

Central PA Digital Lrng Foundation CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

580 Foot of Ten Rd
Duncansville, PA 16635-
814-682-5258

Phase:	Phase 2
CEO Name:	Aiko Malynda Maurer
CEO E-mail address:	ceo@cpdlf.org

Governance and Staff

Leadership Changes

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

The following leadership changes took place within the Board of Trustees during the 2019-20 school year:

- In January 2020, Dr. Doug Arnold was appointed to the seat previously held by Ms. Cathy Harlow, who resigned July 2019.
- In March 2020, Mr. William Kanich was appointed to the seat previously held by Mr. Mike Strasser, who resigned in August 2019.

The 2019-20 Board Members (as of June 30, 2020) are:

- Ms. Royce Ann Boyd, President
- Dr. Tom McInroy, Vice-President
- Dr. Robert Gildea, Secretary
- Mr. Scott Magnetti, Treasurer
- Dr. Doug Arnold
- Dr. Paul Gallagher
- Mr. William Kanich
- Ms. Lisa Murgas
- Dr. Allen Sell

Board of Trustees Meeting Schedule

Location	Date and Time
580 Foot of Ten Road, Duncansville, PA 16635	8/12/2019 1:00 PM
580 Foot of Ten Road, Duncansville, PA 16635	9/12/2019 1:00 PM
580 Foot of Ten Road, Duncansville, PA 16635	11/14/2019 1:00 PM
580 Foot of Ten Road, Duncansville, PA 16635	1/9/2020 1:00 PM
Zoom	3/12/2020 1:00 PM

Zoom	5/7/2020 1:00 PM
Zoom	6/11/2020 1:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	1.00				1.00
Principal	1.00	1.00				
Assistant Principal	0.00	0.00				
Classroom Teacher (including Master Teachers)	11.00	11.00				
Specialty Teacher (including Master Teachers)	0.00	0.00				
Special Education Teacher (including Master Teachers)	4.00	4.00				
Special Education Coordinator	1.00	1.00				
Counselor	0.00	0.00				
Psychologist	0.00	0.00				
School Nurse	1.00	1.00				1.00
Director of Technology	1	1				
Technology Coordinator	1	1				
Project Coordinator	1	1				
Confidential Administrative Assistant	1	1				
Student Records Officer	1	1				
Technology Support / Marketing Coordinator / Secondary Learning Guide	1	1				
Director of Teaching and Learning	1	1				
Part-Time Administrative	1	1				

Assistant						
Business Manager	1	1				1
Totals	28.00	28.00	0	0	0	3.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

N/A

Fiscal Solvency Policies

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

No new policies or procedures involving fiscal solvency were implemented during the 2019-2020 school year.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

Central PA Digital Learning Foundation uses CSIU accounting software. This has been used since 2016-2017. No Changes

Preliminary Statements of Revenues, Expenditures & Fund Balances

Next, upload the completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

XLSX file uploaded.

Financial Audits

Basics

Audit Firm:	Young, Oakes, Brown & Company P.C.
Date of Last Audit:	06/30/2019
Fiscal Year Last Audited:	2018-19

Explanation of the Report

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

FINANCIAL HIGHLIGHTS

- This was CPDLF's sixteenth year of operation. The net position for the period ending June 30, 2019 was (\$303,976.).
- During the 2018-2019 school year, CPDLF saw a decrease of 10% in student enrollment.
- The Balance Sheet has a fund balance of \$2,453,284 for the year ended June 30, 2019.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of financial statements that present distinctly different views of CPDLF:

- The first two statements are *government-wide financial statements* that provide both *long-term* and *short-term* information about CPDLF's *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual* parts of CPDLF, reporting CPDLF's operations in *more detail* than the government-wide statements.
- All of CPDLF activities are governmental activities and are presented in the governmental fund statements.

The financial statements also include notes that explain some of the information presented in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of CPDLF's budget for the year.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No
 Date of Last Federal Programs Consolidated Review: 03/29/2018
 School Year Reviewed: 2017-18

Federal Programs Consolidated Review Report

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs, and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Learning Guide	IU8 Duncansville, 580 Foot of Ten Road, Duncansville, PA 16635	12	5	11
Special Education Secondary Learning Guide	IU8 Duncansville, 580 Foot of Ten Road, Duncansville, PA 16635	18	12	18
Special Education Secondary Learning Guide	IU8 Duncansville, 580 Foot of Ten Road, Duncansville, PA 16635	22	12	18
Special Education Secondary Learning Guide	IU8 Duncansville, 580 Foot of Ten Road, Duncansville, PA 16635	6	12	18

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Learning Lamp - Emotional/Autistic Support	30 Hours	Outside Contractor	29
Occupational Therapy	45 Minutes	Intermediate Unit	10 or fewer
School Social Worker	2 Hours	Intermediate Unit	10 or fewer
Speech and Language	30 Minutes	Intermediate Unit	10 or fewer
Therapy Source - Occupational Therapy	2.75 Hours	Outside Contractor	10 or fewer
Humanus - Speech and Language	2 Hours	Outside Contractor	10 or fewer
School Psychologist	30 Minutes	Outside Contractor	10 or fewer
Therapy Source - Special Education Teacher	13 Hours	Outside Contractor	10 or fewer
Therapy Source - Speech and Language	4.75 Hours	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 02/10/2015

Special Education

Cyclical

Monitoring:

Link to Report (Optional): <https://drive.google.com/open?id=0B00B107N4InjcFk5cW9vNGpfSWc>

Special Education Cyclical Monitoring Report

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau's findings, and the most recent Corrective Action Plan, if indicated.

PDF file uploaded.

Special Education Personnel Development

IEP Writer Progress Monitoring Module

Special education staff was trained to use the progress monitoring module in IEP Writer in order to provide robust quarterly progress reports on our special education students.

Person Responsible	Special Education Coordinator
Start Date	11/22/2019
End Date	11/22/2019
Program Areas	Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	6
Provider	IEP Writer staff member
Provider Type	IEP Writer
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of progress reports from the progress monitoring module by Special Education Coordinator prior to being sent to parents to at the end of each quarter.
Evaluation Methods	Discussion of implementation at monthly Special Education Team Department meetings.

PaPos Training (Indicator 14 Student Exit surveys)

This training provided information on completing the steps to meet Indicator 14 (Student Exit Surveys) completion.

Person Responsible	Special Education Coordinator Principal
Start Date	9/24/2019
End Date	2/27/2020
Program Areas	Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	2
Provider	PaTTAN Consultant
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar
Participant Roles	Principals / Asst. Principals Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Completion of surveys according to the established timeline.
Evaluation Methods	Completed surveys

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	12	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	22	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	18	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	6	1
Justification: Central PA Digital Learning Foundation is a cyber-charter school where students receive both their instruction and special education learning support in the virtual environment.				
Locations:				
Central PA Digital Learning Foundation Cyber Charter	A Junior/Senior High School Building	A building in which General Education		

School		programs are operated		
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Facilities

Fixed assets acquired by the Charter School during the past fiscal year

Fixed assets acquired by the Charter School during the past fiscal year:

None.

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

\$0.00

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan:

In June 2019, PDE granted our request to open an additional facility to better serve our learners in the eastern part of the state. In the 2019-20 school year, CPDLF opened the new facility in Stroudsburg, PA which will primarily be used for tutoring and state testing.

Memorandums of Understanding

Organization	Purpose
Allegheny Township Police Department	This Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.
Altoona Area School District	The purpose of this MOU is to allow the school nurse employed by the Altoona Area School District and contracted with CPDLF to respond to emergency situations at the charter school during regular working hours at Altoona Area School District.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Royce Boyd on 7/30/2020

Board President

Affirmed by Aiko Malynda Maurer on 7/30/2020

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Royce Boyd on 7/30/2020

Board President

Affirmed by Aiko Malynda Maurer on 7/30/2020

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Royce Boyd on 7/30/2020

Board President

Affirmed by Aiko Malynda Maurer on 7/30/2020

Chief Executive Officer

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed by Royce Boyd on 7/30/2020

Board President

Affirmed by Aiko Malynda Maurer on 7/30/2020

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed by Royce Boyd on 7/30/2020

Board President

Affirmed by Aiko Malynda Maurer on 7/30/2020

Chief Executive Officer