and discusses family issues. Observed PD agenda and notes from 9-25-17.										
<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>	☑	☐	☐	<ul style="list-style-type: none"> ☐ Transition Plan ☑ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets 						
<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>	☑	☐	☐	<ul style="list-style-type: none"> ☑ Translated documents such as fliers, letters, web site postings ☐ Translated Schoolwide Plan 						

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

Component IV: Schoolwide Programs

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

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 472 2003 521" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 521 2003 906"> <p>4/18/2018 9:59:31 AM CEO Donald Asplen School Improvement Plan was updated on 6/30/17. Most recent Comprehensive Plan was submitted on 11/30/17. The School Improvement Plan, will be updated and submitted by 6/30/18.</p> </td> </tr> <tr> <th data-bbox="1625 906 2003 954" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 954 2003 1339"> <p>5/8/2018 12:50:32 PM 15-16 Monitor Karen Addison-Williams Plan updated on June 27, 2017. Committee met virtually and met again in October 2017 to update for June 2018 review and submission. Sign in sheet observed.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/18/2018 9:59:31 AM CEO Donald Asplen School Improvement Plan was updated on 6/30/17. Most recent Comprehensive Plan was submitted on 11/30/17. The School Improvement Plan, will be updated and submitted by 6/30/18.</p>	Monitor Comments	<p>5/8/2018 12:50:32 PM 15-16 Monitor Karen Addison-Williams Plan updated on June 27, 2017. Committee met virtually and met again in October 2017 to update for June 2018 review and submission. Sign in sheet observed.</p>
District Comments										
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<p>5/8/2018 12:50:32 PM 15-16 Monitor Karen Addison-Williams Plan updated on June 27, 2017. Committee met virtually and met again in October 2017 to update for June 2018 review and submission. Sign in sheet observed.</p>										

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

Component V: Targeted Assistance

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. 1009 of ESSA 1115

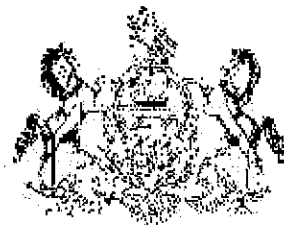
If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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		

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

Component VI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. Time Documentation UGG Sec. 200.430	1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications						
	2. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval		<table border="1"> <tr> <td data-bbox="1629 371 2007 428" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1629 428 2007 675">4/25/2018 2:02:57 PM CEO Donald Asplen the Employees whose pay and benefits are covered by title I funds are listed in the budget detail.</td> </tr> <tr> <td data-bbox="1629 675 2007 732" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1629 732 2007 976">5/8/2018 12:24:00 PM 15-16 Monitor Karen Addison-Williams LEA runs a schoolwide program, there are no prorated staff.</td> </tr> </table>	District Comments	4/25/2018 2:02:57 PM CEO Donald Asplen the Employees whose pay and benefits are covered by title I funds are listed in the budget detail.	Monitor Comments	5/8/2018 12:24:00 PM 15-16 Monitor Karen Addison-Williams LEA runs a schoolwide program, there are no prorated staff.
District Comments											
4/25/2018 2:02:57 PM CEO Donald Asplen the Employees whose pay and benefits are covered by title I funds are listed in the budget detail.											
Monitor Comments											
5/8/2018 12:24:00 PM 15-16 Monitor Karen Addison-Williams LEA runs a schoolwide program, there are no prorated staff.											
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis						
If you have additional comments to make about this section, enter them here:											



Executive Summary BSE Compliance Monitoring Review of the Achievement House Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of March 20, 2017, the Achievement House Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, interviews of parents, students, and general and special education teachers, and student file reviews).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	0	1
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	0	1
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	2	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective use of Dispute Resolution	0	0
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Achievement House Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	2	73
Evaluation/Reevaluation: Process and Content	235	13	532
Individualized Education Program: Process and Content	500	38	262
Procedural Safeguards: Process and Content	114	6	0
TOTALS	934	59	867

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	237	9	92
Program Implementation: Special Ed Teacher Interviews	320	8	126
Program Implementation: Parent Interviews	204	14	95
TOTALS	761	31	313

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

**PART II
CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff is available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #1- Policies, Practices & Procedures</p> <p>#10- Policy- Independent Educational Evaluation (IEE)-</p> <ul style="list-style-type: none"> • Review comments from Dr. Marvin • Submit to Dr. Marvin for review and approval. • Send to Don to send for Board approval <p>#18- Policy- Surrogate Parents</p> <ul style="list-style-type: none"> • Revise procedure • Submit to Dr. Marvin for comments. • Contact CCIU for information about Surrogate parents • Revise Procedure with input • Submit to Dr. Marvin for 2nd review 	<p>Jean & Don</p>	<p>July & August 2017 with Board approval in August 2017</p>	<p>CCIU, Dr. Marvin</p>	<p>Completed- New Policies- Sent to Dr. Marvin- August 31. 2017</p>

<ul style="list-style-type: none">• Send to Don for board approval. <p>Policies- Enrollment & Assistive Technology</p> <ul style="list-style-type: none">• Revise procedures• Submit to Dr. Marvin for comments.• Contact CCIU for information about Surrogate parents• Revise Procedure with input• Submit to Dr. Marvin for 2nd review• Send to Don for board approval.				
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AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #3- Performance Indicator, #7- Drop Out Rates</p> <ul style="list-style-type: none"> ✓ Implement Virtual Job Shadowing ✓ Complete Career Scope Inventory for every student ✓ Implement Fast Track Academy ✓ Increase referrals to OVR ✓ Training for staff- Differentiation, Project Based Learning, Career Scope 	<p>Angela B & Lisa</p> <p>Angela, Lisa & IEP case mgrs.</p> <p>Mark, Jean & Lisa</p> <p>Angela, IEP Case mgrs.</p> <p>Jean & Lisa</p>	<p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p>	<p>Training from Company</p> <p>Training from Company</p> <p>Counselors</p> <p>OVR, Parents and Students</p> <p>CCIU, Vendors</p>	<p>August-September 2017, Spec. Ed. Dept. mtgs.</p> <p>Aug-Sept 2017, Career Scope Results, IEPs</p> <p>April 2018 Guidelines</p> <p>Webinar – May 2018</p> <p>August 2018, Spec. Ed. Dept mtgs.</p>

✓ Training for parents- Behavior Support, Counseling, Transition	Jean, Lisa & Angela	Quarterly	CCIU, Vendors	Power Points for trainings
✓ Competitive Work Grant	Angela & teachers	Oct- August 2018	PaTTAN, Community Integrated Services	Grant Document, IEPs
✓ Video Internships	Lisa, Mike, Veronica, Angela	2017-2018	AHCCS Staff	Productions in Schoology
✓ Transition Discoveries Project	Shana, Erinn, Tim, Jane, Brittany, Julia, Angela	2017-2018	AHCCS Staff	Action Plan 2017- 2018

AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #3- Performance Indicator, #6- Graduation Rates</p> <ul style="list-style-type: none"> ✓ Data Team meetings ✓ EdInsight- monitor, communicate with parents ✓ Graduation Plan Progress documents ✓ Created additional courses- Learning Support, Social Emotional Learning ✓ Training for staff- Co-Teaching, Aimsweb, Early Warning System ✓ Training for parents- MTSS, Behavior, Chapter 711 	<p>Jean, Veronica & Mark</p> <p>Jean, Erinn & Jenn</p> <p>Counselors, IEP case mgrs.</p> <p>Mark, Veronica & Jean</p> <p>Jean & Lisa</p> <p>Jean & Lisa</p>	<p>Aug. & Sept. 2017</p> <p>Aug. & Sept. 2017</p> <p>June & Sept. 2017</p> <p>Sept-June 2017</p> <p>Pre-Service, PD days on calendar</p> <p>10/26, 1/25, 3/22, 4/26</p>	<p>EdInsight, IEPWriter, PaTTAN</p> <p>Weekly team mtgs- starting 9/14/17</p> <p>Power School, EdInsight</p> <p>Curricular materials- Trans Math,</p> <p>CCIU, EdInsight</p> <p>PaTTAN, BSE publications</p>	<p>Sample agenda, meeting notes</p> <p>Calendar of dates</p> <p>Graduation Plan Document</p> <p>June 2018, Courses in Schoology</p> <p>Power Points, Agenda, Sign in sheets</p> <p>Dates, Topics, Training PowerPoints</p>

Statewide Systemic Improvement Grant				
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pennsylvania
DEPARTMENT OF EDUCATION

May 24, 2017

Mr. Donald Asplen
Chief Executive Officer
Achievement House Cyber CS
600 Eagleview Boulevard
Suite 100
Exton, Pa 19341

Dear Mr. Asplen:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Achievement House Cyber CS the week of March 20, 2017.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Dr. Beth Marvin, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



pennsylvania
DEPARTMENT OF EDUCATION

June 26, 2018

Mr. Donald Asplen
Chief Executive Officer
Achievement House Cyber CS
600 Eagleview Boulevard
Suite 100
Exton, Pa 19341

Dear Mr. Asplen:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on March 20, 2017 have been corrected as of May 31, 2018 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director