

Roberto Clemente Charter School

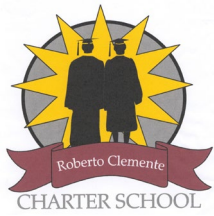
Board of Trustees

June 21, 2022

7:00PM

Agenda

1. Review of Agenda
2. Review of Minutes
 - 5/17/22 Minutes (motion)
3. Public Input
4. CEO's Office
 - 2022-2025 Comprehensive Plan (Motion)
 - 2022-2025 Professional Development Plan (Motion)
 - Assistive Technology Policy (1st Reading)
 - Acting Pay Recommendation (Motion)
5. Principals' Offices
 - Elementary School Report
 - Secondary School Report
6. Human Resources
 - HR Report
 - Hires/Appointments (Motion)
 - Resignations/Terminations (Motion)
 - Probationary Period Policy (Motion)
 - Employee Performance Review Procedure (Motion)



Roberto Clemente Charter School

Board of Trustees

June 21, 2022

7:00PM

Agenda

7. Business Office
 - June Business Report
 - May Financial Reports
 - May Payment List (Motion)
 - Brokerage Concepts/HealthNow Contract (Motion)
 - Lehigh Carbon Community College Agreement (Motion)
 - Bank Account (Motion)
8. 2022/2023 Budget (Motion)
9. New Business:
 - 2022/23 Board Meeting Schedule (Motion)
 - Board Member Candidate (Motion)
10. Adjourn:

**Roberto Clemente Charter School
Board of Trustees Meeting Minutes
May 17, 2022**

Attendees: John Bassler, Dr. Lynn Columba, Dr. Kathy Dolgos, Agustín García, Nelson Quiñones, Alex Rolón, Dr. Jill Sperandio

RCCS Staff: Charles Boger, Alyssa Mace, Krista Maugle, José Molina, Jr., Cory Snyder

EXECUTIVE SESSION:

The Board entered executive session at 6:04 p.m. to discuss personnel and legal issues. The Board left executive session at 6:54 p.m.

Dr. Columba called the meeting to order at 7:03 p.m.

MINUTES:

The minutes of the April 2022 BoT meeting were reviewed. A motion was made to approve the April minutes by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

PUBLIC COMMENT:

No public input.

CEO's REPORT:

Mrs. Mace presented the CEO's Report.

An updated COVID-19 report was provided by Mrs. Mace.

A motion to amend the Health Plan recommending masking safety was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

The 2022 – 2025 Comprehensive Plan was submitted for review. Further action will be taken at the June BoT meeting.

A motion to accept the contract renewal list of all employees, contingent upon fulfillment of all requirements, was made by Mr. García and seconded by Dr. Dolgos. The motion carried unanimously.

PRINCIPALS' REPORTS:

Mr. Snyder and Ms. Maugle presented their respective reports for the elementary and secondary schools.

HUMAN RESOURCES REPORT:

Mr. Rodríguez submitted the Human Resources Report.

A motion to approve the new hires as presented in the HR Report was made by Mr. Garcia and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve the resignations as presented in the HR Report was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

A motion to approve Paid Time Off Policy was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

The Probationary Period Policy was presented to the Board for its first reading. Further actions will be taken at the June BoT meeting.

BUSINESS & FINANCIAL REPORTS:

The Business Report for the month of May was presented by Mr. Boger. The April 2022 Financial Report, and the April 2022 payment list were presented by Mr. Boger for discussion.

A motion to approve the April 2022 payment list was made by Mr. García and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve a two-year contract with Flynn O'Hara for student uniforms was made by Rev. Quiñones and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to assign an additional \$10,000 for the Administration Building Renovations was made by Mr. Bassler and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve the contract with Pareto Captive/Highmark for Health Insurance Plan for the 2022-2023 AY was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

The 2022-2023 Preliminary Budget was presented by Mr. Boger for its first reading. Further actions will be taken at the June BoT meeting.

The IRS Form 990 was submitted as planned.

NEW BUSINESS:

Review possible Board members and an invitation will be granted to those candidates for the June BoT meeting.

There being no further business, Mr. Rolón moved to adjourn the meeting, seconded by Mr. García. The motion carried unanimously.

The RCCS Board meeting was adjourned at 8:06 p.m. **The next regular Board meeting will be June 21, 2022, at 7:00 p.m.**

Dr. Lynn Columba, President

Date

Mr. Alexander Rolón, Secretary

Date

ROBERTO CLEMENTE CS

131 W Hamilton St

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level studies, and as life-long learners.

VISION STATEMENT

Future State/What We Envision: We aspire to be an early college model school. We have a school community in which students, teachers, administrators, parents, and community members are all learners and share common values, ideas, and commitment. Our school community embraces a multicultural perspective and a collaborative approach to maximize our students' success. We have a professional community that uses reflective dialogue, develops relationships among teachers by being mentors and advisors, promotes professional collaboration, shares norms and values, has a collective focus on student learning, and integrates technology across subject areas. Our curriculum and instruction aims to provide small classroom sizes, individualized instruction, academic rigor with an emphasis in standards-based learning, an emphasis on reading and writing across content areas, and proper assessments to verify progress. We engage in lively discussions and critical thinking as we actively problem-solve. We take interest in character development and increasing social skills through project-based learning and early college opportunities. We strive to support students who are responsible, abide by rules and expectations, and treat adults, other students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and are engaged in the social and political world. We strive for parents to work cooperatively with the school to support the school's rules, policies, and expectations while providing the time and support at home for their child's academic work. Parents are encouraged to promptly inform

their child's teachers and school of any pertinent medical, family, home, and/or learning problems. Parents need to ensure that their child attends school daily, on time, in uniform, and ready to learn. Our school provides a welcoming, caring, and exciting atmosphere that uses collaboration and multiculturalism to promote school pride. Our school climate is safe and supportive while setting high expectations for all.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students are expected to be responsible, abide by rules and expectations, and treat adults, students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and engage in the social and political worlds.

STAFF

Staff are encouraged to use reflective dialogue, develop relationships among teachers by being mentors and advisors, promote professional collaboration, share norms, and values, have a collective focus on student learning, and integrate technology across subject areas.

ADMINISTRATION

Administration is expected to create a climate that is welcoming, safe, and supportive for everyone. They are also responsible for facilitating collaboration and professional learning with the staff. In addition, they are tasked with promoting high expectations for all students.

PARENTS

Parents are expected to work cooperatively with the school, support the school's rules, policies, and expectations, and provide time and support at home for their child's academic work. Parents should promptly inform the teachers and the school of any pertinent information regarding their child. They must ensure that their child attends school daily, on time, in uniform, and ready to learn.

COMMUNITY

The community is expected to promote the idea that we are all learners, share common values, ideas, and commitments, and embrace a multicultural perspective and a collaborative approach to maximize student success.

STEERING COMMITTEE

Name	Position	Building/Group
Alyssa Mace	Administrator	Roberto Clemente Charter School
Charles Boger	Administrator	Roberto Clemente Charter School
Michael Rodriguez	Administrator	Roberto Clemente Charter School
Cory Snyder	Administrator	Roberto Clemente Charter School
Krista Maugle	Administrator	Roberto Clemente Charter School
Lara Ashworth	Staff Member	Roberto Clemente Charter School
Sarah Hart	Staff Member	Roberto Clemente Charter School
Jessica Kamber	Staff Member	Roberto Clemente Charter School
Judy Maginnis	Staff Member	Roberto Clemente Charter School
Dee Wimmer	Administrator	Roberto Clemente Charter School
Michelle Penoyer	Teacher	Roberto Clemente Charter School
Jessica Italiani	Teacher	Roberto Clemente Charter School

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In order to promote proficiency on the Pennsylvania State Assessment, RCCS will refine its instructional programming to promote student engagement and achievement including the development of responsive intervention programs.	Essential Practices 1: Focus on Continuous Improvement of Instruction
To promote student engagement and achievement, RCCS re-establish its schoolwide positive behavior interventions and supports to define, educate, and support students in displaying the appropriate learning behaviors to be successful students and citizens.	Essential Practices 3: Provide Student-Centered Support Systems
In order to support the learning needs of staff, RCCS will develop a professional development program that is rich in diversity and approach.	Essential Practices 4: Foster Quality Professional Learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Designing Coherent Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Promoting Instructional Consistency	Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be provided expectations and training related to designing coherent instruction that promotes structure and predictability.	2022-08-18 - 2023-06-08	CEO Building Principals Instructional Coaches	observational notes and documentations, instructional coaching agendas, PLC agendas, pacing calendars, professional development agendas

Anticipated Outcome

Teachers will implement consistent instructional routines and procedures that allows for effective pacing and promotes student engagement and achievement.

Monitoring/Evaluation

instructional walkthroughs, formal observations, lesson plan reviews, data analysis

Evidence-based Strategy

Positive Behavior Strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Targeted Professional Development	Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities.
Promoting Instructional Consistency	Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency.
Positive Behavior Interventions and Supports	Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports.	2022-07-01 - 2025-06-30	Building Administrators Special Education Coordinator School Counselors Instructional Coaches	professional development, training, supplemental programs such as individualized or small group counseling

Anticipated Outcome
Teachers and staff will grow their repertoire of positive behavior strategies to promote student engagement and achievement while

reducing disciplinary incidents and referrals.

Monitoring/Evaluation

Analysis of disciplinary data, analysis of student attendance and achievement data

Evidence-based Strategy

Targeted professional development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Targeted Professional Development	Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities.
Promoting Instructional Consistency	Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency.
Positive Behavior Interventions and Supports	Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement.

Action Step

Anticipated
Start/Completion

Lead
Person/Position

Materials/Resources/Supports Needed

RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities

2022-07-01 -
2023-06-15

CEO Building
Principals
Instructional
Coaches

Master Calendar Instructional
resources/guides local/classroom
assessment data benchmarking data
standardized assessment data

Anticipated Outcome

Teachers and staff will participate in regular and routine discussion-based professional learning activities rooted in data analysis and successful instructional practices.

Monitoring/Evaluation

agendas, professional learning activities, data analysis

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development)	Positive Behavior Strategies	Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports.	07/01/2022 - 06/30/2025
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)			
Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development)	Targeted professional development	RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities	07/01/2022 - 06/15/2023
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)			
Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)	Designing Coherent Instruction	Teachers will be provided expectations and training related to designing coherent instruction that promotes structure and predictability.	08/18/2022 - 06/08/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans 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.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Meeting Annual Academic Growth Expectations (PVAAS)

Regular Attendance

In 2020-2021, 99.3% of RCCS students exceeded the Career Standards Benchmark.

In 2019-2020, RCCS students exceeded the Four-Year Cohort 2030 Statewide Goal as evidenced by a 100% graduation rate.

Communication across the K-12 continuum is growing allowing for improved alignment.

Challenges

Provide frequent, timely, and systematic feedback and support on instructional practices

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Use multiple professional learning designs to support the learning needs of staff

Proficient or Advanced on Pennsylvania State Assessments

Early Indicators of Success

In 2020-2021, 31% of RCCS participated in courses of rigorous study which is lower than the state average of 57%.

In 2018-2019, 78% of graduating students transitioned to school, military, or work which is slightly lower than the state average of 79.9%.

Allocating the time necessary to promote the needed collaboration and communication is difficult.

As the EL and special education populations continue to grow,

Strengths

Parents are being provided resources for the community and at-home to support their children academically, socially, and emotionally.

Career Standards Benchmark

Following the 2020-2021 WIDA assessments, 73% of English Learners have exited the "1-Entering" proficiency level.

During the 2021-2022 school year, over 70% of students in grades 2- 5 displayed growth in English Language Arts from the first benchmark to the second benchmark (September to January/February).

During the 2021-2022 school year, over 40% of students in grades 6-8 displayed growth in English Language Arts from the first benchmark to the second benchmark (September to January/February).

During the 2021-2022 school year, over 30% of students in grades 9-12 displayed growth in English Language Arts from the first benchmark to the second benchmark (September to January/February).

During the 2021-2022 school year, over 80% of students in grades 1- 5 displayed growth in Mathematics from the first benchmark to the second benchmark (September to January/February).

Challenges

there are instructional impacts that require targeted professional development.

During the 2021-2022 school year, approximately 42% of students in grades 2-5 are performing on grade level in English Language Arts following the 2nd benchmark.

During the 2021-2022 school year, approximately 48% of students in grades 1-5 are performing on grade level in Mathematics following the 2nd benchmark.

In 2021-2022, 11.9% of RCCS students earned proficient or advanced in Science/Biology compared to the statewide average of 63.7%.

Following the 2020-2021 WIDA assessments, 27% of English Learners are considered "1- Entering" proficiency level.

With the exception of 1 student earning basic on the 3rd-grade math PSSA, students with disabilities in grades 3-8 earned below basic on the 2020-2021 math PSSA.

During the 2021-2022 school year, approximately 11% of students in grades 6-8 are performing on grade level in English Language Arts following the 2nd benchmark.

During the 2021-2022 school year, approximately 18% of students in grades 9-12 are performing on grade level in English Language

Strengths

However, of those students, only approximately 48% are performing on grade level following the 2nd benchmark.

During the 2021-2022 school year, over 50% of students in grades 6-8 displayed growth in Mathematics from the first benchmark to the second benchmark (September to January/February).

During the 2021-2022 school year, over 35% of students in grades 9-12 displayed growth in Mathematics from the first benchmark to the second benchmark (September to January/February).

According to the 2018-2019 PVAAS scores, RCCS students earned an academic growth score of 81.0 in Science/Biology which is greater than the statewide average of 75.1.

In 2020-2021, 38% of students with disabilities earned basic on the English PSSA in grades 3-8.

Challenges

Arts following the 2nd benchmark.

During the 2021-2022 school year, approximately 1% of students in grades 6-8 are performing on grade level in Mathematics following the 2nd benchmark.

During the 2021-2022 school year, approximately 2% of students in grades 9-12 are performing on grade level in Mathematics following the 2nd benchmark.

RCCS and its students would benefit from routine Science benchmarking to better plan for Science instruction based on achievement.

Most Notable Observations/Patterns

According to the last published PVAAS scores, RCCS students are exceeding the statewide growth standard which indicates students are making progress towards the mastery of state standards. More recently, students are showing growth on local benchmarking. However, the growth is not enough to approach grade level achievement, especially in the middle and high school levels. The growing EL and special education populations, in addition to remediating learning loss caused by the COVID-19 pandemic, will require targeted professional development opportunities to bolster instruction and programming at all levels.

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on Pennsylvania State Assessments	The COVID-19 pandemic and subsequent shutdown of schools greatly impacted student achievement at all levels. Virtual instruction provided challenging for a number of students as they struggled to successfully engage in the virtual environment.	
Early Indicators of Success		
Implement an evidence-based system of schoolwide positive behavior interventions and supports	The COVID-19 pandemic and subsequent shutdown of school greatly impacted the social and emotional development of students. Previously implemented positive behavior support plans need to be adjusted to address the change in student behavior upon the return to in-person learning.	
Use multiple professional learning designs to support the learning needs of staff	The return to in-person learning has proved challenging for school community as the needs of students have changed and have increased in severity.	
As the EL and special education populations continue to grow, there are instructional impacts that require targeted professional development.		

ADDENDUM B: ACTION PLAN

Action Plan: Designing Coherent Instruction

Action Steps	Anticipated Start/Completion Date		
Teachers will be provided expectations and training related to designing coherent instruction that promotes structure and predictability.	08/18/2022 - 06/08/2023		
Monitoring/Evaluation	Anticipated Output		
instructional walkthroughs, formal observations, lesson plan reviews, data analysis	Teachers will implement consistent instructional routines and procedures that allows for effective pacing and promotes student engagement and achievement.		
Material/Resources/Supports Needed		PD Step	Comm Step
observational notes and documentations, instructional coaching agendas, PLC agendas, pacing calendars, professional development agendas		yes	yes

Action Plan: Positive Behavior Strategies

Action Steps		Anticipated Start/Completion Date	
Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports.		07/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Analysis of disciplinary data, analysis of student attendance and achievement data		Teachers and staff will grow their repertoire of positive behavior strategies to promote student engagement and achievement while reducing disciplinary incidents and referrals.	
Material/Resources/Supports Needed		PD Step	Comm Step
professional development, training, supplemental programs such as individualized or small group counseling		yes	yes

Action Plan: Targeted professional development

Action Steps		Anticipated Start/Completion Date	
RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities		07/01/2022 - 06/15/2023	
Monitoring/Evaluation		Anticipated Output	
agendas, professional learning activities, data analysis		Teachers and staff will participate in regular and routine discussion-based professional learning activities rooted in data analysis and successful instructional practices.	
Material/Resources/Supports Needed		PD Step	Comm Step
Master Calendar Instructional resources/guides local/classroom assessment data benchmarking data standardized assessment data		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development)	Positive Behavior Strategies	Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports.	07/01/2022 - 06/30/2025
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)			
Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)			
Over the course of three years, RCCS will offer its instructional staff targeted	Targeted	RCCS will create	07/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development) Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency) Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)	professional development	and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities	- 06/15/2023
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)	Designing Coherent Instruction	Teachers will be provided expectations and training related to designing coherent instruction that promotes structure and predictability.	08/18/2022 - 06/08/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Expectations	Teachers K-12	Lesson plan expectations, pacing expectations, lesson sequence/instructional activities expectations, data analysis
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Review of lesson plans, instructional walkthroughs, informal and formal observations, learning walks	08/22/2022 - 06/08/2023	Building principals/assistant principals Instructional Coaches

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff targeted professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development) Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency) Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)	Positive Behavior Strategies	Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports.	2022-07-01 - 2025-06-30
Over the course of three years, RCCS will offer its instructional staff targeted	Targeted	RCCS will create	2022-07-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
professional development related to English Language Arts and mathematics instruction in addition to meeting the needs of English Learners and students with disabilities. (Targeted Professional Development) Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency) Over the next three years, RCCS will develop and implement responsive schoolwide positive behavior interventions and supports to decrease disciplinary referrals and to support student engagement and achievement. (Positive Behavior Interventions and Supports)	professional development	and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities	- 2023-06-15
Over the next three years, RCCS will develop, implement, and refine instructional expectations in order to promote instructional consistency. (Promoting Instructional Consistency)	Designing Coherent Instruction	Teachers will be provided expectations and training related to designing coherent instruction that promotes structure and predictability.	2022-08-18 - 2023-06-08

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent Training	K-12 Parents	Positive behavior expectations for students, Menu of positive behavior supports in each school building
Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/08/2023	4x per year (beginning of each marking period)	Email Letter Posting on district website
Lead Person/Position		
Building principals/assistant principals School Counselors		
Communication Step	Audience	Topics/Message of Communication
PLC Calendars/Agendas	Instructional staff	meeting dates and times, agenda of learning activities

Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/08/2023	Throughout the school year	Email Presentation
Lead Person/Position		
Building Principals Assistant Principals Instructional COaches		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline

ROBERTO CLEMENTE CS

131 W Hamilton St

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Roberto Clemente Charter School
121393330
131 W. Hamilton Street, Allentown, PA 18101

Alyssa Mace
anewman@myrccs.com
6104395181 X 554

Alyssa Mace
anewman@myrccs.com

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Alyssa Mace	CEO	Alyssa Mace	School Board of Directors
Michael Rodriguez	Human Resources Administrator	Michael Rodriguez	Administration Personnel
Cory Snyder	Elementary Principal	Cory Snyder	Administration Personnel
Brittani Ricketts	Elementary Instructional Coach	Brittani Ricketts	Teacher
Dina Boyer	Middle/High School Instructional Coach	Dina Boyer	Teacher
Lara Ashworth	High School Counselor	Lara Ashworth	Administration Personnel

Name	Title	Committee Role	Appointed By
Sarah Hart	Middle School Counselor	Sarah Hart	Administration Personnel
Jessica Kamber	Elementary School Counselor	Jessica Kamber	Administration Personnel
Judy Maginnis	Certified School Nurse	Judy Maginnis	Administration Personnel
Dee Wimmer	Special Education Coordinator	Dee Wimmer	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The CEO Leadership Team meetings monthly. Building leadership meets with their instructional coaches regularly.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INSTRUCTIONAL EXPECTATIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Because positive behavior strategies often promote effective and engaging instruction, these strategies will be incorporated into targeted professional development opportunities that also promote instructional consistency, professional learning, and positive behavior interventions and supports. RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities	Teachers K-12	Lesson plan expectations, pacing expectations, lesson sequence/instructional activities expectations, data analysis	Review of lesson plans, instructional walkthroughs, informal and formal observations, learning walks
Lead Person/Position		Anticipated Timeline	
Building principals/assistant principals Instructional Coaches		08/22/2022 - 06/08/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-	As needed	1e: Designing Coherent	Teaching Diverse Learners in an

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
teacher; other coaching models)		Instruction	Inclusive Setting
Learning walk	As needed	4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Inservice day	Once per year/Orientation	2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Once per month	4e: Growing and Developing	Language and Literacy Acquisition

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Professionally	for All Students
		4d: Participating in a Professional Community	
		2b: Establishing a Culture for Learning	
		1e: Designing Coherent Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 44 TRAINING

Audience	Topics to be Included	Evidence of Learning
All staff	Situational awareness, Trauma-informed education awareness, Behavioral health awareness, Suicide and bullying awareness, Substance use awareness, Emergency training drills, including fire, natural disaster, active shooter, hostage situation, and bomb threat.	Agendas, evaluations
Lead Person/Position		Anticipated Timeline
School Safety Coordinator CEO Building Principals		07/01/2022 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once per year	2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 2e: Organizing Physical Space 2a: Creating an Environment of Respect	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		and Rapport 4d: Participating in a Professional Community	
Independent study	Once every 5 years	4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	School Safety including Trauma-informed Education Awareness (Act 44)

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
Business Office, Special Education Coordinator	special education law, special education leadership	training materials,
Lead Person/Position	Anticipated Timeline	
Director of Business Administration Special Education Coordinator	07/01/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Once per school year	4b: Maintaining Accurate Records	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

INDICATOR 14 PENNSYLVANIA POST SCHOOL OUTCOMES TRAINING

Audience		Topics to be Included	Evidence of Learning
Special Education Coordinator High School Special Education Teachers		Post-school outcome surveys	agenda, handouts
Lead Person/Position		Anticipated Timeline	
Special Education Coordinator		06/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As required	4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	Indicator 14 Pennsylvania Post School Outcomes Training

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Coordinator Middle/High School Special Education Teachers	effective practices in secondary transition, an overview of the seven areas required by Indicator 13 for compliant, secondary transition practices.	agenda, handouts
Lead Person/Position	Anticipated Timeline	
Special Education Coordinator	07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	as required/needed	1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records	Indicator 13 Effective Practices in Transition Training

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
Anyone administering the PASA Assessment	how to prepare to administer the PASA DLM Assessment, how to administer the PASA DLM Assessment	agenda, handouts
Lead Person/Position	Anticipated Timeline	
Special Education Coordinator	07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once per school year		PASA Administration Training

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Professional Development Plans are reviewed by the following: 1. RCCS Leadership team who in turn meet with elementary, middle, and high school teachers and staff to offer input regarding professional development needs 2. Teacher Surveys are used to solicit anonymous feedback on trainings and professional development needs 3. Professional Learning Communities review student data as it pertains to growth, acquisition of skills and the correlation to pedagogical practices 4. Grade/Team/Department Meetings to discuss students' and curricular strengths and needs 5. Adhering to all new state mandates 6. Professional Development activities such as trainings, webinars, professional learning communities, workshops, seminars, etc.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

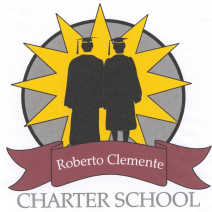
Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council’s Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date



Roberto Clemente Charter School

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Board of Trustees Policy

Assistive Technology (AT) Policy and Procedures

The Board of Trustees of the Roberto Clemente Charter School ("Charter School") recognizes that Assistive Technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities.

Both federal and state special education laws explicitly define Assistive Technology to include both Assistive Technology devices and/or services, the purpose of which are to improve the functional capabilities of a student with a disability. Such Assistive Technology must be provided for a child with a disability, at no cost to parents, if determined by the IEP team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

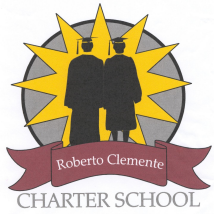
The Board further recognizes that the IEP team is responsible for determining if an Assistive Technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that Assistive Technology devices and/or services are not always enough by themselves. The IEP team should focus on whether or not Assistive Technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

DEFINITIONS:

Assistive Technology device- As defined in both federal and state law, this means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive Technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment. The term does not include a medical device that is surgically implanted, or the replacement of such device.

Assistive Technology service- As defined in both federal and state law, this means any service that directly assists a child with a disability in the selection, acquisition, or use of an Assistive Technology device. Assistive Technology services are those that are necessary to enable the student and/or IEP Team to use any Assistive Technology services specified in the IEP. Such services may include:

- A) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- B) Purchasing, leasing, or otherwise providing for the acquisition of Assistive Technology devices by children with disabilities;



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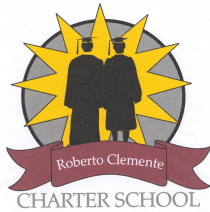
- C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing Assistive Technology devices;
- D) Coordinating and using other therapies, interventions, or services with Assistive Technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E) Training or technical assistance for a child with a disability or, if appropriate, that child's family;
- F) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise involved in the major life functions of that child.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes Assistive Technology devices and/or services does not exist.

GUIDELINES:

Consideration of Assistive Technology, in the context of IEP development, review or revision, is intended to be a collaborative process in which team members determine whether AT devices or services are needed for the student to access the general education curriculum or meet IEP goals. Consideration may necessitate that the IEP team include (or have access to) someone who has knowledge about Assistive Technology or who can guide the Team in considering Assistive Technology in the context of what they know about the student. Team members who are considering Assistive Technology should examine available data and observations about the student and ask whether the student may need Assistive Technology:

- A) To be in the LRE;
- B) To meaningfully participate in the general education curriculum;
- C) To participate in activities;
- D) To access educational/print materials, including textbooks;
- E) To access auditory information;
- F) For written communication/computer access;
- G) For augmentative communication;
- H) To participate in state and local assessments.



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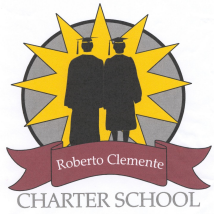
Therefore, to the extent that Assistive Technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). When describing the Assistive Technology needed by the student, it is considered best practice to describe the features rather than the brand name, because most devices and software have multiple features, not all of which may be required by the student to have FAPE. The provision of Assistive Technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and timelines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to Assistive Technology devices and/or services when they are necessary to ensure eligible children receive FAPE.

It is the Charter School's responsibility to provide Assistive Technology devices and services when included as part of a student's IEP. State and federal law do not require that the Charter School purchase Assistive Technology as needed in the IEP. However, it is appropriate for the Charter School to purchase, rent or borrow Assistive Technology or utilize Assistive Technology that is acquired through the student's insurance. The Charter School may not require the family to utilize insurance or any other funding source. The Charter School remains responsible for any costs related to repair, maintenance, or replacement of required Assistive Technology that is specified in the IEP.

The CEO or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO or his/her designee may not delay or deny a student's receipt of Assistive Technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

The CEO or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and external components of surgically implanted medical devices. The Charter School will coordinate with local service providers, such as the Carbon Lehigh Intermediate Unit #21, regarding the maintenance and function of hearing aides and external components of surgically implanted medical devices.



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Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriate AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the Charter School. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students' IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The CEO or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained.

The CEO or his/her designee is further directed to have a plan in place to provide AT services without interruption.

The CEO or his/her designee is charged with making personnel aware of the availability of AT resources.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this __22__ day of __June____, 2021

DR. LYNN COLUMBA

President

ALEX ROLÓN

Secretary



DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

Elementary Principal's Report

Tuesday, June 21, 2022

Mr. Cory Snyder

Enrollment (As of 6.15.22)

Kindergarten	49
Grade 1	50
Grade 2	51
Grade 3	48
Grade 4	49
Grade 5	49
Total	296

Student Attendance (5.1.22 to 5.31.22)

Kindergarten	91.43%
Grade 1	92.46%
Grade 2	92.16%
Grade 3	92.20%
Grade 4	93.26%
Grade 5	92.23%
Total	92.29%

2021-2022

Student Discipline (5.1.22 to 5.31.22)

- Twenty-five discipline reports were submitted.
 - Inappropriate Behavior (11)
 - Unsafe Behavior (3)
 - Threatening Behavior (2)
 - Inappropriate Language (2)
 - Disrespectful Behavior (1)
 - Physical Confrontation (3)
 - Fighting (3)
 - *Out of School Suspension* (3)

School Counselor

- College and Career Month "Dream. Do. Work."
 - All events, speakers, and presentations were a huge success this year.
 - Thank you to all the community partners who visited during our Career Month. Thank you to Ms. Kamber for organizing and coordinating such an amazing month of College and Career activities for our elementary students.



DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

Other

- Mobile Dentist
 - Follow up visit was 6.3.22
- Virtual Art Show 2022
 - Thank you, Mrs. Henry, for putting together the virtual Art Show with student art projects from this year.
- Field Day 2022
 - Thank you, Mr. Miller for organizing field day for our students. Thank you, Ms. Schneider, Mrs. Henry, Ms. Straka, and Mrs. Sabo, for assisting with running field day.
- Talent Show 2022
 - Thank you, Ms. Kamber, Ms. Schneider, Ms. Ortiz, Mrs. Henry, Ms. Gonzalez, Ms. Young, and Mrs. Vicenty for helping organize, prepare, and coordinate an amazing talent show.



- Spanish Spelling Bee
 - Thank you Ms. Cruz and Ms. Davila





DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

○ Graduating Seniors Visited the Elementary School



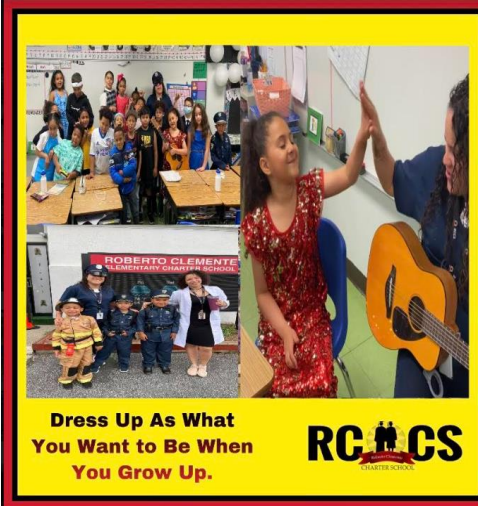
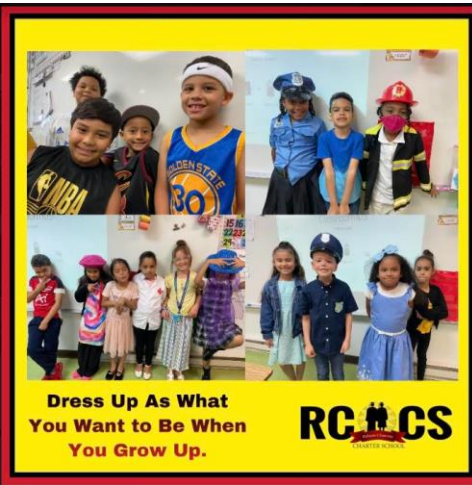
○ Pictures from College and Career Month



RC #CS

Roberto Clemente
CHARTER SCHOOL

DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!





DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

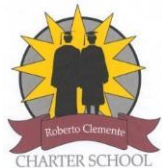


Leaning in to answer all these 4th graders' questions. Such an attentive group at Roberto Clemente Elementary in Allentown.



Calendar

6.27.22-7.22.22—Summer School



Roberto Clemente Charter School

Middle/High School Principal's Report
Tuesday, June 21, 2022
Mrs. Alyssa Mace

ENROLLMENT (as of 6/17/22)

Grade 6	49
Grade 7	46
Grade 8	46
Grade 9	35
Grade 10	43
Grade 11	41
Grade 12	41
Total	301

END-OF-YEAR CEREMONIES

- **12th Grade Graduation**
 - 36 seniors successfully graduated on Monday, June 13, 2022.
 - For the first time, this graduating class included students who attended the elementary campus of RCCS.
- **8th Grade Moving Up Ceremony**
 - Held Tuesday, June 14, 2022.

SUMMER SCHOOL/EXTENDED SCHOOL YEAR

- June 27- July 22, 2022, Monday- Friday, 8:00 a.m. – 12:00 p.m.

2022-2023 SCHOOL YEAR

- Planning is underway to restructure the bell schedule, update the Student/Parent Handbook, define positive behavior expectations, and refine instructional expectations.

CALENDAR

- June 13: 12th Grade Graduation 5:30 p.m.
- June 14: 8th Grade Moving Up Ceremony 5:30 p.m.
- June 15: Last day of school
- June 27-July 22: Summer School/ESY



Roberto Clemente Charter School

131 W Hamilton Street, Allentown, PA 18101 | Phone: 610-439-5181 | www.myrccs.com

Human Resources Report

June 21, 2022

I. Personnel Updates for board approval, including addenda:

a. Personnel Appointments and New Hires

Name	Job Title	Date	Status
Carlina Gomez	Cafeteria Aide	5/31/2022	New Hire – Part-time
Lynettee Tulier-Rodriguez	Teacher Aide – Elementary School	6/8/2022	New Hire – Part-time
	Summer School Aide	6/27/2022	Current Employee – Part-time
Derek Ambler	Summer School Teacher	6/27/2022	Current Employee – Part-time
Amber Beaver	Summer School Teacher	6/27/2022	Current Employee – Part-time
Annamarie Boyer	Summer School Aide	6/27/2022	New Hire – Part-time
Dina Boyer	Summer School Teacher	6/27/2022	Current Employee – Part-time
Joshua Burak	Summer School Teacher	6/27/2022	Current Employee – Part-time
John Burgermeister	Summer School Teacher	6/27/2022	Current Employee – Part-time
Mary Charon	Summer School Aide	6/27/2022	Current Employee – Part-time
Einis Davila	Summer School Teacher	6/27/2022	Current Employee – Part-time
Jessica Italiani	Summer School Teacher - ESY	6/27/2022	Current Employee – Part-time
Isabel Martinez	Summer School Teacher	6/27/2022	Current Employee – Part-time
Mackenzie McVicker	Summer School Teacher	6/27/2022	Current Employee – Part-time
Emily Mulcahy	Summer School Lead Teacher	6/27/2022	Current Employee – Part-time
Doralees Ortiz-Dilan	Summer School Teacher	6/27/2022	Current Employee – Part-time
Jessica Rodriguez	Summer School Aide	6/27/2022	Current Employee – Part-time
Megan Sabo	Summer School Teacher	6/27/2022	Current Employee – Part-time
Vicky Santos	Summer School Aide	6/27/2022	Current Employee – Part-time
Alena Schneider	Summer School Teacher	6/27/2022	Current Employee – Part-time
Jeff Seibert	Summer School Teacher	6/27/2022	Current Employee – Part-time
Corinne Stanley	Summer School Teacher	6/27/2022	Current Employee – Part-time
Allyson Straka	Summer School Teacher	6/27/2022	Current Employee – Part-time
Yolande Thomas-Reid	Summer School Aide	6/27/2022	Current Employee – Part-time

Susan Traynor	Summer School Teacher	6/27/2022	Current Employee – Part-time
Valentine, Scott	Summer School Teacher	6/27/2022	Current Employee – Part-time
Vargas, Luis	Summer School Teacher	6/27/2022	Current Employee – Part-time
Wetzel, Madison	Summer School Teacher	6/27/2022	Current Employee – Part-time
Audra Young	Summer School Teacher - ESY	6/27/2022	Current Employee – Part-time
Taren Kobyra	Secondary School Principal	7/1/2022	New Hire – Full-time
Julie Harakal	Assistant Principal – Elementary School	7/1/2022	New Hire – Full-time

b. Personnel Resignations and Dismissals

Name	Job Title	Date	Status
Miriam Medrano-Bautista	Cafeteria Aide	5/20/2022	Resignation

II. Current and Future Job Postings:

Title	Department
Maintenance 2 nd Shift – Full-time	Facilities
Custodian 2 nd Shift – Full-time	Facilities
Teacher Aide - Part-time (2)	Elementary School
Registered Nurse/Substitute - Full-time (1)	Health Services
Mathematics Teacher	Middle/High School
Special Education Teacher (2)	Middle/High School
Teacher Aide – Part-time (3)	Middle/High School
Cafeteria Aide – Part-time (2)	Food Service

III. Procedure under Evaluation of Non-Instructional Employees Policy (for approval)

a. Employee Performance Review Procedure

- Employee Performance Review Form

IV. Policies (second reading)

a. Probationary Period Policy

- Probation Evaluation Form

V. Employment Agreements (for approval)

Evaluation of Non-Instructional Employees

- 1.1 The Board of Trustees ("Board") recognizes the importance of having evaluations for all employees.
- 2.1 The Chief Executive Officer ("CEO") or designee has the responsibility to prepare a plan, including procedures, for the evaluation of all non-instructional employees.
- 3.1 Prior to the beginning of the period under evaluation, the CEO or designee and the employee shall review the criteria to be used for evaluation purposes. Each staff member shall receive an overall performance evaluation rating based on his/her evaluation.
- 3.2 As an outcome of the evaluation of the employee, the CEO or designee will recommend any action regarding the performance and/or employment of the employee to the Board of Trustees.



Roberto Clemente Charter School

Employee Performance Review Procedure

Procedure under	Evaluation of Non-Instructional Staff
Procedure Effective Date	8/1/2022
PURPOSE Employee performance appraisals serve several functions providing a means for giving employee feedback, guiding personnel actions, salary decisions, and assisting with career training needed. The Employee Performance Review (EPR) was designed specifically for use at Roberto Clemente Charter School (RCCS) for staff that DO NOT fall under the requirements of the Educator Effectiveness process used to evaluate professional, Pennsylvania Department of Education (PDE) Certified Staff.	
Applicable to	All Non-Certified Employees not defined by Act 13 of 2020 that amends Act 82 for Educator Effectiveness in Pennsylvania.
The EPR form is comprised of two sections: The first section addresses job knowledge, expectations, and standard position specific goals. The second section addresses charter school specific goals. Each section should represent elements critical to the employee's success and the school's ability to meet program needs. The total number of points possible on the EPR is 100. The EPR dictates five mandatory goals for each employee (school goal, training, quality of work, attendance & punctuality, and customer service). Additionally, the supervisor should add two additional personal goals for each individual employee that are position specific. The review period coincides with the employee's contract year. This allows the school to use a rolling 12-month report from PDE in assessing both school and individual performance. New employees who completed their probationary period prior to April 30th of the contract year must participate in the EPR process. Supervisor will receive an EPR form from human resources for them to complete as applicable. New employees who complete the probation period after April 30th of the contract year do not receive an EPR until the next contract year. New Employees must receive their EPR goals 30 days from their date of hire. This ensures that the new employee has time to complete their goals prior to the end of the EPR cycle. Current Employees must receive their EPR goals 60 days from the beginning of the contract term. This ensures that the employee has time to complete their goals prior to the end of the EPR cycle.	



Roberto Clemente Charter School

Procedure:

Phase 1

Setting goals -

At the beginning of the review period, the employee and supervisor discuss this section and the supervisor establishes goals with the employee's input.

Supervisor will make them S.M.A.R.T. goals.

1. Specific – Make sure the goal specifies what needs to be done and is well defined.
2. Measurable - Describes how we know when the goal has been obtained. Focus on elements such as quantity, observable actions, results, efficiency, and other outcomes.
3. Achievable – Ensure the goal is within the staff member's control and that it is reasonable.
4. Relevant - Why is the goal important? Develop goals that relate to the employee's key job responsibilities or link with department/school goals.
5. Timely – Make sure the goals can be accomplished within the review period.

By using the S.M.A.R.T. formula when establishing goals, it will ensure both the supervisor and employee share the same understanding of what is expected.

Tracking Method -

The tracking method is simply how will the goal be tracked to determine the level of completion. The tracking method should be detailed enough that all parties understand it. After the goal has been established the supervisor must determine how it will be tracked based on whether the goal is qualitative, quantitative or both.

1. Qualitative

If the goal is qualitative or cannot be measured, the supervisor rates the employee based on observations of the employee's performance of the goal during the review period.

2. Quantitative

Quantitative goals are measurable by time, dates, amounts, percentages, frequency, or other measurable means.

There are some goals that are both qualitative and quantitative in nature. When appropriate, supervisors have the ability to assign both qualitative and quantitative points to one goal.

Assigning Points to a Goal -



Roberto Clemente Charter School

After the goal has been determined the supervisor must decide how the points will be assigned for each level of completion and what those levels are.

For example, if there was a goal to complete monthly audits you need to decide what the total possible is and then the breakdown of the lower levels of completion. It could look something like this:

10=12 audits, 8=11 audits, 6=10-9 audits, 4=8-7 audits, 0=6 audits or less.

Process for goal setting

1. Supervisor obtains input from employee in developing goals.
2. Supervisor determines what goals will be assigned to the employee. Establishing the tracking method and the points distribution for the goal.
3. Supervisor forwards goals to manager, if applicable, for review and approval.
4. Manager forwards to human resources and CEO.
5. Human resources and CEO review, approve, sign and date goals or have the manager/supervisor change part or all the goals before approving by providing their signature.
6. Human resources distributes approved goals to the supervisor.
7. Supervisor meets with employee; they discuss the goals and they both sign and date the EPR form.

The employee's signature indicates they have received the approved goals. A copy of the EPR is given to the employee. The original EPR form will be kept by human resources in the employee's personnel file. Completed EPR forms are due to human resources within 7 days of the employee signing the goal setting.

During the review/contract year, the supervisor and employee should both monitor and review the employee's progress towards obtaining the EPR goals.

Phase 2

At the end of the review period, a score is needed to be assigned to each goal. The score earned is based upon the criteria set when the goal was issued to the employee, and the outcome of the employee's performance pertaining to that goal.

Human resources will notify supervisors by March 31st the need to complete EPR for the year.

The supervisor completes the aforementioned and forwards it to the manager if applicable for review. The remarks section should be filled out on each goal giving the employee feedback on their performance. Remarks are required for any goal where the employee received either the maximum or minimum number of points. However, it is a good idea to include remarks for each goal. Supervisor/Manager provides it to human resources.



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As for Section 2, Human Resources and the CEO will assign these scores as it will be uniform for all evaluated employees.

PDE's Act 82 Building Level Score (formerly the School Performance Profile) will be a component of the EPR. This rating provides a school level academic score for public schools, charter and cyber charter schools, and full-time comprehensive career and technical centers. This score is given yearly in Fall. Should PDE fail to provide an updated score for the current year by the time EPRs are due, the previous Building Level Score available will be utilized.

The Safety and Climate Survey (SCS) gives RCCS a powerful tool to improve the quality of student learning and school environment. It measures student/parent/staff satisfaction and priorities, showing what issues are important to them. The SCS captures a variety of experiences across all class levels, both inside and outside of the classroom, including Instructional effectiveness, academic advising, registration effectiveness, campus climate, and safety and security. Two identical surveys will be issued to students/parents/staff by the CEO throughout the year typically in December and April. The average of both surveys will be used to provide the final score for the year.

Once human resources and the CEO have approved and signed the EPR form, it is returned to the supervisor within 7 days of signing.

The supervisor meets with the employee and discusses the evaluation within 7 days of receipt. The employee then signs and dates the EPR form indicating acknowledgment of the results. Employee is encouraged to provide comments. A copy of the signed form should be given to the employee.

The original completed EPR form is then sent to human resources to be placed in the employee's personnel file within 7 days of the employee signing the year end evaluation.

Board Approval Date	
Approval Signatures on file	

**TO THE EXTENT THAT ANYTHING IN THIS PROCEDURE COULD BE
CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR
APPLICABLE STATE AND/OR FEDERAL LAWS, THE CHARTER AND/OR
APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.**



Name:	Position:	Employee Last 4 S.S. #:
Department:	Hire Date:	Review Period:

Section I						Points Possible	Points Earned
School Goal						12	0
Goal: Promotes the development of academic success standards by modeling appropriate behaviors, mentoring students where necessary and monitoring both positive and negative behaviors through interventions. Supports students' academic development goals and student placement efforts.							
Qualitative Points:	12 = Outstanding	10 = Exceeds expectations	8= Meets expectations	6= Needs improvement	4 = Unsatisfactory		
Quantitative Points:							
Tracking Method: Supervisory Observations; Qualitative							
Remarks:							
Training						10	0
Goal: Complies with the Pennsylvania Public School Codes: Act 44 (School Safety Training), Act 126 (Child Abuse Recognition and Reporting Training), and additional Training as directed by management within the designated allotted timeframe.							
Qualitative Points:							
Quantitative Points:	10 = 100% All Completed within timeframe	8 = 99-95% 1 training <1 month past due date	6 = 94-90% 2 trainings <1 month past due date	4 = 89-80% 3 trainings <1 past due date	2 = 79% or less 4+ trainings <1 past due date		
Tracking Method: Staff training records; Quantitative							
Remarks:							
Quality of Work						12	0
Goal: Completed assignments are clear, accurate, and of good quality.							
Qualitative Points:	12 = Outstanding	10 = Exceeds expectations	8 = Meets expectations	6 = Needs improvement	4 = Unsatisfactory		
Quantitative Points:							
Tracking Method: Audits, Observations; Qualitative							
Remarks:							
Attendance & Punctuality						10	0
Goal: Dependable, arrives to work on time, reports on all scheduled days, adheres to break and meal schedules. Schedules PTO with advance notice to allow appropriate coverage of duties.							
Qualitative Points:							
Quantitative Points:	10 = 100% No Unscheduled Absences	8 = 99-95% >3 Unschedule Absences	6 = 94-90% >4 Unschedule Absences	4 = 89-80% >5 Unschedule Absences	2 = 79% or less >6 Unschedule Absences		
Tracking Method: Supervisory Observations & Timesheet/Attendance Logs; Quantitative							
Remarks:							
Customer Service						12	0
Goal: Responsive and attentive to the needs of others. Flexible and open minded. Works well with others. Demonstrates a customer service oriented attitude towards staff, students, and visitors.							
Qualitative Points:							
Quantitative Points:	12 = A lot of positive feedback from staff & students and no substantiated complaints	10 = Some positive feedback from staff & student and no substantiated complaints	8 = Very little positive comments from staff & students and no substantiated complaints	6 = No positive feedback from staff & students and there is one substantiated complaint	4 = No positive feedback from staff & students and there is two or more sub. complaints		
Tracking Method: Observations & Substantiated Complaints; Quantitative							
Remarks:							

Position Specific Goal 1						12	0
Goal:							
Qualitative Points:							
Quantitative Points:	12 =	10 =	8 =	6 =	4 =		
Tracking Method:							
Remarks:							
Position Specific Goal 2						12	0
Goal:							
Qualitative Points:							
Quantitative Points:	12 =	10 =	8 =	6 =	4 =		
Tracking Method:							
Remarks:							
						80	0

Signatures			
Goal Setting (Phase 1)			
Employee / Date	Supervisor / Date	CEO / Date	HR / Date

SCHOOL PERFORMANCE (20 points possible)	Section II					Points Possible	Points Earned	
	Educator Effectiveness - Building Level Score (Annual, Fall)					10	0	
	Ranked 100-90 = 10 points	Ranked 89-80 = 9 points	Ranked 79-70 = 8 points	Ranked 69-60 = 7 points	Ranked <59 = 6 points			
	Safety and Climate Survey - Average of last two surveys (December & April)					10	0	
	100.00 - 90.00 = 10 points	89.99 - 80.00 = 9 points	79.99 - 70.00 = 8 points	69.99 - 60.00 = 7 points	59.99 or lower = 6 points			
						20	0	
						Total Points	100	0
Outstanding		100 - 90 Points						
Exceeds Expectations		89 - 80 Points						
Meets Expectations		79 - 60 Points						
Doesn't Meet Expectations		Below 60 Points						

Year End Evaluation (Phase 2)			
Employee / Date	Supervisor / Date	CEO / Date	HR / Date
Supervisory Comments:			
Employee Comments:			



Roberto Clemente Charter School

Probationary Period Policy

Effective Date	7/1/2022
PURPOSE To establish a policy which allows a probationary period for all newly hired employees and employees who reclassify from on-call status to a part-time or full-time position or from one position to another.	
Applicable to	All newly hired or reclassified employees
Internal Forms	Probation Evaluation Form
<i>Your employment with the Roberto Clemente Charter School “RCCS” is entered into voluntarily and can be terminated, with or without cause and with or without notice, at any time at the option of either the RCCS or yourself. In addition, the charter school may make decisions regarding other terms of employment (including demotion, promotion, compensation, benefits, and job duties) at any time, with or without cause or advanced notice. Nothing in RCCS’ policies or its employee handbook or this policy creates or is intended to create a promise or representation of continued employment by you or any contractual or legally enforceable obligation on the part of the charter school. No representative of the charter school other than the Board of Trustees has the authority to enter into any agreement for employment for a specified duration or to make any agreement for employment other than at-will. Any such agreement that changes your at-will employment status must be explicit, in writing, and signed by you and the president of the Board.</i> The staff probationary period is 90 days for all new hires or reclassified staff. The probationary period is intended for employees to assure they are still interested in and suited for the position they have accepted with the charter school, and for the charter school to determine whether or not the employee should be retained. During this period, employees will not be considered for promotion or transfer unless an exception is approved by the Chief Executive Officer (CEO) in writing to Human Resources (HR). During the probationary period, the charter school's usual disciplinary and conflict resolution procedures will apply. The probationary period does not limit the charter school's ability to discipline or terminate employment prior to the end of the probationary period. Procedure Human Resources Responsible to ensure all newly hired employees sign and date an acknowledgement which officially notifies them of their probationary period. 45 days before the end of an employee's probationary period, HR will notify the supervisor that the employee's probationary period is ending and provide them with the Probation Evaluation Form. HR will be responsible to review and approve the supervisor's comments and will obtain all necessary management signatures BEFORE it is discussed with the employee.	



Roberto Clemente Charter School

Supervisor

Schedule an evaluation before the probationary period expires.

Retention Recommended

1. Within 45 days prior to the expiration of an employee's probationary period, the supervisor will complete a probation evaluation form. HR will review BEFORE it is given to the employee.
2. The supervisor will meet and review it with the employee. This evaluation will give the employee an idea of how well they are doing and may identify problems and areas where additional training may be needed.
3. Once complete, the supervisor and the employee will sign and date the evaluation form and return it to HR for the employee's personnel file within 7 days of the employee providing their signature.
4. Should the employee complete their probationary period prior to April 30th of the contract year, they must participate in the evaluation process as dedicated by policy.

Dismissal or Demotion Recommended

1. Prior to any discussion with the employee, the supervisor will discuss the matter with HR and make a written recommendation for termination or demotion 40 days before the expiration of the probationary period. It will include the reasons and supporting documentation. HR will submit to the CEO for consideration.
2. If an employee commits a violation of the Rules of Conduct that would result in termination of a non-probationary employee, discipline should be administered in accordance with the charter school's employee discipline policy to include involuntary termination, as opposed to probationary termination.
3. The CEO will obtain the approval from the Board of Trustees.
4. There should be no documentation given to the employee regarding reasons or justification for dismissal. HR must prepare the probationary termination letter. In the event of a probationary dismissal, the only justification that will be provided to the employee, both verbally and in writing, is "the Board of Trustees has elected not to continue the employment relationship."

All steps above, including formal notification to the employee, must be completed prior to the expiration of the probationary period. Otherwise, the employee will be considered to have automatically "passed" the probationary period.

Board Approval Date	
Approval Signatures on file	

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.



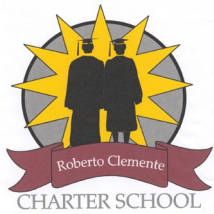
Probation Evaluation Form

Employee Name	Title	Department
Date of Hire/Reclassification	Date Assessment Period Ends	Date Completed

Listed below are performance factors pertinent to continued employment. Please fill the comments section of the table.

PERFORMANCE FACTORS	COMMENTS
JOB KNOWLEDGE - knowledge of work gained through experience, education and training. Attends scheduled staff training to meet all requirements.	
QUANTITY/QUALITY - volume and accuracy of work.	
DEPENDABILITY - on time; follows instructions; accepts call-ins or unscheduled overtime. Follows call out procedures. Attendance	
RESPONSIBILITY - willingness to accept and achieve assigned tasks economically, practically, and timely; safe worker.	
SOCIAL SKILLS - positive intervention skills; acts as a role model of respectful behaviors for others; promotes teamwork.	
ADAPTABILITY - quickness to learn new duties and adjust to new situations.	
INITIATIVE - desire and ability to recommend new course of action.	
OVERALL COMMENTS	

Supervisor Signature/Date	Manager Signature/Date	Director Signature/Date
Human Resources Signature/Date	Employees Signature/Date	CEO Signature/Date



Roberto Clemente Charter School

Business Report: June 21, 2022

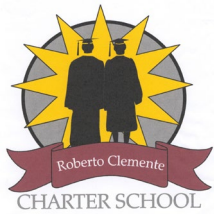
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Financial Activity (5/1-5/31/22)

- Finance Committee meeting (Jun-17).
- 613 Students: Non-Special Ed (555), Special Ed (58)
Allentown SD (580), Bethlehem Area SD (10), Catasauqua Area SD (3), East Penn SD (6),
Northampton SD (2), Salisbury Township SD (5), Saucon Valley SD (1), Whitehall/Coplay SD (6)
- 21/22 Ready To Learn grant fully spent (\$28,546).
- 21/22 Title III funds fully spent (\$22,520).
- Total grant funds spent: ESSER II (\$368,979 of \$1,557,241); ESSER III (\$593,627 of \$3,149,847).
- Received Supply Chain Assistance funds (\$16,742).
- \$2,749 Classroom projectors. (*Elementary School*)
- \$699 Laser engraving tool. (*IT Dept.*)
- \$5,850 Mini-split air unit. (*Secondary School*)
- \$148,798 General contractor charges. (*Administration Building*)
- \$438 Container rental. (*Administration Building*)
- \$1,349 Miscellaneous construction supplies. (*Administration Building*)
- \$8,333 Electrical installation. (*Administration Building*)
- \$119,960 3rd Quarter PSERS employer contributions submitted.
- Assigned \$10,000 to the Capital Expenses & Projects Fund-Administration Building Renovations.
- Released \$162,164 in Assigned Funds
 - Capital Expenses & Projects Fund-Elementary School replacement furniture (\$497)
 - Capital Expenses & Projects Fund-Administration Building renovations (\$158,918)
 - Technology Replacement Fund-Elementary School projectors (\$2,749)
- Un-Assigned General Fund balance \$838,672 / 8.4% of the operating budget.
- \$858,792 Total disbursements.
- Progress bill #4 for building renovations. (*Bracy Construction*)
- Balance due on 3rd Quarter ER state pension contributions. (*PSERS*)

Grants, Donations, & Reports

- Received (Jun-2) notification of preliminary allocation for 22/23 Title funds.
- Submitted (Jun-6) 21/22 Fresh Fruit & Vegetable Program funding adjustment.
- 21/22 Supply Chain Assistance funds (\$16,742).
 - Experienced supply chain issues and financial difficulty.
 - Can only purchase unprocessed/minimally-processed domestic food products.



Roberto Clemente Charter School

Business Report: June 21, 2022

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Grants, Donations, & Reports (continued)

- 22/23 Preliminary Title funds (\$569,431)
 - Title I (\$467,246); Title II (\$44,179); Title III (\$26,348); Title IV (\$31,658)

Contracts & Agreements

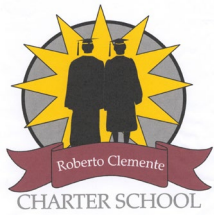
- Third party healthcare plan administrative services. -*Brokerage Concepts LLC, dba HealthNow*
 - 7/1/22-6/30/23; automatic annual renewals.
 - 90 Day non-renewal notice.
 - Implementation fee (\$3,000); Fixed monthly fee \$96.70 per employee.
 - 55 Member minimum
- Dual enrollment program. -*Lehigh Carbon Community College*
 - 8/1/22-7/31/23
 - Six-week termination notice.
 - Application fees waived for enrolled students.

Technology Update

- 97 Service tickets received between 5/10-6/10.
- Evaluating WPA Enterprise Systems upgrade.
- Upgrades related to the administration building renovations is ongoing.
- Keystone Testing complete.
- Provided audio/visual support to the Elementary School talent show.
- Technical support and livestreamed Grades K, 5, 8, 12 graduations.
- Supported departmental, year-end student data reporting.
- Device fleet collections and summer maintenance underway.

Facilities Update

- Administration Building Renovations Project YTD: \$562,246(Actual); \$703,500 (Approved Budget)
 - Parking Lot
 - Surface leveling/parking block installation/line painting 60% complete.
 - Building
 - Electrical installation 95% complete and inspected.
 - Mechanical (HVAC) installation 95% complete and inspected.
 - Plumbing 80% complete and inspected. Fixtures to be installed the week of June 20.



Roberto Clemente Charter School

Business Report: June 21, 2022

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Facilities Update (continued)

- Main waterline work completed. Final street repair (Hamilton St.) scheduled 6/28-6/29.
- Sheetrock/spackling/painting 80% complete.
- Ceiling grid and door installations 45% complete.
- Flooring to begin the week of June 20.
- Final inspection scheduled for 6/23.

General Updates

- ADP (HR/Payroll Management System) currently live. First payroll run on 7/1.
- Healthcare plan implementation and buildout is ongoing. ID cards are developed and will be issued by 7/1.
- 6/6 RTK request extension (Jul-13).
- 2022-2023 School Budget 1st Reading (5/17)
- Annual LEA financial audit scheduled for the week of Aug-15.

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
Revenue-General Fund					
6000/9000 Local Sources & Other Sources					
6500 Interest	\$ 502.80	\$ 1,855.28	\$ 0.00	1,855.28	\$ 0.00
6700 Student Activities	1,627.80	1,730.60	9,090.00	(7,359.40)	10,100.00
6832 PassThru Federal Funds (IU)	9,360.69	68,150.96	55,947.60	12,203.36	62,164.00
6920 Other Local Grants & Contributions	0.00	2,160.00	0.00	2,160.00	0.00
6944 Regular Education Subsidies	441,059.32	5,832,327.23	5,372,400.00	459,927.23	5,860,800.00
6944 Special Education Subsidies	153,749.94	1,453,548.86	1,449,250.00	4,298.86	1,581,000.00
6990 Miscellaneous	59.74	3,121.33	1,558.15	1,563.18	1,700.00
<i>Total Local Sources</i>	<i>606,360.29</i>	<i>7,362,894.26</i>	<i>6,888,245.75</i>	<i>474,648.51</i>	<i>7,515,764.00</i>
7000 State Sources					
7320 Lease Reimbursement	0.00	0.00	0.00	0.00	98,500.00
7330 Health Services Reimbursement	0.00	262.00	0.00	262.00	11,000.00
7505 Ready To Learn Grant	3,843.92	28,546.00	25,691.40	2,854.60	28,546.00
<i>Total State Sources</i>	<i>3,843.92</i>	<i>28,808.00</i>	<i>25,691.40</i>	<i>3,116.60</i>	<i>138,046.00</i>
8000 Federal Sources					
8514 Title I	37,644.37	310,545.14	398,700.00	(88,154.86)	443,000.00
8515 Title II	4,300.00	38,210.69	44,910.00	(6,699.31)	49,900.00
8516 Title III	439.36	22,520.00	22,950.00	(430.00)	25,500.00
8517 Title IV	3,196.68	40,181.66	35,370.00	4,811.66	39,300.00
8700 ESSER	101,730.09	1,103,046.08	1,152,422.21	(49,376.13)	1,250,304.00
<i>Total Federal Sources</i>	<i>147,310.50</i>	<i>1,514,503.57</i>	<i>1,654,352.21</i>	<i>(139,848.64)</i>	<i>1,808,004.00</i>
Revenue-Enterprise Fund					
Food Service					
6620 Sales	0.00	0.00	720.00	(720.00)	800.00
6920 Local Grants & Contributions	0.00	0.00	0.00	0.00	0.00
6990 Miscellaneous	0.00	0.00	0.00	0.00	0.00
7600 State Sources	1,986.36	15,186.48	19,000.00	(3,813.52)	21,000.00
8531 Federal Sources	84,492.84	578,929.59	442,052.50	136,877.09	490,725.00
<i>Total Food Service</i>	<i>86,479.20</i>	<i>594,116.07</i>	<i>461,772.50</i>	<i>132,343.57</i>	<i>512,525.00</i>
Total Revenue	843,993.91	9,500,321.90	9,030,061.86	470,260.04	9,974,339.00

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
Expenses-General Fund					
Instructional Services					
1100-Regular Programs					
100 Salaries/Wages	\$ 232,337.76	\$ 2,102,990.73	\$ 2,335,310.87	(232,320.14)	\$ 2,580,454.00
200 Benefits	98,248.07	898,270.78	1,110,694.82	(212,424.04)	1,227,287.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Property Services-Maintenance/Repairs/Rentals	1,869.46	20,958.32	23,213.68	(2,255.36)	25,324.00
500 Other Services	0.00	0.00	5,400.00	(5,400.00)	6,000.00
600 Supplies/Books/Subscriptions	14,239.95	118,478.63	121,039.21	(2,560.58)	130,784.00
800 Miscellaneous	0.00	0.00	2,700.00	(2,700.00)	3,000.00
<i>Total Regular Programs</i>	<i>346,695.24</i>	<i>3,140,698.46</i>	<i>3,598,358.58</i>	<i>(457,660.12)</i>	<i>3,972,849.00</i>
1200-Special Programs					
100 Salaries/Wages	24,854.71	273,023.62	330,895.50	(57,871.88)	365,323.00
200 Benefits	8,191.99	106,217.36	154,394.13	(48,176.77)	170,394.00
300 Contracted Professional & Technical Services	24,475.00	46,735.00	0.00	46,735.00	0.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	0.00	0.00	0.00
600 Supplies/Books/Subscriptions	463.33	6,891.30	9,560.83	(2,669.53)	10,430.00
<i>Total Special Programs</i>	<i>57,985.03</i>	<i>432,867.28</i>	<i>494,850.46</i>	<i>(61,983.18)</i>	<i>546,147.00</i>
1400/1691/1700-Other Programs & Adult Education					
100 Salaries/Wages	6,875.00	154,373.24	222,182.00	(67,808.76)	237,980.00
200 Benefits	1,728.31	41,293.26	63,746.50	(22,453.24)	68,035.00
300 Contracted Professional & Technical Services	750.00	23,309.28	28,000.00	(4,690.72)	30,000.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
566 Tuition/Higher Education	0.00	0.00	4,500.00	(4,500.00)	5,000.00
600 Supplies/Books/Subscriptions	0.00	865.97	13,000.00	(12,134.03)	14,000.00
<i>Total Other Programs & Adult Education</i>	<i>9,353.31</i>	<i>219,841.75</i>	<i>331,428.50</i>	<i>(111,586.75)</i>	<i>355,015.00</i>
Support Services					
2100-Student Support (Guidance/Child Accounting/Special Ed)					
100 Salaries/Wages	11,970.34	140,955.81	142,278.58	(1,322.77)	155,213.00
200 Benefits	5,096.81	55,922.56	42,096.09	13,826.47	45,923.00
300 Contracted Professional & Technical Services	5,167.50	15,440.00	9,000.00	6,440.00	10,000.00
336 Contracted Evaluations & Special Ed Services	7,985.00	156,494.75	90,000.00	66,494.75	100,000.00
500 Other Services	0.00	0.00	3,975.00	(3,975.00)	4,400.00
600 Supplies & Subscriptions	79.99	6,812.83	14,329.46	(7,516.63)	15,300.00
<i>Total Student Support</i>	<i>30,299.64</i>	<i>375,625.95</i>	<i>301,679.13</i>	<i>73,946.82</i>	<i>330,836.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
2200-Instructional Support (Technology/Library/Curriculum/Staff Development)					
100 Salaries/Wages	\$ 21,085.18	\$ 191,875.56	\$ 244,339.52	(52,463.96)	\$ 266,072.00
200 Benefits	10,348.71	102,760.81	132,848.28	(30,087.47)	144,808.00
240 Tuition Reimbursement	0.00	11,136.33	22,000.00	(10,863.67)	24,000.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
320 Contracted Staff Development Services	4,600.00	22,820.00	37,216.98	(14,396.98)	41,167.00
400 IT Equipment-Maintenance/Repairs/Rentals	0.00	0.00	2,000.00	(2,000.00)	2,000.00
400 Library Equipment-Maintenance/Repairs/Rentals	0.00	116.25	1,063.33	(947.08)	1,160.00
500 Other Services	15.90	1,749.23	5,713.67	(3,964.44)	6,330.00
600 IT Supplies & Subscriptions	2,749.08	16,170.09	17,416.66	(1,246.57)	19,000.00
600 Library Supplies & Subscriptions	0.00	9,414.66	14,782.49	(5,367.83)	16,150.00
600 Curriculum Supplies & Subscriptions	0.00	13,740.37	10,816.67	2,923.70	11,800.00
600 Staff Development Supplies & Subscriptions	0.00	5,392.04	10,143.50	(4,751.46)	11,102.00
800 Miscellaneous	0.00	0.00	0.00	0.00	0.00
<i>Total Instructional Support</i>	<i>38,798.87</i>	<i>375,175.34</i>	<i>498,341.10</i>	<i>(123,165.76)</i>	<i>543,589.00</i>
2310/2360-Administration (Board/CEO's Office/Legal & Accounting)					
100 Salaries/Wages	8,812.26	104,375.28	105,416.67	(1,041.39)	115,000.00
200 Benefits	5,404.36	64,344.74	65,915.67	(1,570.93)	71,908.00
300 School Board Professional Development Services	0.00	0.00	1,833.33	(1,833.33)	2,000.00
330 Legal & Accounting Services	1,500.00	25,469.04	40,916.67	(15,447.63)	43,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	0.00	1,649.99	(1,649.99)	1,800.00
600 Supplies & Subscriptions	11.99	1,179.77	1,374.99	(195.22)	1,500.00
800 Dues/Miscellaneous	0.00	3,753.60	4,458.33	(704.73)	4,500.00
<i>Total Board/CEO's Office/Legal & Accounting</i>	<i>15,728.61</i>	<i>199,122.43</i>	<i>221,565.65</i>	<i>(22,443.22)</i>	<i>239,708.00</i>
2380-Administration (Principal's Office)					
100 Salaries/Wages	23,418.42	406,571.57	472,636.08	(66,064.51)	515,603.00
200 Benefits	10,319.08	193,535.92	273,244.58	(79,708.66)	298,085.00
400 Property Services-Maintenance/Repairs/Rentals	1,111.36	12,657.34	12,519.66	137.68	13,576.00
500 Other Services	0.00	1,416.93	4,125.00	(2,708.07)	4,500.00
600 Supplies & Subscriptions	1,650.27	7,907.13	11,412.50	(3,505.37)	12,450.00
800 Miscellaneous	337.05	2,426.97	2,750.00	(323.03)	3,000.00
<i>Total Principal's Office</i>	<i>36,836.18</i>	<i>624,515.86</i>	<i>776,687.82</i>	<i>(152,171.96)</i>	<i>847,214.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
2400-Pupil Health					
100 Salaries/Wages	\$ 10,950.00	\$ 111,495.00	\$ 153,131.82	(41,636.82)	\$ 167,945.00
200 Benefits	8,673.06	73,522.34	73,782.73	(260.39)	80,861.00
300 Contracted Professional & Technical Services	11,928.00	11,928.00	3,000.00	8,928.00	3,000.00
500 Other Services	0.00	0.00	183.33	(183.33)	200.00
600 Supplies & Subscriptions	0.00	593.69	6,416.67	(5,822.98)	7,000.00
<i>Total Pupil Health</i>	<i>31,551.06</i>	<i>197,539.03</i>	<i>236,514.55</i>	<i>(38,975.52)</i>	<i>259,006.00</i>
2500-Business					
100 Salaries/Wages	16,860.22	184,051.73	193,557.83	(9,506.10)	211,154.00
200 Benefits	8,527.34	103,833.87	101,578.58	2,255.29	110,813.00
300 Contracted Professional & Technical Services	1,754.15	25,564.15	24,708.33	855.82	26,500.00
400 Property Services-Maintenance/Repairs/Rentals	319.47	4,723.65	6,306.66	(1,583.01)	6,880.00
500 Other Services	152.56	848.00	1,558.33	(710.33)	1,700.00
600 Supplies & Subscriptions	623.61	3,893.28	5,683.33	(1,790.05)	6,200.00
800 Taxes/Fees/Miscellaneous	150.00	1,215.86	2,016.67	(800.81)	2,200.00
<i>Total Business</i>	<i>28,387.35</i>	<i>324,130.54</i>	<i>335,409.73</i>	<i>(11,279.19)</i>	<i>365,447.00</i>
2600/2900-Plant Operations & Maintenance					
100 Salaries/Wages	19,283.41	236,336.24	269,451.42	(33,115.18)	293,947.00
200 Benefits	7,298.15	87,794.10	111,417.17	(23,623.07)	121,546.00
300 Contracted Professional & Technical Services	9,294.66	91,167.31	85,254.50	5,912.81	94,210.00
400 Property Services-Maintenance/Repairs/Rentals	11,042.33	183,281.24	103,221.67	80,059.57	110,635.00
441 Building Leases	57,133.52	628,468.72	628,469.42	(0.70)	685,603.00
500 Other Services	78.44	575.58	458.33	117.25	500.00
520 Property Insurance	3,379.90	37,194.17	37,719.00	(524.83)	41,148.00
538 Telecommunications	1,312.12	14,029.47	15,436.66	(1,407.19)	16,840.00
600 Supplies & Subscriptions	3,948.16	83,736.15	82,958.37	777.78	90,500.00
620 Utilities & Fuel	5,247.39	67,280.21	70,121.68	(2,841.47)	75,100.00
800 Miscellaneous	0.00	469.00	916.67	(447.67)	1,000.00
810 Property Taxes	0.00	2,621.94	2,622.00	(0.06)	2,622.00
<i>Total Plant Operations & Maintenance</i>	<i>118,018.08</i>	<i>1,432,954.13</i>	<i>1,408,046.89</i>	<i>24,907.24</i>	<i>1,533,651.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
2800-Central (Human Resources/Information & Data/Grant Administration)					
100 Salaries/Wages	\$ 5,729.88	\$ 207,524.08	\$ 62,562.50	144,961.58	\$ 68,250.00
200 Benefits	1,355.08	56,829.74	19,411.33	37,418.41	21,176.00
300 Contracted Professional & Technical Services	0.00	9,900.00	9,900.00	0.00	9,900.00
324 Contracted Staff Development Services	0.00	37,252.00	51,689.71	(14,437.71)	53,336.00
500 Other Services	0.00	3,454.92	16,782.13	(13,327.21)	18,407.00
600 Supplies & Subscriptions	2,510.71	45,724.24	44,703.49	1,020.75	48,060.00
800 Miscellaneous	0.00	960.00	641.67	318.33	700.00
<i>Total Central (HR/Information & Data/Grants)</i>	<i>9,595.67</i>	<i>361,644.98</i>	<i>205,690.83</i>	<i>155,954.15</i>	<i>219,829.00</i>
Non-Instructional Services					
3200/3300/3400-Student Activities & Community Services					
100 Salaries/Wages	837.32	16,122.24	35,796.42	(19,674.18)	38,127.00
200 Benefits	360.41	6,810.33	12,095.89	(5,285.56)	12,895.00
300 Contracted Professional & Technical Services	0.00	80.00	0.00	80.00	0.00
500 Other Services	0.00	14,088.68	14,561.80	(473.12)	16,002.00
600 Supplies/Books/Subscriptions	989.18	8,602.52	12,834.97	(4,232.45)	14,187.00
800 Fundraisers/Miscellaneous	1,657.00	4,301.00	10,255.00	(5,954.00)	11,255.00
<i>Total Student Activities & Community Services</i>	<i>3,843.91</i>	<i>50,004.77</i>	<i>85,544.08</i>	<i>(35,539.31)</i>	<i>92,466.00</i>
Expenses-Enterprise Fund					
Non-Instructional Services					
3100-Food Services					
100 Salaries/Wages	11,014.03	110,365.71	155,198.80	(44,833.09)	171,332.00
200 Benefits	3,123.87	32,963.60	47,853.30	(14,889.70)	52,837.00
300 Contracted Professional & Technical Services	210.00	4,375.00	10,083.33	(5,708.33)	11,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	4,583.33	(4,583.33)	5,000.00
500 Other Services	0.00	0.00	916.67	(916.67)	1,000.00
600 Supplies & Subscriptions	973.82	40,415.65	35,990.00	4,425.65	39,500.00
630 Food & Dairy	29,221.54	222,681.54	306,222.50	(83,540.96)	339,025.00
800 Miscellaneous	0.00	55.50	160.42	(104.92)	175.00
<i>Total Food Services</i>	<i>44,543.26</i>	<i>410,857.00</i>	<i>561,008.35</i>	<i>(150,151.35)</i>	<i>619,869.00</i>
Total Expenses	771,636.21	8,144,977.52	9,055,125.67	(910,148.15)	9,925,626.00
Net Operating Income (Loss)	\$ 72,357.70	\$ 1,355,344.38	(\$ 25,063.81)	\$ 1,380,408.19	\$ 48,713.00

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

	Current Month	2021-2022 Y-T-D	Budget Y-T-D	Variance	2021-2022 Budget
Capital Outlay (450/700)					
1000 Instructional-Equipment & Furniture	\$ 2,749.18	\$ 54,803.79	\$ 20,487.00	34,316.79	\$ 20,487.00
2100 Student Support-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2200 Instructional Staff Support-Equipment & Furniture	699.90	17,703.12	0.00	17,703.12	0.00
2300 Administrative-Equipment & Furniture	0.00	569.00	0.00	569.00	0.00
2400 Health-Equipment & Furniture	0.00	1,414.00	0.00	1,414.00	0.00
2500 Business-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2600 Plant Operations-Equipment & Furniture	0.00	37,150.36	20,400.00	16,750.36	20,400.00
2800 Central Services-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
3100 Food Service	0.00	0.00	0.00	0.00	0.00
3200 NonInstructional Equip & Furn	0.00	0.00	0.00	0.00	0.00
4000 Facilities Acquisition/Construction/Improvements	164,768.27	316,994.43	0.00	316,994.43	0.00
<i>Total Capital Outlay</i>	<i>168,217.35</i>	<i>428,634.70</i>	<i>40,887.00</i>	<i>387,747.70</i>	<i>40,887.00</i>
Total Income (Loss)	(\$ 95,859.65)	\$ 926,709.68	(\$ 65,950.81)	\$ 992,660.49	\$ 7,826.00

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****May 31, 2022****ASSETS****Current Assets***Cash*

Main Operating Account	\$	1,302,807.39
Auxiliary Account		6,112.13
Payroll Account		325,512.10
Executive Account		99.92
Principals' Accounts		1,131.91
Money Market Accounts		1,617,226.62
Petty Cash		900.00

Total Cash 3,253,790.07

Accounts Receivable

School Districts	631,960.16
State Government	1,986.36
Federal Government	92,582.19
Other	0.00
Food Service	0.00

Total Accounts Receivable 726,528.71

Other Current Assets

Deposits	0.00
Accrued Revenue	513,864.40
PrePaid Expenses	47,050.24
Food Service PrePaid Expenses & Accrued Revenue	0.00
Agency Fund-Cash Accounts (Students)	6,243.98

Total Other Current Assets 567,158.62

Fixed Assets*Buildings & Equipment*

131 Hamilton Street Building (Administration)	975,484.24
850 N 5th Street Building (Elementary School)	554,318.61
136 S 4th Street Building (Secondary School)	858,959.78
Computer Equipment	1,017,582.81
Furniture & Equipment	893,821.55
Accumulated Depreciation	(2,252,222.39)
Food Service Equipment & Furniture	49,329.59
Food Service Accumulated Depreciation	(37,415.50)

Total Buildings & Equipment 2,059,858.69

Total Assets \$ 6,607,336.09

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****May 31, 2022****LIABILITIES AND CAPITAL****Liabilities****Current Liabilities***Short-Term Payables*

Accounts Payable	\$	146,405.05
PSERS-Employer Contributions		111,343.59
403 B-Employer Contributions		0.00
Payroll Taxes & Deductions		(43.62)
Retirement-Employee Contributions		0.00
Food Service Payables		0.00

Total Short-Term Payables 257,705.02

Accrued Expenses & Other Current Liabilities

Accrued Salaries & Benefits	467,633.60
Other Accrued Expenses	2,600.00
Interfund Payable	0.00
UnEarned Revenue	37,041.38
Scholarship Funds	4,020.00
Food Service Accrued Expenses	0.00

Total Accrued Expenses & Other Current Liabilities 511,294.98

Total Liabilities 769,000.00

Capital**Assigned General Funds**

Assigned Funds-Operating (Budget Impasse)	1,440,000.00
Assigned Funds-Capital Expenses & Projects	1,141,349.97
Assigned Funds-Technology Replacement	33,161.02
Assigned Funds-Budget Shortfall	222,000.00
Assigned Funds-Board Designated Emergency	50,000.00

Total Assigned Funds 2,886,510.99

Other Fund Balances & Net Position

Non-Spendable	47,050.24
Net Investment In Capital Assets	2,059,858.69
Agency Funds (Students)	6,243.98
UnAssigned General Funds	(88,037.49)
Net Income (Loss)	926,709.68

Total Other Fund Balances & Net Position 2,951,825.10

Total Capital 5,838,336.09

Total Liabilities & Capital \$ 6,607,336.09

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

May 31, 2022

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

Deferred Outflow of Resources-PSERS	\$	2,454,962.15
Deferred Outflow of Resources-OPEB		<u>144,934.00</u>
Total Deferred Outflow of Resources	\$	<u><u>2,599,896.15</u></u>

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

Deferred Inflow of Resources-PSERS	1,387,998.00
Deferred Inflow of Resources-OPEB	107,626.00
Long-Term Pension Liability	8,765,000.00
Long-Term OPEB Liability	<u>385,000.00</u>
Total Deferred Inflow of Resources/Liabilities	10,645,624.00
Pension Fund Net Position	(7,698,035.85)
OPEB Fund Net Position	<u>(347,692.00)</u>
Total Deferred Inflow of Resources/Liabilities & Net Position	\$ <u><u>2,599,896.15</u></u>

Roberto Clemente Charter School
Payment List
For the Period 5/1/22 through 5/31/22

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
001677	5/1/22	HISPANIC AMERICAN ORG	136 S 4th Street lease	\$ 35,394.00	5/1/22	X
001678	5/1/22	HISPANIC AMERICAN ORG	850 N 5th Street lease	\$ 21,739.52	5/1/22	X
001679	5/4/22	Roba Bozakis	Nutritionist	\$ 420.00	5/6/22	X
001680	5/4/22	Susan Kamber	After school art program	\$ 600.00	5/6/22	X
001681	5/4/22	ALL-AMERICA GRAPHICS LLC		\$ 523.50	5/6/22	X
001682	5/4/22	ALLENTOWN SCHOOL DISTRICT		\$ 221.00	5/6/22	X
001683	5/4/22	APEX ELEVATOR INSPECTION		\$ 65.00	5/6/22	X
001684	5/4/22	ASRE, LLC	Snow/ice maintenance balance	\$ 8,841.71	5/6/22	X
001685	5/4/22	Bimbo Bakeries USA		\$ 587.96	5/6/22	X
001686	5/4/22	Decker Equipment		\$ 202.45	5/6/22	X
001687	5/4/22	Derstine's	Dairy/food	\$ 3,833.92	5/6/22	X
001688	5/4/22	Gold Star Foods	Food	\$ 1,600.13	5/6/22	X
001689	5/4/22	Kegel's Produce	Fresh produce	\$ 2,102.35	5/6/22	X
001690	5/4/22	KISTLER O'BRIEN		\$ 874.30	5/6/22	X
001691	5/4/22	ORLANDO DIFENDERFER ELECTRICAL CONTR	Contracted electrical services balance	\$ 3,073.00	5/6/22	X
001692	5/4/22	DORALEES ORTIZ-DILAN	Tuition reimbursement	\$ 1,200.00	5/6/22	X
001693	5/4/22	PLAZA HARDWARE	Door lock services	\$ 1,199.00	5/6/22	X
001694	5/4/22	Precision Human Resource Solutions	Staffing agency-janitorial	\$ 3,237.50	5/6/22	X
001695	5/4/22	SCHOOL NURSE SUPPLY INC		\$ 131.71	5/6/22	X
001696	5/4/22	Soliant Health, LLC	Staffing agency-special ed	\$ 11,100.00	5/6/22	X
001697	5/4/22	T-Mobile		\$ 20.00	5/6/22	X
001698	5/4/22	Valley Youth House	Contracted student counseling services	\$ 5,378.75	5/6/22	X
001699	5/4/22	VIPER PEST SERVICES		\$ 175.00	5/6/22	X
001700	5/4/22	HAJOCA Corporation		\$ 152.60	5/6/22	X
001701	5/18/22	Arnold's Market		\$ 190.00	5/20/22	
001702	5/18/22	Lara Ashworth	Travel reimbursement	\$ 8.48	5/20/22	
001703	5/18/22	Bimbo Bakeries USA		\$ 497.46	5/20/22	X
001704	5/18/22	Bracy Construction	General contractor progress billing	\$ 148,798.47	5/20/22	X
001705	5/18/22	Derstine's	Dairy/food	\$ 2,039.29	5/20/22	X
001706	5/18/22	Digi-key Electronics		\$ 40.63	5/20/22	X
001707	5/18/22	GC Electric Co., INC	Contracted electrical services (parking lot) balance	\$ 8,332.50	5/20/22	X
001708	5/18/22	Gold Star Foods		\$ 91.52	5/20/22	X
001709	5/18/22	GRAHAM SECURITY POLICE, INC	Contracted security services	\$ 8,790.00	5/20/22	X
001710	5/18/22	JP Mascaro & Sons	Refuse/recycling	\$ 1,753.00	5/20/22	X
001711	5/18/22	Kegel's Produce	Fresh produce	\$ 2,435.10	5/20/22	X
001712	5/18/22	KW Promotions		\$ 320.00	5/20/22	X
001713	5/18/22	LEHIGH VALLEY JANITORIAL SUPPLY	Janitorial/cafeteria supplies	\$ 3,451.80	5/20/22	X
001714	5/18/22	Christopher J Lunsford II	Travel reimbursement	\$ 4.77	5/20/22	X
001715	5/18/22	PAFPC		\$ 100.00	5/20/22	X
001716	5/18/22	PLAZA HARDWARE		\$ 311.00	5/20/22	
001717	5/18/22	Precision Human Resource Solutions	Staffing agency-janitorial	\$ 3,037.50	5/20/22	X

Roberto Clemente Charter School
Payment List
For the Period 5/1/22 through 5/31/22

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
001718	5/18/22	Procare Therapy	Staffing agency-student nurse	\$ 3,692.00	5/20/22	X
001719	5/18/22	Quality Services LLC	Contracted janitorial services	\$ 9,288.00	5/20/22	X
001720	5/18/22	RCN		\$ 413.68	5/20/22	
001721	5/18/22	SD Associates PC	Tax services	\$ 1,500.00	5/20/22	X
001722	5/18/22	Soliant Health, LLC	Staffing agency-special ed	\$ 10,430.00	5/20/22	X
001723	5/18/22	St. Lukes's Sport Medicine	Contracted athletic trainer	\$ 1,200.00	5/20/22	
001724	5/18/22	Success For All Foundation, Inc	Professional development	\$ 4,600.00	5/20/22	X
001725	5/18/22	United Electric Supply		\$ 859.52	5/20/22	X
001726	5/18/22	Venus Supplies and Services	Janitorial supplies	\$ 1,126.00	5/20/22	X
001727	5/18/22	VERIZON CONNECT NWF, INC		\$ 38.00	5/20/22	X
001728	5/18/22	Janine M Wargo	Contracted special ed support services	\$ 7,760.00	5/20/22	
001729	5/18/22	Corin Watt	Travel reimbursement	\$ 46.64	5/20/22	X
001730V	5/18/22	HISPANIC AMERICAN ORG	Misprint	\$ (21,739.52)	5/18/22	*Void Date
001731V	5/18/22	HISPANIC AMERICAN ORG	Misprint	\$ (35,394.00)	5/18/22	*Void Date
EFT						
0014208551	5/2/22	ASCD		\$ 59.00	5/2/22	X
905343	5/5/22	PenTeleData		\$ 429.00	5/5/22	X
100004878063	5/5/22	UGI UTILITIES, INC.		\$ 514.36	5/5/22	X
1183423825	5/5/22	T-Mobile		\$ 476.41	5/5/22	X
176169936	5/5/22	STAPLES ADVANTAGE		\$ 259.70	5/5/22	X
176178834	5/5/22	UNIVERSAL PREMIUM FLEETCARD		\$ 80.66	5/5/22	X
556417478	5/5/22	US FOODS	Food	\$ 3,737.47	5/5/22	X
22050521	5/5/22	PPL ELECTRIC UTILITIES		\$ 509.72	5/5/22	X
22050549	5/5/22	PPL ELECTRIC UTILITIES	Electric utility	\$ 1,101.44	5/5/22	X
3124880172	5/5/22	TFS Leasing A Program of De Lage		\$ 319.47	5/5/22	X
702286880	5/5/22	AMAZON CREDIT PLAN	IT/Athletic/Staff appreciation supplies	\$ 2,331.05	5/5/22	X
1965984	5/6/22	The Queensboro Shirt Company		\$ 96.42	5/6/22	X
PT-EXM70HLG	5/12/22	TOSHIBA BUSINESS SOLUTIONS		\$ 46.22	5/12/22	X
22052329	5/23/22	PPL ELECTRIC UTILITIES	Electric utility	\$ 2,507.79	5/23/22	X
178009766	5/23/22	STAPLES ADVANTAGE		\$ 481.50	5/23/22	X
354755841	5/23/22	US FOODS	Food	\$ 7,939.29	5/23/22	X
47448113	5/23/22	PURCHASE POWER		\$ 125.00	5/23/22	X
178009766	5/23/22	STAPLES ADVANTAGE		\$ 147.00	5/23/22	X
6007554148819	5/23/22	HOME DEPOT CREDIT SERVICES	Renovation/Maintenance supplies	\$ 3,111.84	5/23/22	X
704045699	5/23/22	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 253.18	5/23/22	X
704048581	5/23/22	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 345.67	5/23/22	X
718285010	5/23/22	AMAZON CREDIT PLAN	Classroom/office supplies	\$ 1,400.07	5/23/22	X
100004946238	5/23/22	UGI UTILITIES, INC.		\$ 217.65	5/23/22	X
10993718	5/23/22	TOSHIBA FINANCIAL SERVICES	Copier lease	\$ 1,176.41	5/23/22	X
10993719	5/23/22	TOSHIBA FINANCIAL SERVICES	Copier lease	\$ 1,223.49	5/23/22	X

Roberto Clemente Charter School
Payment List
For the Period 5/1/22 through 5/31/22

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
6697640-45 05/	5/27/22	PACKRAT		\$ 438.00	5/27/22	X
P-171190446	5/31/22	ZOOM		\$ 11.99	5/31/22	X
053122	5/31/22	ReadyRefresh by Nestle		\$ 287.73	5/31/22	X
Payroll						
125000627	5/5/22	P.S.E.R.S.EMPLOYER# 9254	ER PSERS 3rd Quarter contributions (balance due)	\$ 119,960.55	5/5/22	X
50619	5/6/22	NYS Child Support Processing Center		\$ 200.00	5/6/22	X
50620	5/6/22	PA SCDU		\$ 293.54	5/6/22	X
AW PPE 4/30/2	5/6/22	Payroll/Taxes	ACH payroll & taxes	\$ 177,097.58	5/6/22	X
AW PPE 4/30/2	5/6/22	JetPay HR & Payroll Services		\$ 71.95	5/6/22	X
WO105083	5/9/22	VOYA Financial		\$ 375.11	5/9/22	X
17725826 PPE	5/10/22	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 10,829.23	5/10/22	X
50633	5/20/22	NYS Child Support Processing Center		\$ 200.00	5/20/22	X
50634	5/20/22	PA SCDU		\$ 293.54	5/20/22	X
AW PPE 5/1/20	5/20/22	Payroll/Taxes	ACH payroll & taxes	\$ 169,842.39	5/20/22	X
AW PPE 5/1/20	5/20/22	JetPay HR & Payroll Services	Payroll processing	\$ 1,682.20	5/20/22	X
WO 106369 PP	5/24/22	VOYA Financial		\$ 298.14	5/24/22	X
17744724 PPE	5/25/22	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 10,585.53	5/25/22	X
146000282	5/26/22	P.S.E.R.S.EMPLOYEE # 9254	EE PSERS contributions	\$ 11,931.78	5/26/22	X
CEO's Account (Central Administration)						
050322AMAC	5/5/22	Wegmans Food Markets	Pizza-staff appreciation	\$ 163.24	5/5/22	X
Las Palmas Re	5/27/22	Las Palmas Restaurant	Catering for senior prom	\$ 592.54	5/27/22	X
Principal's Account (Elementary School)						
05052022	5/5/22	Jack's Pizza	Pizza-staff appreciation	\$ 119.18	5/5/22	X
Prin 5/22/22	5/22/22	JOSTENS	Kindergarten caps and gowns	\$ 745.18	5/22/22	X
05242022	5/26/22	Jack's Pizza	Pizza for students	\$ 54.63	5/26/22	X
Principal's Account (Secondary School)						
No Activity						
				\$ 858,792.60		

Roberto Clemente Charter School

Budget
2022/2023Revenue
General Fund

2021-2022 Budget	2022-2023 Budget	Variance
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6000 Local Sources

6700	Student Activities	\$ 10,100	\$ 10,100	\$ -
6832	Pass-Through Federal Funds	\$ 62,164	\$ 79,256	\$ 17,092
6920	Other Local Sources-Grants & Contributions	\$ -	\$ -	\$ -
6944	Regular Education Subsidies	\$ 5,860,800	\$ 6,390,720	\$ 529,920
6944	Special Education Subsidies	\$ 1,581,000	\$ 1,616,228	\$ 35,228
6990	Miscellaneous	\$ 1,700	\$ 1,700	\$ -
Total Local Sources		\$ 7,515,764	\$ 8,098,004	\$ 582,240

7000 State Sources

				\$ -
7320	Lease Reimbursement	\$ 98,500	\$ 104,556	\$ 6,056
7330	State Health Services Reimbursement	\$ 11,000	\$ 11,000	\$ -
				\$ -
7505	Block Grants	\$ 28,546	\$ 28,546	\$ -
				\$ -
Total State Sources		\$ 138,046	\$ 144,102	\$ 6,056

8000 Federal Sources

		\$ -	\$ -	\$ -
8514	Title I	\$ 443,000	\$ 459,961	\$ 16,961
8515	Title II	\$ 49,900	\$ 50,024	\$ 124
8516	Title III	\$ 25,500	\$ 22,520	\$ (2,980)
8517	Title IV	\$ 39,300	\$ 39,782	\$ 482
8740	ESSER I/II/III	\$ 1,250,304	\$ 1,718,614	\$ 468,310
8750	ESSER III Set-Aside	\$ -	\$ 58,240	\$ 58,240
Total Federal Sources		\$ 1,808,004	\$ 2,349,141	\$ 541,137

Enterprise Fund

Food Service

6620	Sales	\$ 800	\$ 800	\$ -
6920	Other Local Grants & Contributions	\$ -	\$ -	\$ -
7600	Child Nutrition Program-State	\$ 21,000	\$ 21,000	\$ -
8531	Child Nutrition Program-Federal	\$ 490,725	\$ 513,725	\$ 23,000
Total Food Service		\$ 512,525	\$ 535,525	\$ 23,000

Total Revenue		\$ 9,974,339	\$ 11,126,772	\$ 1,152,433
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Roberto Clemente Charter School

Budget 2022/2023

Expenses-General Fund

Instruction

1100 Regular Programs

		2021-2022 Budget	2022-2023 Budget	Variance
100	Salaries/Wages	\$ 2,580,454	\$ 2,803,454	\$ 223,000
200	Benefits	\$ 1,227,287	\$ 1,315,252	\$ 87,965
300	Contracted Professional & Technical Services	\$ -	\$ -	\$ -
400	Property Services-Maintenance/Repairs/Rentals	\$ 25,324	\$ 26,440	\$ 1,116
500	Other Services	\$ 6,000	\$ 6,000	\$ -
600	Supplies/Books/Subscriptions	\$ 130,784	\$ 175,987	\$ 45,203
800	Student Fees/Other	\$ 3,000	\$ 3,000	\$ -
Total Regular Programs		\$ 3,972,849	\$ 4,330,133	\$ 357,284

1200 Special Programs

100	Salaries/Wages	\$ 365,323	\$ 429,026	\$ 63,703
200	Benefits	\$ 170,394	\$ 206,429	\$ 36,035
300	Contracted Professional & Technical Services	\$ -	\$ 22,000	\$ 22,000
500	Other Services	\$ -	\$ 500	\$ 500
600	Supplies/Books/Subscriptions	\$ 10,430	\$ 14,480	\$ 4,050
Total Special Programs		\$ 546,147	\$ 672,435	\$ 126,288

1400/1691/1700 Other Programs & Adult Education

100	Salaries/Wages	\$ 237,980	\$ 200,480	\$ (37,500)
200	Benefits	\$ 68,035	\$ 54,745	\$ (13,290)
300	Contracted Professional & Technical Services	\$ 30,000	\$ 33,000	\$ 3,000
500	Other Services	\$ 5,000	\$ 5,000	\$ -
600	Supplies/Books/Subscriptions	\$ 14,000	\$ 20,000	\$ 6,000
Total Other & Adult Ed Programs		\$ 355,015	\$ 313,225	\$ (41,790)

Support Services

2100 Student Support Services

100	Salaries/Wages	\$ 155,213	\$ 192,343	\$ 37,130
200	Benefits	\$ 45,923	\$ 84,716	\$ 38,793
300	Contracted Professional & Technical Services	\$ 110,000	\$ 186,000	\$ 76,000
500	Other Services	\$ 4,400	\$ 4,400	\$ -
600	Supplies/Subscriptions	\$ 15,300	\$ 15,100	\$ (200)
Total Student Support Services		\$ 330,836	\$ 482,559	\$ 151,723

2200 Instructional Staff Support Services-Technology/Library/Curriculum & Development

100	Salaries/Wages	\$ 266,072	\$ 296,659	\$ 30,587
200	Benefits	\$ 168,808	\$ 193,798	\$ 24,990
320	Staff Development Services & Fees/Curriculum	\$ 41,167	\$ 59,350	\$ 18,183
400	IT Equipment-Maintenance/Repairs/Rentals	\$ 2,000	\$ 2,000	\$ -
400	Library Equipment-Maintenance/Repairs/Rentals	\$ 1,160	\$ -	\$ (1,160)
500	Other Services	\$ 6,330	\$ 14,000	\$ 7,670
600	IT Supplies/Subscriptions/Fees	\$ 19,000	\$ 20,000	\$ 1,000
600	Library Supplies/Books/Subscriptions	\$ 16,150	\$ 20,623	\$ 4,473
600	Curriculum & Staff Development Supplies/Fees	\$ 22,902	\$ 36,600	\$ 13,698
Total Instructional Staff Support Services		\$ 543,589	\$ 643,030	\$ 99,441

Roberto Clemente Charter School

**Budget
2022/2023**

**Expenses-General Fund
Support Services**

2021-2022 Budget	2022-2023 Budget	Variance
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2310-2360 Administration-Board/CEO/Legal & Accounting

100	Salaries/Wages	\$ 115,000	\$ 120,750	\$ 5,750
200	Benefits	\$ 71,908	\$ 80,579	\$ 8,671
300	School Board Developmental Services & Training	\$ 2,000	\$ 2,000	\$ -
330	Legal & Accounting Services	\$ 43,000	\$ 45,000	\$ 2,000
400	Property Services-Maintenance/Repairs/Rentals	\$ -	\$ -	\$ -
500	Other Services	\$ 1,800	\$ 1,800	\$ -
600	Supplies/Books/Subscriptions	\$ 1,500	\$ 2,475	\$ 975
810	Dues/Fees/Other	\$ 4,500	\$ 4,500	\$ -
Total Board/CEO/Legal & Accounting		\$ 239,708	\$ 257,104	\$ 17,396

2380 Administration-Principal's Office

100	Salaries/Wages	\$ 515,603	\$ 488,331	\$ (27,272)
200	Benefits	\$ 298,085	\$ 295,331	\$ (2,754)
400	Property Services-Maintenance/Repairs/Rentals	\$ 13,576	\$ 15,844	\$ 2,268
500	Other Services	\$ 4,500	\$ 5,000	\$ 500
600	Supplies/Books/Subscriptions	\$ 12,450	\$ 12,300	\$ (150)
890	Miscellaneous	\$ 3,000	\$ 3,000	\$ -
Total Principal's Office		\$ 847,214	\$ 819,806	\$ (27,408)

2400 Pupil Health Services

100	Salaries/Wages	\$ 167,945	\$ 162,132	\$ (5,813)
200	Benefits	\$ 80,861	\$ 108,569	\$ 27,708
335	Contracted Medical & Dental Services	\$ 3,000	\$ 3,000	\$ -
500	Other Services	\$ 200	\$ 500	\$ 300
600	Supplies/Fees/Subscriptions	\$ 7,000	\$ 10,800	\$ 3,800
Total Pupil Health Services		\$ 259,006	\$ 285,001	\$ 25,995

2500 Business Services

100	Salaries/Wages	\$ 211,154	\$ 222,137	\$ 10,983
200	Benefits	\$ 110,813	\$ 126,793	\$ 15,980
300	Contracted Professional & Technical Services	\$ 26,500	\$ 27,500	\$ 1,000
400	Property Services-Maintenance/Repairs/Rentals	\$ 6,880	\$ 6,880	\$ -
500	Other Services	\$ 1,700	\$ 2,200	\$ 500
600	Supplies/Fees/Subscriptions	\$ 6,200	\$ 6,200	\$ -
810	Fees/Penalties	\$ 2,200	\$ 1,700	\$ (500)
Total Business Services		\$ 365,447	\$ 393,410	\$ 27,963

Roberto Clemente Charter School

Budget 2022/2023

Expenses-General Fund Support Services

2021-2022 Budget	2022-2023 Budget	Variance
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2600/2900 Plant Operations, Maintenance Services, Taxes

100	Salaries/Wages	\$ 293,947	\$ 329,407	\$ 35,460
200	Benefits	\$ 121,546	\$ 146,322	\$ 24,776
350	Contracted Safety & Security Services	\$ 94,210	\$ 81,993	\$ (12,217)
400	Property Services-Maintenance/Repairs/Water	\$ 110,635	\$ 141,700	\$ 31,065
441	Building Rentals	\$ 685,603	\$ 699,316	\$ 13,713
500	Other Services	\$ 41,648	\$ 45,000	\$ 3,352
538	Telecommunications	\$ 16,840	\$ 15,500	\$ (1,340)
600	Supplies/Fees/Subscriptions	\$ 90,500	\$ 95,300	\$ 4,800
620	Energy-Utilities	\$ 75,100	\$ 90,400	\$ 15,300
800	Taxes & Other Fees	\$ 3,622	\$ 1,000	\$ (2,622)
Total Plant Operations & Maintenance Services		\$ 1,533,651	\$ 1,645,938	\$ 112,287

2800 Central Services-Human Resources/Information & Data/Grant Administration

100	Salaries/Wages	\$ 68,250	\$ 267,363	\$ 199,113
200	Benefits	\$ 21,176	\$ 40,945	\$ 19,769
300	Contracted Professional & Technical Services	\$ -	\$ -	\$ -
320	Staff Development Services	\$ 53,336	\$ 19,600	\$ (33,736)
500	Other Services	\$ 24,007	\$ 19,337	\$ (4,670)
540	Advertising & Public Relations	\$ 4,300	\$ 5,500	\$ 1,200
600	Supplies/Fees/Subscriptions	\$ 48,060	\$ 54,500	\$ 6,440
800	Other Fees	\$ 700	\$ 1,000	\$ 300
Total Central Services		\$ 219,829	\$ 408,245	\$ 188,416

NonInstructional Services

3200-3400 Student Activities, Athletics & Community Services/Awards

100	Salaries/Wages	\$ 38,127	\$ 38,454	\$ 327
200	Benefits	\$ 12,895	\$ 13,121	\$ 226
300	Contracted Professional & Technical Services	\$ -	\$ -	\$ -
500	Other Services	\$ 16,002	\$ 29,600	\$ 13,598
600	Supplies/Fees/Subscriptions	\$ 14,187	\$ 19,500	\$ 5,313
800	Fees/Fundraising/Donations/Awards	\$ 11,255	\$ 11,000	\$ (255)
Total Student Activities		\$ 92,466	\$ 111,675	\$ 19,209

Financing Uses & Other Expenditures

5100 Debt Service

810	Fees	\$ -	\$ -	\$ -
830	Interest	\$ -	\$ -	\$ -
910	Principal	\$ -	\$ -	\$ -
Total Debt Service		\$ -	\$ -	\$ -

Roberto Clemente Charter School

Budget
2022/2023Expenses-Enterprise Fund
NonInstructional Services

2021-2022 Budget	2022-2023 Budget	Variance
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3100 Food Services

100	Salaries/Wages	\$ 171,332	\$ 189,045	\$ 17,713
200	Benefits	\$ 52,837	\$ 49,519	\$ (3,318)
300	Contracted Professional & Technical Services	\$ 11,000	\$ 7,500	\$ (3,500)
400	Property Services-Maintenance/Repairs/Rentals	\$ 5,000	\$ 5,000	\$ -
500	Other Services	\$ 1,000	\$ 1,000	\$ -
600	Non Food Supplies/Fees/Subscriptions	\$ 39,500	\$ 53,000	\$ 13,500
630	Food & Dairy	\$ 339,025	\$ 347,625	\$ 8,600
800	Other Fees	\$ 175	\$ 175	\$ -
Total Food Service		\$ 619,869	\$ 652,864	\$ 32,995

Total Expense	\$ 9,925,626	\$ 11,015,424	\$ 1,089,798
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Surplus (Deficit)	\$ 48,713	\$ 111,348	\$ 62,635
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450/700 Capital Outlay

1000	Instructional-Equipment & Furniture	\$ 20,487	\$ 76,000	\$ 55,513
2100	Student Support-Equipment & Furniture	\$ -	\$ -	\$ -
2200	Instructional Staff Support-Equipment & Furniture	\$ -	\$ -	\$ -
2300	Administrative-Equipment & Furniture	\$ -	\$ -	\$ -
2400	Health-Equipment & Furniture	\$ -	\$ -	\$ -
2500	Business-Equipment & Furniture	\$ -	\$ -	\$ -
2600	Plant Operations-Equipment & Furniture	\$ 20,400	\$ 43,400	\$ 23,000
2800	Central Services-Equipment & Furniture	\$ -	\$ -	\$ -
3100	Food Services-Equipment & Furniture	\$ -	\$ 8,000	\$ 8,000
4000	Facilities-Acquisition/Construction/Improvement	\$ -	\$ -	\$ -
Total Capital Outlay		\$ 40,887	\$ 127,400	\$ 86,513

Roberto Clemente Charter School
Budget
2022/2023

2022/2023 Budget Proposal Highlights

Final (Jun-21)

Revenue

Federal Sources

- Title 1-IV Funds-updated 21/22 carryover funds
- Title 1-IV Funds-updated 22/23 preliminary funds
- ESSER II & ESSER III- updated FYE 6/30/22 balances

Expense

- Wages/Benefits-updated staff hires/terminations
- Travel (Local)-updated projected increases
- Instructional Supplies-updated federal expenses
- Staff Development-updated federal expenses
- Library Supplies-updated federal expenses
- Contracted Safety & Security Services-updated federal expenses
- Utilities-updated projected increases
- Food Services Equipment-included a replacement stove

1st Reading (May-17)

Revenue

Local Sources

- Federal Pass-Through funding includes IDEA 611 & IDEA 611/ARP

Student Subsidies

- Enrollment-634
 - Regular Ed-576 students
 - Special Ed-58 students

Rates

- Compared to current year (21/22 rates):
 - Reg Ed/ +1%
 - Special Ed/ 0% (Level Funding)

State Sources

- Lease Reimbursement- Building lease costs to increase 2%

Federal Sources

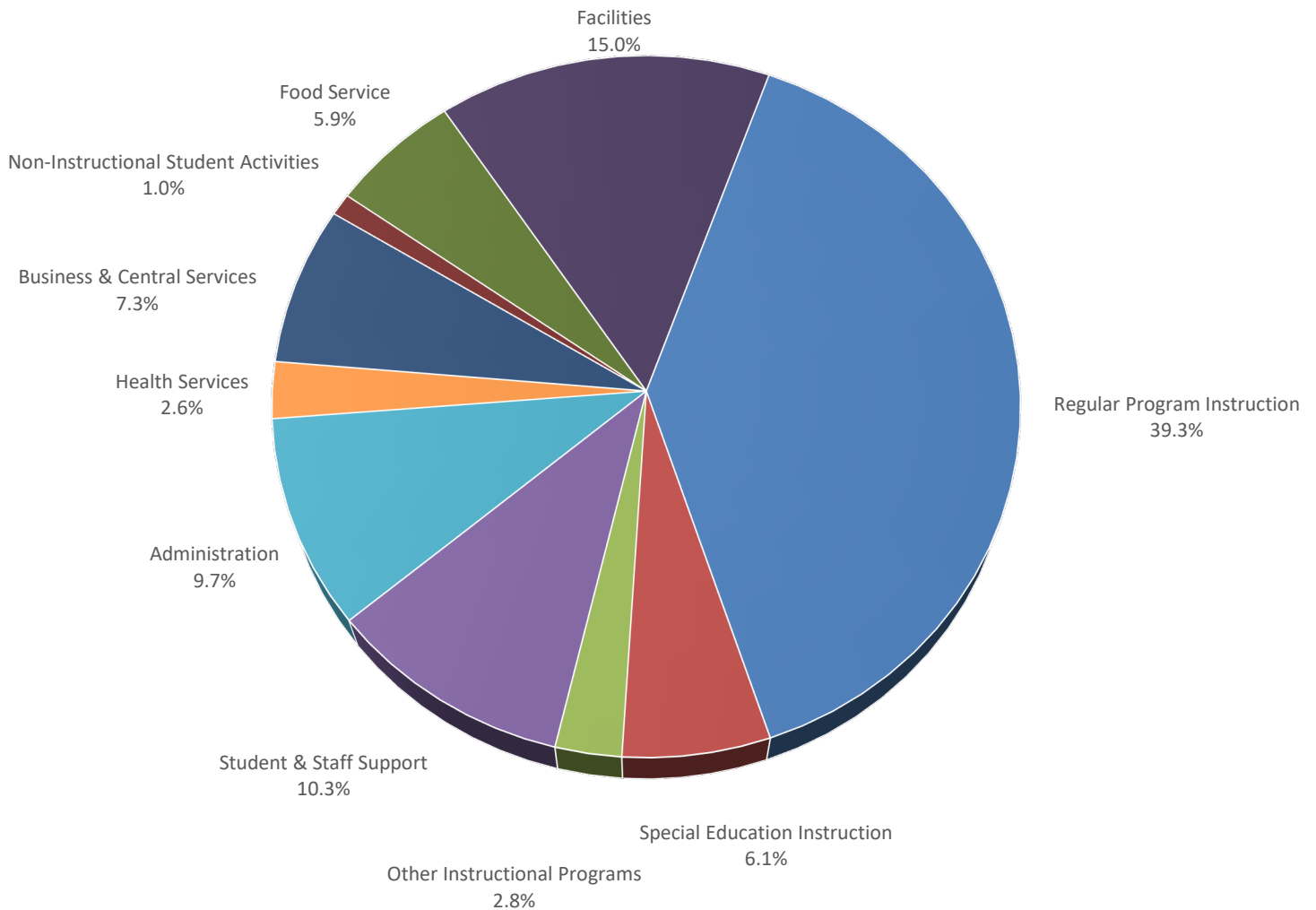
- Title 1-IV Funds-level funded
- ESSER funding includes ESSER II, ESSER III, ESSER III/Set-Aside
- Food Service- reimbursement rates +5%

Expense

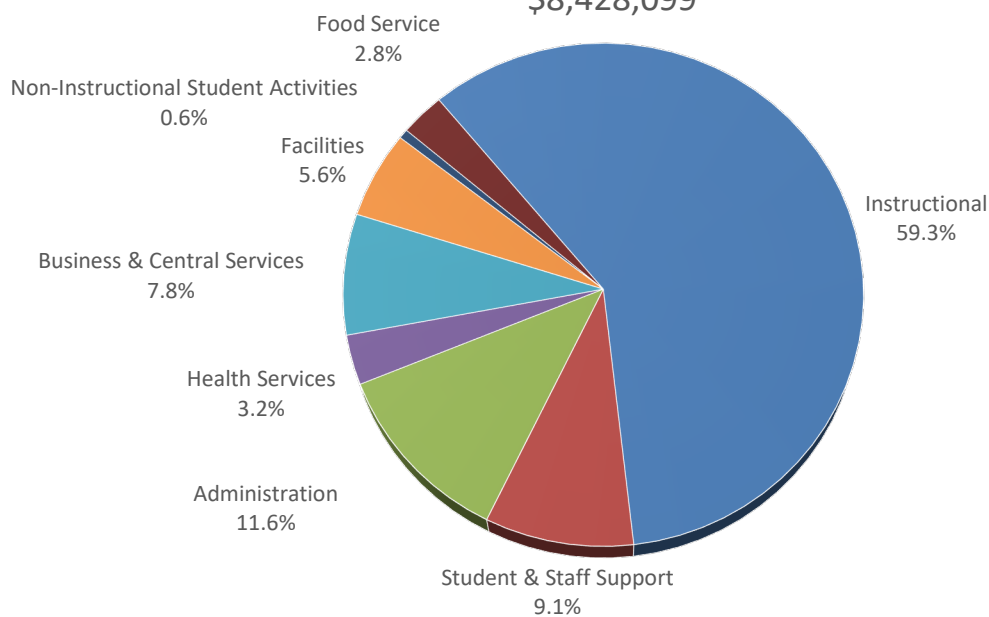
- 5% Schoolwide wage increase.
- \$2,000 Wage increase for PDE-certified staff.
- 30% Increase in health insurance costs.
- PSERS contribution rate increases to 35.26%.
- Various new positions added per approved ESSER applications
- Centralizing child accounting duties
- Secondary School Librarian-10 Month/Full Time
- Adjusted starting pay rates for the Food Service Dept
- Added years-of-service award program
- Summer School-four weeks (both schools)
- Building leases increase 2%.

Roberto Clemente Charter School
2022/2023 Budget

Total Expenses
\$11,015,424

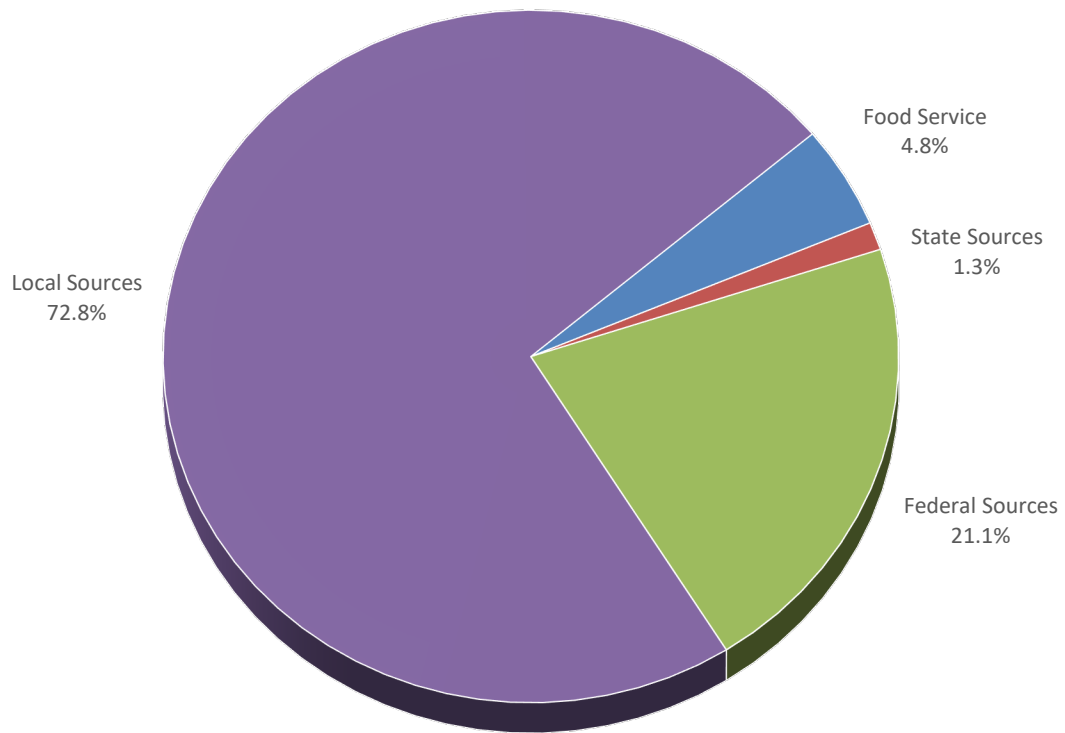


Salaries & Benefits
\$8,428,099



Roberto Clemente Charter School
2022/2023 Budget

Total Revenue
2022-2023



Total Revenue
2015-2020

