

Career Connections CHS

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

4412 Butler Street
Pittsburgh, PA 15201
(412)682-1816

Phase:

Phase 2

CEO Name:

Tim McElhone

CEO E-mail address:

tmcelhone@ccchs.net

Governance and Staff

Leadership Changes

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

There were no changes in Board Leadership or in school administration.

Board of Trustees Meeting Schedule

Location	Date and Time
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	8/14/2012 5:00 PM
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	10/16/2012 5:00 PM
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	12/3/2012 5:00 PM
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	2/13/2013 5:00 PM
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	4/9/2013 5:00 PM
5217 Butler Street, 2nd Floor, Pittsburgh, PA 15201	6/4/2013 5:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director						
Principal	1.00	1.00				1.00
Assistant Principal	1.00	1.00				1.00
Classroom Teacher (including Master Teachers)	22.00	20.00				19.00
Specialty Teacher (including						

Master Teachers)						
Special Education Teacher (including Master Teachers)	4.00	4.00				4.00
Special Education Coordinator						
Counselor	1.00	1.00				1.00
Psychologist						
School Nurse	1.00	1.00				1.00
Totals	30.00	28.00	0	0	0	27.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

No major fund raising activities were conducted and none are planned for next year.

Fiscal Solvency Policies

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

No changes were deemed necessary for fiscal policies and procedures. In developing the school budget and addressing fiscal solvency issues an assessment of key strategic initiatives is undertaken. This gives the school a basis for allocating resources in a way that provides the best opportunity to achieve the desired results. This enhances school quality and better positions the school for recruiting students and stabilizing enrollment. For Career Connections enrollment is, by far, the key factor in generating revenues.

Throughout its history the school has developed spending plans based on the strategic plan and has a strong track record in having actual expenditures closely match planned expenditures. A conservative approach is taken in projecting revenues and in aggregate, actual income has exceeded budgeted income. This has provided the school with a reasonable unrestricted fund surplus.

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:

Not applicable

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: Grossman Yanak & Ford LLP
 Date of Last Audit: 04/08/2013
 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:

Not Applicable

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: 05/01/2012
 School Year Reviewed: 2011-2012

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
Special Education Teacher	Itinerant Learning Support	0.08
Special Education Teacher	Supplemental Learning Support	0.25
Special Education Teacher	Supplemental Emotional Support	0.15
Special Education Teacher	Itinerant Learning Support	0.1
Special Education Teacher	Supplemental Learning Support	0.35
Special Education Teacher	Supplemental Emotional Support	0.05
Special Education Teacher	Itinerant Learning Support	0.1
Special Education Teacher	Supplemental Emotional Support	0.1
Special Education Teacher	Itinerant Learning Support	0.02
Special Education Teacher	Supplemental Learning Support	0.4
Special Education Teacher	Supplemental Learning Support	0.4
Special Education Teacher	Itinerant Emotional Support	0.02
Special Education Teacher	Supplemental Emotional Support	0.2
Special Education Teacher	Supplemental Learning Support	0.25

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Psychological Services/Initial Evaluation Testing and Review/Re-Evaluation Report Review	30 Minutes	Intermediate Unit	10 or fewer
Speech and Language	1 Hours	Intermediate Unit	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

10/09/2010

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

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:

New computers were purchased for classrooms.

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

\$8,248.00

Facility Plans and Other Capital Needs

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

For the 2013-2014 school year computers have been or will be purchased for the classrooms as well as a Digital Arts Lab at an estimated cost of \$12,000. The overall goal is to provide a well-rounded educational program for all students.

Memorandums of Understanding

Organization	Purpose
Pittsburgh Police Department	School Safety

CERTIFICATION VERIFICATION FORM

Career Connections Charter H.S.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Antonucci, John	yes	Social Studies	9	History	40	100%	0
2	Barnes, Thomas	yes	Social Studies		Civics	40	100	0
3	Copeland, Beth	yes	Administrative	9, 10, 11,	Administrative	40	100	0
4	DeHart, Marc	yes	Business		Administrative	40	N/A	N/A
5	Downs, James	yes	Chemistry	11	Chemistry	40	100	0
6	Ferguson, George	yes	Special Educat.		Administrative	40	N/A	N/A
7	Fischer-Seals, Erica	yes	Social Studies	12	Sociology/Psychology	36.8	92	0
8	Fredland, Paula	yes	Ment/Phys Handi and Elementary		Resource	40	100	0
9	Gentile, Jay	yes	Hlth/Phys. Educat.	9, 10, 11	Hlth/Phys. Education	40	100	0
10	Greenawalt, Adam	yes	Social Studies	11	Other Business Subject	40	0	100
11	Karpinski, Melanie	ues	Elementary K-6 Special Ed N-12		Resource	40	100	0
12	Kurtz, Gene	yes	Physics 7-12, Math 7-12, Bus/Com. K-12 and Tech Educ	12	Non-Certificated Pos	40	N/A	N/A
13	Maloney, Thomas	yes	English 7-12	10	English	40	100	0
14	McHenry, Patricia	yes	Spanish	9, 10, 11	Spanish	40	100	0
15	McMullen, Scott	yes	Bus. Comp.Tech	11	Other Buiness Education	40	100	0
16	Nichols, Shelly	yes	Science	9	Science	40	100	0
17	Pasquantonio, Carmen	yes	English 7-12	12	English	40	100	0
18	Piatek, Dave	yes	Secondary School Counselor	9, 10, 11, 12	Counselor	40	100	0
19	Ratley, Dellane	Yes	Social Studies 7-12		Other Business Subject	40	0	100
20	Simpson, Pete	Yes	Princ. K-12 and Social Studies	9, 10, 11, 12	Principal-Administrative	20	100	0
21	Simuel, Francis	Yes	Comprehensie English	12	English	40	100	0
22	Udon, Rebecca	Yes	Ment/Phys Hand and Math 7-9		Resource	40	100	0
23	Voit, Jason	Yes	Bus/Comp/Info/Tech k-12 and Math 7-9	12	Other Business Subject	40	100	0
24	Wilson, Richard	Yes	Highly Qualified/HOUSSE	11	Social Studies	40	100	0
25	Witon, Scott	Yes	Mathematics	10	Math/Geometry, Pre-Calculus	40	100	0
26	Clogan, Thomas	Yes	Mathematics 7-12	9	Math/Algebra I	40	100	0
27	Langer, Shannon	Yes	Special Ed N-12/Elementary	9,10,11,12	Resource	40	100	0
28	Loiello, Krysten	Yes	English 7-12	9	English/Lang. Arts	40	100	0
29	Batcho, Edward	Yes	English 7-12	10	English/Lang. Arts	40	100	0
30	Long, Shayne	Yes	Mathematics 7-12	11	Math/Algebra /Trig	40	100	0
31	Robertson, Ryan	Yes	Biology	10	Biology	40	100	0

32	Blosl, Cheryl	Yes	School Nurse	9, 10, 11, 12	School Nurse	40	100	0
33	Zaborowski, Sharon	No		9, 10, 11, 12	Administrative	40	N/A	N/A
34	Jessica Sapsara	Yes	Administrative	9, 10, 11, 12	Administrative	20	100%	0%
35	Lockley, Gregory	No		9, 10, 11, 12	Administrative	40	N/A	N/A

Total Number of Administrators (do not include CEO) ____6.5____

Total Number of Teachers ____26____ Counselors ____1____ School Nurses ____1____ Others ____0____

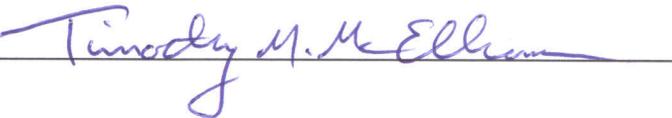
Total Number of Professional Staff ____34.5____

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

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

Name of School CAREER CONNECTIONS CHARTER HIGH SCHOOL

Address of School 4422 BUTLER STREET, PITTSBURGH, PA 15201

CEO Signature 

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	32,604
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	1,400
	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	4,713
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	32,583
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	4,481
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	1,000
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	3,934,692
	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	487
	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	26,500
	7330	Health Services (Medical, Dental, Nurse, Act 25)	4,495
	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	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	2,632
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	127,877
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	1,100
	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	

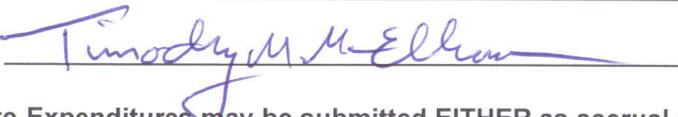
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	238,294
	8520	Vocational Education	
	8530	Child Nutrition Program	60,214
	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	
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			4,473,072

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

Name of School CAREER CONNECTIONS CHARTER HIGH SCHOOL

Address of School 4412 BUTLER STREET, PITTSBURGH, PA 15201

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	1,853,682
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	303,930
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	223,634
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	159,220
	2370	Community Relations Services	
	2380	Office of the Principal Services	481,006
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	60,775
2500		SUPPORT SERVICES - BUSINESS	69288
	2510	Fiscal Services	
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	944,311
	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	
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	60,179
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	9,455
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	146,553
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	257,740
	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		4,569,773

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2013 -96,701



**Career Connections Charter High School of the Boys & Girls
Clubs of Western Pennsylvania**

**Financial Statements for the Years Ended June 30, 2012 and 2011
and Independent Auditors' Report**

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Career Connections Charter High School of the
Boys & Girls Clubs of Western Pennsylvania

We have audited the accompanying statements of financial position of Career Connections Charter High School of the Boys & Girls Clubs of Western Pennsylvania (the "School" - a nonprofit organization) as of June 30, 2012 and 2011, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits 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 audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

The accompanying financial statements have been prepared assuming that the School will continue as a going concern. As discussed in Note 1 to the financial statements, the School will be dissolved in the event that its charter is not renewed. These conditions raise substantial doubt about its ability to continue as a going concern. Management's plans regarding those matters also are described in Note 1. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

Grossman Yanak + Ford LLP

Pittsburgh, Pennsylvania
April 8, 2013

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2012 AND 2011

<u>ASSETS</u>	<u>NOTES</u>	<u>2012</u>	<u>2011</u>
Cash and cash equivalents	2	\$ 119,349	\$ 192,766
Receivables	2,3	356,350	297,635
Prepaid lease	6	57,686	54,587
Due from Club	7	<u>-</u>	<u>1,031</u>
Total current assets		533,385	546,019
PREPAID LEASE	6	507,502	565,189
PROPERTY AND EQUIPMENT, NET	2, 4	<u>649,985</u>	<u>671,534</u>
Total		<u>\$ 1,690,872</u>	<u>\$ 1,782,742</u>
<u>LIABILITIES AND NET ASSETS</u>			
LIABILITIES:			
Accounts payable		\$ 8,582	\$ 21,757
Accrued payroll and other		<u>294,276</u>	<u>267,138</u>
Total current liabilities		302,858	288,895
UNRESTRICTED NET ASSETS	2	<u>1,388,014</u>	<u>1,493,847</u>
TOTAL LIABILITIES AND NET ASSETS		<u>\$ 1,690,872</u>	<u>\$ 1,782,742</u>

See accompanying notes to the financial statements.

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

**STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

	<u>NOTES</u>	<u>2012</u>	<u>2011</u>
REVENUE AND OTHER SUPPORT:			
Governmental support:			
School districts	2	\$ 4,043,047	\$ 3,901,388
State		216,225	268,611
Federal		242,504	339,188
Other income		10,924	8,666
Interest income	6	<u>37,949</u>	<u>35,769</u>
Total		<u>4,550,649</u>	<u>4,553,622</u>
EXPENSES:			
Instructional	2,5,6	2,901,070	3,193,079
Office of the principal		464,366	431,456
Student support services		518,325	539,398
School-sponsored activities		367,567	327,212
Building services		61,319	58,893
Management and general	7	<u>343,835</u>	<u>392,827</u>
Total		<u>4,656,482</u>	<u>4,942,865</u>
DECREASE IN UNRESTRICTED NET ASSETS		(105,833)	(389,243)
UNRESTRICTED NET ASSETS, BEGINNING		<u>1,493,847</u>	<u>1,883,090</u>
UNRESTRICTED NET ASSETS, ENDING		<u>\$ 1,388,014</u>	<u>\$ 1,493,847</u>

See accompanying notes to the financial statements.

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2012

	Program Expenses				Supporting Services		Total
	Instructional	Office of the Principal	Student Support Services	School Sponsored Activities	Building Services	Management and General	
Salaries	\$ 1,559,544	\$ 257,902	\$ 238,850	\$ 105,873	\$ 45,974	\$ 151,567	\$ 2,359,710
Employee benefits	324,833	66,774	52,510	25,181	10,941	38,556	518,795
Payroll taxes	125,145	26,733	20,636	10,136	4,404	12,167	199,221
Program expenses	130,867	76,131	111,442	131,490		112,243	562,173
Rent	480,464	33,419	60,818	60,818			635,519
Building expenses	216,505	2,741	27,406	27,406			274,058
Text books	11,078						11,078
Depreciation	52,634	666	6,663	6,663			66,626
Bad debt expense						29,302	29,302
Total	\$ 2,901,070	\$ 464,366	\$ 518,325	\$ 367,567	\$ 61,319	\$ 343,835	\$ 4,656,482

See accompanying notes to the financial statements.

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2011

	Program Expenses				Supporting Services		Total
	Instructional	Office of the Principal	Student Support Services	School Sponsored Activities	Building Services	Management and General	
Salaries	\$ 1,709,851	\$ 251,246	\$ 242,303	\$ 69,412	\$ 43,880	\$ 89,551	\$ 2,406,243
Employee benefits	280,039	37,665	47,507	17,980	10,505	15,848	409,544
Payroll taxes	138,253	21,250	19,712	9,861	4,508	7,226	200,810
Program expenses	210,979	80,726	123,277	123,360		280,202	818,544
Rent	494,145	36,164	62,550	62,550			655,409
Building expenses	287,855	3,644	36,437	36,437			364,373
Text books	11,822						11,822
Depreciation	60,135	761	7,612	7,612			76,120
Total	\$ 3,193,079	\$ 431,456	\$ 539,398	\$ 327,212	\$ 58,893	\$ 392,827	\$ 4,942,865

See accompanying notes to the financial statements.

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

**STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Decrease in net assets	\$ (105,833)	\$ (389,243)
Adjustments to reconcile decrease in net assets to net cash provided by (used in) operating activities:		
Depreciation	66,626	76,120
Amortization of prepaid lease	54,588	75,204
(Increase) decrease in:		
Receivables	(58,715)	360,698
Due from Club	1,031	(25,869)
Increase (decrease) in:		
Accounts payable	(13,175)	(34,046)
Accrued payroll and other	<u>27,138</u>	<u>15,308</u>
Net cash provided by (used in) operating activities	<u>(28,340)</u>	<u>78,172</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(45,077)	(91,140)
Repayment from Club	<u>-</u>	<u>180,000</u>
Net cash provided by (used in) investing activities	<u>(45,077)</u>	<u>88,860</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(73,417)	167,032
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>192,766</u>	<u>25,734</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 119,349</u>	<u>\$ 192,766</u>

See accompanying notes to the financial statements.

**CAREER CONNECTIONS CHARTER HIGH SCHOOL OF THE
BOYS & GIRLS CLUBS OF WESTERN PENNSYLVANIA**

NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION AND PURPOSE

The Career Connections Charter High School of the Boys & Girls Clubs of Western Pennsylvania (the "School"), established by the Boys and Girls Clubs of Western Pennsylvania (the "Club"), is an independent, coeducational, non-sectarian school with students in grades 9-12 from the Pittsburgh School District and surrounding areas. In February 1999, the Pittsburgh Public Schools Board of Education (the "Board of Education") granted a charter to the Club to operate a public charter school. The School was incorporated on July 1, 2001 and its sole member is the Club.

On March 21, 2012, the Board of Education made a preliminary determination vote to not renew the School's charter, which expired on June 30, 2012. On August 22, 2012, the Board of Education made a final vote to not renew the School's charter after the evidentiary hearing. The decision was appealed by the School and is subject to a final determination by the Pennsylvania Department of Education, which is expected to occur between April and June 2013. In the event that the School's charter is not renewed, the School will be dissolved and the remaining net assets will be distributed to the various participating school districts. The School remains open during the appeal process. The ultimate outcome of these proceedings cannot be determined at this time. These financial statements do not reflect any adjustments that may result from the outcome of this appeal.

The School is located at 4412 Butler Street in a building owned by the Club. The School's mission is to make effective use of active teaching to stimulate learning processes that result in graduates being able to secure meaningful employment or to pursue post-secondary education.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting - The financial statements have been prepared on the accrual basis of accounting. Accordingly, revenues and support are recorded when earned and expenses are recognized when the liabilities are incurred.

Use of Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

Cash and Cash Equivalents - For purposes of the statements of cash flows, the School considers all highly liquid debt instruments with original maturities of three months or less to be cash equivalents. The School maintains cash and cash equivalents at financial institutions, which may at times exceed federally insured amounts and may at times exceed statement of financial position amounts due to outstanding checks.

Accounts Receivable - The School regularly extends credit to public school districts for services provided in the normal course of operations based upon management's assessment of their creditworthiness. A valuation allowance is provided for those accounts for which collection is doubtful; uncollectible accounts are written off and charged against the allowance. Increases in the allowance are charged to management and general expense. Accounts are judged to be delinquent principally based on contractual terms. In estimating the allowance, management considers, among other things, how recently and how frequently payments have been received and the financial position of the organization from which the School has the receivable. The School considers all receivables to be collectible at June 30, 2012 and 2011; accordingly, no allowance for doubtful accounts is reflected on the statements of financial position.

Pittsburgh School District revenue comprised approximately 75% and 79% of unrestricted revenue and other support for the years ended June 30, 2012 and 2011, respectively.

Contributions - Contributions received as well as unconditional promises to give are recognized in the period received. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts designated for future periods or which are restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted income. When a temporary restriction expires, temporarily restricted net assets that are reclassified to unrestricted net assets are reported in the statements of activities as net assets released from restriction.

Contributions receivable on the statement of financial position represent billings to the granting agencies for reimbursable expenditures incurred through June 30, 2012 and 2011, and are expected to be collected within one year.

Property and Equipment - Property and equipment are recorded at cost, estimated historical cost, or fair value at date of donation, if such value is greater than \$1,500. All capitalized assets, with the exception of land, are being depreciated. Depreciation is recorded in the statement of activities as an unrestricted expense and is computed using the straight-line basis over the assets' estimated useful lives of 3-10 years for furniture and equipment, and 5-40 years for leasehold improvements.

Impairment of Long-Lived Assets - Management evaluates the valuation and depreciation, as applicable, of the School's various long-lived assets. Management's evaluation considers both current and future levels of undiscounted cash flows generated by the related assets to determine when impairment has occurred. Any write-downs due to impairment are charged to operations at the time the impairment is identified.

Revenues and Other Support - Revenues and other support consist primarily of amounts appropriated by the Pittsburgh School District and other local school districts. These amounts are reported as unrestricted revenue in the accompanying statement of activities. Donor-restricted income is classified as unrestricted if restrictions are satisfied in the same fiscal year in which the income is received.

Functional Allocation of Expenses - The costs of providing the various programs and activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The School uses advertising to promote its programs among the audiences it serves. Advertising costs are expensed as incurred. Advertising expense for the years ended June 30, 2012 and 2011 was \$16,694 and \$15,390, respectively.

Income Taxes - The Internal Revenue Service has recognized the School as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code and has further classified the School as an organization which is not a private foundation. Accordingly, a provision for federal or state income tax is not required.

Subsequent Events - Management has evaluated subsequent events through April 8, 2013, the date which the financial statements were available to be issued.

3. RECEIVABLES

Receivables at June 30, 2012 and 2011 consist of the following:

	<u>2012</u>	<u>2011</u>
Receivable from school districts	\$ 243,010	\$ 138,642
Grants receivable	81,027	123,560
Other	<u>32,313</u>	<u>35,433</u>
Total	<u>\$ 356,350</u>	<u>\$ 297,635</u>

4. PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2012 and 2011 consist of the following:

	<u>2012</u>	<u>2011</u>
Equipment and furniture	\$ 826,538	\$ 811,088
Leasehold improvements	<u>866,584</u>	<u>836,957</u>
Total	1,693,122	1,648,045
Less accumulated depreciation	<u>(1,043,137)</u>	<u>(976,511)</u>
Property and equipment, net	<u>\$ 649,985</u>	<u>\$ 671,534</u>

Depreciation expense was \$66,626 and \$76,120 for the years ended June 30, 2012 and 2011, respectively.

5. RETIREMENT BENEFIT PLAN

The School participates in the Public School Employees' Retirement System (PSERS) Defined Benefit Pension Plan (the "Plan"). The Plan is a cost sharing multiple employer plan and is contributory. Information concerning membership and benefits provisions is contained in the Actuarial Section of PSERS' Comprehensive Annual Financial Report for fiscal years 2012 and 2011.

The employer and employee obligations to contribute are established by authority of the Public School Employee's Retirement Code (Act No. 96 of October 2, 1975, as amended). The School must contribute at rates based upon an actuarial valuation which required employer contributions of 8.65% and 5.64% of payroll for the years ended June 30, 2012 and 2011, respectively. Total pension expense for the years ended June 30, 2012 and 2011 was \$199,306 and \$143,517, respectively.

6. LEASES

The School leases a building from the Club under a ten-year lease that commenced on July 1, 2010. The agreement stipulates annual rental payments of \$90,000; however, the School prepaid the lease in June 2010 for a lump-sum payment of \$694,980. The School amortizes the discounted lease payment over the term of the lease. During the years ended June 30, 2012 and 2011, the School recognized interest income on the prepaid lease of \$32,313 and \$35,769, respectively.

The School also leases office equipment from an unrelated party and two buildings from the Club under operating leases that expire at various dates through June 2012. Rental expense for the years ended June 30, 2012 and 2011 was approximately \$636,000 and \$655,000, respectively,

of which approximately \$596,000 and \$601,500, respectively, related to leases with the Club. Future minimum lease payments under all operating lease agreements at June 30, 2012 are \$506,000 for the year ending June 30, 2013.

7. OTHER RELATED PARTY TRANSACTIONS

Based upon the cash flow needs of the School or the Club, one entity may at times advance funds to the other on a short-term basis. There was no amount receivable from the Club at June 30, 2012. The amount receivable from the Club was \$1,031 at June 30, 2011.

During the year ended June 30, 2012, all of the School's financial services were performed by accounting staff located in the Club's administrative office. For the year ended June 30, 2012, the School compensated the Club \$2,109 per month for financial services performed by the Club's controller and accounting assistant, and the Club compensated the School \$646 per month for financial services performed by the School's accounting assistant.



Executive Summary Of the Compliance Monitoring Review of the Career Connections CHS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of October 9, 2007 the Career Connections CHS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The Charter School was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. These techniques included:

- Interviews of administrative and instructional staff
- Review of policies, notices, plans, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies of students (including interviews of regular and special education staff, interviews of parents, and student file reviews).

B. General Findings

In reaching compliance determinations, Bureau of Special Education monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711 (Charter School Services and Programs for Children with Disabilities)
- 34 CFR Part 300

Commendations

In addition to reporting the status of compliance the Bureau of Special Education wishes to recognize the Career Connections CHS for the following:

- The Charter School is commended for its summary reports of student performance which were detailed and appropriate.
- The Charter School is commended for its Internship program for Seniors.
- The Charter School is commended for the school-run store which is open to the public and staffed by students providing opportunity for student on-the-job training.

This report focuses on compliance with requirements and also contains some descriptive information (such as interview results) which is intended to provide feedback to assist in program planning.

C. Overall Findings of the Three Major Sections of the Compliance Monitoring Instrument

1. FACILITATED SELF-ASSESSMENT

The team reviewed the FSA submitted by the Charter School and conducted on-site verification activities of the information submitted in the FSA. The on-site verification activities included review of policies, notices, procedures, and charter school file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Exclusions: Suspensions and Expulsions (Policies and Procedures)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	3	0
Parent Training	1	0
Surrogate Parents (Students Requiring)	1	0
Training	1	0
Intensive Interagency Approach	1	0

IMPROVEMENT PLAN REQUIRED	Yes	No
Dispute Resolution	0	1
Graduation Rates	0	1
Drop Out Rates	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA	0	1
Public School Enrollment	0	1

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the Charter School complied with essential requirements.

The status of compliance of the Career Connections CHS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	60	0	20
Evaluation/Reevaluation: Process and Content	121	2	297
Individualized Education Program: Process and Content	330	0	60
TOTALS	511	2	377

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the Local Education Agency (LEA) involves parents and professionals in required processes (e.g., Evaluation, IEP development), whether programs and services are being provided, and whether the Charter School provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: Regular Ed Teacher Interviews	70	0	0
Program Implementation: Special Ed Teacher Interviews	155	0	15
Program Implementation: Parent Interviews	40	0	4
TOTALS	265	0	19

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Corrective Action Verification and Improvement Planning document.

**PART II
CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings in each major area reviewed by the team. In the Appendix to the report, we have provided you with detailed findings for each of the criteria of the 3 major sections of the compliance monitoring instrument, i.e. FSA, File Review, and Parent and Teacher Interviews. The detailed report of findings in the Appendix includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, was not met, or was not applicable
- Statements of corrective action required for those criteria not met

Upon receipt of this report, the Charter School should review the corrective actions and improvement planning required. The Report is formatted so that findings from all components of the monitoring are consolidated by topical area. The Report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from Charter School to Charter School. For example, if the finding is that the Charter School lacks a specific required policy, it is

reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the Charter School based on their own unique circumstances and goals. The Single Point of Contact (SPOC) will schedule an on-site visit with the Charter School within 60 days following issuance of the monitoring report. The SPOC, Charter School, and PaTTAN staff will develop a Charter School Compliance Plan for corrective action. The Charter School will recommend a corrective action strategy and timeline. All corrective action for findings of non-compliance must be accomplished within one year of the date of the monitoring report. PaTTAN and IU CSPD staff is available to assist the Charter School. The Charter School proposes corrective action activities and the SPOC and Charter School mutually agree upon the Compliance Plan for Corrective Action. With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the SPOC will select students at random and not focus on those students in the original sample. Consequently, the Charter School should approach corrective action on a systemic basis. Exceptions are found in the Special Education Teacher Interview, item #64, and Parent Interview, item #39. If there has been a finding of noncompliance regarding the appropriateness or implementation of an individual student's program, the individual students are identified by student number and, because of the significance of the provision of a free appropriate public education (FAPE) to these students, the Charter School must take immediate, individual corrective action.

Upon conclusion of the corrective action process, the Charter School will be notified of its successful completion of the monitoring process.

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

**Division of Federal Program
Consolidated Program Review**

2011-2012 School Year

**Career Connections Chs
4412 Butler Street
Pittsburgh, PA 15201**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Timothy M. McElhone	412-682-1816	<input checked="" type="checkbox"/>
Business Manager:	Melissa Wells	412-782-5710	<input checked="" type="checkbox"/>
Title I Coordinator:	Jessica Wenner	412-682-1816	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Jessica Wenner	412-682-1816	<input type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Melissa Wells	412-782-5710	<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: 5/1/2012

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		
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<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				
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 type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 4/13/2012 10:35:05 AM Federal Programs Coordinator Jessica Wenner All core content teachers are highly qualified. If there is a need an action plan will be developed. </td> </tr> </tbody> </table>	District Comments	4/13/2012 10:35:05 AM Federal Programs Coordinator Jessica Wenner All core content teachers are highly qualified. If there is a need an action plan will be developed.
District Comments								
4/13/2012 10:35:05 AM Federal Programs Coordinator Jessica Wenner All core content teachers are highly qualified. If there is a need an action plan will be developed.								
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 type="checkbox"/> AA Degree and/or local assessment				

3. Parents (in Title I schools ONLY) 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 (in Title I schools ONLY) 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		<table border="1"> <tr> <th data-bbox="1526 248 1986 298">District Comments</th> </tr> <tr> <td data-bbox="1526 302 1986 508"> 4/13/2012 10:36:06 AM Federal Programs Coordinator Jessica Wenner A drafted letter is available if there is a need to notify parents. </td> </tr> <tr> <th data-bbox="1526 511 1986 561">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 565 1986 802"> 5/1/2012 10:04:19 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified and that a draft letter is available if need ever arises. </td> </tr> </table>	District Comments	4/13/2012 10:36:06 AM Federal Programs Coordinator Jessica Wenner A drafted letter is available if there is a need to notify parents.	Monitor Comments	5/1/2012 10:04:19 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified and that a draft letter is available if need ever arises.
District Comments										
4/13/2012 10:36:06 AM Federal Programs Coordinator Jessica Wenner A drafted letter is available if there is a need to notify parents.										
Monitor Comments										
5/1/2012 10:04:19 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified and that a draft letter is available if need ever arises.										

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
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.		
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	
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.		
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.		

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).		<table border="1"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/13/2012 10:40:26 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2012 10:05:04 AM Dr. Darrell Uphold Monitor confirms that school is secondary only.</td> </tr> </table>	District Comments	4/13/2012 10:40:26 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.	Monitor Comments	5/1/2012 10:05:04 AM Dr. Darrell Uphold Monitor confirms that school is secondary only.
District Comments										
4/13/2012 10:40:26 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.										
Monitor Comments										
5/1/2012 10:05:04 AM Dr. Darrell Uphold Monitor confirms that school is secondary only.										
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.						
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.						
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.						

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.						
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.		<table border="1"> <tr> <td data-bbox="1530 550 1986 602" style="text-align: center;">District Comments</td> </tr> <tr> <td data-bbox="1530 602 1986 919"> 4/13/2012 10:39:38 AM Federal Programs Coordinator Jessica Wenner All paperwork from the meetings are available to the parents, however, we do not have a room designated as a Parent Resource Center. </td> </tr> <tr> <td data-bbox="1530 919 1986 971" style="text-align: center;">Monitor Comments</td> </tr> <tr> <td data-bbox="1530 971 1986 1177"> 5/1/2012 10:05:42 AM Dr. Darrell Uphold Monitor confirms that school does not have a parent resource center. </td> </tr> </table>	District Comments	4/13/2012 10:39:38 AM Federal Programs Coordinator Jessica Wenner All paperwork from the meetings are available to the parents, however, we do not have a room designated as a Parent Resource Center.	Monitor Comments	5/1/2012 10:05:42 AM Dr. Darrell Uphold Monitor confirms that school does not have a parent resource center.
District Comments										
4/13/2012 10:39:38 AM Federal Programs Coordinator Jessica Wenner All paperwork from the meetings are available to the parents, however, we do not have a room designated as a Parent Resource Center.										
Monitor Comments										
5/1/2012 10:05:42 AM Dr. Darrell Uphold Monitor confirms that school does not 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
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.). <input type="checkbox"/> Newsletter <input checked="" type="checkbox"/> Mailed Letter <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other	
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.)		

<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"/>	<p><input checked="" type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p>	<p>If the LEA also has schools in improvement 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>	
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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)

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
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. (See <i>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. <input checked="" type="checkbox"/> Newsletter <input checked="" type="checkbox"/> Mail <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified: a. Number of students eligible and transferred due to Choice. b. Number of students who were eligible and participated in SES. c. List of available schools for transfer. d. List of available SES providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Webpage <input checked="" type="checkbox"/> Student attendance for building offering choice. <input checked="" type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.		
<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"/>	<input checked="" type="checkbox"/> Copy of school improvement plan <input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. ONLY School Improvement. not required for Corrective Action.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input checked="" type="checkbox"/> Sign-in sheets for professional development activities. <input checked="" type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <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.</p>	<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		

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)

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
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 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. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> As Part of a General Notification <input type="checkbox"/> In Different Languages	

<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>	<p>• LEAs must set aside a minimum of 5%, but do not have to exceed 20%.</p>	
<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>	
<p>6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.</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>		

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)

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
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<p>1. The LEA 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. 	<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) <ul style="list-style-type: none"> <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages 	
<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 checked="" 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>	

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.						
4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copies of contracts for each provider and student participating in SES.						
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 checked="" type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows. <input checked="" type="checkbox"/> Parents Asked					
6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input checked="" type="checkbox"/> SES Provider agreements						
7. If the LEA requested rollover of unused funds set aside for SES the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	Reviewers should ask parents if they were aware of the opportunity to request SES. <input checked="" type="checkbox"/> Parents Asked	<table border="1"> <tr> <th data-bbox="1604 927 1986 980">District Comments</th> </tr> <tr> <td data-bbox="1604 980 1986 1224">4/13/2012 10:44:33 AM Federal Programs Coordinator Jessica Wenner A roll-over was requested, however, to date it has not been granted.</td> </tr> <tr> <th data-bbox="1604 1224 1986 1278">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 1278 1986 1450">5/1/2012 12:50:21 PM Dr. Darrell Uphold Monitor reviewed pending rollover request with staff.</td> </tr> </table>	District Comments	4/13/2012 10:44:33 AM Federal Programs Coordinator Jessica Wenner A roll-over was requested, however, to date it has not been granted.	Monitor Comments	5/1/2012 12:50:21 PM Dr. Darrell Uphold Monitor reviewed pending rollover request with staff.
District Comments										
4/13/2012 10:44:33 AM Federal Programs Coordinator Jessica Wenner A roll-over was requested, however, to date it has not been granted.										
Monitor Comments										
5/1/2012 12:50:21 PM Dr. Darrell Uphold Monitor reviewed pending rollover request with staff.										

<p>8. The LEA maintains records regarding the numbers of students participating in SES.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input checked="" type="checkbox"/> SES data entered in eGrants. 		
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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

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
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		

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 checked="" type="checkbox"/> Schoolwide agenda/minutes. <input checked="" 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 checked="" type="checkbox"/> Assessments <input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input checked="" type="checkbox"/> Identification of scientifically-based strategies to address needs.		
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2e. High-quality teachers to "high-need" schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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"/>			<table border="1"> <tr> <th data-bbox="1591 38 1990 90">District Comments</th> </tr> <tr> <td data-bbox="1591 90 1990 337">4/13/2012 10:46:11 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.</td> </tr> <tr> <th data-bbox="1591 337 1990 389">Monitor Comments</th> </tr> <tr> <td data-bbox="1591 389 1990 565">5/1/2012 1:03:32 PM Dr. Darrell Uphold Monitor confirms that institution is secondary only.</td> </tr> </table>	District Comments	4/13/2012 10:46:11 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.	Monitor Comments	5/1/2012 1:03:32 PM Dr. Darrell Uphold Monitor confirms that institution is secondary only.
District Comments										
4/13/2012 10:46:11 AM Federal Programs Coordinator Jessica Wenner CCCHS is a secondary school and does not service elementary grades.										
Monitor Comments										
5/1/2012 1:03:32 PM Dr. Darrell Uphold Monitor confirms that institution is secondary only.										
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	
<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)

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
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)							
<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.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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

Records, interviews and supportive documents indicate that CCCHS has responded to the items on the self-assessment instrument accurately and that the Title I program is in compliance.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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 checked="" type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not 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		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2012 10:49:40 AM Federal Programs Coordinator Jessica Wenner All core teachers are highly qualified. If the need arises an action plan will be developed.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/1/2012 10:10:40 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified.</td> </tr> </tbody> </table>	District Comments	4/13/2012 10:49:40 AM Federal Programs Coordinator Jessica Wenner All core teachers are highly qualified. If the need arises an action plan will be developed.	Monitor Comments	5/1/2012 10:10:40 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified.
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Monitor Comments										
5/1/2012 10:10:40 AM Dr. Darrell Uphold Monitor confirms that all teachers are highly qualified.										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> LEA/SEA plan</p> <p><input type="checkbox"/> Evidence exists that plan is being implemented <i>(this could vary from LEA to LEA)</i></p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 123 2011 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 180 2011 391"> <p>4/13/2012 10:50:41 AM Federal Programs Coordinator Jessica Wenner All core content staff are highly qualified.</p> </td> </tr> <tr> <th data-bbox="1566 391 2011 448" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 448 2011 617"> <p>5/1/2012 12:51:50 PM Dr. Darrell Uphold Monitor confirms that all staff are highly qualified.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/13/2012 10:50:41 AM Federal Programs Coordinator Jessica Wenner All core content staff are highly qualified.</p>	Monitor Comments	<p>5/1/2012 12:51:50 PM Dr. Darrell Uphold Monitor confirms that all staff are highly qualified.</p>
District Comments										
<p>4/13/2012 10:50:41 AM Federal Programs Coordinator Jessica Wenner All core content staff are highly qualified.</p>										
Monitor Comments										
<p>5/1/2012 12:51:50 PM Dr. Darrell Uphold Monitor confirms that all staff are highly qualified.</p>										

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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		
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		
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.		
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		
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 checked="" type="checkbox"/> ACT 48 PD plan		

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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		<p style="text-align: center;">District Comments</p> <p>4/13/2012 10:52:18 AM Federal Programs Coordinator Jessica Wenner CCCHS is a charter school and consists of only one school</p> <p style="text-align: center;">Monitor Comments</p> <p>5/1/2012 10:12:29 AM Dr. Darrell Uphold Monitor confirms that school is a single building institution.</p>
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		
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		<p style="text-align: center;">District Comments</p> <p>4/13/2012 10:52:59 AM Federal Programs Coordinator Jessica Wenner CCCHS is a charter school and consists of just one building.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/1/2012 10:14:42 AM Dr. Darrell Uphold Monitor established that institution does not serve any nonpublic students, therefore, item is "N/A."</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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 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		

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Comments

Records and documentation were complete and accurately reflect the responses on the self-assessment instrument, indicating that the institution's Title II Part A program is being properly implemented and managed.

Title III Program Review

This LEA participates in a Title III Consortium and Title III data will be supplied by the IU or the LEA has declined to accept Title III funds.

- I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners
- II. Assessment
- III. Accountability
- IV. Evaluation
- V. Required Subgrantee Activities for LEP
- VI. Authorized Subgrantee Activities for LEP
- VII. Authorized Subgrantee Activities for Immigrant Children and Youth
- VIII. Parental Notification
- IX. Implementation of the Title III Application - Local Plans
- X. Post Exit Student Monitoring
- XI. Comments

I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners

Section 3113(b)(2) and Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA curriculum in Reading/Language Arts, Science, Math, and Social Studies includes the PA ELPS and is aligned to state academic content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Content curriculum alignment <input type="checkbox"/> Lesson plans		
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hour <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Training Schedule <input type="checkbox"/> Act 48 Credit Hour	

II. Assessment

Section 3113(b)(3)(C)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All LEP students have been annually assessed for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELLs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Completion of on-line ELP assessment ordering system via MetriTech (required), UPS receipt verifying return of state annual ELP assessment, LEA performance score reports, and inclusion of performance results in students permanent record folder	<input type="checkbox"/> LEA database records of LEP students and assessment scores <input type="checkbox"/> eMetric system reports	
2. The LEA uses the state screening and placement tool (WAPT) for entry into an ESL program and for the determination of the assessment tier for the state annual ELP assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> WAPT screening and placement assessment results are included in the student's permanent record folder		
3. The LEA assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).	<input type="checkbox"/> LEA database records	
4. The LEA has in place a procedure to ensure that all teachers who administer the ACCESS for ELLs have taken and passed the online WIDA ACCESS test administrator training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	<input type="checkbox"/> Proof of completion of on-line teacher training for test administration with proof of 80% or better teacher score	
5. LEP students are assessed using the PSSA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)	<input type="checkbox"/> LEA database records <input type="checkbox"/> eMetric system reports	

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA		
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.		

IV. Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA completes the LEP SYSTEM on or before the State provided due date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Refer to the PDE website for State due dates	
2. The LEA completes the PIMS on or before the State provided due date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the ACS for PIMS	Refer to the PDE website for State due dates	
3. The LEA performs regular Program evaluations based on multiple criteria that measure student progress in attaining English proficiency and attainment of academic and achievement standards. LEA implements improvements based on this evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEP System Report <input type="checkbox"/> Written program evaluation		

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records and grades <input type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input type="checkbox"/> ACCESS for ELLs Score Report data <input type="checkbox"/> PSSA Score Report data <input type="checkbox"/> District AMAO Status Reports		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies. c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input type="checkbox"/> Completion of eGrant System subgrantee professional development activities	<input type="checkbox"/> Agenda <input type="checkbox"/> Training schedule <input type="checkbox"/> Teacher Act 48 lists	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies. Improving the instruction materials, education software, and assessment procedures</p> <p>b. Providing tutorials and academic or vocational education for ELLs; and intensified instruction</p> <p>c. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services. Improving the ELP and academic achievement of ELLs</p> <p>d. Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families.</p> <p>e. Improving the instruction of ELLs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication; and incorporation of the resources</p> <p>f. Other activities</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> A record of students being served <input type="checkbox"/> The type of programs being implemented		

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;</p> <p>"(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p> <p>"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>"(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;</p> <p>"(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;</p> <p>"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and</p> <p>"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> A record of students being served <input type="checkbox"/> The type of programs being implemented		

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand. Notification includes basis for placement, level of proficiency, method of instruction, how the program will meet the student's needs, and exit criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letters for placement in Title III programs	<input type="checkbox"/> Use of Transact for translations	
2. The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letters for placement in Title III programs		
3. The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	
4. Parental participation and outreach provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input type="checkbox"/> Evidence of outreach with parents of ELL students about how they can be involved in their child's education	<input type="checkbox"/> Written in the application	

IX. Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of signed rider and application		
<p>2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III.</p> <p>The LEA/Consortia provides:</p> <p>a. Policies and procedures for provision of services to eligible children attending private schools</p> <p>b. Third party contract(s)</p> <p>c. Copies of local application and budgets that document appropriate set asides (LEA)</p> <p>d. Evidence that consultation occurred between LEA and private school officials</p> <p>e. Evidence that private school children and teachers are receiving equitable services</p> <p>f. Evidence that the LEA is evaluating the Title III program serving private school students</p> <p>g. Evidence the LEA regularly supervises the provision of Title III services to private school children</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.		
3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher fluency assessment results		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.		
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs	

X. Post Exit Student Monitoring

Section 3121 (a)(4)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEAs have evidence of monitoring former ELLs exited from an ESL language instruction educational program for the 1st and 2nd years after exit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Teacher Reports <input type="checkbox"/> PDE Sample post-monitoring tool (available spring 2009)		

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>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.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LEA response to findings. <input checked="" type="checkbox"/> PDE follow-up reviews of findings. <input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required. 	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
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 checked="" type="checkbox"/> Title I Budget section on eGrants.					
	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.		<table border="1"> <thead> <tr> <th data-bbox="1640 498 2003 548">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 548 2003 829"> 4/13/2012 10:55:38 AM Federal Programs Coordinator Jessica Wenner A rollover was requested, however, has not yet been granted. </td> </tr> <tr> <th data-bbox="1640 829 2003 880">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 880 2003 1162"> 5/1/2012 12:53:32 PM Dr. Darrell Uphold Monitor examined e-mail communication from PA-DFP indicating that request has been received and approval is pending. </td> </tr> </tbody> </table>	District Comments	4/13/2012 10:55:38 AM Federal Programs Coordinator Jessica Wenner A rollover was requested, however, has not yet been granted.	Monitor Comments
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5/1/2012 12:53:32 PM Dr. Darrell Uphold Monitor examined e-mail communication from PA-DFP indicating that request has been received and approval is pending.										
C. Rank Order	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>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.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	<p>2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.</p>						
	<p>3. Eligible schools are ranked and served from highest to lowest poverty.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Actual allocations match Consolidated Plan.</p>		<table border="1"> <tr> <th data-bbox="1642 409 2003 457" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1642 457 2003 701"> <p>4/13/2012 10:57:03 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building.</p> </td> </tr> <tr> <th data-bbox="1642 701 2003 750" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 750 2003 964"> <p>5/1/2012 10:20:07 AM Dr. Darrell Uphold Monitor confirms that institution consists of one building.</p> </td> </tr> </table>	District Comments	<p>4/13/2012 10:57:03 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building.</p>	Monitor Comments	<p>5/1/2012 10:20:07 AM Dr. Darrell Uphold Monitor confirms that institution consists of one building.</p>
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<p>4. The allocation to each eligible school and the per pupil allocation match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Per pupil expenditures at building level matches consolidated application</p>		<table border="1"> <tr> <th data-bbox="1642 977 2003 1026" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1642 1026 2003 1269"> <p>4/13/2012 10:57:25 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building.</p> </td> </tr> <tr> <th data-bbox="1642 1269 2003 1318" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1318 2003 1526"> <p>5/1/2012 10:20:34 AM Dr. Darrell Uphold Monitor confirms that institution consists of one building.</p> </td> </tr> </table>	District Comments	<p>4/13/2012 10:57:25 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building.</p>	Monitor Comments	<p>5/1/2012 10:20:34 AM Dr. Darrell Uphold Monitor confirms that institution consists of one building.</p>	
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input checked="" type="checkbox"/> System tracking expenditure reports.						
	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.		<table border="1"> <thead> <tr> <th data-bbox="1642 360 1999 409">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 409 1999 685"> 4/13/2012 10:57:58 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building which is secondary only. </td> </tr> <tr> <th data-bbox="1642 685 1999 734">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 734 1999 945"> 5/1/2012 10:20:59 AM Dr. Darrell Uphold Monitor confirms that institution is secondary only. </td> </tr> </tbody> </table>	District Comments	4/13/2012 10:57:58 AM Federal Programs Coordinator Jessica Wenner CCCHS only consists of one school building which is secondary only.	Monitor Comments	5/1/2012 10:20:59 AM Dr. Darrell Uphold Monitor confirms that institution is secondary only.
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D. Supplement / Supplant											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>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.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First <p>*Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input checked="" type="checkbox"/> Expenditures match SWP activities <input checked="" type="checkbox"/> State/local fund expenditures have not decreased		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1640 164 2003 212" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 212 2003 461"> 4/13/2012 10:58:41 AM Federal Programs Coordinator Jessica Wenner CCCHS is a Title I Schoolwide program. </td> </tr> <tr> <th data-bbox="1640 461 2003 509" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 509 2003 756"> 5/1/2012 10:21:55 AM Dr. Darrell Uphold Monitor confirms that institution does not operate a targeted assistance program. </td> </tr> </tbody> </table>	District Comments	4/13/2012 10:58:41 AM Federal Programs Coordinator Jessica Wenner CCCHS is a Title I Schoolwide program.	Monitor Comments	5/1/2012 10:21:55 AM Dr. Darrell Uphold Monitor confirms that institution does not operate a targeted assistance program.
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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 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2012 10:59:08 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have equipment under Title I.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2012 10:22:50 AM Dr. Darrell Uphold Monitor confirms that institution did not purchase any equipment using federal funds.</td> </tr> </tbody> </table>	District Comments	4/13/2012 10:59:08 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have equipment under Title I.	Monitor Comments	5/1/2012 10:22:50 AM Dr. Darrell Uphold Monitor confirms that institution did not purchase any equipment using federal funds.
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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 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2012 10:59:30 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have any equipment under Title I.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2012 12:57:29 PM Dr. Darrell Uphold Monitor confirmed that no equipment was purchased using federal funds, however, the entity does keep an equipment inventory.</td> </tr> </tbody> </table>	District Comments	4/13/2012 10:59:30 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have any equipment under Title I.	Monitor Comments	5/1/2012 12:57:29 PM Dr. Darrell Uphold Monitor confirmed that no equipment was purchased using federal funds, however, the entity does keep an equipment inventory.	
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F. Compliance to Reservations											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118</p>	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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. 	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2012 11:01:06 AM Federal Programs Coordinator Jessica Wenner CCCHS has a schoolwide Title I program servicing only one building.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/1/2012 10:32:46 AM Dr. Darrell Uphold Monitor established that institution is a charter school and does not serve students in the mentioned categories.</td> </tr> </tbody> </table>	District Comments	4/13/2012 11:01:06 AM Federal Programs Coordinator Jessica Wenner CCCHS has a schoolwide Title I program servicing only one building.	Monitor Comments	5/1/2012 10:32:46 AM Dr. Darrell Uphold Monitor established that institution is a charter school and does not serve students in the mentioned categories.
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<p>2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reservations are in the ROF screen on egrants. <input checked="" type="checkbox"/> Line items can be followed. <input checked="" type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers). 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2012 11:01:16 AM Federal Programs Coordinator Jessica Wenner CCCHS has a schoolwide Title I program servicing only one building.</td> </tr> </tbody> </table>	District Comments	4/13/2012 11:01:16 AM Federal Programs Coordinator Jessica Wenner CCCHS has a schoolwide Title I program servicing only one building.			
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	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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1638 167 2003 215" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1638 215 2003 496"> 4/13/2012 11:01:54 AM Federal Programs Coordinator Jessica Wenner CCCHS's allocation is under \$500,000 therefore is is non-applicable. </td> </tr> <tr> <th data-bbox="1638 496 2003 545" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1638 545 2003 786"> 5/1/2012 11:04:48 AM Dr. Darrell Uphold Monitor confirms that institution does not receive more than \$500,000 </td> </tr> </tbody> </table>	District Comments	4/13/2012 11:01:54 AM Federal Programs Coordinator Jessica Wenner CCCHS's allocation is under \$500,000 therefore is is non-applicable.	Monitor Comments	5/1/2012 11:04:48 AM Dr. Darrell Uphold Monitor confirms that institution does not receive more than \$500,000
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	4. LEAs with Title I 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 checked="" 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 checked="" type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		

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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"/> Dates on expenditure records (invoices, purchase orders, etc) begin on or after program approval date (Approval date can be found on Grant Approval Letter)	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 					
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 	<table border="1"> <thead> <tr> <th data-bbox="1640 516 2003 570">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 570 2003 846"> 4/13/2012 11:03:01 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have non-public schools under our LEA. </td> </tr> <tr> <th data-bbox="1640 846 2003 899">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 899 2003 1141"> 5/1/2012 11:07:05 AM Dr. Darrell Uphold Monitor confirms that institution is a charter school and does not serve nonpublic students. </td> </tr> </tbody> </table>	District Comments	4/13/2012 11:03:01 AM Federal Programs Coordinator Jessica Wenner CCCHS does not have non-public schools under our LEA.	Monitor Comments	5/1/2012 11:07:05 AM Dr. Darrell Uphold Monitor confirms that institution is a charter school and does not serve nonpublic students.
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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 	
	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 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 	
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 	

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Comments

Records, interviews and supportive documentation examined during this process lead to the conclusion that fiscal responsibilities are being properly met and that federal funds are used to supplement, not supplant, local funds.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Administration	5/1/2012	Melissa A. Wells	Controller
Administration	5/1/2012	Sharon Zaborowski	Director of Administrative Services
Administration	5/1/2012	Timothy M. McElhone	CEO
Charter High School	5/1/2012	Jessica Wenner	Federal Funds Coordinator
High School	5/1/2012	Cindy Chenault	Parent