



PACSP Grant Monitoring Rubrics



Charter School Program Grant Monitoring Rubrics

It is the goal of the Pennsylvania Charter School Program (PACSP) grant team to ensure that each charter school that receives a subgrant under PACSP's grant will implement with fidelity the activities described in the subgrantee's application, and to ensure that they adhere to federal rules and regulations and accomplish their performance goals.

Under all federal programs, it is required to assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination.

This monitoring system reviews charter schools each year. Participation is an inherent expectation and required in return for funding. All subgrantees will be monitored through a desk review and a site visit. Through this process, subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant. PACSP staff shall also audit financial records to ensure appropriate evidence of expenditures and record keeping.

PACSP will utilize the risk assessment to determine the depth and breadth of monitoring required for specific subgrantees.

Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Award amounts may be reduced if subgrantees do not adhere to the terms of their grant.

The rationale for a reduction in award amounts may include situations where:

- projected enrollment is not met
- technical assistance requirements are not completed each year
- funds are not spent in a timely manner, and/or
- required reporting is not completed

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

The Rubric

The indicators in the monitoring rubrics are organized in five areas:

- Program compliance
- Fiscal compliance
- Grant implementation
- Performance on goals and objectives
- Quality practices
- Site Review

Every indicator on the rubric is tied to one or more grant assurances, federal guidance, performance measures, or agreed upon procedures.

Each indicator has four components, which include:

1. Criteria being evaluated.
2. Documentation that the subgrantee must upload in the grant management system for evidence.
3. Narrative questions that the subgrantee must respond to and upload into the grant management system (if applicable).
4. Interview questions that the PACSP Team will ask during the on-site visit.

Once the PACSP Team reviews the evidence, the Team member will rate the subgrantee's compliance and provide evidence for their rating. If the PACSP Team determines that the subgrantee is not in compliance on an indicator, the Team will determine what additional actions are needed by the subgrantee to reach compliance and specify a deadline by which the subgrantee must complete those actions.

Ratings

Ratings are "compliant" or "non-compliant" for program, fiscal and grant implementation indicators. The ratings are "met", "in progress", or "not met" for performance objectives and quality practices. Subgrantees must immediately address any issues of non-compliance at the time they are discovered (e.g., ongoing fiscal monitoring, Fall Desk Review or Spring Site Visit). The PACSP Team has the discretion to conduct unscheduled site visits and/or additional desk reviews if concerns arise throughout the year or numerous non-compliance issues are identified during the fall desk review. If the PACSP Team finds that the subgrantee is not implementing quality practices, the subgrantee will need to progress toward incorporating these quality practices to receive continued funding.

Because the PACSP Team will be using the data from this monitoring rubric to measure performance on the PACSP grant, a numeric score will be attached to each rating.

Program, Fiscal, and Grant Implementation Indicators

Rating	Points Earned
Compliant	1
Non-compliant	0

Performance Objectives and Quality Practice Indicators

Rating	Points Earned
Met	1
In Progress	½
Not Met	0

For each subgrantee, the PACSP Team will aggregate the points and determine the percent of total possible points each subgrantee earned.

Program Indicators of Compliance

Indicator P1: The subgrantee meets the federal and state definition of a "charter school."

Criteria for the indicator:

In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph.

- Is created by a developer as a public school or is adapted by a developer from an existing public school and is operated under public supervision and direction.
- Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.
- Provides a program of elementary or secondary education, or both.
- Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.
- Does not charge tuition.
- Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act.
- Is a school to which parents choose to send their children, and that:
 - Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated. or
 - In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i).
- Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State.
- Meets all applicable Federal, State, and Local health and safety requirements.
- Operates in accordance with State law.
- Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school
- May serve students in early childhood education programs or postsecondary students.

Narrative Notes: Bear Creek Community Charter School submitted a comprehensive “CTAC PASCP Grant Monitoring Close-Out Questionnaire Response,” demonstrating that it meets both federal and state definitions of a charter school.		
Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator P2: The subgrantee has adopted and implements conflict of interest policies that prevent real or apparent conflicts of interest.		
Criteria for the indicator: <ul style="list-style-type: none"> • The governing board has adopted and implemented a conflict-of-interest policy that prevents real or apparent conflicts of interest. • Board minutes document when a member has a real or apparent conflict-of-interest, and the member has abstained from voting on any related business items. • The school does not enter lease/rental contracts where any board member has a real or apparent conflict of interest. 		
Narrative Notes: The school provided its Bylaws and Conflict of Interest Policy, which prevent real or apparent conflicts of interest which outlines clear procedures to be followed in the event of a conflict arises.		
Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator P3: The subgrantee has no outstanding litigation.		
Questions to be completed by the Subgrantee: <ul style="list-style-type: none"> • Does your school have outstanding litigation? <ul style="list-style-type: none"> a. If yes, please explain the litigation. • Is the school aware of any potential litigation? <ul style="list-style-type: none"> b. If yes, please explain. 		
Narrative Notes: Bear Creek has no outstanding litigation. “Executive Session” items related to litigation and personnel matters are routinely listed on the board agenda to allow for any necessary updates; however, there is currently no existing litigation.		
Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator P4: The subgrantee uses a lottery when admitting students.		
Criteria for the indicator: <ul style="list-style-type: none"> • The school has a lottery policy that clearly states that it will implement a random selection process when the school receives more applications than seats available. The process clearly states any allowable exemptions. Only the following categories of applicants may be exempted from the lottery: <ul style="list-style-type: none"> • Children of a founding board member, teacher or staff member at the school. • Siblings of students already attending the same community school • Students already enrolled in a traditional public school at the time it converts to a community school. • The school used a lottery process during the current school year and followed its established guidelines. • The school does not discriminate against students of a race, color, national origin, religion, sex or against students with disabilities. 		
Narrative Notes: Bear Creek uses a lottery process when admitting students, as described in the CTAC Report (p. 40). The report provided extensive detail on the school’s enrollment procedures. The most recent lottery was conducted on March 6, 2025, following an enrollment period that began in January.		

Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator P5: The subgrantee has submitted all required reports to the PACSP Team.		
<p>Criteria for the indicator:</p> <ul style="list-style-type: none"> • Subgrantee provides invoices, receipts, and other expenditure reports to the PACSP Team in accordance with the directions shared with subgrantees upon award of the grant. • Subgrantee uploads documentation and narrative responses into the grant management system in a timely manner (e.g., Fiscal Desk Reviews, Spring Site Visits, and Sponsor Monitoring Reports). • Subgrantee cooperates with requests for data from the PACSP Team and the External Evaluator. • Subgrantee makes any application, evaluation, or program reports related to the grant readily available to parents and to members of the public. • Annual Grant Activities Report submitted within 90 days of the end of the budget period. 		
<p>Narrative Notes: Bear Creek submitted all required reports to the PACSP Team. The CEO serves as the primary administrator of the PACSP grant and is responsible for drafting all grant-related reports. These reports—including invoices, expenditure documentation, and narrative updates—are submitted in accordance with PACSP requirements and timelines.</p> <p>All grant-related reports and policies are reviewed and approved at the board level, as evidenced by published board agendas and meeting minutes. Reports are posted on agendas and shared with the public to ensure transparency and accessibility. Additionally, the subgrantee maintains ongoing communication with the Pennsylvania Coalition of Public Charter Schools to support successful grant implementation and compliance.</p>		
Rating: By PACSP Team	Compliant: 1	Not Compliant

Fiscal Indicators

Indicator F1: The subgrantee's administration provides monthly/quarterly financial reports to its governing board for review and approval.

Criteria for the indicator

- The subgrantee's governing board reviews and approves budget and budget amendments.
- The subgrantee's governing board reviews and approves financial statements.
- The school's governing board discussions demonstrate fiduciary oversight of the school.

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator F2: The subgrantee has adopted and implements a procurement policy consistent with federal regulations.

Criteria for the indicator:

- The charter school has a procurement policy that meets the required federal procurement standards (2CFR 200.317 thru 200.326).
- The charter school follows its procurement policy when purchasing equipment and services paid for by the CSP grant.
- The charter school ensures that vendors perform in accordance with the terms and conditions of their contracts. This means contracts must detail clearly the purchase of specific services or goods, the date and location of delivery of the service or good, and any other relevant information.
- No governing board member, no administrative employee, and no agent of the school participates in the selection, award, or administration of any contract supported by the CSP funds if a real or apparent conflict of interest exists.

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator F3: The charter school has implemented an inventory control procedure that ensures items purchased with CSP funds are identified, marked, and accounted for on a regular basis.

Criteria for the indicator:

- The inventory policy requires schools to update the inventory report upon receipt of new items and to conduct an annual inventory count, including all CSP-funded items.
- All CSP purchases are clearly identified and included in the inventory report.
- The inventory system accounts for lost, stolen, or damaged items.
- The inventory system ensures that the community school's property, equipment, and inventory are secured in a safe location.
- The inventory report details each individual unit purchased with CSP funds and where items are in the school.

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator F4: The charter school uses an acceptable and appropriate system for managing and maintaining financial records related to CSP purchases.

Criteria for the indicator:

- The school's financial records identify the source and application of funds. These records include information about award amounts, how much an entity is authorized to spend, how much was obligated, how much was spent using CSP funds, the share of the cost that other sources provided, and the unobligated balance.
- The charter school has an organized system for maintaining receipts and invoices for all purchases made with the CSP funds.
- The school can clearly identify receipts with the approved CSP budget for any selected items.
- The school stores receipts and financial records in a manner that minimizes possible destruction (locked, fireproof storage, regular off-site backups of electronic records).

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator F5: The subgrantee's use of CSP funds is allowable and matches the approved budget.

Criteria for the indicator:

- The school spent funds on activities supported in the approved application.
- The expenditures conform to standard cost principles.
- Fundable activities are limited to those identified in ESSA Section 4303(h), with what is allowable under 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- School should also refer to Use of Funds of the RFA and PACSP Allowable Cost Guide.

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator F6: The subgrantee received an independent financial and/or single audit.

Criteria for the indicator:

- The charter school has a policy that requires an annual independent audit.
- The charter school received an independent audit since the CSP grant was received by the subgrantee.

Narrative Notes: No concerns or additional notes

Rating: By PACSP Team

Compliant: 1

Not Compliant

Grant Implementation

These indicators monitor if the subgrantee is doing what it said it would do in its approved application.

Indicator GI1: The subgrantee is implementing the vision for the project as described in the approved application.		
The Executive Summary from the grant application describes the overview for the organization and the vision for the project.		
The PACSP Team will pull the subgrantee's information provided in the Executive Summary from the approved application.		
Narrative Notes: Bear Creek provided schools vision and goals for the project, which are reflected in the school's curriculum, instructional practices, and assessment systems. These systems ensure that student achievement and school performance are continually evaluated and improved. The Bear Creek CTAC Close-Out Report provides a detailed description of the school's commitment to continuous improvement, highlighting how multiple measures of academic data, parent satisfaction surveys, audit results, compliance with state and federal reporting requirements, special education performance, and board governance, are used to evaluate the effectiveness of both instructional and operational practices.		
Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator GI2: The charter school is implementing its plan to increase the number of high-quality charter seats to educate substantial at-risk student populations as described in the approved application.		
The Project Specific Narrative from the grant application describes the subgrantee's plan of how the school plans to enroll significant numbers of at-risk students and how it plans to provide those students with instructionally rigorous and culturally affirming educational experiences.		
Narrative Notes: Documentation submitted to the PACSP demonstrates clear evidence of implementation and outlines Bear Creek's plan to enroll significant numbers of at-risk students while providing instructionally rigorous and culturally affirming educational experiences. The school's At-Risk Plan, details open enrollment practices and intentional outreach strategies to ensure equitable access for at-risk populations. Enrollment data submitted as part of the Project Goals section confirms increased representation of economically disadvantaged students, students with disabilities, and minority populations due in part to the school's expansion of grade levels and overall enrollment capacity.		
Rating: By PACSP Team	Compliant: 1	Not Compliant
Indicator GI3: The subgrantee is implementing its plan to improve student outcomes for at risk students as described in the approved application.		
The Executive Summary from the grant application describes the subgrantee's plan for improving student outcomes in PA charter schools, particularly for at-risk students.		
Narrative Notes: Bear Creek Charter School has implemented a comprehensive plan to improve student outcomes in Pennsylvania charter schools, with a strong emphasis on supporting at-risk students. Documentation submitted via the CTAC Close-Out Report highlights a multi-tiered approach that integrates targeted academic interventions, enrichment opportunities, and family engagement strategies.		
To meet the needs of at-risk students, the school provides a daily 45-minute intervention block, offers both in-person and virtual after-school tutoring, and partners with the Wyoming Valley YMCA to expand access to enrichment and wraparound services. Full staffing ensures support for both		

academic and social-emotional development, while extracurricular activities promote student connection and engagement.

The school's At-Risk Plan includes expanding from two to three sections per grade level, resulting in increased diversity and improved access for underrepresented student groups.

Academic performance data in the CTAC Close-Out Report demonstrates significant growth, with Bear Creek outperforming nearly all schools in its chartering district on the PSSA in English Language Arts, Math, and Science.

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator GI4: The subgrantee is implementing the organizational plan as described in the approved application.

The Project Specific Narrative from the grant application describes the subgrantee's plan of how roles and responsibilities will be apportioned among key individuals and entities, including the Board of Trustees, lead person, charter management organization (CMO), staff, and external partners.

Narrative Notes: Bear Creek has a clearly defined plan outlining how roles and responsibilities are apportioned among key individuals and entities, including the Board of Trustees, lead administrator, staff, and external partners. Evidence provided in the Bear Creek CTAC Close-Out Report (pp. 16–17) includes an organizational chart and description of key responsibilities that demonstrate a cohesive governance and leadership structure.

The organizational chart reflects a staffing model designed to meet the needs of at-risk students, with leaders, board members, and instructional staff possessing relevant experience, training, and professional backgrounds in serving at-risk populations. This structure ensures that all levels of the organization are aligned to support the academic, social-emotional, and operational components of the school's mission.

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator GI5: The subgrantee is implementing its plan to inform the community about the school as described in the approved application.

The Project Specific Narrative from the grant application describes the subgrantee's plan of how the subgrantee will solicit and consider input from parents and other members of the community on the implementation and operation of the charter school receiving funds under the PACSP program.

Narrative Notes: As demonstrated in the CTAC Close Our report (p.18-21) the school engages families through consistent communication, community events, and public board meetings. These efforts foster transparency and ensure that educational partners have meaningful opportunities to contribute feedback and inform decision-making.

The school implements a robust marketing and outreach strategy, including an annual August Open House, updates via its website, email, and social media, and press releases for key events. Bear Creek also partners with local organizations to host public programs such as the Fall Festival, winter performances, the Spring Bear Creek Showcase, and educational events like Birds of Prey and Family Bingo. These efforts reflect the school's commitment to strong community engagement and informed enrollment.

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator GI6: The subgrantee is implementing its plan to engage the community as described in the approved application.

The Project Specific Narrative from the grant application describes the subgrantee's plan of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding under the PACSP program.

Narrative Notes: Bear Creek Community Charter School was founded in direct response to the activism and demand of the local community. As detailed in the CTAC Close-Out Report (p. 23) and the school's history, it opened in 2004 because families in the Bear Creek area sought access to a local, community-based public education. This grassroots effort laid the foundation for a school deeply rooted in community values and driven by strong partnerships.

Since its founding, Bear Creek has maintained a close connection with its surrounding community. The school regularly hosts public events, collaborates with local organizations, and provides a welcoming environment for families. From its annual Fall Festival to educational programs open to the public, Bear Creek serves as a hub for learning and connection. These efforts have not only strengthened community ties but have also contributed to the school's sustained popularity and long waitlist, reflecting its reputation as a valued community institution.

Rating: By PACSP Team

Compliant: 1

Not Compliant

Indicator GI7: The charter school is implementing its transportation plan as described in the approved application.

The Project Specific Narrative from the grant application describes the subgrantee's plan of how the school will work with school districts to ensure students receive transportation consistent with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.

Narrative Notes: Bear Creek Community Charter School has a well-established transportation plan ensuring access for all students, as detailed in the documentation provided and on website. All students are eligible for transportation services provided by their local public school district.

Currently, 82% of students utilize district-provided transportation. Bear Creek is located within a 10-mile radius of seven public school districts, all of which offer transportation services to enrolled students. This coordinated approach ensures that transportation is not a barrier to access and supports consistent attendance across the school community.

Rating: By PACSP Team

Compliant: 1

Not Compliant

Progress on Project Goals

These indicators allow the subgrantee to show progress toward the goals and objectives in its application – not just if it met the final measures. Subgrantees provided three to five project goals; therefore, five indicators are listed in this area. If an indicator is not applicable to the subgrantee (i.e., it has fewer than five goals), the indicator will not count toward the school's total possible points.

Project Goal 1			
The Executive Summary from the grant application provides a description of 3-5 goals from the project and how CSP funds will help achieve those goals.			
Pull the subgrantee's performance measure stated in the application.			
Subgrantee must complete the following:			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
Narrative Notes: Bear Creek Community Charter Schools overall goal is to expand its operation from 468 students (2 sections of each grade, Kinder – 8 th grade) to 3 section of each grade. First goal of plan is to Expand local opportunities for school choice, and meet an ever-increasing demand for enrollment as evidenced by the school's significant (and growing) wait list.			
Rating: By PACSP Team	Met: 1	In Progress	Not Met
Project Goal 2			
The Executive Summary from the grant application provides a description of 3-5 goals from the project and how CSP funds will help achieve those goals.			
Pull the subgrantee's performance measure stated in the application.			
Subgrantee must complete the following:			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			

<p>Narrative Notes: Bear Creek Community Charter Schools overall goal is to expand its operation from 468 students (2 sections of each grade, Kinder – 8th grade) to 3 section of each grade. Second goal is to increase diversity among the student population by enrolling more students of color, varying ethnic backgrounds, economically disadvantaged and other at-risk student groups from within the chartering school district (a charter school population that more closely reflects the demographics of the chartering school district). Evidence of progress toward these goals includes maintaining full enrollment, a substantial and sustained waitlist, strong community demand for the school's culture and programming, and demographic data from 2021 to 2025 showing annual increases in the enrollment of students with disabilities, socioeconomically disadvantaged students, and minority students.</p>			
Rating By PACSP Team	Met: 1	In Progress	Not Met
Project Goal 3			
The Executive Summary from the grant application provides a description of 3-5 goals from the project and how CSP funds will help achieve those goals.			
Pull the subgrantee's performance measure stated in the application.			
Subgrantee must complete the following:			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<p>Narrative Notes Bear Creek Community Charter Schools overall goal is to expand its operation from 468 students (2 sections of each grade, Kinder – 8th grade) to 3 section of each grade. Third goal is to provide long-term sustainability of our high-quality charter school to benefit future generations amidst an anti-charter school climate and ongoing threats of funding cuts and increased regulation. CSP grant funding directly supported progress toward Goal 3 by enabling Bear Creek Community Charter School to complete the design of a new facility, secure construction financing, and prepare a shovel-ready project for implementation this year. The grant also funded the purchase of additional curriculum, furniture, fixtures, technology, and equipment essential to the school's expansion plan. In addition, CSP funds supported the recruitment and training of highly qualified personnel to ensure the successful implementation of the planned expansion.</p>			
Rating: By PACSP Team	Met: 1	In Progress	Not Met
Project Goal 4			
The Executive Summary from the grant application provides a description of 3-5 goals from the project and how CSP funds will help achieve those goals.			
Pull the subgrantee's performance measure stated in the application.			
Subgrantee must complete the following:			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			

Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<p>Narrative Notes Bear Creek Community Charter Schools overall goal is to expand its operation from 468 students (2 sections of each grade, Kinder – 8th grade) to 3 section of each grade.</p> <p>A final long-term goal is to create additional space to support future expansion to four sections per grade and to increase access for a larger, more diverse student population. The school's physical expansion in 2023 achieved this objective by providing sufficient learning space to accommodate up to four sections per grade, if needed.</p>			
Rating: By PACSP Team	Met: 1	In Progress	Not Met
Project Goal 5-Not Applicable			
The Executive Summary from the grant application provides a description of 3-5 goals from the project and how CSP funds will help achieve those goals.			
Pull the subgrantee's performance measure stated in the application.			
Subgrantee must complete the following:			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
Narrative Notes: N/A			
Rating By PACSP Team	Met: N/A	In Progress	Not Met

Indicators of Quality

A high-quality Pennsylvania charter school is one that provides a safe and inspiring education equipping all its students with the knowledge, skills, confidence, and determination to thrive in and contribute to a diverse global society. A high-quality Pennsylvania charter school is governed by an ethical not-for-profit board and employs effective leaders, faculty, and staff; unwavering in their commitment to educational and operational decisions made with the instructional needs of students at the forefront.

Indicator Q1. Academic and Continuous Improvement			
<p>Criteria for the indicator:</p> <p>A quality school maintains a culture of high academic expectations and focuses on continuous improvement by defining measurable academic goals for all of its students; articulating a fully aligned, rigorous curriculum and employing research-based instructional strategies, regularly tracking student progress, employing differentiated professional development and student intervention, and fostering a collaborative and highly effective cadre of teachers, while also maintaining compliance with applicable laws and regulations.</p>			
<p>Narrative Notes: Bear Creek Community Charter School demonstrates a strong commitment to high academic expectations and continuous improvement. Documentation submitted, including the CTAC Close-Out Report (pp. 4–14, 25–27), shows that administrators regularly use i-Ready, PVAAS, youth surveys, and Classroom Diagnostic Tools as data to evaluate student learning and instructional effectiveness.</p> <p>The Director of Curriculum conducts annual reviews to ensure alignment with state standards, supported by monthly workshops and an established curriculum adoption cycle. Professional development focuses on PDE standards, school safety, and instructional strategies, with topics selected based on teacher surveys.</p> <p>PD implementation is monitored through informal walkthroughs and the Danielson Framework. Instruction is formally observed twice a year by school leaders, and teachers participate in 45 minutes of daily common planning time to support collaboration and instructional consistency.</p>			
Rating: By PACSP Team	Met: 1	In Progress	Not Met
Indicator Q2. Effective and Ethical Leadership			
<p>Criteria for the indicator:</p> <p>The leaders of a quality public school are responsible stewards of the school's mission and vision and of public funds and trust. The school leaders carry out their duties in a professional, responsible, and ethical manner at all times and use their influence and authority for the primary purpose of achieving student success and creating the highest quality learning environment.</p>			
<p>Narrative Notes: Bear Creek Community Charter School demonstrates effective and ethical leadership through clear accountability structures and regulatory compliance. The Board of Trustees conducts an annual review of the CEO's performance, which includes goal-setting, monthly progress updates, and year-end feedback sessions. This process also informs the CEO's annual compensation review.</p> <p>The school leader maintains all required state and federal compliance documents, which are readily accessible and posted on the school's website. This includes documentation related to Special Education, NSLP, Title I, II, and IV programs, annual audits, and the school's Annual Report, reflecting a commitment to transparency and regulatory compliance.</p>			
Rating: By PACSP Team	Met: 1	In Progress	Not Met

Indicator Q3. Culture, Community, and Relationship Building

Criteria for the indicator:

A quality school cultivates effective relationships with and among its stakeholders including effective communication, openness, and actively seeking opportunities to collaborate insuring shared accountability for student achievement and positive, productive community relations.

Narrative Notes: Bear Creek maintains regular communication with stakeholders, including parents, community members, and local partners. The Board of Trustees includes parent and community representation, and there is active engagement through the PTO, Parent Advisory Council, and participation in monitoring the Charter School Comprehensive Plan.

Families are engaged in their child's learning through events such as open houses, parent-teacher conferences, a parent grading portal, curriculum workshops, and access to online instructional resources. Community members and families participate in a range of school activities, including volunteer opportunities, satisfaction surveys, governance roles, and events like the Spring Showcase, Career Day, and High School Night. These structures reflect Bear Creek's commitment to building a collaborative school community that supports academic achievement and meaningful stakeholder involvement.

Rating: By PACSP Team

Met: 1

In Progress

Not Met

Indicator Q4. Operations

Criteria for the indicator:

A quality school conducts operation that are aligned with a mission driven culture, are compliant with legal and regulatory mandates, effectively manages risk through effective management of the physical plant, student discipline, and safety protocols, employs effective support services, supports employees according to best practices and mandates, engages and communicates with stakeholders, and manages data and technology.

Narrative Notes: Bear Creek Community Charter School operates in alignment with its mission and complies with legal and regulatory requirements. The school maintains a comprehensive Emergency Response Plan, supported by the state-mandated safety plan provided as evidence, and conducts regular drills and staff training. Its well-managed facility, expanded in 2023, supports both current enrollment and future growth.

Leadership communicates regularly with staff through weekly meetings, small group sessions, town halls, and five dedicated professional development days at the start of the school year. The school also establishes and monitors its enrollment plans annually to ensure compliance with PDE regulations and Pennsylvania Charter School Law. These plans are reviewed by the governance and legal teams, and the school consistently maintains full enrollment with a substantial waitlist.

Rating: By PACSP Team

Met: 1

In Progress

Not Met

Indicator Q5. Governance

Criteria for the indicator:

A quality school is governed by a Board of Trustees, a collective of individuals, who are responsible stewards of the school's mission and of public funds and trust. The Board of Trustees members carry out their duties in a professional, legal, and ethical manner at all times for the purpose of achieving overall school and student success.

Narrative Notes: The school leader maintains all required state and federal compliance documents and has them readily accessible. Since the award of the CSP grant, the Board has adopted a number of key policies and procedures, as detailed in the CTAC Close-Out Report

(p. 35–36). These include a Technology Use Policy, Anti-Bullying Policy, Fixed Asset Policy, Title IX Policy, and documents outlining the purpose of the single audit and procedures for compliance reviews. This demonstrates the Board’s active role in strengthening governance and ensuring full regulatory compliance.

Rating: By PACSP Team

Met: 1

In Progress

Not Met

Indicator Q6. Finance

Criteria for the indicator:

A quality school demonstrates sound financial practices through responsible use of public funds, maintaining publicly accessible fiscal records, conducting annual audits, and developing a comprehensive fiscal plan that demonstrates alignment with the school’s mission and vision.

Narrative Notes: Bear Creek Community Charter School demonstrates sound financial practices through the responsible use of public funds and strong fiscal oversight. The school maintains written procurement and fiscal policies that are compliant with federal regulations, along with a Conflict of Interest Policy to ensure ethical financial management.

The school leader and Board of Trustees regularly review financial reports to ensure transparency and accountability. Annual independent audits are conducted, and the school maintains a comprehensive fiscal plan that aligns with its mission, vision, and long-term goals for sustainable growth.

Rating: By PACSP Team

Met: 1

In Progress

Not Met

Site Visit

The site visit will evaluate whether all reimbursement expenditures that have been purchased during the tenure of the PACSP grant are, and continue to be, maintained under the allowable activities definition and are being used, in accordance, only for school purposes.

Subgrantee Site Visit Checklist		
Criteria for the indicator: <ul style="list-style-type: none">• Inventory lists of assets purchased with CSP funds.• Pictures of CSP purchased assets.		
Narrative Notes: Randomly selected assets were properly labeled and inventoried, and easily located within the building. Two items were not physically present, (laptops) but were checked out by employees and documented according to school procedures. The relevant purchasing documents, including required quotes and purchasing communication, was on file. Photographs of the selected samples are available upon request		
Rating: By PACSP Team	Compliant: 1	Not Compliant

Summary of Project Monitoring

Bear Creek Community Charter School has successfully met the expectations outlined in the PACSP Grant Monitoring Rubrics across all key indicators of compliance, implementation, and quality practices. The school demonstrated full compliance in programmatic and fiscal areas, maintained adherence to federal and state regulations, and made effective use of grant funds in alignment with its approved application.

Bear Creek's commitment to serving at-risk student populations is evident in its inclusive enrollment practices, targeted academic interventions, and strong student outcome data. The school has successfully expanded access through thoughtful facility growth that supports long-term sustainability and the potential for future grade-level expansion. It also fosters deep community partnerships through consistent family engagement, well-attended public events, and collaborations with local organizations—solidifying its role as a trusted, community-centered charter school.

The virtual check-in and documentation review conducted on July 1 confirmed that Bear Creek met all monitoring deadlines, with materials that were consistently thorough, well-organized, and easy to navigate. The leadership team and staff were responsive, professional, and a pleasure to work with throughout the process. Strong governance, transparent financial practices, a data-driven instructional approach, and a continuous improvement mindset further reinforce Bear Creek's operational excellence and reputation as a high-performing, mission-driven charter school.

Based on the evidence collected through the desk review, virtual site engagement, and submitted documentation, Bear Creek Community Charter School is in full compliance with PACSP grant requirements and continues to exemplify best practices in Pennsylvania's charter school sector.

Indicator	# of Indicators	Compliant/ Met	In Progress	Not Met/Non Compliant	Points Earned	Total Possible
Program Compliance	5	5	--	0	5	5
Fiscal Compliance	6	6	--	0	6	6
Grant Implementation	7	7	--	0	7	7
Progress on Project Goals	4	4	0	0	4	4
Quality Practices	6	6	0	0	6	6
Site Visit	1	1	0	0	1	1

Total Point Earned: 29/29

Overall Rating: Full Compliance