

Academy CS

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

900 Agnew Rd
Pittsburgh, PA 15227
(412)885-5200

Phase:	Phase 3
CEO Name:	William Styche
CEO E-mail address:	Stycheb@theacademysystem.com

Governance and Staff

Leadership Changes

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

During the past year, there have been no changes in the Board of Trustees or Principal at The Academy Charter School. Therefore, explanation of changes is not applicable.

Board of Trustees Meeting Schedule

Location	Date and Time
The Academy Charter School	3/5/2012 5:00 PM
The Academy Charter School	9/12/2012 5:00 PM
The Academy Charter School	12/12/2012 5:00 PM
The Academy Charter School	6/18/2013 5:00 PM

Professional Staff Member Roster

Amy Abraham	
PA Certified	Yes
Areas of Certification	Principal K-12 & Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessica Baldauff	
PA Certified	Yes
Areas of Certification	Art K-12 & Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Chelsea Bills	
PA Certified	Yes
Areas of Certification	Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Megan Bova	
PA Certified	Yes
Areas of Certification	Elementary K-6 & Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lisa Bowan	
PA Certified	Yes
Areas of Certification	Registered Nurse
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	School Nurse
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Richard Briggs	
PA Certified	Yes
Areas of Certification	Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40

Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nicole Burson-Belcher	
PA Certified	Yes
Areas of Certification	Elementary K-6 & Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

James Chapas	
PA Certified	Yes
Areas of Certification	Secondary Principal
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Andrew Crouse	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Katherine Daley	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or	Social Studies

Services Provided	
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michele Davis	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marlee Flaherty	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	8th-12th
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Bruce Fullard	
PA Certified	Yes
Areas of Certification	Physical Education
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Physical Education 8th-12th/Health
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tara Greene-Minett	
PA Certified	Yes
Areas of Certification	School Psychologist
Grades Teaching or Serving	8th-12th

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Psychologist
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kaitlin Hartman	
PA Certified	Yes
Areas of Certification	Biology
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christopher Hobbs	
PA Certified	Yes
Areas of Certification	English-Sec Ed
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Dennis Holderbaum	
PA Certified	Yes
Areas of Certification	Health & General Science and Biology
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Chemistry and Biology
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jamie Hopkins	
PA Certified	Yes

Areas of Certification	Secondary School Counselor
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Erik Jankovic	
PA Certified	Yes
Areas of Certification	Earth and Space Science
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	10th Grade Science
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Whitney Kasprzak	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

John Knabb	
PA Certified	Yes
Areas of Certification	Health and Physical Education
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health and Physical Education 8th-12th
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jeff Maurizi	
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PA Certified	Yes
Areas of Certification	Social Studies 7-12 & Special Education N-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

James McClenahan	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	11th grade English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Casey McKinney	
PA Certified	No
Areas of Certification	Teacher's Aide
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Teacher's Aide
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ashley Melfi	
PA Certified	Yes
Areas of Certification	Early Childhood N-3 & Special Education N-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Pierce	
PA Certified	Yes
Areas of Certification	Special Education N-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amy Proie	
PA Certified	Yes
Areas of Certification	Special Education N-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Chelsea Quarrie	
PA Certified	Yes
Areas of Certification	Biology
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Josh Ross	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Roth Jason	
PA Certified	Yes
Areas of Certification	Mathematics
Grades Teaching or Serving	8th-12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Gary Sandy	
PA Certified	Yes
Areas of Certification	Biology & Mid level Science 7-9
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Reese Schoy	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jonathan Senko	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Brad Shamitko	
PA Certified	Yes
Areas of Certification	Citizenship 7-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Civics
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Daniel Shipman	
PA Certified	Yes
Areas of Certification	Social Studies, ED
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jairia Shuba	
PA Certified	Yes
Areas of Certification	Mathematics 7-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lanessa Smith	
PA Certified	Yes
Areas of Certification	Mathematics
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mathematics
Number of Hours Annually Worked in Assignment	40

Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kara Sroka	
PA Certified	Yes
Areas of Certification	English 7-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

William Styche	
PA Certified	Yes
Areas of Certification	Mathematics & Secondary Principal
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shawn Voyten	
PA Certified	Yes
Areas of Certification	Social Studies 7-12 & Special Education N-12
Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Deanna Winans	
PA Certified	Yes
Areas of Certification	Principal K-12 & Special Educaiton N-12

Grades Teaching or Serving	8th -12th
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	40
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

XLS file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00				1.00
Principal	1.00	1.00				1.00
Assistant Principal	1.00	1.00			1.00	
Classroom Teacher (including Master Teachers)	23.00	23.00			5.00	18.00
Specialty Teacher (including Master Teachers)						
Special Education Teacher (including Master Teachers)	11.00	11.00			2.00	9.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	1.00				1.00
Psychologist	1.00	1.00				1.00
School Nurse	1.00	1.00			1.00	1.00
Family Counselors	3					3
Dean of Discipline	1					1
Assistants to the Dean of Discipline	3					3
Dean of Discipline	1					1
Assistants to the Dean of Discipline	3					3
Totals	52.00	41.00	0	0	9.00	44.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

The Academy Charter School did not conduct fund-raising activities during the 2012-2013 school year. The school does not expect to enter into any major fund-raising activities during the next school year.

Fiscal Solvency Policies

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

The Academy Charter School earns sufficient revenues to educate the students who attend the facility. The school is financially viable with the anticipated enrollment. In addition, the financial plan provides that the school will be financially supported by Community Specialists Corporation, a related 501 (c)(3) nonprofit organization, if necessary. Community Specialists Corporation absorbed the Charter School's initial start-up costs and will sustain the school, as needed, by subsidizing any deficit amounts incurred from operations.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

The Academy Charter School utilizes the MAS90 Accounting Software System to account for the Charter School's financial activity. As required, the Charter School incorporates the PA State Chart of Accounts for Pennsylvania Public Schools. Further, the Annual Financial Report will follow generally accepted accounting principles for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Gross Mendelsohn
 Date of Last Audit: 06/30/2012
 Fiscal Year Last Audited: 2011-2012

Explanation of the Report

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

The Academy Charter School engaged Gross, Mendelsohn and Associates, a certified public accounting firm, to perform the annual audit for 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011 and the 2011-2012 fiscal years. Gross, Mendelsohn and Associates issued an unqualified opinion for all years. The audits for all previous fiscal years did not contain any findings.

The 2011-2012 annual audit is attached. The annual audit for 2012-2013 is currently being performed by Gross Mendelsohn but is not yet complete.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status:
 Date of Last Federal Programs Consolidated Review: 05/10/2011
 School Year Reviewed: 2011

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Amy Abraham	Special Education Director	1
Amy Proie- Emotional Support Special Education Teacher	Academy Charter School	1
Ashley Melfi- Life Skills/ Learning Support Special Education Teacher	Academy Charter School	1
Casey McKinney- Emotional Support Special Education Teacher	The Academy Charter School	1
Chelsea Bills- Learning Support Special Education Teacher	The Classroom	1
Dr. Tara Greene Minett	School Psychologist	1
Lauren Pierce- Emotional Support Special Education Teacher	The Academy Charter School	1
Megan Bova- Learning Support Special Education	Academy Charter	1

Teacher	School	
Shawn Voyten- Emotional Support Special Education Teacher	The Classroom	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
School Nurse	5 Hours	Outside Contractor	13
speech, language, hearing. Crossroads Speech and Language	3 Hours	Outside Contractor	11

Special Education Cyclical Monitoring

Date of 12/10/2007

Last

Special

Educati

on

Cyclical

Monitor

ing:

Link to https://apps.leaderservices.com/_pde_comp_mon/app/generated/final/102020

Report 003_0711202007104955AMFSA.pdf

(Option

al):

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

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Facilities

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

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

The Academy Charter School continues to be supported by Community Specialists Corporation, a related, nonprofit organization. During the 2012-2013 school year, Community Specialists Corporation purchased vehicles, furniture and fixtures, and other equipment that was utilized by the Academy Charter School professional staff and students. In addition to those acquisitions, the Charter School directly purchases computers and other tutorial supplies for staff and student use.

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

\$22,065.09

Facility Plans and Other Capital Needs

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

The Academy Charter School operates within a facility located in Pittsburgh, PA. The facility has had adequate classroom, gymnasium and cafeteria space necessary to operate the school.

The Academy Charter utilized Title I/School Improvement funds to purchase computers and projectors. The purchase of these items is part of the on-going plan to provide quality educational services to learning-injured youth. Additional facility improvements, equipment and school materials were also purchased. Due to expected growth over the next five years, the Academy Charter School is currently seeking financing to build additional classroom and cafeteria space. Those plans, however, have not yet been finalized.

Memorandums of Understanding

Organization	Purpose
Allegheny County Jail	As needed on an individual basis; Incarcerated students who complete educational requirements while in custody can obtain an Academy Charter School Diploma.
Pittsburgh Public Police Department	Continual : Pittsburgh assist in aiding The Academy Charter School in the case of an incident on campus, or campus property.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PPID# /Certificate# DO NOT ENTER SSN	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	ABRAHAM, AMY		Principal K-12 & Special Education N-12	8th-12th	Principal	40hrs./wk.	100%	0%
2	BALDAUFF, JESSICA		Art K-12 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
3	BILLS, CHELSEA		Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
4	BOVA, MEGAN		Elementary K-6 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
5	BOWEN, LISA		Registered Nurse	8th-12th	School Nurse	40hrs./wk.	100%	0%
6	BRIGGS, RICHARD		Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
7	BURSON-BELCHAR, NICOLE		Elementary K-6 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
8	CHAPAS, JAMES		Secondary Principal	8th-12th	Principal	40hrs./wk.	100%	0%
9	CROUSE, ANDREW		English 7-12	8th-12th	English	40hrs./wk.	100%	0%
10	DALEY, KATHARINE		Social Studies	8th-12th	Social Studies	40hrs./wk.	100%	0%
11	DAVIS, MICHELE		English 7-12	8th-12th	English	40hrs./wk.	100%	0%
12	FLAHERTY, MARLEE		Social Studies	8th-12th	Social Studies	40hrs./wk.	100%	0%
13	FULLARD, BRUCE		Physical Education	8th-12th	Physical Education 8th-12th/Health	40hrs./wk.	100%	0%
14	GREENE-MINETT, TARA		School Psychologist	8th-12th	Psychologist	40hrs./wk.	100%	0%
15	HARTMAN, KAITLIN		Biology	8th-12th	Biology	40hrs./wk.	100%	0%
16	HOBBS, CHRISTOPHER		English: Sec. Ed.	8th-12th	English/ Alternative Education	40hrs./wk.	100%	0%
17	HOLDERBAUM II, DENNIS		Health & Gen. Science & Biology	8th-12th	Chemistry/Biology	40hrs./wk.	100%	0%

18	HOPKINS, JAMIE		Secondary School Counselor	8th-12th	Counselor	40hrs./wk.	100%	0%
19	JANKOVIC, ERIK		Earth and Space Science	8th-12th	10th Grade Science	40hrs./wk.	100%	0%
20	KASPRZAK, WHITNEY		Social Studies	8th-12th	Social Studies	40hrs./wk.	100%	0%
21	KNABB, JOHN		Health & Physical Education	8th-12th	Physical Education 8th-12th/Health	40hrs./wk.	100%	0%
22	MAURIZI, JEFFREY		Social Studies 7-12 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
23	MCCLENAHAN, JAMES		English 7-12	8th-12th	11th Grade English	40hrs./wk.	100%	0%
24	MCKINNEY, CASEY		Reading	8th-12th	Special Education	40hrs./wk.	100%	0%
25	MELFI, ASHLEY		Early Childhood N-3 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
26	PIERCE, LAUREN		Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
27	PROIE, AMY		Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
28	QUARRIE, CHELSEA			8th-12th		40hrs./wk.	100%	0%
29	ROSS, JOSHUA		Social Studies	8th-12th	Social Studies	40hrs./wk.	100%	0%
30	ROTH, JASON		Mathematics 7-12	8th-12th	Mathematics	40hrs./wk.	100%	0%
31	SANDY, GARY		Biology & Mid-level Science 7-9	8th-12th	Biology	40hrs./wk.	100%	0%
32	SCHOY, REESE		Social Studies	8th-12th	Special Education	40hrs./wk.	100%	0%
33	SENKO, JONATHAN		English 7-12	8th-12th	English	40hrs./wk.	100%	0%
34	SHAMITKO, BRAD		Citizenship 7-12	8th-12th	Civics	40hrs./wk.	100%	0%
35	SHIPMAN, DANIEL		Social Studies: Sec. Ed.	8th-12th	Social Studies	40hrs./wk.	100%	0%
36	SHUBA, JAIRIA		Mathematics 7-12	8th-12th	Mathematics	40hrs./wk.	100%	0%
37	SMITH, LANESHA		Mathematics 7-12	8th-12th	Mathematics	40hrs./wk.	100%	0%
38	SROKA, KARA		English 7-12	8th-12th	English	40hrs./wk.	100%	0%

39	STYCHE, WILLIAM		Mathematics & Secondary Principal &	8th-12th	Principal	40hrs./wk.	100%	0%
40	VOYTEN, SHAWN		Social Studies 7-12 & Special Education N-12	8th-12th	Special Education	40hrs./wk.	100%	0%
41	WILLIAMS, ELISE		Social Studies	8th-12th	Social Studies	40hrs./wk.	100%	0%
42	WINANS, DEANNA		Special Education N-12	8th-12th	Principal	40hrs./wk.	100%	0%

Total Number of Administrators (do not include CEO) ___4___

Total Number of Teachers ___35___ Counselors ___2___ School Nurses ___1___ Others _____

Total Number of Professional Staff ___42___

Total Number of Staff (including non-professional employees) ___49___

Total Number of Professional Staff Present for Entire School Year ___22___

Total Number of Professional Staff Returning for 12-13 School Year ___27___

Total Number of Voluntary Terminations ___10___

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



Bright ideas. Smart solutions.

THE ACADEMY CHARTER SCHOOL, INC.

**FINANCIAL STATEMENTS AND
REQUIRED SUPPLEMENTARY INFORMATION**

JUNE 30, 2012

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THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Management's Discussion and Analysis of The Academy Charter School, Inc.'s (Charter School) financial performance provides an overview of the Charter School's financial activities for the fiscal years ended June 30, 2012 and 2011. This information should be reviewed in conjunction with the Charter School's financial statements.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34, "*Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*," issued June 1999. The intent of this discussion and analysis is to highlight the Charter School's financial performance as a whole.

Seventh Year of Operations

The fiscal year ended June 30, 2012 was the seventh year of operations for the Charter School during which the Charter School experienced an increase in enrollment.

Financial Highlights

In 2004, the Charter School secured a five-year charter from the Pittsburgh Public School District, and the charter was renewed by Pittsburgh Public School District for another five years during the 2009-2010 school year. As part of the Charter School's fiscal plan, Community Specialists Corporation, a related 501(c)(3) organization, absorbed the Charter School's initial start-up costs and provides an all-inclusive, unique package including facilities, equipment, transportation, food service, educational services and administrative services to the Charter School. During the 2011-2012 school year, the Charter School received federal grant funding from No Child Left Behind - Title I and Title II, School Improvement - Title I, and Individuals with Disabilities Education Act (IDEA). The amount of grant funding received during the school year totaled \$190,510.

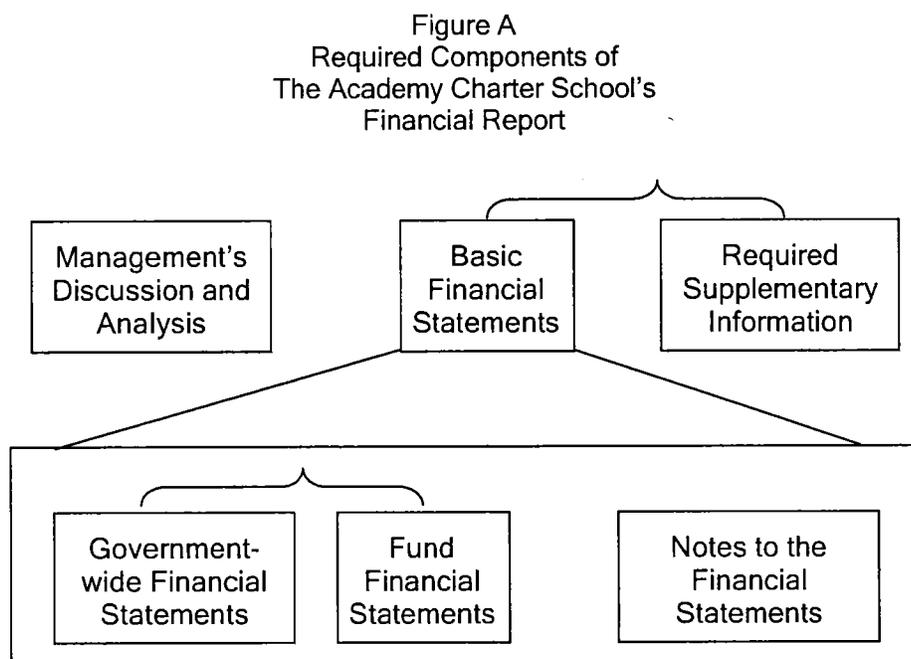
A financial budget was developed with an anticipated enrollment of 260 students for the 2011-2012 school year (2010 - 2011 school year - 230 students). The Charter School's 2011 - 2012 school year budget estimated revenues of \$3,833,600 and corresponding expenditures of \$3,833,600. The actual results, as reflected on the Statement of Activities, were \$3,789,976 of revenue and \$3,852,781 of expenditures, revenue lower than the budgeted amount by \$43,624 or a decrease of 1.1% and an increase of expenditures by \$19,181 or 0.5%, respectively.

The Charter School's 2010 - 2011 school year budget estimated revenues of \$3,441,800 and corresponding expenditures of \$3,441,800. The actual results were \$2,822,130 of revenue and expenditures of \$2,787,957, both lower than the budgeted amounts by \$619,670 or a variance of 18% and \$653,843 or 19%, respectively.

Using the Basic Financial Statement Report

The Basic Financial Statement Report consists of the Management's Discussion and Analysis (this section) and a series of financial statements and notes to those statements. The Statement of Net Assets and Statement of Activities provide information about the activities of the Charter School as a whole and present a longer-term view of the Charter School's finances. Fund Financial Statements provide the next level of detail. For governmental funds, these statements detail how services were financed in the short-term as well as what remains for future spending. The Fund Financial Statements outline the Charter School's major funds. As the Charter School does not maintain non-major funds, none are presented. Finally, the financial statements include notes that provide additional data about the information presented in the financial statements.

Figure A shows how the required parts of the Financial Reports are arranged and relate to one another:



Reporting the Charter School as a Whole

Government-wide Statements

The Statement of Net Assets and the Statement of Activities summarize the results of the Charter School's financial transactions and answers the question, "How did we do financially during Fiscal Year 2012?" The Fund Financial Statements contain the General and Special Revenue Funds used by the Charter School to reflect the financial activity for programs and activities offered by the school.

The Government-wide Statements report information about the Charter School as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Assets includes all of the Charter School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two Government-wide Statements report the Charter School's net assets and changes during the fiscal year. Net assets, the difference between the Charter School's assets and liabilities, are one way to measure the Charter School's financial health or position.

THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Generally, in the Statement of Net Assets and the Statement of Activities, a charter school's financial activities would be divided into two distinct kinds of activities; Governmental activities and Business-type activities. The Charter School does not conduct business-type activities, where fees are charged to cover the cost of the service; therefore, business-type activities are not reflected in the Statement of Net Assets or the Statement of Activities.

The Governmental activities include all of the Charter School's basic services, such as instructional services, support services, operation and maintenance of plant, student transportation services, food services, student activities and administration. Tuition payments from local school districts and state food subsidies finance these activities.

Reporting the Charter School's Most Significant Funds

Fund Financial Statements

In accordance with GASB No. 34, fund financial statements provide detailed information about significant funds, but not the Charter School as a whole. Some funds are required by state law and others by bond requirements.

Governmental funds - All of the Charter School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the Charter School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the Charter School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is reflected on the Reconciliation of the Governmental Funds on pages 15 and 17.

Proprietary funds - Generally, Proprietary Funds are used to account for a school's activities that are similar to business operations in the private sector; or where the reporting is on determining net income, financial position, changes in financial position, and a significant portion of funding through user charges. If the Charter School were to charge for services it provides - whether to outside customers or to other units in the Charter School - these services would be reported in proprietary funds. However, the Charter School does not conduct business-type activities. Accordingly, no proprietary funds are reflected in the financial statements.

Financial Analysis of the Charter School as a Whole

The Charter School's net assets as of June 30, 2012 are \$177,429, (June 30, 2011 - \$240,234) a decrease in net assets from the beginning of the fiscal year. The level of net assets is reflective of the Charter School's relationship with Community Specialists Corporation and the addition of capital assets purchased with grant revenues during the current fiscal year less depreciation expense incurred.

THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Table 1

	Net Assets			
	Fiscal Years Ended June 30,			
	2012		2011	
	Governmental Activities	Total	Governmental Activities	Total
Current assets	\$ 1,315,264	\$ 1,315,264	\$ 660,713	\$ 660,713
Capital assets	177,429	177,429	240,234	240,234
Total assets	<u>1,492,693</u>	<u>1,492,693</u>	<u>900,947</u>	<u>900,947</u>
Current liabilities	<u>1,315,264</u>	<u>1,315,264</u>	<u>660,713</u>	<u>660,713</u>
Invested in capital assets	177,429	177,429	240,234	240,234
Total net assets	<u>\$ 177,429</u>	<u>\$ 177,429</u>	<u>\$ 240,234</u>	<u>\$ 240,234</u>

The results of this year's operations as a whole are reported in the Statement of Activities. All expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are represented to determine the final amount of the Charter School's activities that are supported by other general revenues. General revenues for the fiscal years ended June 30, 2012 and 2011 are listed in Table 2.

Table 2

	General Revenues	
	Fiscal Years Ended June 30,	
	2012	2011
Tuition from patrons	<u>\$ 3,516,895</u>	<u>\$ 2,477,477</u>

The June 30, 2012 Government-wide financial statements offer a view of the financial condition of the Charter School on a consolidated basis. Table 3 presents the information from the Statement of Activities, somewhat modified, for a detailed view of total revenues and expenditures for the fiscal years of operations ending June 30, 2012 and June 30, 2011.

Table 3

	Governmental Activities Changes in Net Assets	
	Fiscal Years Ended June 30,	
	2012	2011
Revenues		
Tuition from patrons	\$ 3,516,895	\$ 2,477,477
Grant income	196,211	286,685
Food subsidy	76,870	57,968
Total revenues	<u>3,789,976</u>	<u>2,822,130</u>

THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Table 3 (Continued)

	Governmental Activities	
	Changes in Net Assets	
	Fiscal Years Ended June 30,	
	2012	2011
Expenses		
Instruction	\$ 2,169,752	\$ 1,555,030
Support services - administration	572,754	417,102
Support services - pupil health	38,730	27,759
Support services - business	159,070	114,128
Operation and maintenance of plant services	239,389	176,815
Pupil transportation	287,529	206,068
Support services - central	152,287	109,144
Other support services	64,550	58,281
Food services	132,371	97,578
Student activities	36,349	26,052
Total expenses	<u>3,852,781</u>	<u>2,787,957</u>
Net change in assets	(62,805)	34,173
Net assets:		
Beginning of year	240,234	206,061
End of year	<u>\$ 177,429</u>	<u>\$ 240,234</u>

Table 4 presents the expenses for Governmental Activities of the Charter School and categorizes the Charter School's expenses into ten functions - instruction, support services - administration, support services - pupil health, support services - business, operation and maintenance of plant services, pupil transportation, support services - central, other support services, food services, and student activities. Table 4 details the program's net cost (total cost less revenues generated by the activities) and net costs offset by subsidies to reflect the remaining financial support needed from local school district tuition payments.

Of the total expenses incurred during 2012, \$273,081 was subsidized from a source other than local school districts (2010-2011 - \$344,653). The balance of the expenses incurred during 2012 and 2011 were covered by the tuition from local school districts.

THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Table 4

Governmental Activities
Fiscal Years Ended June 30,

	2012		2011	
	Total Cost of Service	Net Cost of Service	Total Cost of Service	Net Cost of Service
Instruction	\$ 2,169,752	\$ 2,030,112	\$ 1,555,030	\$ 1,325,833
Support services - administration	572,754	525,334	417,102	375,112
Support services - pupil health	38,730	33,029	27,759	22,815
Support services - business	159,070	159,070	114,128	114,128
Operation and maintenance of plant services	239,389	239,389	176,815	176,815
Pupil transportation	287,529	287,529	206,068	206,068
Support services - central	152,287	148,837	109,144	98,590
Other support services	64,550	64,550	58,281	58,281
Food services	132,371	55,501	97,578	39,610
Student activities	36,349	36,349	26,052	26,052
Total governmental activities	\$ 3,852,781	\$ 3,579,700	\$ 2,787,957	\$ 2,443,304
Net cost of service		\$ 3,579,700		\$ 2,443,304
Capital acquisition grants which reduce net cost of service		25,737		109,814
Depreciation expense		(88,542)		(75,641)
Total required from school districts		<u>\$ 3,516,895</u>		<u>\$ 2,477,477</u>

Business-Type Activities

The Charter School does not conduct any business-type activities. Therefore, no business-type activities are reflected in the financial statements.

The Charter School's Funds

The General Fund accounts for the Charter School's operations. The Special Revenue Fund represents the federal grant activity. The Statement of Revenues, Expenditures, and Changes in Fund Balance - Government Funds is summarized in Table 5.

THE ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis (MD&A)
Required Supplementary Information (RSI)
June 30, 2012

Table 5
Summary of Governmental Change in Fund Balance (Deficit)
Fiscal Years Ended June 30,

	2012			2011		
	Beginning Fund Balance (Deficit)	Net Change in Fund Balance	Ending Fund Balance (Deficit)	Beginning Fund Balance (Deficit)	Net Change in Fund Balance	Ending Fund Balance (Deficit)
General fund	\$ (352,144)	\$ (386,943)	\$ (739,087)	\$ (197,445)	\$ (154,699)	\$ (352,144)
Special revenue fund	(56,475)	(50,533)	(107,008)	6,667	(63,142)	(56,475)
Total governmental funds	<u>\$ (408,619)</u>	<u>\$ (437,476)</u>	<u>\$ (846,095)</u>	<u>\$ (190,778)</u>	<u>\$ (217,841)</u>	<u>\$ (408,619)</u>

Generally, the cumulative fund balance reflects the continuing relationship whereby the Charter School is supported by a related 501(c)(3) organization, Community Specialists Corporation (CSC). However, during the current year, the decline in the governmental fund balance of \$437,476 was due to amounts being expended in excess of the revenue earned. With the exception of grant revenue used to purchase capital assets, the relationship requires that the revenues generated from operations be paid to CSC in return for their providing the all inclusive package of instruction, education services, transportation services, food services, facilities, equipment, and administrative services.

General Fund Budgetary Highlights

The Charter School's budget is prepared according to Pennsylvania law and is based upon accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The Charter School maintains a General Fund, in accordance with Pennsylvania law.

As required by law, the Board of the Charter School (the Board) authorized a budget for the 2011-2012 school year. The Board did not modify the original budget. A schedule showing the Charter School's budget amounts compared with the amounts actually paid and received is provided on the Budgetary Comparison Schedule - General Fund.

For the General Fund, the 2011-2012 school year revenues were less than the budgeted amounts by \$480,267 (2010-2011 school year the actual revenue was less than the budgeted revenue by \$763,022). The budgetary variance was the result of tuition from local school districts being lower than expected. General Fund expenditures for the 2011-2012 school year were originally budgeted at \$3,610,218 while actual expenditures were \$3,516,894, a variance of \$93,324 or 3%. The variance was primarily due to fewer students being educated than anticipated. General Fund expenditures for the 2010-2011 school year were originally budgeted at \$3,085,800 while actual expenditures were \$2,477,477 a variance of \$608,323 or 20%. As required by state law, the expenditure budget had a non-negative year-end balance.

Capital Fund

A Capital Fund budget is not legally required nor is a capital fund budget maintained by the Charter School. The Charter School does, however, treat capital assets as expenditures in the General Fund. During 2011-2012 school year, the Charter School purchased equipment and software. All other assets, including land, buildings, kitchen equipment and vehicles required to operate the school are provided by Community Specialists Corporation.

Debt Service Fund

The Academy Charter School does not have any outstanding debt. Therefore, a Debt Service Fund, which is used to meet debt obligations for governmental entities, is non-applicable.

Special Revenue Fund

The Academy Charter School reports grant revenues and expenditures in a Special Revenue Fund. The Special Revenue Fund is maintained to account for the proceeds of special revenue sources (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditure for specified purposes. During the 2011-2012 school year, the amount of Special Revenues actually expended were \$273,081 (2010-2011 \$344,653).

Fiscal Year 2012-2013 Budget

The 2012-2013 financial budget has increased from the 2011-2012 budget primarily due to the anticipation of an increased student body in the 2012-2013 school year. During the Charter School's seventh year of operation, on average, 220 students were educated. For the 2012-13 school year, management anticipates an average student body of 260 students; a 18% increase from the prior year.

THE ACADEMY CHARTER SCHOOL, INC.
 Management's Discussion and Analysis (MD&A)
 Required Supplementary Information (RSI)
 June 30, 2012

Fiscal Year 2012-2013 Budget (Continued)

The comparison of budgeted revenues and expenditures for fiscal years 2012-2013 and 2011-2012 follow:

<u>Table 6</u>			
Budgeted Revenues			
	<u>2012-2013</u>	<u>2011-2012</u>	Percent Increase
Local	\$ 4,046,400	\$ 3,610,218	12.08%
Federal	107,000	126,382	(15.34)%
State	100,000	97,000	3.09%
Total	<u>\$ 4,253,400</u>	<u>\$ 3,833,600</u>	10.95%
Budgeted Expenditures			
	<u>2012-2013</u>	<u>2011-2012</u>	Percent Increase
Instruction	\$ 2,453,127	\$ 2,211,009	10.95%
Support services	1,613,218	1,453,995	10.95%
Non-instruction/community	187,055	168,596	10.95%
Total	<u>\$ 4,253,400</u>	<u>\$ 3,833,600</u>	10.95%

The Academy Charter School has committed itself to financial and academic excellence. New programming for the 2012-2013 fiscal year includes continued professional development of teachers, purchase of student learning software and computers, and continued improvements to the academic performance by the student population.

Contacting the Charter School's Financial Management

Our financial report is designed to provide our citizens, parents, students, and the public with a general overview of the Charter School's finances and to outline the Charter School Board's accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Kenneth C. Curcio, Director of Financial Operations, at (412) 885-5200 or at 900 Agnew Road, Pittsburgh, PA 15227.

To the Board of Directors
The Academy Charter School, Inc.

Independent Auditor's Report

We have audited the accompanying financial statements of the governmental activities and each major fund of The Academy Charter School, Inc. (the "Charter School"), a Pennsylvania Charter School, as of and for the year ended June 30, 2012, which collectively comprise the Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of The Academy Charter School, Inc. as of June 30, 2012, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 1 through 9 and pages 24 through 25, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's response to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Gross, Mendelsohn & Associates, P. A.

Baltimore, Maryland
November 19, 2012

THE ACADEMY CHARTER SCHOOL, INC.
Statement of Net Assets
June 30, 2012

	<u>Governmental Activities</u>
Assets	
Current Assets	
Cash	\$ 6,847
Tuition receivable, net of allowance for doubtful accounts	1,179,527
Other receivables	128,890
Total Current Assets	<u>1,315,264</u>
Capital Assets	
Machinery and equipment	335,905
Improvements	70,000
Deposit on capital assets	4,047
Total Cost	<u>409,952</u>
Less: Accumulated depreciation	<u>232,523</u>
Net Capital Assets	<u>177,429</u>
Total Assets	<u>1,492,693</u>
Liabilities	
Current Liabilities	
Accounts payable	258,210
Due to affiliate	1,048,892
Deferred revenue	8,162
Total Liabilities	<u>1,315,264</u>
Net Assets	
Invested in capital assets	<u>177,429</u>
Total Net Assets	<u>\$ 177,429</u>

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL, INC.
Statement of Activities
Year Ended June 30, 2012

	<u>Program Revenues</u>			
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants and Contribu- tions</u>	<u>Capital Grants and Contribu- tions</u>
Governmental activities				
Instruction services:				
Regular instruction	\$ 1,578,150	\$ -0-	\$ 53,251	\$ 25,737
Special instruction	591,602	-0-	60,652	-0-
Total Instruction Services	2,169,752	-0-	113,903	25,737
Support services:				
Administration	572,754	-0-	47,420	-0-
Pupil health	38,730	-0-	5,701	-0-
Business	159,070	-0-	-0-	-0-
Operation and maintenance of plant	239,389	-0-	-0-	-0-
Pupil transportation	287,529	-0-	-0-	-0-
Central services	152,287	-0-	3,450	-0-
Food services	132,371	-0-	76,870	-0-
Student activities	36,349	-0-	-0-	-0-
Other support services	64,550	-0-	-0-	-0-
Total Support Services	1,683,029	-0-	133,441	-0-
Total Governmental Activities	\$ 3,852,781	\$ -0-	\$ 247,344	\$ 25,737

General Revenues:

State and local sources - tuition

Change in Net Assets

Net Assets at Beginning of Year

Net Assets at End of Year

**Net (Expense) Revenue
and Changes in Net Assets**

Governmental Activities	Business- Type Activities	Total
\$ (1,499,162)	\$ -0-	\$ (1,499,162)
(530,950)	-0-	(530,950)
(2,030,112)	-0-	(2,030,112)
(525,334)	-0-	(525,334)
(33,029)	-0-	(33,029)
(159,070)	-0-	(159,070)
(239,389)	-0-	(239,389)
(287,529)	-0-	(287,529)
(148,837)	-0-	(148,837)
(55,501)	-0-	(55,501)
(36,349)	-0-	(36,349)
(64,550)	-0-	(64,550)
(1,549,588)	-0-	(1,549,588)
(3,579,700)	-0-	(3,579,700)
3,516,895	-0-	3,516,895
(62,805)	-0-	(62,805)
240,234	-0-	240,234
\$ 177,429	\$ -0-	\$ 177,429

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL, INC.
 Balance Sheet - Governmental Funds
 June 30, 2012

	General Fund	Special Revenue Fund	Total Governmental Funds
Assets			
Cash	\$ 6,847	\$ -0-	\$ 6,847
Tuition receivable, net of allowance for doubtful accounts	1,179,527	-0-	1,179,527
Other receivables	-0-	128,890	128,890
Total Assets	\$ 1,186,374	\$ 128,890	\$ 1,315,264
Liabilities			
Accounts payable	\$ 258,210	\$ -0-	\$ 258,210
Due to affiliate	928,164	120,728	1,048,892
Deferred revenue	739,087	115,170	854,257
Total Liabilities	1,925,461	235,898	2,161,359
Fund Balances (Deficit)			
Fund Balances - Unassigned (Deficit)	(739,087)	(107,008)	(846,095)
Total Liabilities and Fund Balances (Deficit)	\$ 1,186,374	\$ 128,890	\$ 1,315,264

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL, INC.
Reconciliation of the Governmental Funds Balance Sheet
to the Statement of Net Assets
June 30, 2012

Total Fund Balances (Deficit) - Governmental Funds \$ (846,095)

Amounts reported for governmental activities in the statement of net assets are different because:

Capital assets used in governmental activities are not current financial resources and, therefore, are not reported as assets in governmental funds, net of accumulated depreciation of \$232,523 177,429

Other assets are not available for current period expenditures and, therefore, are classified as deferred revenue in the funds:
 Tuition receivable and other receivables 854,257

Deferred revenue recorded as a liability on the governmental activities statement is not a financial obligation and, therefore, not reported in the funds (8,162)

Total Net Assets - Governmental Activities \$ 177,429

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL, INC.
Statement of Revenues, Expenditures, and Changes
in Fund Balances - Governmental Funds
Year Ended June 30, 2012

	General Fund	Special Revenue Fund	Total Governmental Funds
Revenues			
Tuition	\$ 3,129,951	\$ -0-	\$ 3,129,951
Grant income	-0-	145,678	145,678
Other revenues - food subsidy	-0-	76,870	76,870
Total Revenues	3,129,951	222,548	3,352,499
Expenditures			
Current:			
Regular instruction	1,524,899	53,251	1,578,150
Special instruction	530,950	60,652	591,602
Support services - administration	441,404	47,420	488,824
Support services - pupil health	33,029	5,701	38,730
Support services - business	159,070	-0-	159,070
Operation and maintenance of plant	235,889	-0-	235,889
Pupil transportation	287,529	-0-	287,529
Support services - central	148,837	3,450	152,287
Food services	54,388	76,870	131,258
Student activities	36,349	-0-	36,349
Other support services	64,550	-0-	64,550
Total current expenditures	3,516,894	247,344	3,764,238
Capital outlay	-0-	25,737	25,737
Total Expenditures	3,516,894	273,081	3,789,975
Net Changes in Fund Balances (Deficit)	(386,943)	(50,533)	(437,476)
Fund Balances (Deficit) at Beginning of Year	(352,144)	(56,475)	(408,619)
Fund Balances (Deficit) at End of Year	\$ (739,087)	\$ (107,008)	\$ (846,095)

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL, INC.
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of the Governmental Funds
to the Statement of Activities
Year Ended June 30, 2012

Total Net Changes in Fund Balances (Deficit) - Governmental Funds **\$ (437,476)**

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures while governmental activities report depreciation expense to allocate those expenditures over the life of the assets:

Capital outlay	25,737
Depreciation expense	(88,542)

Revenues in the statement of activities that do not provide current financial resources are not reported as revenue in the funds:

Receivables deferred - current year	854,257
Receivables deferred - prior year	(408,619)

Deferred revenues in the statement of activities that provide current financial resources are reported as revenue in the funds:

Revenue deferred - current year	(8,162)
---------------------------------	---------

Change in Net Assets of Governmental Activities **\$ (62,805)**

The accompanying notes are an integral part of these financial statements.

Note 1: Summary of Significant Accounting Policies

The Academy Charter School, Inc. (Charter School) is a private, Pennsylvania non-profit corporation founded in 2004 to provide educational services to youth in the Pittsburgh, Pennsylvania area. The Charter School operates in conjunction with Community Specialists Corporation (CSC), also a Pennsylvania not-for-profit corporation, which serves delinquent youth in the Pittsburgh, Pennsylvania area. CSC absorbed the Charter School's initial start-up costs and provides it with the resources and facilities to operate as a public charter school in compliance with applicable provisions of Act 22 of the Commonwealth of Pennsylvania. The resources provided include instruction, facilities, educational equipment, food services, transportation services, and administration and operations management. The Charter School and CSC have agreed that the total amount charged to the Charter School for resources provided by CSC would be equal to certain revenues of the Charter School in any given fiscal year.

The accounting and reporting policies of the Charter School have been established in accordance with the accounting system and procedures prescribed for school districts by the Commonwealth of Pennsylvania, Department of Education, which conforms to accounting principles generally accepted in the United States of America, as applicable to governmental units. Following is a description of the most significant of those policies:

Basis of Presentation: The government-wide financial statements (statement of net assets and statement of activities) report information on the non-fiduciary activities of the Charter School. Governmental activities, which are generally supported by funds received from the School District of Pittsburgh and other surrounding school districts, are reported separately from business-type activities, which are generally supported by fees and charges related to the specific activity. The Charter School currently has no business-type activities.

The statement of activities reflects the degree to which the direct expenses of a given activity are supported by program revenues. Direct expenses are those that are clearly identifiable with a specific program or activity. Amounts reported as program revenues include charges for services, operating grants and contributions, and capital grants and contributions. General revenues include all state and local governmental funds received that are not restricted to a specific program.

Separate financial statements are provided for governmental funds. The general fund account is for the Charter School's general operations and the special revenue fund account is for government grants. These two funds account for all of the financial resources used by the Charter School during the past fiscal year.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures are recognized in the accounts and records of the Charter School, and also affects those amounts reported in the Charter School's financial statements. The Charter School prepares its financial statements in accordance with standards established by the Governmental Accounting Standards Board (GASB).

Note 1: Summary of Significant Accounting Policies (Continued)

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. In accordance with the accrual basis of accounting, revenues are recorded when earned and expenses are recorded when a liability is incurred or economic asset is used, regardless of the timing of the related cash flows. Contributions, grants, and similar items are recognized as revenue when all eligibility requirements, if any, imposed by the provider or donor, have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. In accordance with the modified accrual basis of accounting, revenues are recognized when they become both measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay current liabilities. The Charter School generally considers revenues to be available if they are collected within ninety days of the end of the fiscal year. Expenditures are generally recognized when the related fund liability is incurred, as under the accrual basis of accounting.

Budgetary Information: The Charter School uses the modified accrual basis of accounting in preparing and presenting its budgets. Due to the nature of the Charter School's operating relationship with CSC, proposed expenditures are budgeted to equal revenues.

On June 23, 2011, the Charter School adopted the 2011-2012 operating budget. As required by law, the budget was subsequently filed with the Commonwealth of Pennsylvania, Department of Education.

Use of Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Tuition Revenue and Accounts Receivable: Revenues for current operations are received primarily from the School District of Pittsburgh, Pennsylvania, and other surrounding school districts, under provisions established by the Commonwealth of Pennsylvania Charter School Law Act 22 of 1997. The Charter School receives monthly tuition payments based on the estimated number of full-time equivalent students currently attending the Charter School. The Charter School provides both regular and special-education programs. After the fiscal year end, the school districts reconcile the estimated payments made during the year with the annual full-time equivalent number of students that attended the Charter School. The annual tuition rate per student is also subject to adjustment by the various school districts. Amounts due the Charter School, if any, as a result of the year-end reconciliation process and rate adjustments are included in accounts receivable at June 30, 2012.

Note 1: Summary of Significant Accounting Policies (Continued)

Provision is made for doubtful accounts based on anticipated collection losses. Estimated losses are determined from a review of outstanding receivables and existing economic conditions. Receivables are written-off by management when, in their determination, all collection efforts have been exhausted. The Charter School has not recorded an allowance for doubtful accounts since in the opinion of management all outstanding accounts receivable are collectible.

Capital Assets: The accounting treatment of property and equipment (capital assets) depends on whether the assets are used in governmental fund operations and whether they are reported in the government-wide or governmental fund financial statements.

Capital assets are reported in the government-wide financial statements. All capital assets are stated at historical cost. Depreciation of all exhaustible capital assets is recorded as an allocated expense in the statement of activities with accumulated depreciation reflected in the statement of net assets. Depreciation is provided over the capital assets' estimated useful lives using the straight-line method of depreciation. A capitalization threshold of \$500 is used to report capital assets. The estimated useful lives range from three to twenty years.

In the governmental fund financial statements, capital assets used in governmental fund operations are accounted for as capital outlay expenditures of the governmental fund upon acquisition.

Deferred Revenue: The Charter School recognizes conditional gifts as revenue as the condition is met (generally when the funds are spent). Any funds received and not spent are reported as deferred revenue. In the governmental fund financial statements deferred revenue consists of receivables that were not collected within 90 days after June 30, 2012.

Expenditures/Expenses: In the government-wide financial statements, expenses are classified by function for both government and business-type activities.

In the governmental fund financial statements, expenditures are classified as follows:

Governmental funds - by character:
 Current (further classified by function)
 Capital outlay

In the governmental fund financial statements, governmental funds report expenditures of financial resources.

THE ACADEMY CHARTER SCHOOL, INC.
Notes to Financial Statements
June 30, 2012

Note 1: Summary of Significant Accounting Policies (Continued)

Income Taxes: The Charter School is a not-for-profit corporation exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. Accordingly, no provision for income taxes is reflected in these financial statements. The Charter School's federal exempt organization tax returns are subject to examination by the Internal Revenue Service generally for a period of three years after they are filed. The Charter School is also registered with the Commonwealth of Pennsylvania through the Department of State's Bureau of Charitable Organizations.

Subsequent Events: In preparing these financial statements the Charter School has evaluated events and transactions for potential recognition or disclosure through November 19, 2012, the date the financial statements were available to be issued. During the period from July 1, 2012 through November 19, 2012, the Charter School did not have any material recognizable subsequent events.

Note 2: Receivables

As of June 30, 2012, receivables are due from the following:

Tuition receivable	
Local governmental school districts	<u>\$ 1,179,527</u>
Other receivables	
Commonwealth of Pennsylvania	\$ 115,170
Miscellaneous	<u>13,720</u>
Total other receivables	<u>\$ 128,890</u>

THE ACADEMY CHARTER SCHOOL, INC.
Notes to Financial Statements
June 30, 2012

Note 3: Capital Assets

Capital asset activity for the year ended June 30, 2012 was as follows:

	Balance at June 30, 2011	Additions	Transfers	Disposals	Balance at June 30, 2012
Governmental activities:					
Machinery and equipment	\$ 310,168	\$ 25,737	\$ -0-	\$ -0-	\$ 335,905
Improvements	70,000	-0-	-0-	-0-	70,000
Deposit on capital assets	4,047	-0-	-0-	-0-	4,047
Total depreciable assets	384,215	25,737	-0-	-0-	409,952
Less: Accumulated depreciation	143,981	88,542	-0-	-0-	232,523
Governmental activities capital assets, net	\$ 240,234	\$ (62,805)	\$ -0-	\$ -0-	\$ 177,429

For the year ended June 30, 2012, depreciation expense was charged to the following:

Support services:	
Administration	\$ 83,929
Operation and maintenance of plant	3,500
Food services	1,113
Total depreciation expense	\$ 88,542

Note 4: Fund Balance Reporting

In the fund financial statements, the fund balances are divided into five classifications based primarily on the extent to which the Charter School is bound to honor constraints imposed upon the use of the resources. The classifications are as follows:

Nonspendable: The nonspendable fund balance category includes amounts that cannot be spent because they are not in spendable form, expected to be converted to cash, or legally or contractually required to remain intact.

Restricted: Fund balance is reported as restricted when constraints placed on the use of resources are either externally imposed by third parties including grantors or contributors, or by laws or regulations of governments, or is imposed by law through constitutional provisions or enabling legislation.

Committed: The committed fund balance classification includes amounts that can be used for the specific purposes imposed by formal action of the Board of Directors of the Charter School.

Note 4: Fund Balance Reporting (Continued)

Assigned: Amounts in the assigned fund balance classification are intended to be used by the Charter School for specific purposes but do not meet the criteria to be classified as restricted or committed.

Unassigned: Unassigned fund balance is the residual classification for the General Fund and includes all spendable amounts not contained in the other classifications and not constrained for any particular purpose. In other funds, the unassigned classification is used only to report a deficit balance resulting from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

As of June 30, 2012, the Charter School does not have any nonspendable, restricted, committed, or assigned funds.

Note 5: Transactions with Related Entity

The Charter School utilizes the services of CSC to provide personnel and other resources necessary to function as a charter school. CSC is a related entity through common management. CSC provided services to the Charter School totaling \$3,762,066 during the year, and was due a total of \$1,048,892 at June 30, 2012. Management anticipates that all monies due to CSC at June 30, 2012 will be paid during the next fiscal year.

Note 6: Deposits

The Charter School's deposit and investment policy adheres to state statutes and prudent business practices. The Charter School maintains its cash balances in a financial institution where the balances may periodically exceed federally insured limits. Cash balances held by the financial institution in excess of federally insured limits are protected under Pennsylvania State Law, the Deposits of Public Monies Act #72. Under this law, banks are required to set aside a portion of the securities that the bank owns in a Pooled Public Funds account in order to protect these public monies.

Custodial credit risk is the risk that in the event of a bank failure, the Charter School's deposits may not be returned to it. The Charter School attempts to minimize its custodial credit risk whenever possible. As of June 30, 2012, the Charter School's entire bank balance was federally insured.

Note 7: Special Revenue Fund

Revenue reported in the Special Revenue Fund in the governmental funds financial statements consists of the following grants for the year ended June 30, 2012:

Federal IDEA Grant	\$ 60,652
Pennsylvania Department of Education Grants	<u>85,026</u>
Total Grant Income	<u><u>\$ 145,678</u></u>

THE ACADEMY CHARTER SCHOOL, INC.
REQUIRED SUPPLEMENTARY INFORMATION
JUNE 30, 2012

THE ACADEMY CHARTER SCHOOL, INC.
Budgetary Comparison Schedule - General Fund
Year Ended June 30, 2012

	<u>Budget</u>	<u>Actual</u>	<u>Variance with Budget</u>
Revenues			
Local sources:			
Tuition from patrons	\$ 3,610,218	\$ 3,129,951	\$ (480,267)
Expenditures			
Current:			
Regular instruction	1,537,342	1,524,899	(12,443)
Special instruction	552,851	530,950	(21,901)
Support services - administration	492,553	441,404	(51,149)
Support services - pupil health	39,466	33,029	(6,437)
Support services - business	162,080	159,070	(3,010)
Operation and maintenance of plant	240,374	235,889	(4,485)
Pupil transportation	292,996	287,529	(5,467)
Support services - central	155,183	148,837	(6,346)
Food services	34,556	54,388	19,832
Student activities	37,040	36,349	(691)
Other support services	65,777	64,550	(1,227)
Total current expenditures	3,610,218	3,516,894	(93,324)
Capital outlay	-0-	-0-	-0-
Total Expenditures	3,610,218	3,516,894	(93,324)
Net Changes in Fund Balances (Deficit)	-0-	(386,943)	(386,943)
Fund Balances (Deficit) at Beginning of Year	(352,144)	(352,144)	-0-
Fund Balances (Deficit) at End of Year	\$ (352,144)	\$ (739,087)	\$ (386,943)

THE ACADEMY CHARTER SCHOOL, INC.
Budgetary Comparison Schedule - Special Revenue Fund
Year Ended June 30, 2012

	<u>Budget</u>	<u>Actual</u>	<u>Variance with Budget</u>
Revenues			
Grant income	\$ 126,382	\$ 145,678	\$ 19,296
Other revenues - food subsidy	97,000	76,870	(20,130)
Total Revenues	<u>223,382</u>	<u>222,548</u>	<u>(834)</u>
Expenditures			
Current:			
Regular instruction	70,816	53,251	(17,565)
Special instruction	50,000	60,652	10,652
Support services - administration	5,566	47,420	41,854
Support services - pupil health	-0-	5,701	5,701
Support services - business	-0-	-0-	-0-
Operation and maintenance of plant	-0-	-0-	-0-
Pupil transportation	-0-	-0-	-0-
Support services - central	-0-	3,450	3,450
Food services	97,000	76,870	(20,130)
Student activities	-0-	-0-	-0-
Other support services	-0-	-0-	-0-
Total current expenditures	<u>223,382</u>	<u>247,344</u>	<u>23,962</u>
Capital outlay	<u>-0-</u>	<u>25,737</u>	<u>25,737</u>
Total Expenditures	<u>223,382</u>	<u>273,081</u>	<u>49,699</u>
Net Changes in Fund Balances (Deficit)	-0-	(50,533)	(50,533)
Fund Balances at Beginning of Year	<u>-0-</u>	<u>(56,475)</u>	<u>(56,475)</u>
Fund Balances (Deficit) at End of Year	<u>\$ -0-</u>	<u>\$ (107,008)</u>	<u>\$ (107,008)</u>

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013 (unaudited)

Name of School Academy Charter School

Address of School 900 Agnew Road, Pittsburgh, PA 15227

CEO Signature *Will Stj*

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1,487,951
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	557,789
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	
	2380	Office of the Principal Services	
	2390	Other Administration Services	460,886
2400		SUPPORT SERVICES - PUPIL HEALTH	36,516
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	171,753
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	223,282
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	271,095
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	143,583
2900		OTHER SUPPORT SERVICES - CENTRAL	60,860
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	121,915
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	34,271
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		3,569,901

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND	(19,989)
BEGINNING BALANCE AS OF JULY 1, 2012	177,429
BALANCE AS OF JUNE 30, 2013	<u>157,440</u>

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013 (unaudited)

Name of School Academy Charter School

Address of School 900 Agnew Road, Pittsburgh, PA 15227

CEO Signature *Will Steph*

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	79,572
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	-
	6910	Rentals	-
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	3,317,570
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	3,795
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
			48,375
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	100,000
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
			600
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			3,549,912

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

**Division of Federal Program
Consolidated Program Review**

2010-2011 School Year

Academy CS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	William Styche	412-885-5200	<input type="checkbox"/>
Business Manager:	Rose Schoy	412-885-5200	<input checked="" type="checkbox"/>
Title I Coordinator:	Kristen Harpster	412-889-7082	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Kristen Harpster	412-889-7082	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Rose Schoy	412-889-7082	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer/s: Dr. Darrell L. Uphold

Visit Date: 5/10/2011

Title I Program Review

- I. Highly Qualified
- II. Parent Involvement
- III. LEA Improvement
- IV. School Improvement
- V. School Choice
- VI. Supplemental Educational Services (SES)
- VII. Schoolwide Programs
- VIII. Targeted Assistance
- IX. Nonpublic Schools
- X. Comparability

I. Highly Qualified

Component I: Highly Qualified							
The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.							
Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		List of Teachers and qualifications.	
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan			
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input checked="" type="checkbox"/> AA Degree and/or local assessment		List of Paraprofessionals and their qualifications.	

3. Parents are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification			
4. Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		All core content teachers are highly qualified.	

II. Parent Involvement

Component II: Parent Involvement							
The LEA and schools meet parental involvement requirements.							
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input checked="" type="checkbox"/> Website posting.		Copies provided to monitor.	
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		*See 6 Parent Involvement Plan requirements below	All six requirements are noted.	
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		Copies to monitor.	
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		Copies to monitor.	

c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.			
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		AS of now, we do not have any other programs in order to coordinate and integrate parent involvement programs.	
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		We currently do not have any Non-English speaking families.	
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		Parent Surveys and transportation are provided to all IEP meetings.	
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed			
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.		Copies to monitor.	

6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.			
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		Copies to monitor.	
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		We do not currently have a parent resource center.	

III. LEA Improvement

Component III: LEA Improvement							
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).	Copies provided to monitor.	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of LEA Improvement plan <input checked="" type="checkbox"/> Evidence of school board approval of plan <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		Currently being updated.	

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reservation of Funds page of eGrants application. <input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. 	<p>If the LEA also has schools in improvement or corrective action, it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	<p>Copies provided to monitor.</p>	
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IV. School Improvement

Component IV: School Improvement							
Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.							
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)							
<input type="checkbox"/> If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input checked="" type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). If applicable, the notification must be provided in different languages. 	Copies provided to monitor.	

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.</p>		<p>We are schoolwide and do not offer school choice. Parents receive the SES provider list annually.</p>	
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of school improvement plan</p> <p><input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures.</p> <p><input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)</p>		<p>Currently being updated.</p>	
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p> <p><input checked="" type="checkbox"/> Sign-in sheets for professional development activities.</p> <p><input checked="" type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies.</p> <p><input checked="" type="checkbox"/> Title I Budget</p>			

5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting agendas <input checked="" type="checkbox"/> Parent notifications <input checked="" type="checkbox"/> Meeting minutes		Copies provided to monitor.	
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V. School Choice

Component V: School Choice							
The LEA ensures that requirements for public school choice are met.							
Sec. 1116(b)(1)(D) and (E) Sec. 1112(g)(4)							
<input checked="" type="checkbox"/> If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. 	Charter School exempt from offering SC	

<p>2. The LEA posted on their website prior to the beginning of the school year:</p> <p>a. Number of students eligible for transfer.</p> <p>b. Number of students who transferred.</p> <p>c. List of available schools for Choice transfers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> LEA Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.</p>			
<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.</p>	<p>Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.</p>		
<p>4. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.</p>	<ul style="list-style-type: none"> LEAs must set aside a minimum of 5%, but do not have to exceed 20%. 		
<p>5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>		

6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants			
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VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)							
The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.							
Sec. 1116(e)							
<input type="checkbox"/> If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments

<p>1. The LEA at the beginning of the school year notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input checked="" type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider. <input checked="" type="checkbox"/> Verification of date of notification. 	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. • SES may not replace other school programs (Supplement vs. Supplant) 	<p>Copies provided to monitor.</p>	
<p>2. The LEA posted on their website: a. Number of students eligible for SES. b. Number of students participating in SES c. List of available SES providers</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> LEA Website <input checked="" type="checkbox"/> List of SES Providers including distance providers <input type="checkbox"/> Selection of Schools Low Income data 	<p>See List of providers on PDE/SES webpage.</p>	<p>SES provider information is posted on the school website.</p>	

3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.		We are a schoolwide program.	
4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		Although SES providers were offered to all of our students, we did not have any students sign up.	
5. The LEA provides at least two enrollment windows for SES during the school year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows.	Although SES providers were offered to all of our students, we did not have any students sign up.	
6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements		At this time, we do not have providers to offer access to our school facility.	
8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input type="checkbox"/> SES data entered in eGrants.		We do keep records, however we do not currently have any students participating in SES.	

<p>7. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Parent Notification</p> <p><input type="checkbox"/> LEA Website</p> <p><input type="checkbox"/> FBO/CBO correspondence, phone logs or posters</p> <p><input type="checkbox"/> DFP notification and Assurances for Rollover Form</p>	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p>	<p>School Choice is not an option since LEA is a charter school.</p>	
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VII. Schoolwide Programs

Component VII: Schoolwide Programs							
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.							
Sec. 1114							
<input type="checkbox"/> If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input checked="" type="checkbox"/> Initial Planning meeting agenda/list of participants. <input checked="" type="checkbox"/> Whole-school orientation-agenda/list of participants. <input checked="" type="checkbox"/> Planning Team roster and calendar of meetings. <input checked="" type="checkbox"/> Plan approval. <input checked="" type="checkbox"/> Budget Reports. Copy of schoolwide plans		As a Charter School, we are an LEA	

2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Schoolwide agenda/minutes. <input type="checkbox"/> School wide plan that includes goals. <input checked="" type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.		Copy provided to monitor.	
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Copy provided to monitor.	
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Copy provided to monitor	
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Copy provided to monitor	
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Copy provided to monitor	
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			We are the only school in our District.	
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			We are a secondary school.	
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP			

VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
<input checked="" type="checkbox"/> If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction.			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input type="checkbox"/> Documentation of scheduled team meetings.			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc.			

4. Selection for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster. <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student			
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IX. Nonpublic Schools

Component IX: Nonpublic Schools							
The LEA provides Title I services to eligible children attending nonpublic schools.							
Sec. 1120 Sec. 9503							
34 CFR Part 200 §200.62 - 200.67, 200.77 §200.77(f) §200.78(a)							
<input checked="" type="checkbox"/> If the LEA has no participating Nonpublic schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application			
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures			
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed			

4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data			
6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities			
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports			
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application			
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures			

X. Comparability

Component X: Comparability							
The LEA complies with the comparability provisions of Title I.							
Sec. 1120A(c)							
<p><input checked="" type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.</p>							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.			

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Comments

Academy Charter School's student population consists of adjudicated students in grades 8 through 12. Records and documentation necessary to complete the monitoring were thorough and complete. The evidence indicates that Academy CS is in compliance with the criteria listed in the review instrument.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input type="checkbox"/> List of teacher qualifications <input type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		All teachers are highly qualified.	
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		All teachers HQ.	
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c)) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (this could vary from LEA to LEA)		All teachers HQ.	

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings		Copy provided to monitor.	
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices		Copy provided to monitor.	
6. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		Copy provided to monitor.	
7. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters		Copy provided to monitor.	
8. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input type="checkbox"/> ACT 48 PD plan		Copy provided to monitor.	

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	NPO Comments
9. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		All funds used for prof. development.	
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		All funds used for prof. development.	
11. The LEA provides expenditures for educational services to eligible nonpublic school children equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		All funds used for prof. development.	
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		Copy provided to monitor.	

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Comments

Academy CS uses Title II, Part A funds for staff development purposes only. Interviews and documentation indicate that the LEA is in compliance with criteria listed in the review instrument.

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
A. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. OMB Circular A-87	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	There were no findings in the audit.
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I Budget section on eGrants.		Amount carried over was 13.1572% of the total; less than 15%.
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		N/A

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
C. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113 34 CFR Part 200 §200.77-§200.78	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		Only one school, which is schoolwide organization.
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		Only one school, which is schoolwide organization.
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		Only one school, which is schoolwide organization.
	4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches consolidated application		Only one school, which is schoolwide organization.
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		Only one school, which is schoolwide organization.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		Only one school, is schoolwide organization.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
D. Supplement / Supplant The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources. Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	School maintains copies of the budgets in accordance with requirements.
	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input checked="" type="checkbox"/> State/local fund expenditures have not decreased		School utilizes funds for supplemental expenses.
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		School provides supplemental training.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	The school hasn't purchase equipment with Title I money.
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	The school has not purchased equipment with Title I monies.
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Only one school with special population of students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved a minimum of 5% up to a maximum of 20% for transportation/supplemental services or both unless a lesser amount is needed. (for school improvement schools only; if no schools in school improvement, check NA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input checked="" type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input checked="" type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		Consultant assists with specific set-aside dollars to ensure compliance.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	Receive less than \$500,000.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input checked="" type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		Consultant assists with specific set-aside dollars to ensure compliance.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rider or Grant Approval Letter <input checked="" type="checkbox"/> Expenditure records begin on or after approval date	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	School tracks approval dates and expends funds after they become available.
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Charter is a public school for adjudicated students. As such, this question is non-applicable.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Certifications on file.
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Logs <input checked="" type="checkbox"/> Staff Calendars <input checked="" type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	Calendars which include time spent are provided.
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> ▪ Title IA & D ▪ Title II A ▪ Title III ▪ Reading First 	School retains all records for 7 years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
K. America Reinvestment & Recovery Act of 2009	1. Title I, Supplemental (ARRA) funds & expenditures are tracked separately from Title I, A Basic funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Invoices <input type="checkbox"/> Purchase orders <input type="checkbox"/> Equipment tracking logs	Information on the approved consolidated application should match actual expenditures	Maintain separate binder for ARRA.
	2. Data Collection/Submission - LEAs have source data to reflect reported information on Title I, Supplemental (ARRA) funds to PDE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ARRA 1512 survey <input type="checkbox"/> Payroll <input type="checkbox"/> Invoices <input type="checkbox"/> SWP <input type="checkbox"/> Purchase orders	Information submitted on the ARRA 1512 Survey should be verified on site by reviewing information in "suggested evidence."	Maintain invoices and payroll data.
	3. LEA has submitted its School Level Expenditure Data 2008-2009 from state & local funds in eGrants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> eGrant report	You will find this report on the main menu screen in eGrants. Its the 2nd link in middle of page reads: School Level Expenditure Data 2008-2009. (Top of the screen should say Program Year is currently 2010 - 2011). *Deadline for this report is February 26, 2010.	To review compliance with this requirement.

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Comments

All fiscal records and supportive documentation indicate that the Academy CS is in compliance regarding fiscal requirements. Interviews with the Business Manager and Federal Programs consultant plus fiscal data give evidence that the LEA is using Federal Funds to supplement, not supplant, local funds.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Administration	5/10/2011	Kristen Harpster	Federal Programs Coordinator
Administration	5/10/2011	Rose Schoy	Business Manager
High School	5/10/2011	Brian Miles	Title I Reading Teacher

Corrective Action Verification/Charter School Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Academy CS

Chief Executive Officer: Mr. William Styche

Special Education Director/Coordinator: Amy Rutledge

BSE Special Education Adviser: Jim Salem

Date of Report: October 06, 2008 **Reminder: The timelines for corrective action of all non-compliance items may not**

First Visit Date: April 09, 2008 **exceed ONE YEAR from the Report of Findings Date.**

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Topical Area: Policies and Procedures				
Y				1a. FSA-ASSISTIVE TECHNOLOGY Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.				
Y				1b. FSA-ASSISTIVE TECHNOLOGY- HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.				
Y				8. FSA-SUSPENSIONS/EXPULSIONS Standard: The LEA adheres to procedural requirements in suspending students with disabilities.				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
	N			3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.	The Academy Charter School will publish an Annual Public Notice in a Pittsburgh newspaper in August, 2008, either alone or with other Pittsburgh Charter Schools. They will provide proof of this by August, 2008.	12/28/2008 September 1, 2008 No resource necessary.		08/29/2008
Y				4. FSA-CONFIDENTIALITY Standard: The LEA is in compliance with confidentiality requirements.				
Y				10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.				
Y				18. FSA-SURROGATE PARENTS Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.				
Y				20. FSA-INTENSIVE INTERAGENCY Standard: The LEA identifies, reports, and provides for the provision of FAPE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches.				
				Topical Area: Training				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
	N			<p>14. FSA-TRAINING</p> <p>Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.</p>	<p>Academy Charter School will conduct a survey of parents to gauge interests. Based on the results of that survey and the parents perceived needs, the school will invite parents to attend 3 Professional Development Programs during 2008. The school will keep a record of dates, attendance, speakers, and agendas, and this record will be reviewed for compliance in December, 2008.</p>	<p>12/28/2008</p> <p>December, 2008</p> <p>Resource: PaTTAN</p>		08/29/2008
Y				<p>19. FSA-TRAINING</p> <p>Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.</p>				
				Topical Area: Evaluation and Reevaluation of Students				
				<p>File Review</p> <p>Report of Results by Frequency Count of Responses</p>	<p>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.</p>			
1	0	9		65. Permission to Evaluate				
9	0	1		65a. Permission to Reevaluate/Agreement to Waive Reevaluation				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
1	0	9		66. Initial Evaluation Report				
9	0	1		66a. Reevaluation Report (<i>valid for three years; students identified with a disability of mental retardation valid for two years</i>)				
				PERMISSION TO EVALUATE The following information exists:				
1	0	9		70. Demographic data				
1	0	9		71. Reason(s) for referral for evaluation				
1	0	9		72. Proposed assessment tools, tests, and procedures to be used				
1	0	9		73. Date(s) of proposed evaluation				
1	0	9		74. Contact person				
1	0	9		75. Phone number of contact person				
1	0	9		76. Parent signature				
				PERMISSION TO REEVALUATE/AGREEMENT TO WAIVE REEVALUATION				
1	0	9		70aa. Demographic data				
1	0	9		71aa. LEA recommended reevaluation is unnecessary at this time				
7	0	3		71bb. Reason for Reevaluation is indicated				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
7	0	3		72aa. Proposed assessment tools, tests and procedures to be used				
7	0	3		73aa. Date(s) of proposed reevaluation				
7	0	3		74aa. Contact person				
7	0	3		75aa. Phone number of contact person				
7	0	3		76aa. Parent signature or documentation of reasonable efforts to obtain consent				
				INITIAL EVALUATION REPORT (ER) The following information exists:				
1	0	9		77. Demographic data				
1	0	9		78. Reason(s) for referral				
1	0	9		79. Present levels of academic achievement				
1	0	9		79a. Related developmental needs of the child.				
1	0	9		80. Evaluation data results of direct intervention. Physical, social, or cultural background information relevant to the child's disability and need for special education.				
1	0	9		81. Current classroom-based assessments and observations, local and/or state assessments and observations by teachers and related service providers.				
1	0	9		82. Evaluations and information provided by the parents of the child (<i>or documentation that the charter school attempted to obtain parent input</i>).				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
1	0	9		83. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions.				
1	0	9		84. Summary of findings/interpretation of aptitude and achievement assessment results.				
1	0	9		85. Involvement and progress in the general education curriculum.				
0	0	10		86. Relevant functional and development evaluation (ecological evaluation if appropriate)				
1	0	9		87. Vocational Technical Education Assessment Results (when appropriate)				
1	0	9		88. Interests, Preferences, Aptitudes (when appropriate)				
1	0	9		89. Functional Behavioral Assessment Results (if appropriate)				
0	0	10		90. Statement regarding students suspected of having a specific learning disability.				
1	0	9		91. Conclusions - disability determination and need for specially designed instruction (<i>including recommendations regarding special education and related services needed to enable the student to meet the goals and participate as appropriate in the general curriculum.</i>)				
1	0	9		91a. Evaluation Team Participants documented				
0	0	10		91b. For students evaluated for LD documentation of Agree/Disagree				
1	0	9		91c. Documentation that report was provided to parent.				
				REEVALUATION REPORT (RR)				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
8	0	2		77aa. Demographic Data				
7	1	2	13%	92. Date IEP team reviewed existing evaluation data				
8	0	2		92aa. Summary of Findings/Interpretation of Additional Data				
8	0	2		93. Determination of Need for Additional Data				
8	0	2		93aa. Conclusion regarding disability determination and continued eligibility for specially designed instruction.				
8	0	2		94aa. Evaluation Team Participants documented				
7	0	3		95aa. For students evaluated for LD documentation of Agree/Disagree				
8	0	2		96aa. Documentation that report was provided to the parent				
				Topical Area: IEP				
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
10	0	0		67. Invitation to Participate in IEP Team Meeting or Meeting				
10	0	0		68. Individualized Education Program (<i>valid for one year</i>) (<i>No more than 30 calendar days from final ER date to complete IEP or no more than 1 year from the date of the last IEP</i>)				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				INDIVIDUALIZED EDUCATION PROGRAM (IEP) The following information exists:				
10	0	0		97. Demographic data Signature				
10	0	0		98. Parent(s) <i>(or documented efforts to have them attend)</i>				
10	0	0		99. Regular Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
10	0	0		100. Special Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
10	0	0		101. Local Education Agency Representative <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
1	8	1	89%	102. Community Agency Representative <i>(if appropriate for transition planning) (or documented parent and LEA agreement to participate in another manner or excused)</i>	The charter school has contacted IU 3 and arranged to have a transition co-ordinator to participate in IEP's when appropriate. This will be verified by a sample folder review in August, 2008.	12/28/2008 September 1, 2008 Resource: IU 3		08/29/2008
1	8	1	89%	103. Career/Technical Education Representative <i>(if appropriate) (or documented parent and LEA agreement to participate in another manner or excused)</i>	The charter school has developed a policy to have the school based career co-ordinator participate, as appropriate, in IEP meetings. This will be verified by a sample folder review in August, 2008.	12/28/2008 September 1, 2008 Resource: Career Co-ordinator		08/29/2008
10	0	0		104. Student <i>(The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.)</i>				
10	0	0		105. Procedural Safeguards Notice was given during the school year.				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Part I Special Considerations				
10	0	0		106. Special considerations the IEP team must consider before developing the IEP. Any factors checked must be addressed in the IEP.				
				Part II Present Levels of Academic Achievement and Functional Performance				
10	0	0		107. Student's present levels of academic achievement and functional performance.				
10	0	0		108. How the student's disability affects involvement and progress in the general education curriculum.				
				Part III Annual Goals and Objectives				
10	0	0		109. Annual Goals are Measurable				
10	0	0		110a. Short Term Objectives <i>(Required for children with disabilities who take the alternate assessment aligned to alternate achievement standards - PASA.)</i>				
10	0	0		111. Method of Evaluation of Progress on Annual Goals				
10	0	0		111a. Indicate when periodic reports on progress will be provided to parents				
10	0	0		112. Documentation of Progress Reporting on Annual Goals				
				Part IV Special Education/Related Services/Supplementary Aids and Services/Program Modifications				
10	0	0		113. Program Modifications and Specially-Designed Instruction				
10	0	0		113a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP?				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
10	0	0		113b. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and duration of services are included.				
8	0	2		114. Related Services (<i>if on IEP, includes location, frequency, projected beginning date, and duration of services</i>) (<i>N/A only if related services not required by IEP.</i>)				
8	0	2		114a. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP?				
10	0	0		115. Supports for school personnel provided for the child				
10	0	0		115a. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the child, did the IEP team address those recommendations in development of this IEP?				
10	0	0		115b. If Supports for the child provided for school personnel are included on the IEP, the location, frequency, projected beginning date and duration of services are included.				
10	0	0		116. The IEP contains a statement of the specific ESY services or programs to be provided to the student or documentation that the IEP team considered and discussed ESY.				
0	0	10		116a. Where ESY services were deemed appropriate, the type, amount, location, frequency, projected beginning date and duration of services are included on the IEP.				
				Part V Participation in State and Local Assessment				
10	0	0		117. Did the IEP team document the team's decision regarding participation in district or state-wide assessment with or without accommodations? <i>(Applicable to statewide assessment of students in grades 3 through 8 and 11 only)</i>				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
10	0	0		117a. Did the IEP team document the team's decision regarding participation in local assessment with or without accommodations? <i>(Applicable to those grades in which a local assessment was administered) (If a district administers a local assessment in any grade, the district is required to offer a local alternate assessment)</i>				
0	0	10		118. If the IEP team indicated the student participated in an alternate assessment (PASA for statewide assessments) did they provide an explanation of why?				
				Part VI Least Restrictive Environment				
10	0	0		119. Educational placement				
10	0	0		120. Explanation of the extent, if any, the student will not participate with children without disabilities in the regular class, or in the general education curriculum.				
				Part VII Transition Planning				
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
10	0	0		121. Evidence of age-appropriate transition assessment(s)				
10	0	0		122. Measurable post secondary goals (outcomes) for education or training and employment, and, as needed, independent living.				
10	0	0		122a. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Agency Responsible for Activity/Service identified				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
10	0	0		123. Transition activity/services (including courses of study) that focus on improving academic and functional achievement of the child to facilitate their movement from school to post school				
10	0	0		124. Measurable annual goals that will reasonably enable the child to meet the desired post-school goals.				
9	0	1		125. For transition services that are likely to be provided or paid for by other agencies, evidence that representatives of the agency(ies) were invited to attend the IEP meeting				
0	0	10		125a. Summary of student performance was completed. <i>(Required for students who are graduating or aging out)</i>				
				Topical Area: Educational Placement				
Y				11. FSA-LOCATION OF INTERVENTION - CONTINUUM OF SERVICES Standard-Continuum The LEA's continuum of special education services support the availability of LRE under 34 CFR Part 300. Standard-Distribution of School-Aged Students Students with disabilities are provided for in the least restrictive environment.				
Y				11a. Provision of Extended School Year (ESY) Services				
Y				11b. Provision of Related Service Including Psychological Counseling				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
10	0	0		69. Notice of Recommended Educational Placement (Presented to parents at IEP meeting, mailed to parents, or documentation of date mailed must be available.)				
10	0	0		69a. All required components of the NOREP are completed and reflective of the student's current educational placement.				
				Parent Interview Report of Results by Frequency Count of Responses				
3	0			39. My child is receiving the supports and services agreed upon at the IEP meeting?				
				Teacher Interview Report of Results by Frequency Count of Responses				
10	0	0		64. Is the student receiving the supports and services agreed upon in the IEP?				
				Other Non-Compliance Issues				
IMPROVEMENT PLANS - IF NO IS INDICATED AN IMPROVMENT PLAN IS REQUIRED					Required Action/Evidence of Change			
				Topical Area: Performance Outcomes				
Y				6. FSA-GRADUATION RATES Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
Y				7. FSA-DROP-OUT RATES Standard: The number of students with disabilities in this LEA who drop out is comparable to the state drop out rates.															
Y				11.1 FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA demonstrates progress toward the State Performance Plan in the provision of FAPE in the least restrictive environment. 34 CFR.300.600															
Y				15. FSA-PSSA & PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) AND DISTRICT WIDE ASSESSMENT Standard: The LEA's population of students who participate in an alternate assessment is comparable with the state data.															
Y				16. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.															
				Topical Area: Training															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
				38. My charter school makes available training related to the needs of students with disabilities that I could attend. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	1	0	0	0	2	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
1	0	0	0	2	0														
				Topical Area: Evaluation and Reevaluation of Students															

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			
3	0	0		22. I have been asked to provide information for my child's evaluation/reevaluation.				
				40. If you did not participate in your child's IEP meeting, what kept you from participating?				
				41. One thing I really like about my child's special education program is				
			1	k. staff's understanding and attitude				
			2	n. other The transportation. Class is available for students with learning problems and uniforms.				
				42. One thing I would like to change is				
			3	n. other Nothing Nothing Separate school from evening program.				
				42a. The school explains what options parents have if they disagree with a decision of the school				
			2	a. Very strongly agree				
			1	b. Strongly agree				
			0	c. Agree				
			0	d. Disagree				
			0	e. Strongly disagree				
			0	f. Very strongly disagree				
				43. Additional comments about child's program:				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			
10	0	0		45. Do you adapt and modify the general education curriculum based on the student's IEP?				
10	0	0		49. Are necessary supplemental aids and services as required in the student's IEP provided to support this student in regular education?				
10	0	0		55. Is the specially-designed instruction in the IEP appropriate to meet this students educational needs?				
10	0	0		55a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations; did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
10	0	0		55b. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
10	0	0		55c. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
10	0	0		56. Is this student receiving the type and amount of special education instruction and related services specified on their IEP?				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
10	0	0		57. If supports the school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, personnel, resource materials, training, equipment)?															
10	0	0		62. Is the student making progress in meeting the annual goals of their IEP?															
0	0	10		63. If the student is not making progress, has the student been reevaluated or has the IEP been reviewed?															
				Topical Area: Educational Placement															
				FSA-Least Restrictive Environment															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
				32. My child does classroom work with students without disabilities. <table style="margin-left: 40px; border: none;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	0	2	1	0	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
0	2	1	0	0	0														
				33. My child participates or has the opportunity to participate in school activities other than classroom work with children without disabilities. <table style="margin-left: 40px; border: none;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	0	0	2	0	1	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
0	0	2	0	1	0														
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
10	0	0		50. Is the student making progress within the general education curriculum?															
10	0	0		59. Was the placement decision made by the IEP team after the annual goals and specially designed instruction and related services were developed?															
				Topical Area: Discipline															

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
3	0	0		25b. The IEP team accepted or rejected the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services).															
2	0	1		25c. My child's IEP includes psychological counseling as a related service, and he/she receives these services, including transportation if needed at no cost to me.															
2	1	0		26. My child's needs for extended school year (ESY) were discussed at an IEP meeting.															
3	0	0		27. I am not charged any cost for the special education and related services included in my child's IEP.															
				31. I am a partner when we plan my child's educational program. <table border="0" style="margin-left: 40px;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	3	0	0	0	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
3	0	0	0	0	0														
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
10	0	0		44. Are you familiar with the content of the student's IEP including accommodations and annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>															
10	0	0		46. Are you and the special education personnel working together toward meeting measurable annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>															
10	0	0		47. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team regarding this student?															
10	0	0		48. If supports for school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, resource materials, training, equipment)?															

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
10	0	0		51. Is this student participating in the regular class and the general education curriculum with children without disabilities to the maximum extent possible?															
10	0	0		52. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?															
10	0	0		53. Are you and the related service personnel and regular education staff working together toward meeting measurable annual goals?															
10	0	0		54. Do you hold the required certification to implement this students program?															
10	0	0		58. Was it an IEP team decision as to whether the student would participate in the PSSA, PASA, and other charter school-wide assessments?															
				Topical Area: IEP Implementation															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
				34. When all students in the school receive a report card, I also received a progress report on my child's IEP goals. <table style="margin-left: 40px; border: none;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	1	2	0	0	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
1	2	0	0	0	0														
				Topical Area: Secondary Transition															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
3	0	0		30. My child is age 16 or older and he/she was invited to participate in transition planning.															
				35. I am satisfied with the transition services developed for my child. <table style="margin-left: 40px; border: none;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	1	2	0	0	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
1	2	0	0	0	0														

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				<p>129. What do you like best about the program?</p> <p>I get a lot of help.</p> <p>Help from teachers.</p> <p>Help I receive from all the teachers.</p> <p>Teachers are concerned and care.</p> <p>Support and help when I need it.</p>				
				<p>130. What do you like least about the program?</p> <p>Uniforms</p> <p>Uniform</p> <p>Uniforms</p> <p>Uniforms</p> <p>Dress code.</p>				
				<p>131. How satisfied are you with your special education support/service?</p> <p>Very Somewhat A little Not at all</p> <p>5 0 0 0</p>				
				<p>132. What do you like best about the special education support/services?</p> <p>The teachers help me all the time.</p> <p>The teacher takes time with me and helps me.</p> <p>The attention and support from the teachers.</p> <p>Learn more.</p> <p>Help when I need it.</p>				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date								
				133. What do you like least about the special education support/services? Don't know. Don't know. Don't know. Nothing Nothing												
				134. How much time do you spend with students who do not have <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;">Too Much</td> <td style="text-align: center;">Enough</td> <td style="text-align: center;">A little</td> <td style="text-align: center;">Not at all</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>	Too Much	Enough	A little	Not at all	1	4	0	0				
Too Much	Enough	A little	Not at all													
1	4	0	0													
2	3			135. Do you participate in extra-curricular activities?												
				136. If yes, which ones: Football Attend football games.												
				137. If no, why not: None are available here. None available here. Don't know.												
4	1			138. Were you invited to participate in the last IEP meeting? Other:												
4	0		1	139. Did you participate in the last IEP meeting? Other: Absent from school for several weeks.												

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
5	0			140. Do you have a post secondary transition program? Other:				
5	0			141. Do you have an employment transition program? Other:				
5	0			142. Do you have a community living transition program? Other:				
5	0			143. Did you assist in the development of the transition program? Other:				
5	0			144. Is that transition program being followed? Other:				
5	0			145. Did you discuss what you would do after graduation or finishing high school? Other:				
				146. Which of the following agencies participate in your IEP development? 0 a. Office of Vocational Rehabilitation 0 b. County Mental Health/Retardation Service 0 c. Office of Children Youth Agency 0 d. Probation & Parole 5 e. None 0 f. Other Agencies (List)				
0	0			147. If any agency participated in your IEP did they assist you or provide services? 0 Other:				
				148. Comments Too many rules.				
3	2			149. Do you participate in any activities in the community?				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				150. If yes, which ones? Boys and girls club. Help at community center. Basketball				
				151. If no, why not? None in our neighborhood. None in our community.				
				152. Are there any other agencies that could help you within the community? Don't know. Don't know. No No Center to assist.				
				Other Improvement Plan Issues				