



November 30<sup>th</sup>, 2021  
Chester Upland School District  
Office of the Receiver  
Nafis J. Nichols  
Quarterly Report Card

## **Executive Summary**

The Chester-Upland School District has been in financial recovery status since 2012 and has had some state oversight in various capacities for over two decades. The District has had six Receivers, four Chief Recovery Officers and is working to implement its fifth Recovery Plan since 2012. Though there has been some progress made, it has not been enough to achieve and sustain fiscal recovery.

The first 90 days of my appointment as Receiver have been focused on assessment of data to further identify both problem areas and resources; monitoring capacity to mobilize and/or build within the CUSD organization; and planning a comprehensive strategic approach that will lead the district to recovery. I have fostered relationships with the Elected School Board, Chief Recovery Officer (who retired October 31, 2021), the PA Department of Education, Superintendent of Schools, Montgomery County Intermediate Unit (outsourced management company), all faculty and staff, community members, and most importantly the students of CUSD. It takes this strong collaboration to implement the recommendations set forth in the court approved Recovery Plan.

Together, we have made great strides, but have a way to go to recovery both fiscally and educationally. I will note that the partnership between the offices of the Superintendent and Receiver have been rewarding and have guided the progress made thus far. Externally, we have also worked to establish and reestablish relationships that will only enhance opportunities for the CUSD. We have reengaged partnerships for students to become dually enrolled in college courses; have a cohort of teachers with emergency certifications getting the educational requirements needed to become fully certified; worked to bring additional extracurricular activities that the district lacked; engaged CUSD Alumni and community stakeholders to address school safety issues, just to name a few things.

Detailed ESSER and Financial Audited Statement updates are in two separate reports that will be submitted today detailing progress made in those areas. On October 31, 2021, as per your Honor's request, a full comprehensive facilities report was also submitted to the court. The information in the study revealed conditions that were both known and unknown. Please note that CUSD had many capital improvement projects underway, and we are currently aligning the recent plan with potential funding opportunities to execute more efficiently.

The Office of the Receiver has worked closely with all administrative department heads since being appointed to oversee the recovery efforts of the District. As illustrated in the referenced Organizational Chart (below) these efforts include working collaboratively with and providing guidance and oversight to the Directors of Human Resources, Business Services, Operations and Child Accountability along with the Chief Academic Officer.

In conclusion, there are significant challenges that are being uncovered daily, however, we have begun implementing corrective actions and with the current team in place I do believe that we can make great progress moving forward. It will take time and commitment to provide the students of CUSD with all the resources that I know they deserve to receive a quality education. The contents of this report includes information of both progress and challenges encountered over the last 90 days and actions taken to correct issues faced. Subsequent reports will update all parties of further progress made and identify a clearer roadmap to success.

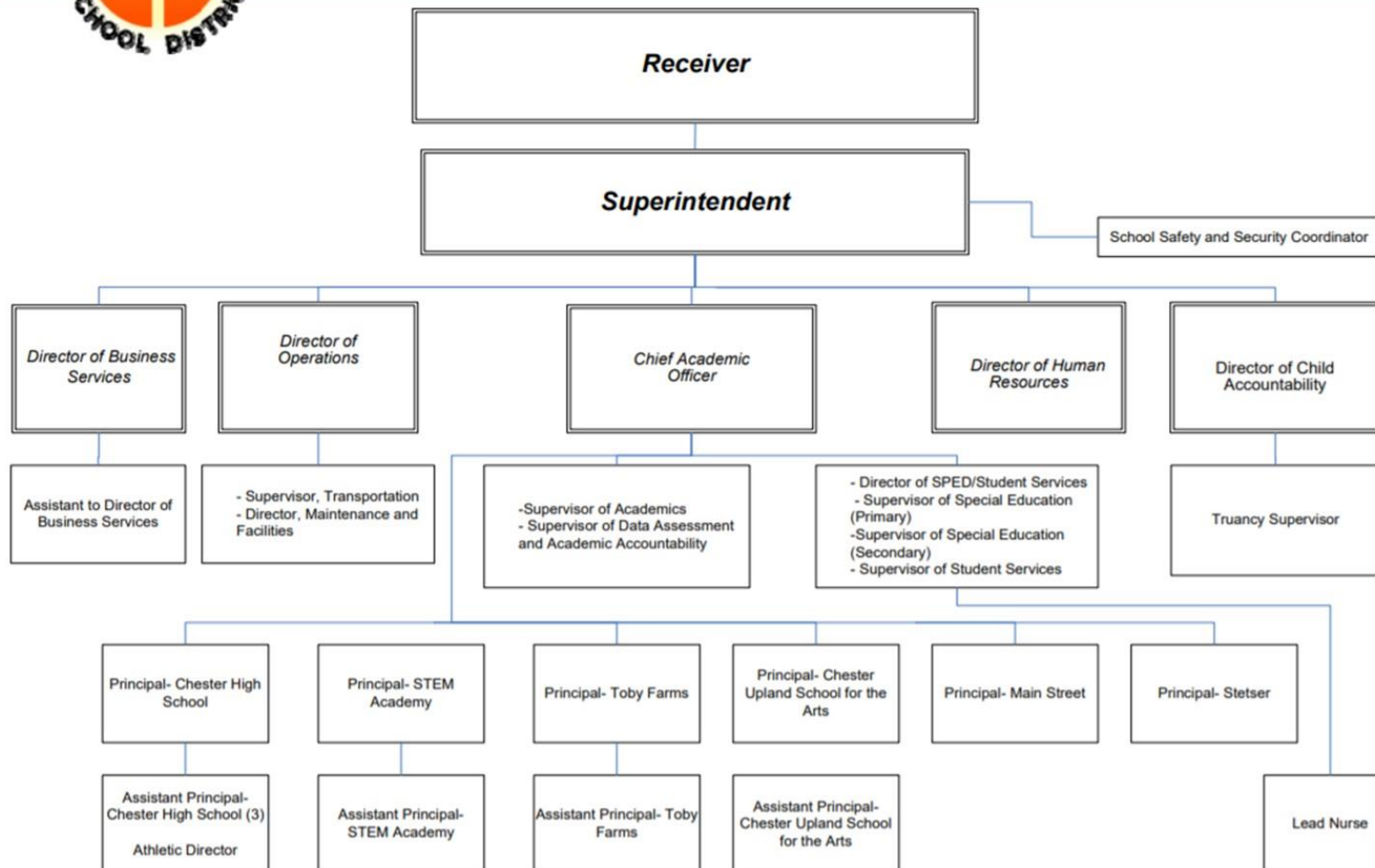


# Chester Upland School District Recovery Project

## Organizational Staffing Chart

### Administrative Leadership

Last Updated November 5, 2021



## **Chester Upland School District Financial Recovery Planning Report**

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Under the direction of the Receiver the Office of Business Services completed numerous actions to internally audit the financial activities and procedures of the Chester Upland School District over the past few months. Additionally, the department developed a financial protocols manual, which was shared with all CUSD staff members on October 5<sup>th</sup>, 2021.

Results and recommendations of the internal audit can be found below. Based on the findings the Receiver has begun to implement additional quality improvement measures as it relates to the District's financial processes.

While this list is not comprehensive, a selection of other actions is noted below.

### **Accounts Payable & Contracts**

- Learned that contracts did not exist for services being delivered to the District. Requested each vendor submit a copy of their approved contract by the end of September 2021. No further payments are being made to vendors without an approved contract.
- Requests for payment of invoices were not following an approved process and requisitions were not being entered into the CSIU system in advance of the expenditure. Implemented the Docuware system to manage the flow of invoice approval to ensure proper payment approval is obtained. A list of payments to be made is also provided to the Receiver weekly for final approval prior to cutting the checks.
- Uncovered a batch of checks that were processed in June 2021, appear in the financial accounting system as paid, but the checks were never actually printed (the actual check stock was found to support this finding). Each payment was analyzed for resolution. This approximate \$3 Million matter caused significant issues with determining the District's actual cash balance for a period of time.
- Uncovered numerous facilities department payments made to vendors with federal CARES/ESSER funds during the 2020-2021 school year, where no evidence of compliance with bidding requirements exists. As a result, the District has had to re-distribute many of these expenditures to the general fund budget.
- Continue to field dozens of calls each week for past-due payments. Checks are processed for payment of legitimate invoices, as funds are available.

### **Annual Audit**

- Learned that the 2019-2020 annual audit was not completed. It is currently anticipated that the audit will be finalized at the top of 2022.

- Uncovered that the final 2018-2019 entries had been mis-posted, which caused some of the delays regarding the 2019-2020 audit work.
- Many of the previously completed audit workpapers were just a simple listing of General Ledger activity and not a true analysis of the accounts. Therefore, the current Business Office team has had to spend a great deal of time going back and analyzing the accounts, making corrections, etc.
- Requested records have been difficult to find or non-existent, which has caused further delays with the audit.

### **Payroll Benefits Department**

- Uncovered that the PSERS reporting to VOYA (for the defined contribution plans) was never set up properly for the District since it began in July 2019, therefore no employee contributions had been made. This has been reconciled for the current school year and proper payments remitted. Further analysis is still needed for the prior years.
- Determined that many of the PSERS rates being used for employee deductions were not correct, for example CUSD was deducting the whole percentage as a defined benefit contribution, rather than the required split between DB and DC programs. This has been analyzed and corrected.
- Learned of a grievance filed in March of 2021 with allegations of 403B program deduction improprieties (dating back 10+ years). No action had previously been taken on analyzing the records for this project. A form was developed and circulated to the employees for gathering pertinent information. The forms were returned in late October 2021 and research is actively being done to analyze the data for resolution. This academic year's deductions are current.

### **Revenue Sources**

- Made the necessary adjustments to the 2020-2021 Federal Programs Consolidated application. PDE had returned this to the District in the Spring of 2021 and no action had been taken.
- Learned that the 2021-2022 Federal Programs Consolidated application had not been started. The application has now been completed and is pending PDE approval.
- Learned that the District was in 'red light' status regarding federal E-rate funding due to a failure to repay prior improperly received e-rate funds (likely from 2016). The amount due to be repaid was \$50,502.45. As a result, the District is paying 100% of the cost of internet services, when it could be paying only 10% of this cost. The required paperwork to resolve this matter has been submitted, as well as the payment. When approved, the District should be eligible to receive e-rate funds again for the 2022-2023 school year, a significant savings.

- Uncovered that the necessary paperwork for IDEA/Section 611, IDEA/Section 619, and Perkins funding that flows through the DCIU was not properly submitted for the prior school year. Proper paperwork was submitted and the check for the IDEA reimbursement was received by the District, with the Perkins reimbursement expected in the near future.

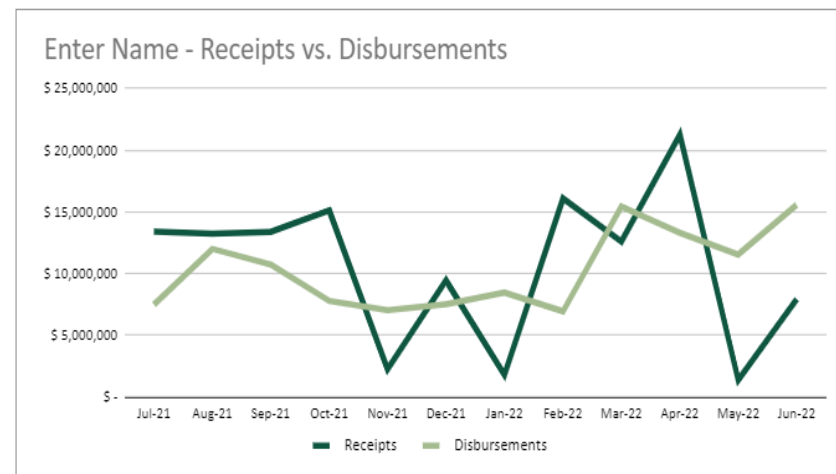
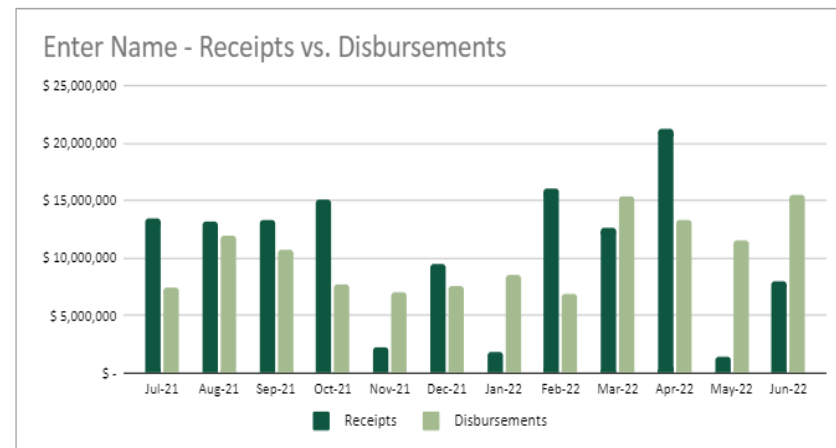
#### **Other Items**

- Recognizing that the District's financial management system is not adequate, work has commenced on implementing the e-finance program through PowerSchool.
- PDE notified the District of their rejection of the District's 2019-2020 AFR (Annual Financial Report) in January of 2021. No action was previously taken to resolve this matter, which is holding up the certification of the District's tuition rates. Work is currently being done to resolve this issue.
- In August of 2021 Received \$7,335,524.17 in PDE funding today allowing for the payment of \$3,982,772.03 in outstanding invoices.
- Required reports have been submitted to PDE, and reconciliation of all accounts is underway.
- Title I, II, and III grant applications were submitted in September 2021.
- Met with tax collectors to go over process for the upcoming tax season.
- Business office has started meeting weekly to discuss policies and procedures.
- Submitted paperwork to finalize paying 403B through TSA Group Consulting.
- Scheduled CSIU training for all business staff.

## 2021-2022 Financial Overview

Illustrated in the figures below the Chester Upland School District projected revenue was

Enter Name - Receipts vs. Disbursements			
	Receipts	Disbursements	
Jul-21	\$ 13,403,284.55	\$ 7,499,524.48	
Aug-21	\$ 13,225,706.19	\$ 11,998,941.85	
Sep-21	\$ 13,375,816.04	\$ 10,740,555.80	
Oct-21	\$ 15,123,211.29	\$ 7,785,437.25	
Nov-21	\$ 2,249,372.91	\$ 7,044,944.90	
Dec-21	\$ 9,447,988.54	\$ 7,521,536.84	
Jan-22	\$ 1,814,000.00	\$ 8,475,000.00	
Feb-22	\$ 16,104,000.00	\$ 6,950,000.00	
Mar-22	\$ 12,604,000.00	\$ 15,435,420.42	
Apr-22	\$ 21,257,175.00	\$ 13,300,000.00	
May-22	\$ 1,384,000.00	\$ 11,550,000.00	
Jun-22	\$ 7,934,000.00	\$ 15,571,651.18	
	<b>\$ 127,922,554.52</b>	<b>\$ 123,873,012.72</b>	



## **Chester Upland School District Administrative Recovery Planning Report**

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### **Human Resources Goals**

It is the mission of the Chester Upland School District's Human Resources Department to provide effective human resource management by developing and implementing policies, programs and services that contribute to the attainment of the District and its employees.

#### **Guiding Principles:**

- Ensuring that human resources department staff are given the tools, training, and motivation to operate in the most efficient and effective manner.
- Promoting and recruiting the best-qualified people and recognizing and encouraging the value of diversity in the workplace.
- Providing a competitive salary and benefits package and developing the full potential of our workforce by providing training and development for career enhancement.
- Providing a work atmosphere that is safe, healthy, and secure, as well as conscious of long-term family and community goals.
- Establishing, administering, and effectively communicating sound policies, rules and practices that treat employees with dignity and equality while maintaining compliance with employment and labor laws, District directives, and collective bargaining agreements.

The goals are addressed in the following categories:

#### **Compliance Management**

Defining policies and procedures to ensure CUSD's employment and work practices demonstrate a thorough understanding of applicable laws and regulations, procedures, protocols, and collective bargaining matters.

#### **Key Strategies:**

1. Continue audits across the entire Human Resources Department. Develop/revise procedures where necessary.
2. Review/update job descriptions-- Make sure they reflect the current duties performed by each employee. This also helps employees understand their job duties and can be the basis for their performance evaluations.
3. Correct emergency certification matters: address existing matters and develop process for going forward. Follow guidance set by PDE.
4. Develop performance evaluation process-- All employees should receive feedback on their performance whether it's positive feedback or constructive feedback.



5. Frontline implementation—to ensure effective and efficient data—Time and Attendance, Recruit and Hire, Evaluations, and Professional Learning.

### **Position Control**

An effective position control system will allow CUSD to create, maintain, and monitor positions and their budgets.

#### **Key Strategies:**

1. Create a framework of positions for all the jobs within CUSD without regard to whether there is an incumbent in a specific job or not. Position control will apply to all employees, faculty and staff positions alike.
2. Accurately budget for employee salaries, hours, and full-time equivalents (FTEs); analyzing and reviewing positions and budget.

### **Staffing—Attraction and Retention**

CUSD will attract and retain top talent—to provide support to the children of the Chester community. Hiring the most-qualified employees by pre planning staffing needs, ensuring an effective internal interview process, increasing District visibility in the employment marketplace, identifying the best and most cost-effective recruitment sources, and conducting thorough reference checks.

#### **Key Strategies:**

1. Continue to enhance recruiting methods: Leverage multiple streams for how we “go to market”; social medial, referrals, recruiting platforms, career fairs.
2. Partner (build relationships) with neighboring colleges/universities to build University Relations programs, Internships/Cohorts, etc.
3. District Rebranding: Why not here, why not now?
4. Retention: Provide training and development in areas of effective leadership and career development of employees.
5. Design robust onboarding program, including New Employee Orientation and 30/60/90 day onboarding plans.
6. Ensure competitive wages—compensation review

### **Collective Bargaining Agreements**

To date, all District employees have been working without fully execute labor agreements. Since mid-October the Office of the Receiver has been working with internal partners and the four independent labor unions to negotiate contract terms in hopes of resolving this long outstanding matter.

## **Chester Upland School District Facilities & Operations Recovery Report**

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The Office of the Receiver has been working collaboratively with the Director of Facilities and Operations to ensure compliance, reduce hazardous conditions and the built infrastructure and school environment for all Chester-Upland students, staff, faculty and visitors.

Although several capital improvement projects were placed on hold as a precautionary measure until the Receiver can determine need and fully access the overall financial health of the District. As such, the Receiver along with the planning committee and administration, have put all ESSER funded projects on hold pending further review. However, previously funded/contracted initiatives are still underway.

The following are actions that have been taken to address structural deficiencies and building conditions throughout the District to date.

### **Capital Improvement Projects**

**STEM Academy at Showalter** – Work continues on this project by L.J. Paoella Construction to complete the masonry and concrete stairway work on the school’s grounds and to the front entrance of the school building.

**Chester High School** – Work continues by L.J. Paoella Construction to complete the masonry and concrete project that would be completed in various phases starting back in June/2021 with an “**anticipated**” completion date of December/2021.

### **Facilities Related Internal Projects**

**Card Access Readers:** Delaware Camera Systems continues to work at our Toby Farms School. There have been some delays with supplies that the contractors are working out with their suppliers, with expected completion within the next three weeks.

**LED Light Installation:** Over the past 3-weeks, the Facilities Department Electrician has been working on installing new LED lighting throughout the CUHS. The installation of LED lighting will allow the CUSD to start saving on our electrical utility bills and maintenance costs moving forward. We anticipate our annual savings to be approx. 20-30% over the next year.

**Environmental Efforts:** The Chester Upland School District purchased 30 air purifiers to support various areas in our schools (i.e.) nurses suites and pre-k classrooms. These units will support all of our schools, more specifically, locations that don’t have centralized cooling plants including, Toby Farms, Main Street and Stetser schools.

Additionally, as a direct order of the Court of Common Pleas Delaware County, Pennsylvania the Receiver has worked with the operations team to procure contractors to complete a Phase 1 and Phase 2 environmental study outlined in the order for the school district buildings. As per the judge's order, our office was also tasked with completing a District-wide Facilities Condition Assessment (FAC) of all school's buildings. This study was completed in October of 2021, with reports being delivered as instructed by the order.

Although the Office of the Receiver has placed a moratorium on capital projects and expenditures, the FAC identify several critical repairs and system upgrades that will need to be immediately addressed to ensure the health, welfare and safety of the District, students, staff, faculty and visitors. These include upgrading the HVAC system at Chester Upland School of the Arts and electrical systems at STEM at Showalter.

## **Chester Upland School District Office of the Superintendent Report**

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As we work internally to strengthen the academic offerings, enhance school culture and achieve financial solvency within the Chester Upland School District; we also realize the need to engage our external partnerships and stakeholders. By employing a systems approach to resolving the critical issues faced by the District we gain vested partners, we engage the community and expand program offerings and opportunities for our students. Therefore, the Office of the Receiver has worked daily alongside the School Superintendent to assess the overall state of the District while forging partnerships, improving school conditions and upgrading and controlling organizational operating systems.

Over the past months the Superintendent has gathered and collected a great deal of information in regard to how the district has operated. We are currently focusing on key areas that will need some immediate attention and will begin to make the necessary adjustments. We have spent a great deal of time in the buildings and meeting with community leaders. We have also placed a great deal of attention on building safety and curriculum needs in each of the schools. It is our belief that once some of the immediate adjustments are put in place; things will continue to move in a direction that we all desire.

We continue to make great progress in the CUSD as we focus on providing our students with exceptional learning opportunities. And we will continue to emphasize the importance of improving the overall instruction for our students. Below are some of the key initiatives and strategies implemented by the Superintendent to help achieve these goals.

### **Professional Development Initiatives**

#### **Leadership Learning Academy:**

The Superintendent has initiated a leadership academy that involves all building level administrators with the focus on creating the climate and culture we want our buildings to identify with, leading by example and making decisions that are in the best interest of our students.

#### **Elected Board Training:**

He has also held a Board Training session focused on the specific roles and responsibilities on the elected board leadership.

#### **Superintendent Community Stakeholder Meetings:**

The Superintendent has met with the members of the Chester Boys and Girls Club; State Representative Kirkland and members of his team; The Chester Education Foundation; and members of the Trippley Foundation to discuss current district planning and ways to further engage the community, key partners and stakeholders.

Dr. Parkinson, Dr Sutton and I also visited Widener University where we engaged in robust conversations on how we can expand opportunities for our CUSD children. We talked about reengaging our students in dual enrollment courses, where our students will go to Widener to take courses on campus. We also discussed the importance of establishing a mentor program that will be composed of students and faculty members of the university. Dr. Sutton discussed the creation of an academy that would be established to provide a pipeline for Widener education graduates to become CUSD employees. This would help to address our teacher shortage. The thought of creating a CUSD cohort for our teachers who are working under an emergency certification was also discussed. The goal would be to have our teachers work towards permanent certification through Widener's educational department.

We also met with a representative from the Caplin Family Charities, who has partnered with the CUSD in previous years. The focus of the meeting was to discuss how we can return a medical health program to the district that would focus on providing students with the opportunity to explore the many health related career opportunities. The goal will be to create an Allied Health program. Finally, we discussed the creation of a Community Health Program where students can receive health care around the clock and their immunization shots. There is a model that exists in Philadelphia in one of the high schools that I would like to visit to observe the practicality and if it is something that our students in the CUSD would benefit from having in our community.

#### **Student Forums:**

The Superintendent has held several forums with students from Chester High School and the STEM Academy. During these meetings, he asked students to share their feelings about their respective schools, focusing on things they enjoy, and things they feel they need. The students were provided the opportunity to share what they feel is working very well at their high schools and areas where they would like to see growth.

#### **Parent/Guardian/ Forums:**

The superintendent also held meetings with parents and central office administration. During this time, they discussed district goals. He also addressed parent questions or concerns.

#### **Community Engagement:**

On October 25th, the Superintendent and the Receiver began holding various listening sessions with the community that focus on hearing what they believe is needed to move the CUSD forward. At which time they shared some of the plans and ideas that we have discussed with the intent to identify areas of alignment with some of the goals and ideas communicated by the community. We believe this is a critical step to reengaging parents and restructuring school offerings to attract students back to District run schools. They have also met with the CHS Alumni in a meeting designed to provide the alumni with information regarding ways they can support the current administration in various goal areas that have been defined.

### **Program & Partnership Development**

#### **Post-Secondary Access**

The Superintendent and I met with Cheyney University, Swarthmore College, and Widener University to discuss various ways we can partner to provide our students with amazing learning

opportunities. We discussed the use of labs and equipment on the university campuses, dual enrollment programs, summer programming for our students, teacher certification programs, and providing aspiring teachers the opportunity to complete field work and student teaching expectations on the CUSD.

### **Leadership Development**

He has also met with a team who will be instrumental in supporting us in starting our Exploring program that will focus on career exploration opportunities in all of the emergency service professions. The program is sponsored by the Boys Scouts of America and targets children in grades 6-12. A meeting was scheduled for all interested students the week of November 1st.

The Superintendent also had the opportunity to meet with Greg Volz who will be assisting us with resurrecting the Youth Court program that started in the CUSD fifteen years ago. Since its inception the program has gone on to gain national attention. We are very excited to have our students reengage in this amazing program.

Meetings were held with the representatives from the law enforcement community to discuss various ways we can establish some partnerships. We will be working together to implement the Explorers Program that will focus on providing our students with information to assist them in making more informed decisions about future careers. The program will focus on career opportunities, leadership experiences, life skills, citizenship, and career education. We will have a follow-up meeting with additional key participants this coming week to focus on an implementation date.

### **STEM Education**

A meeting was also held with Jill Buck, the founder of Go Green Initiative, who has been working with the CUSD since 2015. Her organization is responsible for the greenhouse that sits on the STEM campus. Her goal is to resume the great work that was taking place prior to the pandemic disrupting the amazing learning opportunities that were taking place for our children. We are also looking to expand the opportunities to all of our students in the CUSD. This will continue to be a wonderful partnership.

### **COVID 19 PLAN**

The Superintendent continue to meet with the Delaware County Superintendents and County officials to remain abreast of COVID planning throughout the district in the county. He has also enlisted the aid of Dr. William King, who provides the district with support on all Covid-19 related issues. He provided a detailed explanation to the community on how we are treating Covid-19 issues and concerns in the district. The meeting was very informative.

## **Chester Upland School District Special Education Recovery Report**

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### **Administrative Initiatives:**

- We have developed a 504 Manual which directly relates to the ADA (American with Disabilities Act) to guide the district in best practices that are legally defensible. This manual will be shared with building principals and school counselors for review before it is rolled out district wide.
- We continue to have some students coming in from early intervention who need an evaluation to determine appropriate placement for FAPE. The office of Special Education and Student Services will be looking to contract with an agency to evaluate these students as soon as possible.
- The Director of Special Education and Student Services met with the student services department at the DCIU to discuss the services that they can offer the CUSD including but not limited to speech services, BCBA services, and professional development.
- The Director of Special Education and Student Services and the clinical team from Effective School Solutions met with the building administrators at CUSA, Toby Farms, and Chester High School to discuss and develop the implementation plan for their services. These meetings were very successful, and we were able to identify space in each building to facilitate counseling and family counseling.
- The special education department has been looking for a speech and language pathologist for several weeks to provide speech services to our special education students. Due to the limited number of candidates, this position has been difficult to fill. We were able to procure a speech and language pathologist through U.S. Medical. We continue to need additional speech and language pathologists; however, this addition will be very beneficial to the program.

### **Student Services:**

- Department administrators recently conducted a need assessment with clinical staff and PBIS staff/created a budget system for PBIS/Dually Enrolled/Septa card system.
- They have also been in communication with Effective School Solutions to discuss a program that addresses students mental health and would support the ES program at CUSA, Toby Farms, and CHS. Please see attachment (CUSD and ESS Partnership Proposal)
- Our school psychologists are currently evaluating over ten students who were placed in early intervention programs to determine the appropriate educational placement.

- We have also contacted Language Line, which is an interpreter service, to inquire about providing translation services for the district. Currently, we do not have a reliable system to translate for our non-English-speaking families.
- The Office of Special Education Student Services are currently seeking to purchase Easy CBM for the district.
- Easy CBM is a research-based progress monitoring tool that special education teachers need to collect progress monitoring data required by IDEA (Individuals with Disabilities Education Act) and Chapter 14 of the PA School Code.
- Department Heads have held meetings and office hours to support our special education teachers who have virtual students on their caseloads. This guidance includes directions on how to write a legally defensible NOREP and IEP in these virtual situations.

#### **Legal Cases:**

- The Office of Special Education and Student Services has been working on modifying our practices and procedures to best ensure legal defensibility regarding special education documents and processes. We are currently entering into a settlement agreement with student EC in the amount of \$20,000 for compensatory services pending board approval.



## **Chester Upland School District Curriculum and Instruction Report**

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The Officer of the Receiver is continuing to work closely with the Superintendent and Chief Academic Officer to monitor the advancement and progress of the Curriculum and Instruction to ensure students within the district receive a quality education. Listed below are a few key milestones for the current academic year

- Pre-Kindergarten program commenced with over 75% enrollment.
- We also have approximately 130 English Language Learners who participated in the WIDA test.
- The District has begun offering Credit Recovery and Original Credit courses at Chester High School and STEM Academy. We approximate that close to 60-75 students will participate in the programs.
- Completed end of first marking period and held report card conferences on November 23, 2021.
- The curriculum department hired a new Supervisor of Academics and Accountability who most recently served as Supervisor of Assessment & Accountability within the Brandywine School District.

### **New Staff Initiatives**

The CUSD Induction Program for new teachers began in October 2021. Educational sessions are held the second Wednesdays of each month. The topics for induction include:

- o Establishing a climate of respect, rapport, and high student engagement
- o Professional Responsibilities/Act 13
- o Planning Coherent Instruction
- o Motivation and Learning
- o Assessment and Feedback
- o Using the PA Systems Aligned Systems

### **State Exams**

2020-21 PSSA/Keystone testing wrapped up in September 2021. Exams results were secured and sent to PDE in October 2021. Results from the tests are expected in January.

### **Instructor/ Teacher Vacancies**

With several vacancies still existing, the Curriculum Department is working with Human Resources to find interim solutions for classrooms without instructors. We have been in discussions about partnering with an organization, Elevate K-12, to provide live streaming online instruction into our vacant classrooms. The live online classroom will be delivered via the web (Elevate K-12 online platform) in an actual school classroom. Each classroom and group will maintain the same dedicated instructor throughout the class, unless a change is requested, or the

instructor has an emergency leave. Each instructor undergoes rigorous training in the content area and specifically on effective live online instruction. The live online instructor will meet the certification requirements. Instructors will either be certified in PA, eligible for certification in PA, or licensed in another state.

### **Professional Development**

Administrators have coordinated a series of professional development efforts for District staff and employees. Grade level and content area collaboration time was built into the professional development schedule to allow for the review of curriculum maps and planning.

- District administrative team members participated in PowerSchool training on the Cognos 12 upgrade. Cognos is the IBM application used to run various reports using our School Information System (SIS) data.
- New teacher meeting: Our first session was focused on establishing a climate of respect, rapport, and high student engagement, cultural competence and increasing academic proficiency.
- Principals have been asked to identify mentors for our new teachers. These mentors will have demonstrated competence in all four domains of the Danielson Framework and have at least three years of teaching experience in the district.
- Each principal and assistant principal will be required to develop three goals for the current school year. Goals will be connected to school culture, academics, and an area of their choice. Dr. Parkinson and Dr. Sutton will be meeting with the principals and assistant principals in October to review goals.
- Our leadership team continues to participate in Learning Walks, focusing on the use of Power Slides and student engagement. Power Slides are PowerPoint slides that capture each lesson's learning outcome, assessments, and activities.
- Staff have also been trained in the following:
  1. Training on our elementary/middle school reading curriculum resource, Into Reading and Into Literature.
  2. In partnership with Teaching, Leading, and Succeeding (TLS), we will continue to focus on effective teaching strategies.
  3. Social Emotional Learning for Special Education staff.
  4. Creative Curriculum for Preschool teachers.

## **Chester Upland School District Child Accounting Report**

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### **Child Accounting/Student Registration (Projects)**

We are working with truancy department and individual schools to accurately remove “no shows” and process student transfers. Entering all of the enrollment forms, transfers, IEPs, address changes, homeless status forms for the brick-and-mortar charters. We are also assisting new school secretaries with training on eSchool and in correcting other child accounting related issues.

### **PIMS Administration (Projects)**

The department is currently working on updating the charter school student data with their PASecure ID in eSchools so that duplicate records would be avoided; this includes 350 plus students enrolled in Charter schools whose PASecure ID is not populated.

### **Child Accounting - Child Accounting Accountant (Projects) Updates**

- 400 Students without PASecure IDs (team project) – This is also revealing inaccuracies in the system such as incorrect race, age, and misspelled names as we fill in the PASecure ID.
- Processing tasks sent to the Child Accounting mailbox (New Enrollments, Withdrawals, Transfers, No-Shows pertaining to the 2021/2022 school year and invoicing) – backlogged months and are affecting invoicing and attendance.
- Attendance maintenance and removing no-shows; 3/6/10 day letters; sent list to Principals and Truancy – Refining list and awaiting follow-up.
- Identifying Enrollment/Transfer/Withdrawal Issues and drafting SOPs for the tasks for uniformity and consistency.
- Invoice Verification for Charter Schools, corrections, institutionalized and Special Education agencies.
- PDE-4605 Acknowledgements, Withdrawal and Re-enrollment for OODP students and corrections (time sensitive);
- Retrieving student credits from corrections.

The two tables below show the current number of Chester Upland School District students enrolled in all District schools.

10/26/2021	Headcount Statistics Report			Page 1 of 2
	Building List: 2, 3, 5, 7, 9, 10, 19, 21			
	Date: 10/26/2021			
Totals	Male	Female	Total	
<b>2 - Chester High School</b>				
Grade 09 Totals	175	142	317	
Grade 10 Totals	105	95	200	
Grade 11 Totals	89	95	184	
Grade 12 Totals	68	55	123	
Grade 14 Totals	9	2	11	
<b>2 - Chester High School</b>	<b>446</b>	<b>389</b>	<b>835</b>	
<b>3 - Chester Upland School of the Arts</b>				
Grade PK Totals	24	37	61	
Grade KF Totals	32	38	70	
Grade 01 Totals	42	36	78	
Grade 02 Totals	35	38	73	
Grade 03 Totals	42	28	70	
Grade 04 Totals	33	31	64	
Grade 05 Totals	34	23	57	
<b>3 - Chester Upland School of the Arts</b>	<b>242</b>	<b>231</b>	<b>473</b>	
<b>5 - STEM HS at Showalter</b>				
Grade 07 Totals	7	14	21	
Grade 08 Totals	7	22	29	
Grade 09 Totals	45	46	91	
Grade 10 Totals	45	55	100	
Grade 11 Totals	44	51	95	
Grade 12 Totals	33	54	87	
<b>5 - STEM HS at Showalter</b>	<b>181</b>	<b>242</b>	<b>423</b>	
<b>7 - Main Street Elementary</b>				
Grade PK Totals	22	17	39	
Grade KF Totals	35	14	49	
Grade 01 Totals	15	26	41	
Grade 02 Totals	21	27	48	
Grade 03 Totals	26	17	43	
Grade 04 Totals	34	15	49	
Grade 05 Totals	24	25	49	
<b>7 - Main Street Elementary</b>	<b>177</b>	<b>141</b>	<b>318</b>	
<b>9 - Stetser Elementary</b>				
Grade PK Totals	6	14	20	
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**Table 1**

10/26/2021

## Headcount Statistics Report

Page 2 of 2

Building List: 2, 3, 5, 7, 9, 10, 19, 21

Date: 10/26/2021

Totals	Male	Female	Total
Grade KF Totals	23	22	45
Grade 01 Totals	12	13	25
Grade 02 Totals	21	20	41
Grade 03 Totals	18	16	34
Grade 04 Totals	21	22	43
Grade 05 Totals	16	23	39
<b>9 - Stetser Elementary</b>	<b>117</b>	<b>130</b>	<b>247</b>
<b>10 - Toby Farms Intermediate School</b>			
Grade 06 Totals	58	59	117
Grade 07 Totals	43	46	89
Grade 08 Totals	51	39	90
<b>10 - Toby Farms Intermediate School</b>	<b>152</b>	<b>144</b>	<b>296</b>
<b>19 - Digital Learning Academy</b>			
Grade 06 Totals	15	5	20
Grade 07 Totals	8	11	19
Grade 08 Totals	7	8	15
Grade 09 Totals	26	18	44
Grade 10 Totals	21	17	38
Grade 11 Totals	11	21	32
Grade 12 Totals	9	18	27
<b>19 - Digital Learning Academy</b>	<b>97</b>	<b>98</b>	<b>195</b>
<b>21 - CUSD K-5 Virtual</b>			
Grade KF Totals	1	0	1
Grade 01 Totals	0	1	1
Grade 02 Totals	3	3	6
Grade 03 Totals	2	4	6
Grade 04 Totals	4	6	10
Grade 05 Totals	8	6	14
<b>21 - CUSD K-5 Virtual</b>	<b>18</b>	<b>20</b>	<b>38</b>
<b>Report Totals</b>	<b>1430</b>	<b>1395</b>	<b>2825</b>

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Table 2

The following tables provides an illustration of student attendance trends for the first two months of school.

10/4/2021

ADA/ADM Statistics Report

Page 1 of 3

Building List: 2, 3, 5, 7, 9, 10, 19, 21  
Date Range: 08/30/2021 - 10/04/2021

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
<b>2 - Chester High School</b>									
Grade 09 Totals	3321	2564.5	5885.5	4159	3292	7451	245.23	310.46	78.99
Grade 10 Totals	2000.5	1844.5	3845	2522	2311	4833	160.21	201.38	79.56
Grade 11 Totals	1783.5	1834	3617.5	2137	2332	4469	150.73	186.21	80.95
Grade 12 Totals	1474.5	1205.5	2680	1647	1376	3023	111.67	125.96	88.65
Grade 14 Totals	166	48	214	168	48	216	8.92	9	99.07
<b>2 - Chester High School</b>	<b>8745.5</b>	<b>7496.5</b>	<b>16242</b>	<b>10633</b>	<b>9359</b>	<b>19992</b>	<b>676.75</b>	<b>833</b>	<b>81.24</b>
<b>3 - Chester Upland School of the Arts</b>									
Grade PK Totals	452	755	1207	573	854	1427	50.29	59.46	84.58
Grade KF Totals	599	693	1292	686	835	1521	53.83	63.38	84.94
Grade 01 Totals	819	651.5	1470.5	883	785	1668	61.27	69.5	88.16
Grade 02 Totals	683	780	1463	942	937	1879	60.96	78.29	77.86
Grade 03 Totals	843	558	1401	967	633	1600	58.38	66.67	87.56
Grade 04 Totals	715	650	1365	849	755	1604	56.88	66.83	85.1
Grade 05 Totals	670	504	1174	762	646	1408	48.92	58.67	83.38
<b>3 - Chester Upland School of the Arts</b>	<b>4781</b>	<b>4591.5</b>	<b>9372.5</b>	<b>5662</b>	<b>5445</b>	<b>11107</b>	<b>390.52</b>	<b>462.79</b>	<b>84.38</b>
<b>5 - STEM HS at Showalter</b>									
Grade 07 Totals	178.5	327.5	506	192	336	528	21.08	22	95.83
Grade 08 Totals	180	499	679	190	588	778	28.29	32.42	87.28
Grade 09 Totals	988.5	1010	1998.5	1161	1139	2300	83.27	95.83	86.89
Grade 10 Totals	1019	1204.5	2223.5	1160	1345	2505	92.65	104.38	88.76
Grade 11 Totals	996.5	1125.5	2122	1100	1247	2347	88.42	97.79	90.41
Grade 12 Totals	720	1193	1913	817	1379	2196	79.71	91.5	87.11
<b>5 - STEM HS at Showalter</b>	<b>4082.5</b>	<b>5359.5</b>	<b>9442</b>	<b>4620</b>	<b>6034</b>	<b>10654</b>	<b>393.42</b>	<b>443.92</b>	<b>88.62</b>

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Building List: 2, 3, 5, 7, 9, 10, 19, 21  
 Date Range: 08/30/2021 - 10/04/2021

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
7 - Main Street Elementary									
Grade PK Totals	445	391	836	495	469	964	34.83	40.17	86.72
Grade KF Totals	616	302	918	773	354	1127	38.25	46.96	81.46
Grade 01 Totals	325	572	897	342	630	972	37.38	40.5	92.28
Grade 02 Totals	457	634	1091	493	648	1141	45.46	47.54	95.62
Grade 03 Totals	619	370	989	672	405	1077	41.21	44.88	91.83
Grade 04 Totals	713	284	997	766	300	1066	41.54	44.42	93.53
Grade 05 Totals	554	528	1082	585	553	1138	45.08	47.42	95.08
7 - Main Street Elementary	3729	3081	6810	4126	3359	7485	283.75	311.88	90.98
9 - Stetser Elementary									
Grade PK Totals	128	292	420	146	335	481	17.5	20.04	87.32
Grade KF Totals	465	439	904	519	508	1027	37.67	42.79	88.02
Grade 01 Totals	275	272	547	312	336	648	22.79	27	84.41
Grade 02 Totals	402	402	804	511	482	993	33.5	41.38	80.97
Grade 03 Totals	432	366	798	481	424	905	33.25	37.71	88.18
Grade 04 Totals	464	519	983	565	552	1117	40.96	46.54	88
Grade 05 Totals	315	435	750	392	534	926	31.25	38.58	80.99
9 - Stetser Elementary	2481	2725	5206	2926	3171	6097	216.92	254.04	85.39
10 - Toby Farms Intermediate School									
Grade 06 Totals	1123	1162	2285	1380	1350	2730	95.21	113.75	83.7
Grade 07 Totals	907	914	1821	1070	1177	2247	75.88	93.62	81.04
Grade 08 Totals	1067	779	1846	1305	996	2301	76.92	95.88	80.23
10 - Toby Farms Intermediate School	3097	2855	5952	3755	3523	7278	248	303.25	81.78
19 - Digital Learning Academy									

Building List: 2, 3, 5, 7, 9, 10, 19, 21  
 Date Range: 08/30/2021 - 10/04/2021

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
Grade 06 Totals	298	84	382	325	90	415	15.92	17.29	92.05
Grade 07 Totals	168	294	462	184	310	494	19.25	20.58	93.52
Grade 08 Totals	134	141	275	151	164	315	11.46	13.12	87.3
Grade 09 Totals	398	282	680	458	299	757	28.33	31.54	89.83
Grade 10 Totals	374	325	699	403	381	784	29.12	32.67	89.16
Grade 11 Totals	217	398	615	238	466	704	25.62	29.33	87.36
Grade 12 Totals	195	324	519	233	358	591	21.62	24.62	87.82
Grade 14 Totals	16	0	16	24	0	24	0.67	1	66.67
19 - Digital Learning Academy	1800	1848	3648	2016	2068	4084	152	170.17	89.32
21 - CUSD K-5 Virtual									
Grade KF Totals	24	0	24	24	0	24	1	1	100
Grade 01 Totals	37	14	51	37	14	51	2.22	2.22	100
Grade 02 Totals	48	94	142	48	94	142	5.92	5.92	100
Grade 03 Totals	48	72	120	48	72	120	5	5	100
Grade 04 Totals	96	152	248	96	152	248	10.33	10.33	100
Grade 05 Totals	175	165	340	175	165	340	14.17	14.17	100
21 - CUSD K-5 Virtual	428	497	925	428	497	925	38.54	38.54	100
Report Totals	29144	28453.5	57597.5	34166	33456	67622	2399.9	2817.59	85.18

### Chester Upland Attendance Report 8/30/2021-10/4/2021



Attendance Average 85.18% from 8/30/2021-10/4/2021