

Charter High School for Architecture and Design

**Charter Annual Report**

07/01/2013 - 06/30/2014

# School Profile

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## Demographics

105 S. 7th Street

5th Floor

Philadelphia, PA 19106

(215)351-2900

Phase:

CEO Name:

CEO E-mail address:

Phase 2

Peter Kountz

pkountz@chadmail.us

# Governance and Staff

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## *Leadership Changes*

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

There were no leadership changes during the past year on the Board of Trustees or in the school administration.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	8/27/2013 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	9/24/2013 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	10/22/2013 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	11/19/2013 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	1/28/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	2/25/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	3/25/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	4/22/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	5/27/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	6/24/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	9/16/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	10/28/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	11/25/2014 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	1/27/2015 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	2/24/2015 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	3/24/2015 5:00 PM

Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	4/28/2015 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	5/26/2015 5:00 PM
Charter High School for Architecture + Design, 105 S. 7th Street, Philadelphia, PA 19106	6/23/2015 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

*DOC file uploaded.*

### ***Quality of Teaching and Other Staff***

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Academic Officer/Director	1.00					1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	29.00	28.00		3.00		27.00
Specialty Teacher (including Master Teachers)	3.00					3.00
Special Education Teacher (including Master Teachers)	8.00	7.00		2.00	1.00	5.00
Special Education Coordinator						
Counselor	2.00	2.00				
Psychologist						
School Nurse	1.00	1.00				1.00
Librarian	1	1				1
<b>Totals</b>	<b>46.00</b>	<b>40.00</b>	<b>0</b>	<b>5.00</b>	<b>1.00</b>	<b>39.00</b>

Further explanation:

We have on staff a licensed architect, a graphic designer and an illustrator.

# Fiscal Matters

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## *Major Fundraising Activities*

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

All of the major fundraising activities are carried out through the school's Designing Futures Foundation.

## *Fiscal Solvency Policies*

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

**There are no policies or procedures that have changed.**

The Charter School maintains fiscal solvency in many ways. The first is by use of SAGE-MIP for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheet and Check Disbursement runs. The system allows for Grant Tracking through the use of fund codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form, initially, and then converted to electronic format. Forms are in place for all transactions including, but not limited to, purchase orders, check requests, payroll processing, new employee paperwork, etc. All forms are signed by the CEO and the Controller. The CEO and Controller maintain routine conversation regarding possible changes to the budget. Financials are presented to the CEO and Board President in advance of the Board Meeting after review in the Business Office. Once reviewed and agreed upon they are disbursed to the full Board and presented at the Board meetings.

### **Fiscal Solvency Policies**

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

*No files have been uploaded.*

## *Accounting System*

Changes to the accounting system the charter school uses:

The accounting system is SAGE-MIP and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

### ***Preliminary Statements of Revenues, Expenditures & Fund Balances***

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

*XLSX file uploaded.*

### ***Financial Audits***

#### **Basics**

Audit Firm: Citrin Cooperman  
 Date of Last Audit: 11/22/2013  
 Fiscal Year Last Audited: 2013

#### **Explanation of the Report**

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

The school's auditing firm is Citrin Cooperman. The last audit is dated November 22, 2013 for fiscal year 2012-2013 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2013-2014 by August 1, 2014.

#### **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: Yes  
 Date of Last Federal Programs Consolidated Review: 05/10/2012

School Year Reviewed: 2010-2011

### **Federal Programs Consolidated Review Report**

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

*PDF file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
Highly Qualified Teachers	All teachers are highly qualified.
Translated Documents	All parent communication is translated via google docs software.
Parent Involvement in Planning	The executive board of the Parent's Association provides input on professional development each spring.

# Special Education

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## *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**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Director	CHAD	100
Teacher	CHAD	100

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
1:1 Education Assistants	5 Days	Outside	10 or fewer

		Contractor	
School Psychologist	2 Days	Outside Contractor	36
Speech and Language Services	1 Days	Outside Contractor	10 or fewer

### ***Special Education Cyclical Monitoring***

Date of Last Special Education Cyclical Monitoring:

05/31/2013

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

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

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

*The school has acquired the following Fixed Assets:*

In the 2013-2014 school year, the Charter High School for Architecture and Design acquired very little in fixed assets. No new property was acquired and for its single building, CHAD added an assortment of equipment, furniture, and technology supplies for both the building and classrooms.

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

*\$25,327.00*

## *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:

The Charter High School for Architecture and design has a number of facility improvements planned for the 2014-2015 school year. The cafeteria is being expanded, the Library will be expanded, the Math, Writing and English Tutor Centers will be relocated and expanded, and a new science lab will be constructed. The need to lower the number of lunches served in the school day from three days to two days for scheduling purposes has created the need for a larger cafeteria facility. The cafeteria which previously serviced 250 students at a time will be updated to accommodate 320 students.

The Library at CHAD was created only a short time ago. Prior to this the school had no dedicated Library. The success of the Library since its inception made it clear that the space needed to be re-defined and improved. The new Library will be designed by a certified architect and will be a modern, technology centered facility with a larger book selection.

The Writing and Math Centers were created only two years ago. These centers are widely used by students for help in completing assignments, tutoring and help with the college application process. The need to provide better, more organized, quiet space was evident during the prior years. The success of the Math and Writing Centers and the emphasis on Science in education led to the creation of a Science Center in 2014. These centers need a calm space for optimal focus. Therefore, part of the planning resulted in these spaces becoming an extension of the Library. Students have a peaceful place to study, get help and have the resources of the Library conveniently available.

Science labs have always been a goal for CHAD. As a result of fund raising efforts, a budget has been dedicated to providing the Science Department with up to date lab equipment. An local architect has been commissioned to help design a lab that is safe and functional. Teachers in the department have been part of the development of this lab.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Philadelphia Police Department	As required by 24 P.S. 1303-A (b.1), the Philadelphia Police Department has reviewed and signed off on the Safe School Report of the Charter High School for Architecture + Design.
Therapy Solutions	Speech, language, physical and occupational therapy services.



# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

I verify that all information and records in this charter school annual report are complete and accurate.

**The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.**

**Affirmed by Shelly Beekley on 8/12/2014**

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*President, Board of Trustees*

**Affirmed by Peter Kountz on 8/1/2014**

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*Chief Executive Officer*

## **Charter School Law Affirmation**

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Shelly Beekley on 8/12/2014**

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*President, Board of Trustees*

**Affirmed by Peter Kountz on 8/1/2014**

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*Chief Executive Officer*

## **Ethics Act Affirmation**

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Shelly Beekley on 8/12/2014**

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*President, Board of Trustees*

**Affirmed by Peter Kountz on 8/1/2014**

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*Chief Executive Officer*

Charter School Professional Staff – PDE-414

Provide the names of all professional staff members and complete all columns of information for each professional staff member.

- A professional staff member is an individual employed by a charter school in positions for which state certification would be required in a non-charter public school, including those who are certificated as teachers, supervisors, supervising principals, principals, assistant principals, vice-principals, directors of vocational education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists and school nurses. (24 P.S. §11-1101).
- The Chief Executive Officer, who is the individual appointed by the Board of Trustees to oversee and manage the operation of the charter school, shall not be deemed a professional staff member.

**CERTIFICATION VERIFICATION FORM**

Architecture + Design Charter High School

2013-2014

July 1, 2014

PDE-414

(Name of School)

(School Year

Date of Report)

Complete the following information for all professional staff members; attach copies of education certificates.

Staff No.	Name of employee (List all names in alphabetical order)	PPID #	Areas of Certification Type of certificate And Specific Area	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Ambler, Derek	██████	Health & Physical Ed	9-12	Health & Physical Ed.	8	100%	
2	Beyer, Kathleen	██████	Special Education	9-12	Special Education	8	100%	
3	Breiling, Charles	██████	Mathematics	9-12	Mathematics	8	100%	
4	Buchan, Debra	██████	English 7-12	9-12	English	8	100%	
5	Capobianco, Tara	██████	Art	9-12	Art	8	100%	
6	Caronia, Gabrielle	██████████	Special Education	9-12	Special Education	8	100%	
7	Cobb, Toniko	██████	Art K-12	9-12	Art	8	100%	
8	Cook, Susan	██████	Nurse	9-12	Nurse	8	100%	
9	Cooke, Donniell	██████	Biology	9-12	Biology	8	100%	
10	Donner, Melissa	██████	English 7-12	9-12	English	8	100%	
11	Duink, Jill	██████	Mathematics 7-12	9-12	Mathematics	8	100%	
12	Durkee, Heather	██████	Art Kindergarten -12	9-12	Art	8	100%	
13	Ferrigon, Sharen	██████	General Science	9-12	General Science	8	100%	
14	Fontenette, Dwayne	██████████		9-12	Mathematics	8		100%
15	Garcia, Elsie	██████████	Mathematics	9-12	Mathematics	8	100%	
16	Gerstemeier, Jeffrey	██████	Physics	9-12	Physics	8	100%	

Total Number of Administrators (do not include CEO): 1

Total Number of Teachers: 40 Counselors 2 School Nurses: 1 Others: 1 Librarian

Total Number of Professional Staff: 45

Complete the following information for all professional staff members; attach copies of education certificates.

Staff No.	Name of employee (List all names in alphabetical order)	Social Security #	Areas of Certification Type of certificate And Specific Area	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
17	Golden Caitlin	██████	Social Studies	9-12	Social Studies	8	100%	
18	Graeber, Athena	██████	Special Education K-12	9-12	Special Education	8	100%	
19	Guttman, Olena	██████	Mathematics 7-12	9-12	Mathematics	8	100%	
20	Hagan, Sara	██████	Art K-12	9-12	Art	8	100%	
21	Jones, Ebony	██████		9-12	Special Education	8		100%
22	Kelly, Christina	██████	Special Education	9-12	Special Education	8	100%	
23	Krebs, John	██████	Social Studies	9-12	Social Studies	8	100%	
24	Lisewski, Kevin	██████	Spanish	9-12	Spanish	8	100%	
25	Melville, Robert	██████	Exempt	9-12	Design	8		100%
26	Morein, Lisa	██████████	Librarian	9-12	Librarian	8	100%	
27	Oakley, James	██████	Mathematics 7-12	9-12	Mathematics	8	100%	
28	O'Neill, Margaret	██████	English 7-12	9-12	English	8	100%	
29	Patt, Alexander	██████	Chemistry	9-12	Chemistry	8	100%	
30	Peel, M. Richard	██████	Spanish	9-12	Spanish	8	100%	
31	Phillips, Andrew	██████	Exempt	9-12	Architecture	8		100%
32	Reingold, Michael	██████	Exempt	9-12	Design	8		100%
33	Romanski, Marina	██████	English	9-12	English	8	100%	
34	Ruth, Melvin	██████	Social Studies	9-12	History	8	100%	
35	Santiago, Phyllis	██████	Principal	9-12	Principal	8	100%	
36	Sheldon-Matje, Lisa	██████	Social Studies	9-12	Social Studies	8	100%	
37	Shick, Debra	██████	English 7-12	9-12	English	8	100%	
38	Starrs, Jennifer	██████	Special Education	9-12	Special Education	8	100%	
39	Twersky, Jonathan	██████	Art K-12	9-12	Art	8	100%	
40	Waters, Nola	██████	Counselor	9-12	Counselor	8	100%	
41	Weber, Nicholas	██████	English	9-12	English	8	100%	
42	Whiteley, Mary Jane	██████	Counselor	9-12	Counselor	8	100%	

Total Number of Administrators (do not include CEO): 1

Total Number of Teachers: 40 Counselors 2 School Nurses: 1 Others: 1 Librarian

Total Number of Professional Staff: 45



**CHARTER HIGH SCHOOL FOR  
ARCHITECTURE AND DESIGN  
FINANCIAL STATEMENTS  
AND SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2013**

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
YEAR ENDED JUNE 30, 2013**

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## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees  
Charter High School for Architecture and Design  
Philadelphia, Pennsylvania

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activity, the discretely presented component unit, the major fund, and the aggregate remaining fund information of Charter High School for Architecture and Design (a nonprofit organization) (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of Designing Futures Foundation and Affiliates were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activity, the discretely presented component unit, the major fund, and the aggregate remaining fund information of the School as of and for the year ended June 30, 2013, and the respective changes in financial position, and where applicable, cash flows thereof, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 - 7 and 31, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 22, 2013, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Citric Cooperman & Company, LLP*  
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania  
November 22, 2013

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2013**

The Board of Trustees of Charter High School of Architecture and Design (the "School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented herein in conjunction with the School's financial statements.

**Financial Highlights**

- Total governmental revenues for the fiscal year ended June 30, 2013, were \$7,302,399, representing a decrease of \$145,637 from June 30, 2012.
- At June 30, 2013, the School reported an ending governmental fund balance of \$1,513,994, representing an increase of \$48,680 from June 30, 2012.
- The School's cash balance at June 30, 2013, was \$1,199,247, representing an increase of \$679,154 from June 30, 2012.

**Overview of the Financial Statements**

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: (1) management's discussion and analysis (this section), (2) the basic financial statements, (3) the notes to the financial statements, and (4) the federal awards section.

***Government-Wide Financial Statements***

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. expenditures accrued in one fiscal year but paid in subsequent years, and depreciation).

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School. The School's function is to provide an alternative educational opportunity.

***Fund Financial Statements***

A fund is a group of related accounts that is used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has three fund types: the governmental general fund, the proprietary fund, and the fiduciary agency fund.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2013**

**Overview of the Financial Statements (Continued)**

***Notes to the Financial Statements***

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

***Supplementary Information***

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis and is prepared using a basis other than accounting principles generally accepted in the United States of America ("GAAP") for state reporting requirements.

***Single Audit Requirements***

The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-profit Organizations*.

***Government-Wide Financial Analysis***

Management has adopted Governmental Accounting Standards Board ("GASB") Statement No. 34 *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, which requires a comparative analysis of current- and prior-year balances.

	June 30,	
	2013	2012
Current and other assets	\$ 2,291,768	\$ 2,142,123
Capital assets	253,607	274,431
Total assets	2,545,375	2,416,554
Total liabilities	965,281	871,817
Net position:		
Net investment in capital assets	253,607	274,431
Unrestricted	1,326,487	1,270,306
Total net position	\$ 1,580,094	\$ 1,544,737

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$1,580,094 as of June 30, 2013.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2013**

**Overview of the Financial Statements (Continued)**

***Government-Wide Financial Analysis (Continued)***

The School's revenues are predominately received from the School District of Philadelphia based on student enrollment. For the year ended June 30, 2013, the School's revenues (\$7,491,504) exceeded its expenses (\$7,456,147) by \$35,357.

	<u>2013</u>	<u>2012</u>
Revenues:		
Local educational agencies	\$ 6,065,241	\$ 6,189,999
Other sources	294,924	222,346
Food services	189,107	188,460
State sources	512,157	304,074
Federal sources	<u>430,075</u>	<u>731,618</u>
Total revenues	<u>7,491,504</u>	<u>7,636,497</u>
Expenditures:		
Other instructional programs	3,256,136	3,155,036
Pupil personnel services	449,183	394,237
Instructional staff services	134,450	138,269
Administrative services	1,160,553	1,219,960
Pupil health	90,763	85,672
Business services	139,757	156,638
Operation and maintenance of plant services	1,627,672	1,697,789
Other support services	328,358	378,920
Food services	181,867	216,406
Student activities	27,048	31,876
Depreciation expense	<u>60,360</u>	<u>45,284</u>
Total expenditures	<u>7,456,147</u>	<u>7,520,087</u>
Change in net position	35,357	116,410
Net position - beginning	<u>1,544,737</u>	<u>1,428,327</u>
NET POSITION - ENDING	<u>\$ 1,580,094</u>	<u>\$ 1,544,737</u>

***Governmental Fund***

The focus of the School's governmental fund (the general fund) is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The general fund is the chief operating fund of the School. At the end of the current fiscal year, the unassigned fund balance of the general fund was \$1,513,994.

See independent auditors' report.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2013**

**General Fund Budgetary Highlights**

Over the course of the year, the School revised the annual operating budget several times. These budget amendments consisted of changes made within budgetary line items for changes in the school-based needs for programs, supplies and equipment. There were no formal budget amendments made that were required to be submitted to the state of Pennsylvania.

**Capital Assets and Debt Administration**

***Capital Assets***

As of June 30, 2013, the School's investment in capital assets for its governmental activities and business-type activity totaled \$253,607 (net of accumulated depreciation). This investment in capital assets includes furniture for the School along with leasehold improvements.

***Long-Term Debt***

As of June 30, 2013, the School has no outstanding long-term debt.

**Economic Factors and Next Year's Budgets and Rates**

The School does not foresee any substantial variations with next year's economic factors, budgets or rates.

**Future Events That Will Financially Impact the School**

The School does not foresee any future events at this time that will financially impact the School.

**Contacting the School's Financial Management**

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report or requests for additional information should be addressed to: Chief Executive Officer, Charter High School for Architecture and Design, 105 S. 7th Street, Philadelphia, PA 19106.

**Component Unit**

Designing Futures Foundation and Affiliates (the "Organization") is a component unit of the School and is reported in a separate column in the government-wide financial statements to emphasize that the Organization is legally separate from the School. The complete financial statements of the Organization can be obtained at 105 S. 7th Street, Philadelphia, PA 19106.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2013**

	<u>Governmental</u> <u>Activities</u>	<u>Business-type</u> <u>Activity</u>	<u>Total</u>	<u>Component</u> <u>Unit</u>
<b>ASSETS</b>				
Cash	\$ 1,199,247	\$ -	\$ 1,199,247	\$ 528,439
State subsidies receivable	218,325	1,041	219,366	-
Federal subsidies receivable	25,382	21,243	46,625	-
Other receivables	117,460	-	117,460	27,228
Prepaid expenses, current portion	142,216	24,479	166,695	2,035
Due from funds	491,723	-	491,723	-
Prepaid expenses, net of current portion	22,223	-	22,223	-
Security deposit	28,429	-	28,429	-
Intangible assets, net	-	-	-	100,975
Capital assets:				
Nondepreciable capital assets	-	-	-	1,642,530
Building and improvements	-	-	-	9,532,596
Leasehold improvements	873,747	-	873,747	-
Furniture and equipment	516,930	57,544	574,474	240,320
Software	-	-	-	20,284
Less: accumulated depreciation	<u>(1,161,582)</u>	<u>(33,032)</u>	<u>(1,194,614)</u>	<u>(2,093,665)</u>
Total assets	<u>2,474,100</u>	<u>71,275</u>	<u>2,545,375</u>	<u>10,000,742</u>
<b>LIABILITIES</b>				
Accounts payable and accrued expenses	119,258	29,509	148,767	168,073
Salaries and benefits payable	535,477	-	535,477	-
Due to related parties	-	-	-	465,466
Due to funds	36,937	204,761	241,698	-
Long-term obligations:				
Deferred revenue:				
Due within one year	39,339	-	39,339	133,332
Due beyond one year	-	-	-	88,898
Notes payable:				
Due within one year	-	-	-	560,540
Due beyond one year	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,752,011</u>
Total liabilities	<u>731,011</u>	<u>234,270</u>	<u>965,281</u>	<u>8,168,320</u>
Commitments and contingencies (Notes 6, 8, 9, 10 and 11)				
<b>NET POSITION</b>				
Net investment in capital assets	229,095	24,512	253,607	-
Unrestricted	<u>1,513,994</u>	<u>(187,507)</u>	<u>1,326,487</u>	<u>1,832,422</u>
Total net position	<u>\$ 1,743,089</u>	<u>\$ (162,995)</u>	<u>\$ 1,580,094</u>	<u>\$ 1,832,422</u>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2013**

Functions	Expenses	Program	Net (Expense) Revenue and Changes in Net Assets			
		Revenues Operating Grants and Contributions	Governmental Activities	Business- type Activity	Total	Component Unit
Primary government:						
Governmental activities:						
Other instructional programs	\$ 3,256,136	\$ 2,687,651	\$ (568,485)	\$ -	\$ (568,485)	\$ -
Pupil personnel services	449,183	42,855	(406,328)	-	(406,328)	-
Instructional staff services	134,450	6,765	(127,685)	-	(127,685)	-
Administrative services	1,160,553	75,729	(1,084,824)	-	(1,084,824)	-
Pupil health	90,763	7,148	(83,615)	-	(83,615)	-
Business services	139,757	-	(139,757)	-	(139,757)	-
Operation and maintenance of plant services	1,627,672	120,216	(1,507,456)	-	(1,507,456)	-
Other support services	328,358	6,874	(321,484)	-	(321,484)	-
Food services	-	-	-	(181,867)	(181,867)	-
Student activities	27,048	2,441	(24,607)	-	(24,607)	-
Depreciation expense	<u>52,102</u>	<u>-</u>	<u>(52,102)</u>	<u>(8,258)</u>	<u>(60,360)</u>	<u>-</u>
Total governmental activities	<u>\$ 7,266,022</u>	<u>\$ 2,949,679</u>	<u>(4,316,343)</u>	<u>(190,125)</u>	<u>(4,506,468)</u>	<u>-</u>
Component unit:						
Designing Futures Foundation and Affiliates	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,208,623)</u>
General revenues:						
Local educational agencies			4,178,788	37,760	4,216,548	-
State grants and reimbursements			-	8,691	8,691	-
Food services			-	142,656	142,656	-
Rental income			-	-	-	1,697,605
Other revenue			<u>173,930</u>	<u>-</u>	<u>173,930</u>	<u>150,171</u>
Total general revenues			<u>4,352,718</u>	<u>189,107</u>	<u>4,541,825</u>	<u>1,847,776</u>
Change in net position			36,375	(1,018)	35,357	639,153
Net position - beginning			<u>1,706,714</u>	<u>(161,977)</u>	<u>1,544,737</u>	<u>1,193,269</u>
<b>NET POSITION - ENDING</b>			<u>\$ 1,743,089</u>	<u>\$ (162,995)</u>	<u>\$ 1,580,094</u>	<u>\$ 1,832,422</u>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
BALANCE SHEET - GOVERNMENTAL FUND  
JUNE 30, 2013**

	<u>General Fund</u>
<b><u>ASSETS</u></b>	
Cash	\$ 1,199,247
State subsidies receivable	218,325
Federal subsidies receivable	25,382
Other receivables	117,460
Prepaid expenses	164,439
Due from funds	491,723
Security deposit	<u>28,429</u>
<b>TOTAL ASSETS</b>	<b>\$ <u>2,245,005</u></b>
<b><u>LIABILITIES AND FUND BALANCE</u></b>	
Liabilities:	
Accounts payable and accrued expenses	\$ 119,258
Salaries and benefits payable	535,477
Due to funds	36,937
Deferred revenues	<u>39,339</u>
Total liabilities	731,011
Fund balance:	
Unassigned	<u>1,513,994</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$ <u>2,245,005</u></b>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUND TO  
THE STATEMENT OF NET POSITION  
JUNE 30, 2013**

**Total fund balance for governmental fund** \$ 1,513,994

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

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the fund. Those assets consist of:

Leasehold improvements	\$	873,747	
Furniture and equipment		516,930	
Less: accumulated depreciation		<u>(1,161,582)</u>	
			<u>229,095</u>

**TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES** **\$ 1,743,089**

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
OF GOVERNMENTAL FUND  
YEAR ENDED JUNE 30, 2013**

	<u>General Fund</u>
Revenues:	
Local educational agencies	\$ 6,065,242
Other sources	294,925
State sources	512,157
Federal sources	430,075
Total revenues	7,302,399
Expenditures:	
Instruction	3,256,136
Support services	3,970,535
Non-instructional services	27,048
Total expenditures	7,253,719
Net change in fund balance	48,680
Fund balance - beginning	1,465,314
<b>FUND BALANCE - ENDING</b>	<b>\$ 1,513,994</b>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE OF GOVERNMENTAL FUND TO THE STATEMENT  
OF ACTIVITIES  
YEAR ENDED JUNE 30, 2013**

**Net change in fund balance - total governmental fund** \$ 48,680

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

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense, as follows:

Capital outlay	39,797	
Depreciation expense	<u>(52,102)</u>	
		<u>(12,305)</u>

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** **\$ 36,375**

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**STATEMENT OF NET POSITION**  
**PROPRIETARY FUND**  
**JUNE 30, 2013**

	<u>Food Service Fund</u>
<b>ASSETS</b>	
Current assets:	
Federal subsidies receivable	\$ 21,243
State subsidies receivable	1,041
Prepaid expenses	<u>24,479</u>
Total current assets	<u>46,763</u>
Noncurrent assets:	
Capital assets:	
Equipment	57,544
Less: accumulated depreciation	<u>(33,032)</u>
Capital assets, net	<u>24,512</u>
Total assets	<u>71,275</u>
<b>LIABILITIES</b>	
Current liabilities:	
Accounts payable and accrued expenses	29,509
Due to general fund	<u>204,761</u>
Total liabilities	<u>234,270</u>
<b>NET POSITION</b>	
Net investment in capital assets	24,512
Unrestricted	<u>(187,507)</u>
Total net position	<u>\$ (162,995)</u>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
STATEMENT OF ACTIVITIES  
PROPRIETARY FUND  
YEAR ENDED JUNE 30, 2013**

	<u>Food Service Fund</u>
<b>REVENUES:</b>	
Food service revenues	\$ <u>189,107</u>
<b>EXPENSES:</b>	
Salaries and benefits	7,964
Food and supplies	167,717
Professional fees	6,186
Depreciation	<u>8,258</u>
Total expenses	<u>190,125</u>
Change in net position	(1,018)
Net position - beginning	<u>(161,977)</u>
<b>NET POSITION - ENDING</b>	<b>\$ <u>(162,995)</u></b>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND  
YEAR ENDED JUNE 30, 2013**

	<u>Food Service Fund</u>
Cash flows from operating activities:	
Cash received from students	\$ 37,760
Cash received from federal sources	136,186
Cash received from state sources	8,095
Payments to suppliers	(176,167)
Payments to employees	<u>(7,964)</u>
Net cash used in operating activities	(2,090)
Cash provided by noncapital financing activities:	
Due to the general fund	<u>2,090</u>
Cash - beginning	-
<b>CASH - ENDING</b>	<b><u>\$ -</u></b>
Reconciliation of operating loss to net cash used in operating activities:	
Operating loss	\$ (1,018)
Adjustments to reconcile operating loss to net cash used in operating activities:	
Depreciation	8,258
Changes in operating assets and liabilities:	
Federal and state subsidies receivable	(7,066)
Prepaid expenses	(2,440)
Accounts payable	<u>176</u>
<b>NET CASH USED IN OPERATING ACTIVITIES</b>	<b><u>\$ (2,090)</u></b>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
STATEMENT OF FIDUCIARY NET POSITION  
JUNE 30, 2013**

	<u>Total Agency Funds</u>
Assets:	
Cash	\$ <u>21,490</u>
<b>TOTAL ASSETS</b>	<b>\$ <u>21,490</u></b>
Liabilities:	
Due to student groups	\$ <u>21,490</u>
<b>TOTAL LIABILITIES</b>	<b>\$ <u>21,490</u></b>

See accompanying notes to financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Background

Charter High School of Architecture and Design (the "School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997 (the "Act"), and is operating under a charter school contract through 2013, which can be renewed for an additional term. The School is located in Philadelphia, Pennsylvania. During the 2012-2013 school year, the School served children in grades 9 through 12.

The School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state and federal government sources and must comply with the requirements of these funding source entities. The reporting entity of the School is based upon criteria set forth by Governmental Accounting Standards Board ("GASB") Statement No. 14, *The Financial Reporting Entity*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable, and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The GASB has issued Statement No. 61, *The Financial Reporting Entity: Omnibus - an Amendment of GASB Statements No. 14 and No. 34* ("Statement 61"). Statement 61 provides additional criteria for classifying entities as component units to better assess the accountability of school officials by ensuring that the financial reporting entity includes only organizations for which the officials are financially accountable or that are determined by the government to be misleading to exclude. The statement is effective for periods beginning after June 15, 2012. Statement 61 does not have any impact on the School's financial statements.

The accompanying financial statements present the activities of the School. The School is not a component unit of another reporting entity. The decision to include a potential component unit in the School's reporting entity is based on several criteria, including legal standing, fiscal dependency, and financial accountability. As described below the School has identified a component unit.

Component Unit

Designing Futures Foundation and Affiliates (the "Organization") is a legally separate, tax-exempt component unit of the School. The Organization was organized to acquire and support the School's facilities. Although the School does not control the timing or amounts of receipts from the Organization, the majority of resources, and income thereon, that the Organization holds are restricted to the activities of the School. Because these restricted resources held by the Organization can only be used by, or for the benefit of, the School, the Organization is considered a component unit of the School and is discretely presented in the School's financial statements. The last completed audit dated July 17, 2013, was for the period ended December 31, 2012, and has been included in these financial statements.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

The GASB has issued Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements* ("Statement 62"). Statement 62 incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that are included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: Financial Accounting Standards Board (FASB) Statements and Interpretations, Accounting Principles Board Opinions, and Accounting Research Bulletins of the American Institute of Certified Public Accountants' (AICPA) Committee on Accounting Procedure. Statement 62 does not have any impact on the School's financial statements.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues. These financial statements include the financial activities of the primary government; fiduciary funds are excluded.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

*Government-wide financial statements*

The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Measurement Focus, Basis of Accounting and Financial Statement Presentation  
(Continued)

*Fund financial statements*

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The School reports the following major governmental fund:

General Fund - The general fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

The School reports the following proprietary fund:

Food Service Fund - Enterprise funds are required to be used to account for operations for which a fee is charged to external users for goods and services and the activity (a) is financed with debt that is solely secured by a pledge of the net revenues, (b) has third-party requirements that the cost of providing services, including capital costs, be recovered with fees and charges, or (c) establishes fees and charges based on a pricing policy designed to recover similar costs.

The School reports the following fiduciary fund:

Student Activities Fund - Used to account for assets held by the School for student groups and are available to the students. The student activities fund is custodial in nature and does not have a measurement focus.

Net Position

The School has adopted the provisions of GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* ("Statement 63"). Statement 63 establishes a new statement of net position format that reports separately all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position (which is the net residual amount of the other elements). Statement 63 requires deferred outflows of resources and deferred inflows of resources to be reported separately from assets and liabilities. The financial reporting impact resulting from the implementation of Statement 63 in the School's financial statements was the renaming of "net assets" to "net position," including changing the name of the financial statement from "Statement of net assets" to "Statement of net position." Statement 63 requires the classification of net position into three components - net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Net Position (Continued)

- Net investment in capital assets - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net asset component as the unspent proceeds.
- Restricted - This component of net position consists of constraints placed on the use of net assets through external constraints imposed by creditors such as through debt covenants, grantors, contributions, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position - This component of net position consists of net assets that do not meet the definition of "restricted" or "net investment in capital assets."

Fund Balance Classification Policies and Procedures

The School follows the provisions of GASB Statement No. 54, *Fund Balances* ("Statement 54"). Statement 54 requires the classification of the School's fund balance into five components: nonspendable, restricted, committed, assigned, and unassigned. These classifications are defined as follows:

- Nonspendable - This category is for amounts that can not be spent because they are either (1) not in spendable form or (2) legally or contractually required to remain intact.
- Restricted - This category is the part of the fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or by enabling legislation.
- Committed - This category is the portion of the fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority.
- Assigned - This category reflects funds that the School intends to use for a specific purpose but are not considered restricted or committed.
- Unassigned - This category represents the part of the spendable fund balance that has not been categorized as nonspendable, restricted, committed or assigned.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Budgets and Budgetary Accounting

The School adopts an annual budget on a basis consistent with GAAP for the general fund. The School is required to present the adopted and final budgeted revenues and expenditures for the general fund that were filed and accepted by the Labor, Education and Community Services Comptroller's Office. The general fund budget appears on page 31.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash

The School's cash consists of cash on hand and demand deposits.

Prepaid Expenses

Prepaid expenses include payments to vendors for services applicable to future accounting periods such as rental payments and insurance premiums.

Receivables

Receivables primarily consist of amounts due from the Pennsylvania Department of Education for federal and state grants and subsidies. Receivables are stated at the amount management expects to collect. As of June 30, 2013, based on historical experience, no allowance has been established.

Capital Assets

Capital assets, which include leasehold improvements and furniture and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a threshold level of \$2,500 or more for capitalizing assets. The School does not possess any infrastructure. The infrastructure is owned by the Organization, which is presented discretely. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of an asset or materially extend an asset's life are expensed. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets, which range from three to ten years.

Deferred Outflows/Inflows of Resources

Statement 63 provides guidance for reporting deferred outflows of resources, deferred inflows of resources, and net position in the statement of financial position and related disclosures. In compliance with Statement 63, the "Statement of net assets" has been renamed the "Statement of net position" and includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Deferred Outflows/Inflows of Resources (Continued)

Deferred outflows of resources represent a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School has no items that qualify for reporting in this category.

Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School has no items that qualify for reporting in this category.

Advertising Costs

All costs associated with advertising and promotions are expensed in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Uncertain Tax Positions

The School accounts for uncertainty in income taxes in which tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by taxing authorities. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure and transition.

As of June 30, 2013, the School had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, the School had no interest and penalties related to income taxes.

The School files an income tax return in the U.S. federal jurisdiction. With few exceptions, the School is no longer subject to U.S. federal and state tax examinations by taxing authorities for years before fiscal year ended June 30, 2010.

Subsequent Events

The School has evaluated subsequent events through November 22, 2013, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

**NOTE 2. CASH**

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School monitors custodial credit risk by periodically reviewing the Federal Deposit Insurance Corporation's ("FDIC") limits and published credit ratings of its depository banks. Accounts are insured by the FDIC up to \$250,000 for all accounts kept at one financial institution. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School has elected for its accounts to be covered under this act.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 2. CASH (CONTINUED)**

As of June 30, 2013, the custodial risk is as follows:

	<u>Governmental</u> <u>Activities</u>	<u>Business-type</u> <u>Activity</u>	<u>Component</u> <u>Unit</u>
Uninsured and uncollateralized	\$ -	\$ -	\$ -
Collateralized	-	-	-
Uninsured and collateral held by the pledging bank's trust department not in the School's name	<u>1,237,030</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 1,237,030</u>	<u>\$ -</u>	<u>\$ -</u>

Reconciliation to the financial statements:

	<u>Governmental</u> <u>Activities</u>	<u>Business-type</u> <u>Activity</u>	<u>Component</u> <u>Unit</u>
Cash exposed to custodial risk	\$ -	\$ -	\$ -
Plus: insured amount	1,237,030	-	534,639
Less: outstanding checks	<u>(37,783)</u>	<u>-</u>	<u>(6,200)</u>
	<u>\$ 1,199,247</u>	<u>\$ -</u>	<u>\$ 528,439</u>

**NOTE 3. RECEIVABLES**

Receivables at June 30, 2013, consisted of subsidies from federal, state, and local sources. All receivables are considered collectible due to the stable condition of the state and private programs.

A summary of receivables follows:

<u>Receivables</u>	<u>Amount</u>
Federal	\$ 25,382
State	218,325
Local	<u>117,460</u>
	<u>\$ 361,167</u>

**NOTE 4. LOCAL EDUCATIONAL AGENCY ASSISTANCE (REVENUE)**

The School receives funding from the School District of Philadelphia on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Charter schools are funded by the local public school district. For non-special education students, the charter school receives for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. For the year ended June 30, 2013, the rate was \$8,064 per year per student, plus additional funding for special education students and transportation. The annual rate is paid monthly and is prorated if a student enters or leaves during the year. Total revenue from student enrollment was \$6,065,242 for the year ended June 30, 2013.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 5. CAPITAL ASSETS, NET**

Capital asset activity for the year ended June 30, 2013, was as follows:

Governmental Activities:

	Balance - June 30, <u>2012</u>	<u>Additions</u>	<u>Disposals</u>	Balance - June 30, <u>2013</u>
Leasehold improvements	\$ 873,747	\$ -	\$ -	\$ 873,747
Furniture and equipment	477,132	39,798	-	516,930
Less: accumulated depreciation	<u>(1,109,480)</u>	<u>(52,102)</u>	<u>-</u>	<u>(1,161,582)</u>
Capital assets, net	<u>\$ 241,399</u>	<u>\$ (12,304)</u>	<u>\$ -</u>	<u>\$ 229,095</u>

Depreciation expense for the year ended June 30, 2013, was \$52,102.

Business-type Activity:

	Balance July 1, 2012	<u>Additions</u>	<u>Disposals</u>	Balance June 30, <u>2013</u>
Furniture and equipment	\$ 57,806	\$ -	\$ (262)	\$ 57,544
Less: accumulated depreciation	<u>(24,774)</u>	<u>(8,258)</u>	<u>-</u>	<u>(33,032)</u>
Capital assets, net	<u>\$ 33,032</u>	<u>\$ (8,258)</u>	<u>\$ (262)</u>	<u>\$ 24,512</u>

Depreciation expense for the year ended June 30, 2013, was \$8,258.

**NOTE 6. RELATED-PARTY TRANSACTIONS AND FACILITY LEASING ARRANGEMENTS**

The School had a series of operating leases for the rental of its facilities with an affiliate who acquired the building during the fiscal year ended June 30, 2005. The leases were set to expire at various times through December 31, 2015, but were extended until March 15, 2043, as described in the "Amended and Restated Lease," dated March 1, 2013. The School has advanced funds to this affiliate, which has been recorded as prepaid rent. It is anticipated that these funds will be charged to operations at the rate of approximately \$11,111 per month for 60 months, which began on September 2009, with the third amendment to the lease agreement. Monthly payments on the lease amounted to \$51,475 during 2013, and fluctuate annually throughout the lease term.

During the year ended June 30, 2013, rent expense under the leases was \$1,065,875.

The following is a schedule of prepaid rent at June 30, 2013:

	<u>Amount</u>
Prepaid rent	\$ 155,556
Less: current portion	<u>133,333</u>
	<u>\$ 22,223</u>

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013**

**NOTE 6. RELATED-PARTY TRANSACTIONS AND FACILITY LEASING ARRANGEMENTS (CONTINUED)**

Minimum future lease payments under operating leases as of June 30, 2013, are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ 616,964
2015	614,955
2016	615,562
2017	617,913
2018	616,274
Thereafter	<u>15,232,369</u>
	<u>\$ 18,314,037</u>

**NOTE 7. RETIREMENT PLAN**

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing, multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative-mandated ad-hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, P.O. Box 125, Harrisburg, Pennsylvania, 17108-0125. This publication is also available on the PSERS website at [www.psers.state.pa.us/publications/general/cafr.htm](http://www.psers.state.pa.us/publications/general/cafr.htm).

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers and the Commonwealth.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System prior to, on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.50% (Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 7.     RETIREMENT PLAN (CONTINUED)**

- Members who joined the System after June 30, 2011, can choose between two classes of membership and, therefore, two different base contribution rates that are subject to a limited fluctuation based on a "shared risk." Membership Class T-E members have a base employee contribution rate of 7.5%, with shared risk contribution rate levels from 7.5% through and including 9.5%. Membership Class T-F members have a base employee contribution rate of 10.3%, with shared risk contribution rate levels from 10.3% through and including 12.3%.

With the "shared risk" program, members benefit when investments of the fund are doing well and share some of the risk when investments under perform. Membership Class T-E or T-F contribution rates will stay within the specified range, but may increase or decrease by .5% with the specified range once every three years, starting July 1, 2015. The contribution rates for these two membership classes will never go below the base rate or above the highest percentage rate.

Contributions required of the School are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of the School's contribution was 12.36% of covered payroll. The 12.36% rate is composed of a pension contribution rate of 11.50% for pension benefits and 0.86% for healthcare insurance premium assistance. Payroll expense for employees covered by the System for the year ended June 30, 2013, was approximately \$3,520,000. The School's contributions to the System for the years ended June 30, 2013, 2012 and 2011, amounted to \$437,616, \$290,476 and \$191,125, respectively.

**NOTE 8.     COMMITMENT**

In July 2011, the School entered into a three-year agreement with an organization for various business services at a monthly rate of \$6,146. The minimum payments under the agreement are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ <u>73,752</u>

The School is a co-borrower along with the Organization on a term note in the amount of \$650,000 as described in Note 11.

**NOTE 9.     GRANT CONTINGENCIES**

Grants received are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

**NOTE 10.    LITIGATION**

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect on the financial position of the School.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 11. COMPONENT UNIT**

Designing Futures Foundation ("DFF") is organized as a nonprofit corporation in Pennsylvania under the provisions of Section 501(c)(3) of the Internal Revenue Code. DFF commenced operations on July 1, 2004.

The goal of DFF is to provide financial support to the School through fundraising and charitable gifts and through the operations of its interests in L-A Liberty Square Associates, L.P. and DFF Real Estate, LLC.

L-A Liberty Square Associates, L.P. (the "Partnership") is a Pennsylvania limited partnership formed on August 6, 1998, to rent office and classroom space to the School and other tenants. The partnership agreement was amended and restated December 1, 2004. On December 2, 2004, operations commenced under the restated partnership agreement and DFF acquired a 99.99% interest in the Partnership.

DFF Real Estate, LLC (the "Corporation") was formed on November 12, 2004, as a nonrecognized tax entity. Its sole member is DFF. The Corporation acquired a .01% interest as general partner in the Partnership. The Partnership and Corporation are collectively known as the affiliates (the "Affiliates").

Capital Assets

As of December 31, 2012, the Organization's latest reporting period, its capital assets consisted of the following:

Building and improvements	\$	9,532,596
Furniture and equipment		240,320
Software		<u>20,284</u>
		9,793,200
Less: accumulated depreciation		<u>(2,093,665)</u>
		<u>\$ 7,699,535</u>

Depreciation expense for the year ended December 31, 2012, was \$286,078.

Rental Operations

The Partnership is a lessor of office space. Commitments for future minimum rental income under noncancelable leases and subleases at December 31, 2012, its latest reporting period, are approximately as follows:

<u>Year ending December 31:</u>	<u>Amount</u>
2013	\$ 1,575,702
2014	1,588,497
2015	524,644
2016	<u>231,467</u>
	<u>\$ 3,920,310</u>

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 11. COMPONENT UNIT (CONTINUED)**

Deferred Revenue

The School, which has a current lease agreement with the Partnership, advanced \$1,200,000 to the Partnership for closing and settlement costs of the building and transfer of partnership interest on December 2, 2004. Accordingly, the advance was recorded as deferred revenue. The amount is to be amortized at the rate of \$11,111 per month over 60 months, which began in September 2009, with the third amendment to the lease agreement.

The following is a schedule of deferred revenue at December 31, 2012, its latest reporting period:

	<u>Amount</u>
Deferred revenue	\$ 1,200,000
Less: amortized rent	(977,770)
	222,230
Less: accumulated depreciation	(133,332)
	\$ 88,898

Long-term Debt

Long-term debt of the Organization as of December 31, 2012, its latest reporting period, consisted of the following:

	<u>Amount</u>
On August 26, 2009, the Organization, Partnership, and School entered into an \$8,200,000 note payable with PNC Bank, N.A. (the "Bank"), payable in 59 equal and consecutive monthly installments of \$54,116, based on a 20-year amortization, with a balloon payment of all outstanding principal and interest due on August 24, 2014. The monthly payment amount represents principal plus interest at the one-month London Interbank Offered Rate ("LIBOR"), adjusted monthly, plus 3%. The effective rate was 3.21% as of December 31, 2012. The note is collateralized by (a) all receipts, revenues, income and other monies received by or on behalf of the Partnership, and (b) real property, fixtures and improvements located at lien on 105-17 South 7th Street, Philadelphia, PA (the "Property"), and assignment of all leases and rents on the Property. There are certain covenants related to this note payable. Such covenants include reporting requirements and financial covenants relating to unrestricted cash balances and debt coverage. The purpose of the note payable was to refinance all of the Partnership's and DFF's then existing indebtedness. Subsequently, the note was repaid in full upon issuance of the bonds, on March 1, 2013.	\$ 6,878,159

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2013**

**NOTE 11. COMPONENT UNIT (CONTINUED)**

On February 3, 2011, the Organization, Partnership, and School, as co-borrowers, entered into a term note with the Bank in the amount of \$650,000. The term note is payable in monthly installments of principal and interest, beginning on March 1, 2011, in the amount of approximately \$11,800. Amounts outstanding under this note bear interest at a rate per annum equal to the daily LIBOR, adjusted monthly, plus 3%. The effective rate was 3.22% as of December 31, 2012. Any outstanding principal and accrued interest is due and payable in full on the maturity date of February 2, 2016. This note is cross collateralized and cross defaulted with the \$8,200,000 note mentioned above, and with all other present and future obligations of DFF and the Bank. Subsequently, the note was repaid in full upon issuance of the bonds, on March 1, 2013.

	434,392
	7,312,551
Less: current portion	(560,540)
Long-term debt	\$ 6,752,011

Long-term Debt (Continued)

Principal payments on long-term debt at December 31, 2012, prior to the repayments in March 2013 discussed above, were scheduled to be as follows:

<u>Year ending December 31:</u>	<u>Amount</u>
2013	\$ 560,540
2014	6,575,021
2015	137,452
2016	39,538
	\$ 7,312,551

Terms of the new debt incurred upon the refinancing are discussed below.

Following are changes in long-term debt for the year ended December 31, 2012:

	Balance January 1, 2012	Additions	Deductions	Balance December 31, 2012	Amount Due in One Year
Notes payable	\$ 7,850,678	\$ -	\$ (538,127)	\$ 7,312,551	\$ 560,540

On March 1, 2013, DFF and the Partnership borrowed \$8,540,000 of Series 2013 bonds for the refinancing of existing indebtedness and improvements to their facilities. The loan is payable in annual payments of principal and interest, which correspond to the repayment or redemption of the bonds that were issued on behalf of DFF and the Partnership by the Philadelphia Authority for Industrial Development. The bonds are secured by the assets of DFF and the Partnership. The bonds bear interest at 5.25% until March 15, 2023, at which time the interest rate increases to 6.125%. The bonds call for annual mandatory sinking fund redemptions beginning March 15, 2014, with scheduled maturities on March 15, 2023 and 2043.

**REQUIRED SUPPLEMENTARY INFORMATION**

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**(NON-GAAP)**  
**BUDGET AND ACTUAL**  
**GENERAL FUND**  
**YEAR ENDED JUNE 30, 2013**

	<u>Budgeted Amounts</u>		<u>Actual</u> <u>Amounts</u>	<u>Over (Under)</u> <u>Final Budget</u>
	<u>Original</u>	<u>Final</u>		
<b>Revenues:</b>				
Local educational agencies	\$ 6,017,303	\$ 6,017,303	\$ 6,065,242	\$ 47,939
Other sources	268,611	268,611	294,924	26,313
State sources	348,511	348,511	512,157	163,646
Federal sources	<u>448,449</u>	<u>448,449</u>	<u>430,075</u>	<u>(18,374)</u>
Total revenues	<u>7,082,874</u>	<u>7,082,874</u>	<u>7,302,399</u>	<u>219,524</u>
<b>Expenditures:</b>				
Instruction	3,003,581	3,003,581	3,256,136	252,555
Support services	3,798,693	3,798,693	3,970,535	171,842
Non-instructional services	<u>47,369</u>	<u>47,369</u>	<u>27,048</u>	<u>(20,321)</u>
Total expenditures	<u>6,849,643</u>	<u>6,849,643</u>	<u>7,253,719</u>	<u>404,076</u>
Excess of revenues over expenditures	233,231	233,231	48,680	(184,552)
Fund balance - beginning	<u>1,283,598</u>	<u>1,283,598</u>	<u>1,465,314</u>	<u>181,716</u>
<b>FUND BALANCE - ENDING</b>	<u><b>\$ 1,516,829</b></u>	<u><b>\$ 1,516,829</b></u>	<u><b>\$ 1,513,994</b></u>	<u><b>\$ (2,836)</b></u>

See accompanying notes to financial statements.

**SINGLE AUDIT**

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2013**

<u>Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass- through Grantor's Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Education, Pass-through the Pennsylvania Department of Education</u>			
Title I Grants to LEAs	84.010	013-120863	\$ 163,146
Title I Grants to LEAs	84.010	013-130863	241,942
Improving Teacher Quality State Grants	84.367	020-130863	24,987
<u>U.S. Department of Agriculture Pass-through the Pennsylvania Department of Education</u>			
National School Lunch Program	10.555	362	124,939
School Breakfast Program	10.553	365	17,718
<u>U.S. Department of Education Pass-through the School District of Philadelphia</u>			
Special Education Grants to States	84.027	N/A	<u>120,994</u>
Total Federal Financial Assistance			<u>\$ 693,726</u>

See accompanying notes to schedule of expenditures of federal awards.

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2013**

**NOTE 1.     GENERAL**

The accompanying schedule of expenditures of federal awards presents the activity of all federal financial assistance programs of Charter High School for Architecture and Design (the "School"). The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2.     BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting, which is described in Note 1 to the School's financial statements.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees  
Charter High School for Architecture and Design  
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activity, the discretely presented component unit, the major fund, and the aggregate remaining fund information of Charter High School for Architecture and Design (the "School") as of and for the year ended Charter High School for Architecture and Design, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 22, 2013.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Citrin Cooperman & Company, LLP*  
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania  
November 22, 2013



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**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

To the Board of Trustees  
Charter High School for Architecture and Design  
Philadelphia, Pennsylvania

**Report on Compliance for Each Major Federal Program**

We have audited Charter High School for Architecture and Design's (the "School") compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget ("OMB") Circular A-133 Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2013. The School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditors' Responsibility***

Our responsibility is to express an opinion on compliance for the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

### ***Opinion on Each Major Federal Program***

In our opinion, the School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2013.

### **Report on Internal Control Over Compliance**

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Citrin Cooperman & Conway, LLP*  
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania  
November 22, 2013

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**JUNE 30, 2013**

**A. SUMMARY OF AUDITORS' RESULTS**

1. The auditors' report expresses an unqualified opinion on the financial statements of Charter High School for Architecture and Design (the "School").
2. No reportable conditions relating to the financial statements are reported in the Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
4. No reportable conditions relating to the audit of major federal award programs are reported in the Independent Auditors' Report for Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award program for the School expresses an unqualified opinion.
6. There were no audit findings that were required to be reported under OMB Circular A-133.
7. The program tested as a major program was Title I Grants to LEAs, CFDA #84.010.
8. The threshold for distinguishing Type A and Type B programs was \$300,000.
9. The School does not qualify as a low-risk auditee.

**B. FINDINGS - FINANCIAL STATEMENT AUDIT**

There were no financial statement findings.

**C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAM AUDIT**

There were no findings and questioned costs for federal awards, which would include audit findings as defined in OMB Circular A-133.

## **SUPPLEMENTARY INFORMATION**



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## INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH ASPECTS OF CONTRACTUAL AGREEMENTS

To the Board of Trustees  
Charter High School for Architecture and Design  
Philadelphia, Pennsylvania

We have audited, in accordance with auditing standards generally accepted in the United States of America, the accompanying financial statements of the governmental activities, the business-type activity, the discretely presented component unit, the major fund, and the aggregate remaining fund information of Charter High School for Architecture and Design (a nonprofit organization) (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 22, 2013.

In connection with our audit, nothing came to our attention that caused us to believe that the School failed to comply with the terms, covenants, provisions, or conditions of Section 19 of the Lease as such is referred to in the Loan and Trust Agreement dated March 1, 2013, with The Bank of New York Mellon Trust Company, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the School's noncompliance with the above-referenced terms, covenants, provisions, or conditions of the Lease, insofar as they relate to accounting matters.

This report is intended solely for the information and use of the Board of Trustees and management of Charter High School for Architecture and Design and The Bank of New York Mellon Trust Company, and is not intended to be and should not be used by anyone other than these specified parties.

*Citrin Cooperman & Company, LLP*  
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania  
March 12, 2014

**CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN  
HISTORICAL DEBT SERVICE COVERAGE RATIO  
FOR THE YEAR ENDED JUNE 30, 2013**

Gross operating and non-operating revenues	\$ 4,352,718
Less operating expenses and non-operating expenses	<u>(4,316,343)</u>
	36,375
Add back:	
Operating lease expense	932,542
Depreciation	<u>52,102</u>
	\$ <u>1,021,019</u>
Divided by:	
Future 12-month lease obligations	\$ <u><u>616,964</u></u>
Historical Debt Service Coverage Ratio	<u><u>1.65</u></u>

See independent auditors' report on compliance with aspects of contractual agreements.

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2014**

Name of School Charter High School for Architecture and Design

Address of School 105 S. 7th Street Philadelphia, PA 19106

CEO Signature \_\_\_\_\_

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	971
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	43,436
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	10,691
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	28,338
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	123,542
	6890	Other Revenues from Intermediary Sources	55,544
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	145,000
	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	10,125
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	6,511,294
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	

	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	7,404
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
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	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	3,775
	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	5,934
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	335,500
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
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)	320,062
	8520	Vocational Education	
	8530	Child Nutrition Program	122,599
	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		<b>OTHER FINANCING SOURCES</b>	
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	
<b>TOTAL REVENUES</b>				7,724,215

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

Name of School Charter High School for Architecture and Design

Address of School 105 S. 7th Street Philadelphia, PA 19106

CEO Signature \_\_\_\_\_

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	3,282,296.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	545,570.00
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	41,397.00
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	340,359.00
2130	Attendance Services	
2140	Psychological Services	73,850.00
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	96,150.00
2260	Instruction and Curriculum Development Services	11,781.00
2270	Instructional Staff Professional Development Services	61,950.00
2280	Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
2310	Board Services	
2320	Board Treasurer Services	
2340	Staff Relations and Negotiations Services	
2350	Legal Services	89,881.00
2360	Office of the Superintendent (Executive Director) Services	325,866.00
2370	Community Relations Services	
2380	Office of the Principal Services	863,551.00
2390	Other Administration Services	

2400		SUPPORT SERVICES - PUPIL HEALTH	93,389.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	90,242.00
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	50,007.00
	2590	Other Support Services - Business	5,230.00
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	1,147,726.00
	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	282,664.00
	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	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	255,775.00
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	224,897.00
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	13,724.00
	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	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	



This financial statement has been prepared on a modified accrual basis solely to comply with a thirty day deadline required by the Commonwealth of Pennsylvania. As a result of this truncated timeline, this financial statement has not been prepared in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board and may not include all accruals and/or depreciation expenses. It may materially differ from the school's final audited financial statements. Therefore, the charter school, its board and administration accept no responsibility for accuracy of the information contained herein.

Charter High School for Architecture and Design reserves all available objections regarding the required provision of Addendum B with the Annual Report for Charter Schools. Charter High School for Architecture and Design reserves its right for administrative/judicial relief pursuant to the Public School Code, Administrative Agency Law, the Pennsylvania Code and Charter School Law. Charter High School for Architecture and Design specifically denies that the provision of this financial statement to PDE in order to remain compliant with 24 PS Section 17-1728-A(b) and in accordance with its Charter constitutes any waiver of its rights as defined by Public School Code, Administrative Agency Law, the Pennsylvania Code and Charter School Law. Finally, Charter High School for Architecture and Design reserves the right to supplement or revise this submission with additional documentation which may be introduced into evidence at any subsequent proceeding.



# 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Number of teachers working toward becoming highly qualified		<p style="text-align: center;"><b>District Comments</b></p> 5/8/2012 4:10:43 PM District Administrator Architecture and Design Chs Admin LEA submitted its list of teachers and their qualifications <p style="text-align: center;"><b>Monitor Comments</b></p> 5/10/2012 9:18:43 AM Monitor Iris Cintron All but one of the school's teachers is HQ. That teacher is in a program leading to certification.
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input type="checkbox"/> LEA Plan		<p style="text-align: center;"><b>District Comments</b></p> 5/8/2012 4:11:59 PM District Administrator Architecture and Design Chs Admin Education Program for Spanish teacher currently working toward HQT.

2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		<table border="1"> <tr> <th data-bbox="1554 45 1982 90">District Comments</th> </tr> <tr> <td data-bbox="1554 94 1982 337"> 5/8/2012 4:12:46 PM  District Administrator  Architecture and Design Chs Admin  LEA does not employ paraprofessionals. </td> </tr> <tr> <th data-bbox="1554 341 1982 386">Monitor Comments</th> </tr> <tr> <td data-bbox="1554 389 1982 565"> 5/10/2012 9:20:59 AM  Monitor Iris Cintron  There are no paraprofessionals employed by the school. </td> </tr> </table>	District Comments	5/8/2012 4:12:46 PM District Administrator Architecture and Design Chs Admin LEA does not employ paraprofessionals.	Monitor Comments	5/10/2012 9:20:59 AM Monitor Iris Cintron There are no paraprofessionals employed by the school.
District Comments										
5/8/2012 4:12:46 PM District Administrator Architecture and Design Chs Admin LEA does not employ paraprofessionals.										
Monitor Comments										
5/10/2012 9:20:59 AM Monitor Iris Cintron There are no paraprofessionals employed by the school.										
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of dated letter of notification to parent/guardian						

## II. Parent Involvement

Component II: Parent Involvement								
<b>The LEA and schools meet parental involvement requirements.</b>								
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"/>			<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>           5/10/2012 9:29:06 AM            Monitor Iris Cintron            Saw the policy. Three parents were involved in developing the policy. It was last revised on 9/7/11 and will be revised again on May 23, 2012.         </td> </tr> </tbody> </table>	Monitor Comments	5/10/2012 9:29:06 AM Monitor Iris Cintron Saw the policy. Three parents were involved in developing the policy. It was last revised on 9/7/11 and will be revised again on May 23, 2012.
Monitor Comments								
5/10/2012 9:29:06 AM Monitor Iris Cintron Saw the policy. Three parents were involved in developing the policy. It was last revised on 9/7/11 and will be revised again on May 23, 2012.								
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).				
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<table border="1"> <thead> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/10/2012 9:38:43 AM Monitor Iris Cintron Information is currently not being sent home in a language other than English. The school has a new website where information is posted for parents and the button to googledoc translations was removed, but it will be reinstated shortly.</td> </tr> </tbody> </table>	Monitor Comments	5/10/2012 9:38:43 AM Monitor Iris Cintron Information is currently not being sent home in a language other than English. The school has a new website where information is posted for parents and the button to googledoc translations was removed, but it will be reinstated shortly.
Monitor Comments								
5/10/2012 9:38:43 AM Monitor Iris Cintron Information is currently not being sent home in a language other than English. The school has a new website where information is posted for parents and the button to googledoc translations was removed, but it will be reinstated shortly.								
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		

### III. LEA Improvement

Component III: LEA Improvement						
<b>LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.</b>						
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"/> <b>If the LEA is not identified for LEA Improvement, this section can be skipped.</b>						
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"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reservation of Funds page of eGrants application.</li> <li><input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</li> </ul>	<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. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities.  <input checked="" type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• If applicable, the notification must be provided in different languages.</li> </ul> <input 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:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.</p>		
<p>3. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of school improvement plan</p> <p><input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures.</p> <p><input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)</p>		
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. <b>ONLY School Improvement. not required for Corrective Action.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p> <p><input checked="" type="checkbox"/> Sign-in sheets for professional development activities.</p> <p><input checked="" type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies.</p> <p><input checked="" type="checkbox"/> Title I Budget</p>		

<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"/>	<p> <input type="checkbox"/> Meeting agendas  <input checked="" type="checkbox"/> Parent notifications  <input type="checkbox"/> Meeting minutes         </p>		<table border="1"> <thead> <tr> <th data-bbox="1549 38 1986 94" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1549 94 1986 373"> <p>5/10/2012 9:53:50 AM            Monitor Iris Cintron            Parents are on the school board and are voting members. Additionally, actions taken to improve academic achievement are always discussed.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/10/2012 9:53:50 AM            Monitor Iris Cintron            Parents are on the school board and are voting members. Additionally, actions taken to improve academic achievement are always discussed.</p>
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<p>5/10/2012 9:53:50 AM            Monitor Iris Cintron            Parents are on the school board and are voting members. Additionally, actions taken to improve academic achievement are always discussed.</p>								

## 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"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• This notice may be a part of the general school improvement notification or it may be a separate notice.</li> <li>• If applicable, the notification must be provided in different languages.</li> </ul> <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><b>District Comments</b></p> <p>5/8/2012 4:23:39 PM District Administrator Architecture and Design Chs Admin Not applicable-we are a single school and no students requested a transfer.</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><b>District Comments</b></p> <p>5/9/2012 1:08:45 PM District Administrator Architecture and Design Chs Admin CHAD is a single charter school and no student requested transfers.</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><b>District Comments</b></p> <p>5/8/2012 4:24:10 PM District Administrator Architecture and Design Chs Admin Not applicable-we are a single school.</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><b>District Comments</b></p> <p>5/9/2012 1:09:38 PM District Administrator Architecture and Design Chs Admin CHAD has not requested a rollover of choice funds.</p>

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

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

<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"> <li><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.</li>   <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• This notice may be a part of the general school improvement notification or it may be a separate notice.</li> <li>• If applicable, the notification must be provided in different languages.</li> <li>• SES may not replace other school programs (Supplement vs. Supplant)</li>   <li><input type="checkbox"/> Newsletter</li> <li><input checked="" type="checkbox"/> Mail</li> <li><input checked="" type="checkbox"/> Website</li> <li><input type="checkbox"/> Other</li> <li><input checked="" type="checkbox"/> Part of General Notification</li> <li><input type="checkbox"/> In Different Languages</li> </ul>	
<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"> <li><input checked="" type="checkbox"/> LEA Website</li> <li><input checked="" type="checkbox"/> List of SES Providers including distance providers</li> <li><input type="checkbox"/> Selection of Schools Low Income data</li> </ul>	<p>See List of providers on PDE/SES webpage.</p>	

<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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES.</p> <p><input checked="" type="checkbox"/> Criteria for priority of services.</p>		
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copies of contracts for each provider and student participating in SES.</p>		
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Parent Notifications</p> <p><input type="checkbox"/> Signed Agreements</p>	<p>Reviewers should ask parents of eligible students if they are aware of the two SES windows.</p> <p><input type="checkbox"/> Parents Asked</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:30:56 PM District Administrator Architecture and Design Chs Admin Provides year round on the website.</p>
<p>6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA Policy for access to school facilities.</p> <p><input type="checkbox"/> SES Provider agreements</p>		
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Parent Notification</p> <p><input type="checkbox"/> LEA Website</p> <p><input type="checkbox"/> FBO/CBO correspondence, phone logs or posters</p> <p><input type="checkbox"/> DFP notification and Assurances for Rollover Form</p>	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p> <p><input type="checkbox"/> Parents Asked</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:31:42 PM District Administrator Architecture and Design Chs Admin No request for rollover was made by LEA.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 10:14:24 AM Monitor Iris Cintron There was no request for rollover made as of yet.</p>

<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"/> <p><input checked="" type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating.</p> <p><input checked="" type="checkbox"/> SES data entered in eGrants.</p>		
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## VII. Schoolwide Programs

Component VII: Schoolwide Programs

**The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.**

**Sec. 1114**

**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 type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input checked="" type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		

<p>2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schoolwide agenda/minutes.</li> <li><input checked="" type="checkbox"/> School wide plan that includes goals.</li> <li><input checked="" type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.)</li> <li><input type="checkbox"/> Assessments</li> <li><input type="checkbox"/> Comprehensive Needs Assessment and a system of documentation.</li> <li><input type="checkbox"/> Identification of scientifically-based strategies to address needs.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           5/8/2012 4:33:32 PM            District Administrator            Architecture and Design Chs            Admin            School Improvement Plan was submitted.         </td> </tr> </table>	District Comments	5/8/2012 4:33:32 PM District Administrator Architecture and Design Chs Admin School Improvement Plan was submitted.
District Comments								
5/8/2012 4:33:32 PM District Administrator Architecture and Design Chs Admin School Improvement Plan was submitted.								
<p>2a. Comprehensive Needs Assessment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           5/8/2012 4:35:02 PM            District Administrator            Architecture and Design Chs            Admin            Included in the School Improvement Plan.         </td> </tr> </table>	District Comments	5/8/2012 4:35:02 PM District Administrator Architecture and Design Chs Admin Included in the School Improvement Plan.
District Comments								
5/8/2012 4:35:02 PM District Administrator Architecture and Design Chs Admin Included in the School Improvement Plan.								
<p>2b. Schoolwide reform strategies</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           5/8/2012 4:35:30 PM            District Administrator            Architecture and Design Chs            Admin            Included in the School Improvement Plan.         </td> </tr> </table>	District Comments	5/8/2012 4:35:30 PM District Administrator Architecture and Design Chs Admin Included in the School Improvement Plan.
District Comments								
5/8/2012 4:35:30 PM District Administrator Architecture and Design Chs Admin Included in the School Improvement Plan.								

2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:36:12 PM  District Administrator  Architecture and Design Chs Admin  Highly Qualified Teacher list provided.</p>
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:36:48 PM  District Administrator  Architecture and Design Chs Admin  Included in the School Improvement Plan and the Act 48 Professional Development plan.</p>
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:44:14 PM  District Administrator  Architecture and Design Chs Admin  CHAD has only one school site at this time.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 10:23:43 AM  Monitor Iris Cintron  This is a charter school and it is only one building, therefore, the high quality teachers are in the high need school.</p>

2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:43:02 PM  District Administrator  Architecture and Design Chs  Admin  Active parent's association including two voting Board representatives.</p>
2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:43:42 PM  District Administrator  Architecture and Design Chs  Admin  CHAD is a high school and does not provide these services.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 10:24:51 AM  Monitor Iris Cintron  There are no preschool children in this school.</p>
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:42:21 PM  District Administrator  Architecture and Design Chs  Admin  Teacher provide input in decision making via grade level professional learning communities.</p>
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"/>			<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:40:47 PM  District Administrator  Architecture and Design Chs  Admin  Business Manager, Head of  School, and the Title I  Coordinator reviews and  maintain the budget.</p>
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		<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:39:09 PM  District Administrator  Architecture and Design Chs  Admin  Business Manager organizes and  allocated funds as outlined by  the needs identified in the School  improvement Plan.</p>

## VIII. Targeted Assistance

Component VIII: Targeted Assistance

**The LEA targeted assistance programs meet all requirements.**

**Sec. 1115**

**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"> <li>• using effective instructional methods and strategies that strengthen the core academic program of the school</li> <li>• primary consideration to providing extended learning time for students served</li> <li>• an accelerated high quality curriculum</li> <li>• Minimizing the removal of children from regular classroom during regular school hours.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of scientifically-researched based instructional models.</li> <li><input type="checkbox"/> School improvement plans.</li> <li><input type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc.</li> <li><input type="checkbox"/> School schedules and schedules for Title I staff and eligible students.</li> <li><input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction.</li> </ul>		
<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"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs).</li> <li><input type="checkbox"/> Documentation of scheduled team meetings.</li> </ul>		
<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"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff schedules</li> <li><input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc.</li> </ul>		

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							
<b>The LEA complies with the comparability provisions of Title I.</b>							
Sec. 1120A(c)							
<input checked="" type="checkbox"/> <b>If the LEA is exempt from Comparability requirements, this section can be skipped.</b> <b>For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.</b>							
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

All documentation is in order. It is recommended that information for parents on the website be provided in languages other than English for those parents whose native language is not English. The school is working on getting googledocs on the website in order for parents to have the ability to click for translations of existing documents.

# 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)&amp;(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input type="checkbox"/> Principal Attestation ( <i>PDE Form 425</i> ) <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 ( <i>PDE Form 425</i> ). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		

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 &amp; 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="1568 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1568 180 2003 423"> <p>5/8/2012 4:49:05 PM  District Administrator  Architecture and Design Chs Admin  CHAD has only one teacher working toward HQT.</p> </td> </tr> <tr> <th data-bbox="1568 423 2003 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1568 472 2003 685"> <p>5/10/2012 10:52:18 AM  Monitor Iris Cintron  The school only has one teacher who is not HQ and will be become HQ by December 2012.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/8/2012 4:49:05 PM  District Administrator  Architecture and Design Chs Admin  CHAD has only one teacher working toward HQT.</p>	Monitor Comments	<p>5/10/2012 10:52:18 AM  Monitor Iris Cintron  The school only has one teacher who is not HQ and will be become HQ by December 2012.</p>
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## 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 type="checkbox"/> Copy of district needs assessment and findings		<p style="text-align: center;"><b>District Comments</b></p> <p>5/8/2012 4:51:27 PM District Administrator Architecture and Design Chs Admin CHAD identifies professional needs and aligns with state standards when developing professional development programming.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 10:54:12 AM Monitor Iris Cintron The school has a PD plan for each individual teacher in the school.</p>
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 11:00:01 AM Monitor Iris Cintron There was no parent at the planning meeting for PD. The school did discuss the plan with the school board at which two parents are members.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>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></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> List of professional development activities aligned to district plan.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1461 123 2011 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1461 180 2011 496"> <p>5/8/2012 4:52:41 PM District Administrator Architecture and Design Chs Admin Professional Development programming is established through both teacher self assessment and the needs of the students based on benchmark data.</p> </td> </tr> <tr> <th data-bbox="1461 496 2011 545" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1461 545 2011 797"> <p>5/10/2012 11:45:09 AM Monitor Iris Cintron The LEA's professional development activities are scientifically based and they are developed to improve academic achievement.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/8/2012 4:52:41 PM District Administrator Architecture and Design Chs Admin Professional Development programming is established through both teacher self assessment and the needs of the students based on benchmark data.</p>	Monitor Comments	<p>5/10/2012 11:45:09 AM Monitor Iris Cintron The LEA's professional development activities are scientifically based and they are developed to improve academic achievement.</p>
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Monitor Comments										
<p>5/10/2012 11:45:09 AM Monitor Iris Cintron The LEA's professional development activities are scientifically based and they are developed to improve academic achievement.</p>										
<p>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&amp;B)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters</p>						
<p>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></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan</p>						

## 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;"><b>District Comments</b></p> <p>5/8/2012 4:53:22 PM            District Administrator Architecture and Design Chs Admin            CHAD currently only has one school site.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 4:59:46 PM            Monitor Iris Cintron            The LEA only has one school. This is a charter school.</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 type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 11:47:40 AM            Monitor Iris Cintron            There is one teacher paid out of the Title II-part A funds. He is supplemental to the overall program in the school and has been added to assist with math classes. This helps reduce the number of students in the math classes overall.</p>
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;"><b>District Comments</b></p> <p>5/8/2012 4:53:28 PM            District Administrator Architecture and Design Chs Admin            CHAD currently only has one school site.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 11:38:17 AM            Monitor Iris Cintron            CHAD does not serve non public schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Agendas of Equity Plan Meetings</li> <li><input type="checkbox"/> Meeting minutes of Equity Plan writing &amp; planning sessions.</li> <li><input type="checkbox"/> Teachers are reassigned</li> <li><input type="checkbox"/> Changes to union contract</li> <li><input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1434 126 2007 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1434 180 2007 423"> <p>5/10/2012 11:41:41 AM  Monitor Iris Cintron  There is only one school in the LEA. This is a charter school. There is only one non HQ teacher who will be HQ in December 2012.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/10/2012 11:41:41 AM  Monitor Iris Cintron  There is only one school in the LEA. This is a charter school. There is only one non HQ teacher who will be HQ in December 2012.</p>
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# 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
<b>A. Audits</b>  <b>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.</b>  <b>OMB Circular A-87</b>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<b>District Comments</b> 5/9/2012 11:47:06 AM District Administrator Architecture and Design Chs Admin CHAD supplied the monitor with the audit review from last audit.
							<b>Monitor Comments</b> 5/10/2012 11:48:54 AM Monitor Iris Cintron There were no finding in the last two audits.
<b>B. Carryover</b>  <b>The LEA complies with the carryover provisions of Title I.</b>  <b>Sec. 1127</b>	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.		<b>Monitor Comments</b> 5/10/2012 1:36:09 PM Monitor Iris Cintron The carryover amount in the 2011-2012 application was 25.59%.
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input checked="" type="checkbox"/> Waiver request approval on file and at PDE.		<b>Monitor Comments</b> 5/10/2012 11:55:32 AM Monitor Iris Cintron The LEA did not in fact request a waiver, they checked the box in error.
<b>C. Rank Order</b>							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>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.</b></p> <p><b>Sec. 1113 34 CFR Part 200 §200.77-§200.78</b></p>	<p>1. The LEA is only serving eligible schools and all schools above 75% poverty are served.</p>	☑	☐	☐	<p>☐ Documentation detailing the poverty data used to determine eligibility</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>5/9/2012 11:49:40 AM District Administrator Architecture and Design Chs Admin CHAD is a charter school with only one building.</p>
	<p>2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.</p>	☐	☐	☑	<p>☐ Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.</p>		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 12:13:51 PM Monitor Iris Cintron This LEA is a charter school and only has one school. This does not apply.</p>
	<p>3. Eligible schools are ranked and served from highest to lowest poverty.</p>	☐	☐	☑	<p>☐ Actual allocations match Consolidated Plan.</p>		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 12:14:16 PM Monitor Iris Cintron This LEA is a charter school and only has one school. This does not apply.</p>
	<p>4. The allocation to each eligible school and the per pupil allocation match.</p>	☐	☐	☑	<p>☐ Per pupil expenditures at building level matches consolidated application</p>		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/10/2012 12:14:30 PM Monitor Iris Cintron This LEA is a charter school and only has one school. This does not apply.</p>

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		<b>Monitor Comments</b> 5/10/2012 12:14:49 PM Monitor Iris Cintron This LEA is a charter school and only has one school. This does not apply.
	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.		<b>Monitor Comments</b> 5/10/2012 12:15:28 PM Monitor Iris Cintron There are not pre Kdg. students, this is a high school.
<b>D. Supplement / Supplant</b>  <b>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.</b>  <b>Sec. 1114</b> <b>Sec. 1115</b> <b>Sec. 1116</b> <b>Sec. 1120A</b>	1. LEA approved budget and records of expenditures of Title I funds at the district level match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul> *Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.	<b>Monitor Comments</b> 5/10/2012 12:16:25 PM Monitor Iris Cintron This section does not apply to this school.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		<table border="1"> <tr> <th data-bbox="1656 165 2003 215">Monitor Comments</th> </tr> <tr> <td data-bbox="1656 215 2003 391">           5/10/2012 12:16:51 PM            Monitor Iris Cintron            This section does not apply to this school.         </td> </tr> </table>	Monitor Comments	5/10/2012 12:16:51 PM Monitor Iris Cintron This section does not apply to this school.		
Monitor Comments											
5/10/2012 12:16:51 PM Monitor Iris Cintron This section does not apply to this school.											
	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"> <tr> <th data-bbox="1656 552 2003 602">District Comments</th> </tr> <tr> <td data-bbox="1656 602 2003 846">           5/9/2012 1:00:17 PM            District Administrator            Architecture and Design            Chs Admin            CHAD is a school wide            Title I School.         </td> </tr> <tr> <th data-bbox="1656 846 2003 896">Monitor Comments</th> </tr> <tr> <td data-bbox="1656 896 2003 1065">           5/10/2012 12:17:19 PM            Monitor Iris Cintron            This section does not apply to this LEA.         </td> </tr> </table>	District Comments	5/9/2012 1:00:17 PM District Administrator Architecture and Design Chs Admin CHAD is a school wide Title I School.	Monitor Comments	5/10/2012 12:17:19 PM Monitor Iris Cintron This section does not apply to this LEA.
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<b>E. Equipment and Related Property</b>  <b>OMB Circular A-87</b> <b>EDGAR 80.32</b>	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/10/2012 12:48:32 PM Monitor Iris Cintron A complete inventory list was provided.</td> </tr> </tbody> </table>	Monitor Comments	5/10/2012 12:48:32 PM Monitor Iris Cintron A complete inventory list was provided.		
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2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equipment Inventory List	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>						
<b>F. Compliance to Reservations</b>  <b>The LEA complies with requirements regarding the reservation of funds. Sec. 1113</b> <b>Sec. 1116</b> <b>Sec. 1118</b>	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>5/9/2012 1:04:17 PM District Administrator Architecture and Design Chs Admin Listed in the Title I budget spreadsheet.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/10/2012 12:45:38 PM Monitor Iris Cintron This school is a charter school and only has an SES set aside.</td> </tr> </tbody> </table>	District Comments	5/9/2012 1:04:17 PM District Administrator Architecture and Design Chs Admin Listed in the Title I budget spreadsheet.	Monitor Comments	5/10/2012 12:45:38 PM Monitor Iris Cintron This school is a charter school and only has an SES set aside.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the ROF screen on egrants. <input checked="" type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).						
	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"> <tr> <th data-bbox="1654 815 2003 863">District Comments</th> </tr> <tr> <td data-bbox="1654 863 2003 1107">5/9/2012 11:52:08 AM District Administrator Architecture and Design Chs Admin Chad's total allocation is less than \$500K</td> </tr> <tr> <th data-bbox="1654 1107 2003 1156">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 1156 2003 1367">5/10/2012 12:46:35 PM Monitor Iris Cintron This school does not receive more than \$500,000.</td> </tr> </table>	District Comments	5/9/2012 11:52:08 AM District Administrator Architecture and Design Chs Admin Chad's total allocation is less than \$500K	Monitor Comments	5/10/2012 12:46:35 PM Monitor Iris Cintron This school does not receive more than \$500,000.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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 type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<b>G. Obligating Funds</b>	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)	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>					
<b>H. Nonpublic School Services</b>	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.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1652 514 2003 570"><b>District Comments</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 570 2003 813">5/9/2012 11:53:33 AM District Administrator Architecture and Design Chs Admin CHAD is a charter school with a single site.</td> </tr> <tr> <th data-bbox="1652 813 2003 868"><b>Monitor Comments</b></th> </tr> <tr> <td data-bbox="1652 868 2003 1070">5/10/2012 12:58:44 PM Monitor Iris Cintron There are no on publics being served. This is a charter school.</td> </tr> </tbody> </table>	<b>District Comments</b>	5/9/2012 11:53:33 AM District Administrator Architecture and Design Chs Admin CHAD is a charter school with a single site.	<b>Monitor Comments</b>	5/10/2012 12:58:44 PM Monitor Iris Cintron There are no on publics being served. This is a charter school.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments			
<b>I. Time Documentation</b>	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	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>				
	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>5/9/2012 11:54:34 AM District Administrator Architecture and Design Chs Admin No partial employees are charge to Title I or II.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/10/2012 1:02:29 PM Monitor Iris Cintron There are no pro rated staff charged to Title funds.</td> </tr> </tbody> </table>	District Comments	5/9/2012 11:54:34 AM District Administrator Architecture and Design Chs Admin No partial employees are charge to Title I or II.	Monitor Comments
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<b>J. Record Retention</b>	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> <li>• Reading First</li> </ul>				

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## Comments

Although most of the information was provided, it is recommended that for the next monitoring a member of the business office be present for the fiscal part of the review.

# Ed-Flex Waiver Review

Ed-Flex is a program that delegates to PA the authority to grant waivers of certain federal requirements to improve education.

## Section 4 of the Education Flexibility Partnership Act of 1999

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 1 Waiver Application		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>5/9/2012 1:27:39 PM District Administrator Architecture and Design Chs Admin CHAD has not applied for a Federal Programs waiver.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/10/2012 1:27:06 PM Monitor Iris Cintron The school has not applied for waivers.</td> </tr> </tbody> </table>	District Comments	5/9/2012 1:27:39 PM District Administrator Architecture and Design Chs Admin CHAD has not applied for a Federal Programs waiver.	Monitor Comments	5/10/2012 1:27:06 PM Monitor Iris Cintron The school has not applied for waivers.
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5/10/2012 1:27:06 PM Monitor Iris Cintron The school has not applied for waivers.										
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 2 Waiver Application		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/10/2012 1:28:04 PM Monitor Iris Cintron The school has not applied for waivers.</td> </tr> </tbody> </table>	Monitor Comments	5/10/2012 1:28:04 PM Monitor Iris Cintron The school has not applied for waivers.		
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 3 Waiver Application		<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;"><b>District Comments</b></p> <p>5/9/2012 1:17:09 PM District Administrator Architecture and Design Chs Admin CHAD has not applied for a Federal Programs waiver.</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>5/10/2012 1:28:20 PM Monitor Iris Cintron The school has not applied for waivers.</p> </div>
4. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 4 Waiver Application		<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>5/10/2012 1:28:41 PM Monitor Iris Cintron The school has not applied for waivers.</p> </div>
5. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 5 Waiver Application		<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;"><b>District Comments</b></p> <p>5/9/2012 1:17:29 PM District Administrator Architecture and Design Chs Admin CHAD has not applied for a Federal Programs waiver.</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;"><b>Monitor Comments</b></p> <p>5/10/2012 1:29:11 PM Monitor Iris Cintron The school has not applied for waivers.</p> </div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Section 6 Waiver Application		<table border="1"> <thead> <tr> <th data-bbox="1612 165 2003 214">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 214 2003 393">           5/10/2012 1:29:32 PM            Monitor Iris Cintron            The school has not applied for waivers.         </td> </tr> </tbody> </table>	Monitor Comments	5/10/2012 1:29:32 PM Monitor Iris Cintron The school has not applied for waivers.		
Monitor Comments										
5/10/2012 1:29:32 PM Monitor Iris Cintron The school has not applied for waivers.										
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval Letter from PDE		<table border="1"> <thead> <tr> <th data-bbox="1612 406 2003 454">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 454 2003 698">           5/9/2012 1:17:40 PM            District Administrator            Architecture and Design Chs Admin            CHAD has not applied for a Federal Programs waiver.         </td> </tr> <tr> <th data-bbox="1612 698 2003 747">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 747 2003 925">           5/10/2012 1:32:15 PM            Monitor Iris Cintron            The school has not applied for waivers.         </td> </tr> </tbody> </table>	District Comments	5/9/2012 1:17:40 PM District Administrator Architecture and Design Chs Admin CHAD has not applied for a Federal Programs waiver.	Monitor Comments	5/10/2012 1:32:15 PM Monitor Iris Cintron The school has not applied for waivers.
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Monitor Comments										
5/10/2012 1:32:15 PM Monitor Iris Cintron The school has not applied for waivers.										

## Personnel Interviews

<b>Building</b>	<b>Date</b>	<b>Staff Member Interviewed</b>	<b>Staff Member Position</b>
Charter School for Architecture and Design	5/10/2012	Kim Edwards	Parent
Charter School for Architecture and Design	5/10/2012	Layonda Reason	Student - 10th Grade
Charter School for Architecture and Design	5/10/2012	Lisa Morein	Teacher Librarian
Charter School for Architecture and Design	5/10/2012	Olena Guttman	Math Teacher
Charter School for Architecture and Design	5/10/2012	Phyllis Santaigo	Vice-Principal
Charter School for Architecture and Design	5/10/2012	Rashim Cooper	Student - 10th Grade



**pennsylvania**  
DEPARTMENT OF EDUCATION

August 16, 2013

Dr. Peter Kountz  
CEO  
Charter High School for Architecture & Design  
105 South 7th Street  
Philadelphia, Pa 19106

Dear Dr. Kountz:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Charter High School for Architecture & Design the week of May 29, 2013.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Walter Howard, the Chairperson of the compliance monitoring team.

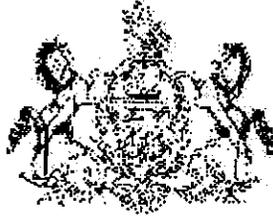
Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

John J. Tommasini  
Director

Attachments: Executive Summary  
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson  
Jill Deitrich  
CS Monitoring File



**Executive Summary**  
**BSE Compliance Monitoring Review**  
**of the**  
**Charter High School for Architecture & Design**

**PART I**  
**SUMMARY OF FINDINGS**

**A. Review Process**

Prior to the Bureau's monitoring the week of May 29, 2013, the Charter High School for Architecture & Design 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. This included:

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

**B. General Findings**

In reaching compliance determinations, the Bureau of Special Education (BSE) 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
- 34 CFR Part 300

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

**Commendations**

In addition to reporting the status of compliance, the BSE wishes to recognize the Charter High School for Architecture & Design for the following:

- The Charter School is commended for developing an attendance initiative and drop out prevention program which has resulted in only one student dropping out in the last six years.

- The Charter School is commended for the "Peer Tutoring" Program developed by students which provides comprehensive tutoring support to both students in the general ed curriculum and students with IEPs.

**C. Overall Findings**

**1. FACILITATED SELF ASSESSMENT (FSA)**

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

<b>FSA</b>	<b>In Compliance</b>	<b>Out of Compliance</b>
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	0	1
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	1	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	0	1
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

<b>IMPROVEMENT PLAN REQUIRED</b>	<b>Yes</b>	<b>No</b>
Effective use of Dispute Resolution	0	1
Graduation Rates (SPP)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	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 Charter High School for Architecture & Design is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	7	68
Evaluation/Reevaluation: Process and Content	336	9	435
Individualized Education Program: Process and Content	488	39	273
Procedural Safeguards: Process and Content	113	5	2
<b>TOTALS</b>	<b>1022</b>	<b>60</b>	<b>778</b>

**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 charter school 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: General Ed Teacher Interviews	219	31	85
Program Implementation: Special Ed Teacher Interviews	319	6	121
Program Implementation: Parent Interviews	166	24	113
<b>TOTALS</b>	<b>704</b>	<b>61</b>	<b>319</b>

**4. STUDENT INTERVIEWS**

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

**5. CLASSROOM OBSERVATIONS**

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	43	0	27

**6. EDUCATIONAL BENEFIT REVIEW**

	In Compliance	Out of Compliance
Educational Benefit Review	X	

## **PART II CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

*Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report.* The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action 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. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed 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 BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff is available to assist the charter school.

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

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

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

Charter School: Charter High School for Architecture & Design

Chief Executive Officer: Dr. Peter Kountz

Special Education Director/Coordinator: \_\_\_\_\_

BSE Special Education Adviser: Walter Howard

Date of Report: August 16, 2013

Date Final Report Sent to LEA: August 16, 2013

**Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA.**

First Visit Date: \_\_\_\_\_

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
						<b>FSA-PROGRESSIVE READING AND WRITING</b> Standard: LEA demonstrates compliance with annual public notice requirements.			
Y						3. <b>FSA-CHILD FIND</b>  Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. <b>FSA-CONFIDENTIALITY</b>  Standard The LEA is in compliance with confidentiality requirements.			
Y						5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
	N					15. <b>FSA-PARENT TRAINING</b>  Standard: Parent opportunities for training and information sharing address the special knowledge, skills, and abilities needed to serve the unique needs of students with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

101

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 2 0 2 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 0 0 4 3 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
7	3	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	4	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
5	5	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	3	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
6	0	0		4		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
6	0	0		4		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	10		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
9	0	1		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
9	0	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
3	0	3		4		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
10	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					3 5 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 1 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	1	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	2	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Improved interactions with teachers. Social benefits. More confident, more motivated. Better interactions with teachers. Peer interaction. Adapts well with people. Manages content. Peer interaction. Social interaction, help from other students. Practice, good modeling & group work. Interaction with high academic students.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	2	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	1	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you? Need more time.			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
7	0	3				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	3				SE 95c. If yes, what reasons were discussed for recommending removal? Need for extra help. Below grade level in core subjects. Needs the extra help to succeed. Based on IEP needs. IEP needs. Reading & writing, completion of assignments. Weakness in core subjects.			
0	0	3				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Per IEP. Via IEP. Per IEP. IEP team. IEP team. Based on IEP needs. Needs extra time for testing.			
10	0	0				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	2	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
Y						5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. <b>FSA-SUSPENSION RATES</b>  Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-DISTRICT-WIDE ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
10	0	0				FR 194. PTRE-Consent Form is present in the student file			
10	0	0				FR 195. Demographic data			
10	0	0				FR 196. Reason for reevaluation			
10	0	0				FR 197. Types of assessment tools, tests and procedures to be used			
10	0	0				FR 198. Contact person's name and contact information			

15/12

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	0			100%	FR 199. Parent has selected a consent option			
0	1	0			100%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
10	0	0				FR 207. RR is present in the student file			
5					10%	FR 208. Reevaluation was completed within guidelines (either on calendar days from the date of LEA receipt of signed PIRF consent form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of IIR, most RR, or Agreement to Waive RR)			
6					1%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team. Unless this requirement was waived by a parent in writing.			
10	0	0				FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Appropriate and appropriate tasks			
10	0	0				FR 215. Customized, individualized assessment and/or state assessment			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conditions regarding use of educational data in schools			
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					100%	Summary of findings includes the present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
					100%	Interpretation of additional data			
10	0	0				FR 229. Documentation that the student does not achieve adequately for age, etc.			
					100%	Indication of process(es) used to determine eligibility			
10	0	0				FR 231. Instructional strategies used and student-centered data collected			
7	0	3				FR 232. Educationally relevant medical findings, if any			
8	0	2				FR 233. Effects of the student's environment, culture, or economic background			
9	0	1				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
9	0	1				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
9	0	1				FR 236. Observation in the student's learning environment			
4	0	6				FR 237. Other data if needed			
10	0	0				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
10	0	0				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
7	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	0	1			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	7	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	6	1	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
0	0	10				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
13	8	0	0		20%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
14	3	7	0		70%	FR 245. Transition planning and services - invitation to parents is checked (age 14, younger, if determined appropriate)			
15	0	2	3		100%	FR 246. Transition planning and services - if appropriate evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
16	3	7	0		70%	FR 247. Transition planning and services - invitation to student is checked (age 14, or younger, if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
17	9	1	0		100%	FR 250. Parent response or documentation on parent attendance at the meeting or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
18	5	5	0		33%	FR 251. Parent consent to excuse members from attending the IEP team meeting is present in the student file			
2	0	8				FR 252. Demographic data			
2	0	8				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	3			100%	FR 254. Form designates which members will submit written input prior to the meeting.			
1	1	3			50%	FR 255. Parent written consent is documented.			
					2 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
2	0	8				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
3	1	1			11%	FR 264. Student			
2	1	0			10%	FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
2	0	8				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			
8	2	0			20%	FR 283. Present levels related to current postsecondary transition goals (if student is 14 or younger if determined by IEP team)			
8	1	1			11%	FR 284. Parental concerns for educating the education of the student (if provided by parent to the LIA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
10	0	0				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
10	0	0				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
9	0	1				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			

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Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	0			20%	FR 292. Location, frequency, projected beginning date, anticipated duration and persons/agency responsible for Agency Services			
10	0	0				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
10	0	0				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
9	1	0			10%	FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
5	0	5				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
4	0	6				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
7	9	0			30%	FR 309. If Program Modifications and Specially-Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
3	0	7				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
3	0	7				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
7	9	0			30%	FR 313. If Supports for school personnel are included on the IEP, the personnel, related support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
0	0	10				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
3	2	0			20%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
3	2	0			20%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
2	0	8				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	2	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	2	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	4	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Training class regarding what is involved in preparing IEP. How process works & what parent can request. Don't know. Don't know.			
7	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
6	0	2	0			P 35. Was the current IEP developed at the IEP meeting?			
5	0	3	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
6	0	2	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
1	1	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	1	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Medical issues. Work			
7	0	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
0	6	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
0	0	10				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
6	0	1	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
6	0	1	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
3	0	7				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Improved work ethic. The student is with peers, more content exposure, support from teachers. Increased confidence. More focused about school work. Peer interaction & socialization. Peer interaction. Student improving. Peer modeling. Higher standards for behavior & academics. Peer modeling.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					8 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	0	6				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
2	2	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				GE 79c. If yes, what reasons were discussed for recommending removal? Student needs. Comprehension issues.			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team. Team decision.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
2	2	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	2	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	1	4	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
3	1	4	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	7	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
0	1	7	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
0	0	10				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
8	0	0	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
7	0	1	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
4	2	2	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	4	0			P 50c. If yes, what reasons were discussed for recommending removal? Student needs. Improved learning. Needs to be at own level. Based on needs.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Not sure. I don't know. IEP team. IEP team.			
5	0	2	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
8	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Doing higher level. Student is more focused. Improved reading & spelling. The student is a complete, mature, young, responsible individual. Peer modeling & interaction. Peer interaction. Peer interaction. Sees good models. Process gradual. Likes to be there.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
8	2	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
32	1	0			100%	FR 331. A description of the action proposed or refused by the IEP team.			
33	1	0			100%	FR 332. An explanation of why the IEP team proposed or refused to take the action.			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	1	0			10%	FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
8	2	0			20%	FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
<b>INTERVIEW RESULTS (Parent)</b>									
0	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
<b>Topical Area 7: Additional Interview Responses</b>									
<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>									
						P 54. I am a partner with school personnel when we plan my child's education program.			
					5	Always			
					1	Sometimes			
					0	Rarely			
					2	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 3 1 2 2 7 4	c. staff-aide ratios d. staff's knowledge, training f. less inclusion g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Teachers are always in touch. Improved school work. The student is treated like a human, not a number. Behavior plan.			
		7	0		1	P 67. Tell me anything you would like to change about the program. n. other Team meeting in the middle of the year.			
		1	0		2 2 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program. It's a nice program. Any child who needs it should have it. Likes school & caring teachers.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Student Interview Results</b>			
			0		10	S 126. What kind of support are you currently receiving? a. Learning Support			
10	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					6 4 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 129. What do you like best about the program? Learning experiences & growing up. It teaches me a lot & prepares me for adulthood. Teachers take the time to help & give you extra time. Being in class & the learning environment. Teachers care. Freedom Classes Design, art, math. Design classes. College prep emphasis.			
						S 130. What do you like least about the program? Not enough time to do classwork. Being put in a separate class. The grading system - grades drop for insignificant reasons. Getting in trouble. Math Teachers should take time to get to know students. Math class. Others.			
					8 2 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Whenever I need help I get it immediately. Help me understand why I need to do my work. The teachers help more than the regular teachers do. Gives me a place to get my work done. Extra time & help. Help that's given. Helps me to know where I'm at, better motivation. Services come to the student. Help in language.			
						S 133. What do you like least about the special education supports/services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						I don't like having to ask for help. Class size. No complaints. Crowding in the classrooms. Have to wait to get help. More service. Nothing Class support.			
					0 7 2 1 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
5	5	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Participation in clubs. Sports Clubs & arts. Club Participate in clubs.			
						S 137. If no, why not Personal choice & responsibilities at home. No time. Do community sports. Things to do at home.			
10	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
8	2		0			S 139. Did you participate in the last IEP meeting? Other			
10	0		0			S 140. Do you have a post secondary transition program? Other			
3	5		2			S 141. Do you have an employment transition program? Other			
0	9		1			S 142. Do you have a community living transition program? Other			
8	1		1			S 143. Did you assist in the development of the transition program? Other			
8	1		1			S 144. Is that transition plan being followed? Other			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		10	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
10	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Volunteer Babysitting, cleaning. Volunteer Volunteer Church sometimes. Sports Church Church, recycle, help others. Scouting & church. Drum line, sports.			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community? No No No No No None			
						<b>Topical Area 9: Other Non-compliance Issues</b>			
						<b>Topical Area 10: Other Improvement Plan Issues</b>			