

City CHS

Charter Annual Report

07/01/2012 - 06/30/2013

School Profile

Demographics

201 Stanwix Street
Suite 100
Pittsburgh, PA 15222
(412)690-2489

Phase:	Phase 3
CEO Name:	Ron Sofo
CEO E-mail address:	sofo@cityhigh.org

Governance and Staff

Leadership Changes

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

City Charter High School, founded in 2002, has experienced a change in its CEO/Principal with the retirement of one of the school's two co-founders, Dr. Richard Wertheimer, in August 2012. Dr. Ron Sofo, was hired by the CCHS Board of Directors as the new CEO/principal starting on June 18, 2012. This provided a six week orientation period that was conducive to a smooth transition in leadership. Dr. Sofo had been the Superintendent for the Freedom Area School District in Beaver County, Pennsylvania since November of 2002 and had served on the CCHS Board of Directors for three years prior to his selection as the new CEO. He is a firm advocate of quality choices for all public education students and regarded in the region as an education innovator consistent with the mission and vision of City Charter High School. He has urban, suburban, and rural experience as a public school educator and administrator in his prior 26 year career.

The Board also experienced a change in leadership. The Board President Fiore Londino, voluntarily resigned to pursue other life interests after serving in this position for 10 years. David Lehman was nominated and unanimously elected as the new Board President. The newly elected Board President, Mr. Lehman served as a parent representative for two years per school's charter, and then as a regular Board member for an additional two years. He also brings a strong legal background as a practicing attorney and partner of the K & L Gates legal firm with a specialty in commercial real estate.

Board of Trustees Meeting Schedule

Location	Date and Time
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	10/10/2012 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	11/14/2012 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	12/14/2012 10:00 AM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	1/9/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	2/13/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	3/13/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	5/8/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	6/12/2013 6:00 PM

15222	
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	7/10/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	8/2/2013 5:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	9/18/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	10/16/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	11/20/2013 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	1/15/2014 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	2/19/2014 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	3/19/2014 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	5/21/2014 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	6/18/2014 6:00 PM
City Charter High School, 201 Stanwix Street, St. 100, Pittsburgh, PA 15222	7/16/2014 6:00 PM

Professional Staff Member Roster

Annamarie Akhand	
PA Certified	Yes
Areas of Certification	Ins. II Spanish
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christina Arenth	
PA Certified	Yes
Areas of Certification	Inst. I & II Social Studies
Grades Teaching or Serving	11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1028

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

Beth Baranowski	
PA Certified	Yes
Areas of Certification	Special Ed N-12
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stacey Barefoot	
PA Certified	Yes
Areas of Certification	Ins. I Math
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mark Barga	
PA Certified	Yes
Areas of Certification	Secondary Social Studies
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Cynthia Baskin	
PA Certified	Yes
Areas of Certification	General Science, Biology
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science

Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Katherine Bordner	
PA Certified	Yes
Areas of Certification	Spanish
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nathan Budziszewski	
PA Certified	Yes
Areas of Certification	Business Computer & Info Technology
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Business
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Heather Burns	
PA Certified	Yes
Areas of Certification	Health & Physical Education
Grades Teaching or Serving	9, 10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health & Fitness
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Amil Cook	
PA Certified	Yes
Areas of Certification	Social Studies
Grades Teaching or Serving	Career

All Areas of Assignment, Subject Areas Teaching, or Services Provided	9, 10 & 11
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Yvonne Costabile	
PA Certified	Yes
Areas of Certification	Biology
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kelly Darr	
PA Certified	Yes
Areas of Certification	Biology
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Tiana DeLaRosa	
PA Certified	Yes
Areas of Certification	Ins. I & II, Business Computer Info, Principal K-12
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Business
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Deborah Domingues-Murphy	
PA Certified	Yes

Areas of Certification	Inst. II Business Computer Tech K-12, Library Science
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lindsay Downs	
PA Certified	Yes
Areas of Certification	Library Media Specialist, English 7-12
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Research
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Robert Duty	
PA Certified	Yes
Areas of Certification	Ins. I Communications
Grades Teaching or Serving	10 & 11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Digital Media
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Brittney Feicht	
PA Certified	Yes
Areas of Certification	SPED Elementary Ed, Middle School Math
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michelle Fossum	
PA Certified	Yes
Areas of Certification	Inst. II English & Library Science
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Research
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Joshua Hanna	
PA Certified	Yes
Areas of Certification	Social Studies 7-12, SPED N-12, Math 7-9
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Robert Harris	
PA Certified	Yes
Areas of Certification	Ins. I & II Math
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Perry Harrop	
PA Certified	Yes
Areas of Certification	Inst. II Business/Computer/IT
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Business
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Brent Henry	
PA Certified	Yes
Areas of Certification	Inst. I SPED
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Holly Ickes	
PA Certified	Yes
Areas of Certification	Home School Visitor, ED Sp I, Clinical Social Worker
Grades Teaching or Serving	9,10,11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

John Inserra	
PA Certified	Yes
Areas of Certification	Business Computer Info Tech K-12, Math-Middle Level
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Business
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Patrice Johnson	
PA Certified	Yes
Areas of Certification	Admin II Principal K-12, Counselor K-12
Grades Teaching or Serving	9,10,11 & 12

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Assistant Principal
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jordan Jones	
PA Certified	Yes
Areas of Certification	Inst. I Math 7-12
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Juriga	
PA Certified	Yes
Areas of Certification	Indt. II English, Reading Specialist, Superv.
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Reading
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

James Kappernaros	
PA Certified	Yes
Areas of Certification	Inst. I Art K-12
Grades Teaching or Serving	9, 10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marshall Kohnen	
PA Certified	Yes

Areas of Certification	Inst. II Math
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Maria Kovarik	
PA Certified	Yes
Areas of Certification	Spanish
Grades Teaching or Serving	10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Paul Lowe	
PA Certified	Yes
Areas of Certification	Graphic Arts
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Clifford Luft	
PA Certified	Yes
Areas of Certification	Ins. I English
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Claire Lyskava	
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PA Certified	Yes
Areas of Certification	Ins. I English 7-12
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Marla Malcolm	
PA Certified	Yes
Areas of Certification	School Nurse, RN
Grades Teaching or Serving	9, 10, 11, & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Wellness
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Robert Mays	
PA Certified	Yes
Areas of Certification	Business Computer & Info Tech, Secondary Math, Inst. II
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Ashley McWhirter	
PA Certified	Yes
Areas of Certification	Biology , General Science
Grades Teaching or Serving	9 & 10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Angela Musto	
PA Certified	Yes
Areas of Certification	Physics, Biology & Math
Grades Teaching or Serving	11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Science
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Hugh O'Connor	
PA Certified	Yes
Areas of Certification	Secondary Social Studies
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Beth Opat	
PA Certified	Yes
Areas of Certification	Ins. I & II, SPED and Elementary Ed
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	SPED
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Seth Ringold	
PA Certified	Yes
Areas of Certification	Ins. I & II SPED
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Chad Rucker	
PA Certified	Yes
Areas of Certification	Ins II English
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Bryan Sable	
PA Certified	Yes
Areas of Certification	Ins. I Music
Grades Teaching or Serving	9-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Linda Savido	
PA Certified	Yes
Areas of Certification	Library Science
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Research
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Donna Schwartz	
PA Certified	Yes
Areas of Certification	Ins. I & II SPED
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stacy Shaneyfelt	
PA Certified	Yes
Areas of Certification	English 7-12, Drama 7-12
Grades Teaching or Serving	9, 10 & 11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Career
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Janet Sinopoli	
PA Certified	Yes
Areas of Certification	Math 7-12
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Louis Tamler	
PA Certified	Yes
Areas of Certification	Math, Principal
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Teacher Coach, Math
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	30.0
Percentage of Time in Areas Not Certified	70.0

Margaret Tassarò	
PA Certified	Yes
Areas of Certification	Inst. I Social Studies
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Cristine Watson-Smith	
PA Certified	Yes
Areas of Certification	Ins. I & II English
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Angela Welch	
PA Certified	Yes
Areas of Certification	SPED, Principal k-12 Ins. II Admin & Policy
Grades Teaching or Serving	9, 10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Assistant Principal
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Wesley Yeater	
PA Certified	Yes
Areas of Certification	Ins. I Social Studies
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Social Studies
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

John Zappa	
PA Certified	Yes
Areas of Certification	SPED N-12, Citizenship 7-12
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Ed

Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Theodore Zatezalo	
PA Certified	Yes
Areas of Certification	Ins. I & II English & Communications
Grades Teaching or Serving	1
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mario Zinga	
PA Certified	Yes
Areas of Certification	Italian, English, Principal
Grades Teaching or Serving	9, 10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Education Manager
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sara Waechter	
PA Certified	Yes
Areas of Certification	Social Studies, English
Grades Teaching or Serving	12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Research
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kenneth Kaleida	
PA Certified	No
Areas of Certification	Certified DUI Instructor, Masters of Education in the Field of

	Rehabilitation Counseling.
Grades Teaching or Serving	9, 10, 11 & 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1028
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

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

No file has been uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director						
Principal	1.00	1.00	0.00	0.00	0.00	1.00
Assistant Principal	3.00	3.00	0.00	0.00	0.00	3.00
Classroom Teacher (including Master Teachers)	41.00	41.00	0.00	0.00	0.00	41.00
Specialty Teacher (including Master Teachers)						
Special Education Teacher (including Master Teachers)	8.00	8.00	0.00	0.00	0.00	8.00
Special Education Coordinator						
Counselor	2.00	1.00	0.00	0.00	0.00	2.00
Psychologist	0.00					
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Transition Managers	4	4	0	0	0	4
Totals	60.00	59.00	0.00	0.00	0.00	60.00

Further explanation:

One of counselors does not have PA state certification as a school counselor. However, this staff member has a Masters of Education in Rehabilitation Counseling from the University of Pittsburgh with years of effective experience with a wide range of social and human service agencies serving youth, adults, and families prior to being hired at City Charter High School.

Fiscal Matters

Major Fundraising Activities

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

The school successfully wrote for two grants.

The first, awarded by the RK Mellon Foundation is a two year \$65,000 grant to support "Young Eco Stewards" which will support our 10th grade Environmental Science program and a number of community based learning experiences related to environmental stewardship, leadership and team building skills. This grant is for the 2013-14 and 2014-15 school years.

The school also wrote and was awarded a \$50,000 Leadership Succession grant from the Heinz Endowments to assist in the succession process for the retirement of the school's second co-founder at the end of the 2013-14 school year.

Fiscal Solvency Policies

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

City High currently ensures and monitors fiscal solvency by maintaining all cash and investment deposits in fully FDIC insured accounts. The school's budgetary reserve is protected and utilized only for Board Designated purposes, such as retirement costs, health care, and capital improvements.

There have been no changes to policies and procedures to ensure and monitor fiscal solvency.

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:

City High maintains it's financial records on the accrual basis of accounting, and follows generally accepted accounting principles in the United States, as applicable to not-for-profit organizations.

Specifically, the school maintains it's financial records using Quickbooks 2013 accounting software.

There have been no changes to the accounting system, with the exception of upgrading from Quickbooks Version 2010 to Version 2013 in fiscal 12/13.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Maher Duessel Certified Public Accountants, Pittsburgh, Pennsylvania
 Date of Last Audit: 10/23/2012
 Fiscal Year Last Audited: 2011-2012

Explanation of the Report

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

The previous year's report has been submitted as the audit of the fiscal year ended June 30, 2013 is currently in process and will not be completed until October 2013.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status:
 Date of Last Federal Programs Consolidated Review: 05/25/2011

School Year Reviewed: 2010-11

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
1a. All core content area teachers employed by the LEA are highly qualified.	The two staff members cited were reassigned to paraprofessional positions for the 2011-12 school year . All teachers starting with 2011-12 school year hold appropriate certifications.

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Learning Support Teacher Associate, Erica Vasquez	City Charter High School	100
Learning Support Teacher Associate, Rachel Courbis	City Charter High School	100
Learning Support Teacher Associate, Sarah Faish	City Charter High School	100
Learning Support Teacher, Beth Baranowski	City Charter High School	100
Learning Support Teacher, Beth Opat	City Charter High School	100
Learning Support Teacher, Brent Henry	City Charter High School	100
Learning Support Teacher, Brittney Feicht	City Charter High School	100

Learning Support Teacher, Donna Schwartz	City Charter High School	100
Learning Support Teacher, John Zappa	City Charter High School	100
Learning Support Teacher, Josh Hanna	City Charter High School	100
Learning Support Teacher, Seth Ringold	City Charter High School	100

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
School Psychologist	1 Days	Outside Contractor	10 or fewer
School Psychologist	1 Days	Multiple LEA (School Districts or Charter Schools)	10 or fewer
Speech and Language Therapist	0.5 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:
Link to Report (Optional):

02/09/2011
Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings
PDF file uploaded.

Facilities

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

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

During fiscal 12/13, City Charter High School acquired exterior signage and other leasehold improvements, classroom furniture, and laptop computers.

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

\$243,346.00

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:

None at this time

Memorandums of Understanding

Organization	Purpose
Pittsburgh, PA Police Department	Part of coordinating services and CCHS School Safety Plan as required by PDE

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

**Division of Federal Program
Consolidated Program Review**

2010-2011 School Year

**City CHS
717 Liberty Avenue, Suite900
Pittsburgh, PA 15222**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Richard Wertheimer	412 690 2489	<input checked="" type="checkbox"/>
Business Manager:	Kelly Walsh	412 690 2489	<input checked="" type="checkbox"/>
Title I Coordinator:	Richard Wertheimer	412 690 2489	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Richard Wertheimer	412 690 2489	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Richard Wertheimer	412 690 2489	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:			<input type="checkbox"/>
Title VI-B REAP Coordinator:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer/s: Rose Tripodi

Visit Date: 5/25/2011

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified

The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.

Sec. 1111 (h)(6)(A)

Sec. 1119 (a)(1-2) (c)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified.	<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;">Comments</p> One math teacher is currently teaching two math electives with an emergency credential. One science teacher is teaching one elective science course outside of his credential. One English teacher is teaching a reading support class with an emergency credential. A plan is in place to have all teachers highly qualified by September, 2011.
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> LEA Plan		<p style="text-align: center;">Comments</p> Non highly qualified teachers will become highly qualified by years end or be replaced with highly qualified teachers
2. All instructional paraprofessionals supported by Title I are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications. <input checked="" type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input checked="" type="checkbox"/> AA Degree and/or local assessment		<p style="text-align: center;">Comments</p> All City High paraprofessionals have a minimum of an associates degree. 10 of 12 have bachelors degrees or higher.

<p>3. Parents are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of parent/guardian notification</p>		<table border="1"> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> <tr> <td>Parent notification is sent out at the beginning of each school year.</td> </tr> </table>	Comments	Parent notification is sent out at the beginning of each school year.
Comments								
Parent notification is sent out at the beginning of each school year.								
<p>4. Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Copy of dated letter of notification to parent/guardian</p>		<table border="1"> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> <tr> <td>Non highly qualified teachers are currently teaching electives. All core classes are taught by highly qualified teachers.</td> </tr> </table>	Comments	Non highly qualified teachers are currently teaching electives. All core classes are taught by highly qualified teachers.
Comments								
Non highly qualified teachers are currently teaching electives. All core classes are taught by highly qualified teachers.								

II. Parent Involvement

Component II: Parent Involvement						
The LEA and schools meet parental involvement requirements.						
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input checked="" type="checkbox"/> Website posting.		Comments City High has a board approved Parent Involvement Policy that is reviewed annually, mailed home to parents and posted on the school's website. RBT This policy has been board certified.
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"/>			Comments The City High District Parent Involvement Policy applies to our high school (which as a Charter School is its own LEA.)
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	Comments LEA and the school are one and the same. See Below.

<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.</p>		<table border="1"> <tr> <th data-bbox="1419 38 1990 94">Comments</th> </tr> <tr> <td data-bbox="1419 94 1990 467"> <p>Parents are provided with a number of methods for learning about state standards, assessments, Title I and monitoring student progress: - phone and email access to all teachers and administrators; - the Edline system for monitoring student attendance; grades, assignments; - mailings to parents; - twice a year parent conferences that include meetings with advisors and workshops.</p> </td> </tr> </table>	Comments	<p>Parents are provided with a number of methods for learning about state standards, assessments, Title I and monitoring student progress: - phone and email access to all teachers and administrators; - the Edline system for monitoring student attendance; grades, assignments; - mailings to parents; - twice a year parent conferences that include meetings with advisors and workshops.</p>
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<p>b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.</p>		<table border="1"> <tr> <th data-bbox="1419 467 1990 522">Comments</th> </tr> <tr> <td data-bbox="1419 522 1990 764"> <p>Both literacy and technology training occur at the Parent Conferences as well as through online systems. Our technology help desk is available to parents 24/7 electronically and during the work week via phone.</p> </td> </tr> </table>	Comments	<p>Both literacy and technology training occur at the Parent Conferences as well as through online systems. Our technology help desk is available to parents 24/7 electronically and during the work week via phone.</p>
Comments								
<p>Both literacy and technology training occur at the Parent Conferences as well as through online systems. Our technology help desk is available to parents 24/7 electronically and during the work week via phone.</p>								
<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.</p>		<table border="1"> <tr> <th data-bbox="1419 764 1990 820">Comments</th> </tr> <tr> <td data-bbox="1419 820 1990 1062"> <p>It is mandatory that our teachers learn how to support and communicate with parents. Communication with parents is a key component on our promotion criteria. This component includes phones calls, Edline, email and conferences.</p> </td> </tr> </table>	Comments	<p>It is mandatory that our teachers learn how to support and communicate with parents. Communication with parents is a key component on our promotion criteria. This component includes phones calls, Edline, email and conferences.</p>
Comments								
<p>It is mandatory that our teachers learn how to support and communicate with parents. Communication with parents is a key component on our promotion criteria. This component includes phones calls, Edline, email and conferences.</p>								
<p>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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.</p> <p><input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets</p> <p><input type="checkbox"/> Memorandum of Understanding (MOU).</p>		<table border="1"> <tr> <th data-bbox="1419 1062 1990 1117">Comments</th> </tr> <tr> <td data-bbox="1419 1117 1990 1430"> <p>As a high school, our primary method of parent involvement is through Parent/Teacher conferences and ongoing communication. Another key part of our parent involvement is the parent representative on our Board of Trustees. Currently we have two parents on our Board.</p> </td> </tr> </table>	Comments	<p>As a high school, our primary method of parent involvement is through Parent/Teacher conferences and ongoing communication. Another key part of our parent involvement is the parent representative on our Board of Trustees. Currently we have two parents on our Board.</p>
Comments								
<p>As a high school, our primary method of parent involvement is through Parent/Teacher conferences and ongoing communication. Another key part of our parent involvement is the parent representative on our Board of Trustees. Currently we have two parents on our Board.</p>								

e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<p style="text-align: center;">Comments</p> <p>All information is user friendly. Sign language has been utilized when needed. Parents in need of translation services request services through the advisor or school support teacher.</p>
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.		<p style="text-align: center;">Comments</p> <p>No LEP or migrant students at the school. Parents of students with disabilities are provided with accommodations to participate in meetings or conferences.</p>
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		<p style="text-align: center;">Comments</p> <p>All policies are distributed through the Student Handbook and mailings in the beginning of the school year. They are also available on our website.</p>
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.		<p style="text-align: center;">Comments</p> <p>All staff and parents are invited to attend the Title 1 meeting to review and update the school-home compact during the first weeks of school.</p>
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.		<p style="text-align: center;">Comments</p> <p>This occurs at the first parent conference during the first week of October.</p>

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 type="checkbox"/> Agendas & attendance sheets of parent training.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Annual survey done by an outside evaluator provides school with an opportunity to assess effectiveness of parent involvement. The survey results are published on our website in an Annual Report Card.</td> </tr> </tbody> </table>	Comments	Annual survey done by an outside evaluator provides school with an opportunity to assess effectiveness of parent involvement. The survey results are published on our website in an Annual Report Card.
Comments								
Annual survey done by an outside evaluator provides school with an opportunity to assess effectiveness of parent involvement. The survey results are published on our website in an Annual Report Card.								
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">No physical parent resource center is available at the school. However, there is an electronic resource center on our website and on Edline.</td> </tr> </tbody> </table>	Comments	No physical parent resource center is available at the school. However, there is an electronic resource center on our website and on Edline.
Comments								
No physical parent resource center is available at the school. However, there is an electronic resource center on our website and on Edline.								

III. LEA Improvement

Component III: LEA Improvement

LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

If the LEA is not identified for LEA Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.).	
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.	If the LEA also has schools in improvement or corrective action, it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.	

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"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). If applicable, the notification must be provided in different languages. 	<p style="text-align: center;">Comments</p> <p>City High notified its parents of its school improvement status in December, 2010. RBT Plan was developed and in place by January, 2011</p>
2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified: a. Number of students eligible and transferred due to Choice. b. Number of students who were eligible and participated in SES. c. List of available schools for transfer. d. List of available SES providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.		<p style="text-align: center;">Comments</p> <p>As a charter school, City High is a school of choice. All students may transfer to schools in their home district or to other charter schools at any time for any reason.</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"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Copy of school improvement plan <input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">School Improvement Plan was submitted to the PA Department of Education on January 13, 2011.</td> </tr> </tbody> </table>	Comments	School Improvement Plan was submitted to the PA Department of Education on January 13, 2011.
Comments							
School Improvement Plan was submitted to the PA Department of Education on January 13, 2011.							
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input checked="" type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input checked="" type="checkbox"/> Title I Budget 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">10% of our Title I allocation has been set aside for Professional Development. This professional development is aligned with the key components of our School Improvement Plan.</td> </tr> </tbody> </table>	Comments	10% of our Title I allocation has been set aside for Professional Development. This professional development is aligned with the key components of our School Improvement Plan.
Comments							
10% of our Title I allocation has been set aside for Professional Development. This professional development is aligned with the key components of our School Improvement Plan.							
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">City High is not in Corrective Action</td> </tr> </tbody> </table>	Comments	City High is not in Corrective Action
Comments							
City High is not in Corrective Action							

V. School Choice

Component V: School Choice								
The LEA ensures that requirements for public school choice are met.								
Sec. 1116(b)(1)(D) and (E) Sec. 1112(g)(4)								
<input type="checkbox"/> If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. 	<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </tbody> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
As a charter school, City High is a school of choice. All students may transfer at any time for any reason.								
2. The LEA posted on their website prior to the beginning of the school year: a. Number of students eligible for transfer. b. Number of students who transferred. c. List of available schools for Choice transfers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </tbody> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
As a charter school, City High is a school of choice. All students may transfer at any time for any reason.								

3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.	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.	<table border="1"> <tr> <th data-bbox="1711 45 1982 94">Comments</th> </tr> <tr> <td data-bbox="1711 102 1982 321">As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
As a charter school, City High is a school of choice. All students may transfer at any time for any reason.								
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservation of Funds page of eGrants application. <input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.	• LEAs must set aside a minimum of 5%, but do not have to exceed 20%.	<table border="1"> <tr> <th data-bbox="1711 337 1982 386">Comments</th> </tr> <tr> <td data-bbox="1711 394 1982 613">As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
As a charter school, City High is a school of choice. All students may transfer at any time for any reason.								
5. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	<table border="1"> <tr> <th data-bbox="1711 654 1982 703">Comments</th> </tr> <tr> <td data-bbox="1711 711 1982 930">As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
As a charter school, City High is a school of choice. All students may transfer at any time for any reason.								
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 checked="" type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants		<table border="1"> <tr> <th data-bbox="1711 1047 1982 1096">Comments</th> </tr> <tr> <td data-bbox="1711 1104 1982 1323">As a charter school, City High is a school of choice. All students may transfer at any time for any reason.</td> </tr> </table>	Comments	As a charter school, City High is a school of choice. All students may transfer at any time for any reason.
Comments								
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VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.

Sec. 1116(e)

If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.

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

3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.		
4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		
5. The LEA provides at least two enrollment windows for SES during the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows.	
6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements		
8. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input type="checkbox"/> SES data entered in eGrants.		
7. If the LEA requested rollover of unused funds set aside for Choice the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	Reviewers should ask parents if they were aware of the opportunity to request SES.	

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1677 500 1986 540">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1677 548 1986 662">City High has only one building and is its own LEA</td> </tr> </tbody> </table>	Comments	City High has only one building and is its own LEA
Comments								
City High has only one building and is its own LEA								

2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schoolwide agenda/minutes. <input checked="" type="checkbox"/> School wide plan that includes goals. <input checked="" type="checkbox"/> Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Comprehensive Needs Assessment and a system of documentation. <input type="checkbox"/> Identification of scientifically-based strategies to address needs.		<table border="1"> <tr> <th data-bbox="1671 40 1986 94">Comments</th> </tr> <tr> <td data-bbox="1671 94 1986 212">Schoolwide plan reviewed with the City High Leadership team.</td> </tr> </table>	Comments	Schoolwide plan reviewed with the City High Leadership team.
Comments								
Schoolwide plan reviewed with the City High Leadership team.								
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <th data-bbox="1671 639 1986 693">Comments</th> </tr> <tr> <td data-bbox="1671 693 1986 889">Annually conducted through the annual report and report card. Results posted on website.</td> </tr> </table>	Comments	Annually conducted through the annual report and report card. Results posted on website.
Comments								
Annually conducted through the annual report and report card. Results posted on website.								
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <th data-bbox="1671 899 1986 953">Comments</th> </tr> <tr> <td data-bbox="1671 953 1986 1112">Included in Middle States Action Plan and School Improvement Plan</td> </tr> </table>	Comments	Included in Middle States Action Plan and School Improvement Plan
Comments								
Included in Middle States Action Plan and School Improvement Plan								
2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <th data-bbox="1671 1122 1986 1175">Comments</th> </tr> <tr> <td data-bbox="1671 1175 1986 1266">The staff is Highly qualified</td> </tr> </table>	Comments	The staff is Highly qualified
Comments								
The staff is Highly qualified								
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <tr> <th data-bbox="1671 1276 1833 1330">Comments</th> </tr> <tr> <td data-bbox="1671 1330 1833 1382">Ongoing</td> </tr> </table>	Comments	Ongoing
Comments								
Ongoing								
2e. High-quality teachers to "high-need" schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Comments Serve only secondary students.
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Comments Weekly leadership meetings where academics are discussed.
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"/>			Comments After school study groups, advisory program, full inclusion in class support through Title I.
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP		

VIII. Targeted Assistance

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

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

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sec. 1120

Sec. 9503

34 CFR Part 200

§200.62 - 200.67, 200.77

§200.77(f)

§200.78(a)

If the LEA has no participating Nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application		
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures		
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed		
4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data		

6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports		
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application		
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures		

X. Comparability

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

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Comments

City Charter School provided comprehensive data supporting its program. The information was detailed and supported with other reports when necessary.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		Comments One math teacher and one reading teachers are currently not highly qualified. All core teachers will be highly qualified by Sept, 2011.
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		Comments All City High faculty were highly qualified at the beginning of last year.
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented (<i>this could vary from LEA to LEA</i>)		Comments City High has only been in school improvement for one year and not maintained 100% HQ for one year. RBT City High has not met AYP one year.

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings		<p>Comments</p> <p>Annual survey of teachers by an outside evaluator and annual goal meetings with each faculty member drives professional development decisions.</p>
5. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices		<p>Comments</p> <p>Parent input is gathered through annual survey's administered by an outside evaluator.</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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.		<p>Comments</p> <p>City High professional development is designed to address issues raised by careful analysis of City High data, frequent observation and consultation of City High teachers and surveys and goal setting data.</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&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters		<p>Comments</p> <p>Professional development schedules are provided. The LEA also provides support for teachers to obtain professional development (for credit) at local universities.</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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan		<p>Comments</p> <p>Teachers use two hour preparation blocks daily to discuss, develop and implement strategies for improving achievement of low-income and minority students.</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		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>City High is its own LEA. As a stand alone school this does not apply.</td> </tr> </tbody> </table>	Comments	City High is its own LEA. As a stand alone school this does not apply.
Comments								
City High is its own LEA. As a stand alone school this does not apply.								
10. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Funds not used for class size reduction.</td> </tr> </tbody> </table>	Comments	Funds not used for class size reduction.
Comments								
Funds not used for class size reduction.								
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		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Not applicable</td> </tr> </tbody> </table>	Comments	Not applicable
Comments								
Not applicable								
12. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input checked="" type="checkbox"/> Agendas of Equity Plan Meetings <input checked="" type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input checked="" type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Students are grouped heterogeneously. All students interact with all teachers on a grade level team. RBT City High utilizes a daily practice called "looping" to ensure equitable distribution and quality education.</td> </tr> </tbody> </table>	Comments	Students are grouped heterogeneously. All students interact with all teachers on a grade level team. RBT City High utilizes a daily practice called "looping" to ensure equitable distribution and quality education.
Comments								
Students are grouped heterogeneously. All students interact with all teachers on a grade level team. RBT City High utilizes a daily practice called "looping" to ensure equitable distribution and quality education.								

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
A. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. OMB Circular A-87	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Audit conducted by Maher Duessel, CPA. RBT No findings were indicated.</td> </tr> </tbody> </table>	Comments	Audit conducted by Maher Duessel, CPA. RBT No findings were indicated.
	Comments								
Audit conducted by Maher Duessel, CPA. RBT No findings were indicated.									
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I Budget section on eGrants.		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>City High has never carried over more than 15% of its Title I allocation.</td> </tr> </tbody> </table>	Comments	City High has never carried over more than 15% of its Title I allocation.
Comments									
City High has never carried over more than 15% of its Title I allocation.									
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request approval on file and at PDE.		<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>See Above.</td> </tr> </tbody> </table>	Comments	See Above.
Comments									
See Above.									
C. Rank Order									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		<table border="1"> <tr><th data-bbox="1581 198 2003 250">Comments</th></tr> <tr><td data-bbox="1581 250 2003 373">City High is a single charter school with an School Wide Title I plan.</td></tr> </table>	Comments	City High is a single charter school with an School Wide Title I plan.
	Comments								
	City High is a single charter school with an School Wide Title I plan.								
	2. The ranking procedures are applied without regard to grade spans or schools with a poverty rate of 75% and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		<table border="1"> <tr><th data-bbox="1581 409 1749 461">Comments</th></tr> <tr><td data-bbox="1581 461 1749 513">See above.</td></tr> </table>	Comments	See above.
	Comments								
See above.									
3. Eligible schools are ranked and served from highest to lowest poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Actual allocations match Consolidated Plan.		<table border="1"> <tr><th data-bbox="1581 652 1749 704">Comments</th></tr> <tr><td data-bbox="1581 704 1749 756">See above.</td></tr> </table>	Comments	See above.	
Comments									
See above.									
4. The allocation to each eligible school and the per pupil allocation match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Per pupil expenditures at building level matches consolidated application		<table border="1"> <tr><th data-bbox="1581 790 1749 842">Comments</th></tr> <tr><td data-bbox="1581 842 1749 894">See above.</td></tr> </table>	Comments	See above.	
Comments									
See above.									
5. Allocations given to Title I schools match approved amounts on consolidated application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		<table border="1"> <tr><th data-bbox="1581 1034 2003 1086">Comments</th></tr> <tr><td data-bbox="1581 1086 2003 1242">City High is a stand alone School that receives an approved amount based on its consolidated application.</td></tr> </table>	Comments	City High is a stand alone School that receives an approved amount based on its consolidated application.	
Comments									
City High is a stand alone School that receives an approved amount based on its consolidated application.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		<table border="1"> <thead> <tr> <th data-bbox="1579 196 2003 250">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1579 250 2003 337">City High only serves grade 9-12.</td> </tr> </tbody> </table>	Comments	City High only serves grade 9-12.
Comments									
City High only serves grade 9-12.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>D. Supplement / Supplant</p> <p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First <p>*Documentation may minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>Title I expenditures are in accordance with approved budgets without exception.</td> </tr> </tbody> </table>	Comments	Title I expenditures are in accordance with approved budgets without exception.
	Comments								
	Title I expenditures are in accordance with approved budgets without exception.								
<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input checked="" type="checkbox"/> Expenditures match SWP activities <input checked="" type="checkbox"/> State/local fund expenditures have not decreased		<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>Final Expenditure reports evidence that expenditures are in accordance with budgets and have not supplanted non-federal resources.</td> </tr> </tbody> </table>	Comments	Final Expenditure reports evidence that expenditures are in accordance with budgets and have not supplanted non-federal resources.	
Comments									
Final Expenditure reports evidence that expenditures are in accordance with budgets and have not supplanted non-federal resources.									
<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>There is no Targeted Assistance Program at the school.</td> </tr> </tbody> </table>	Comments	There is no Targeted Assistance Program at the school.	
Comments									
There is no Targeted Assistance Program at the school.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>No equipment or inventory purchases were made using Title I Funds.</td> </tr> </tbody> </table>	Comments	No equipment or inventory purchases were made using Title I Funds.
	Comments								
No equipment or inventory purchases were made using Title I Funds.									
2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>See above.</td> </tr> </tbody> </table>	Comments	See above.	
Comments									
See above.									
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, N or D children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the budget. <input checked="" type="checkbox"/> Line items can be followed. <input checked="" type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>Homeless children are served on a very limited basis - Clothing, food, transportation for events.</td> </tr> </tbody> </table>	Comments	Homeless children are served on a very limited basis - Clothing, food, transportation for events.
Comments									
Homeless children are served on a very limited basis - Clothing, food, transportation for events.									

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input 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).		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1581 201 2003 250">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 250 2003 331">Transportation/Supplemental services have not been needed.</td> </tr> </tbody> </table>	Comments	Transportation/Supplemental services have not been needed.
Comments									
Transportation/Supplemental services have not been needed.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> Line item reflects 1%. <input type="checkbox"/> Budget Line Item for professional development. <input type="checkbox"/> Agendas, Sign-In, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures supporting professional development.	**If the combined amount of ARRA & Title I Basic funds result in the LEA's total allocation being \$500,000 or more, a parent involvement set aside of 1% is required.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1579 201 2003 250">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1579 250 2003 337">The allocation is under \$500,000.</td> </tr> </tbody> </table>	Comments	The allocation is under \$500,000.
Comments									
The allocation is under \$500,000.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	4. LEAs with schools identified for improvement have set aside 10% of funds for professional development activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities scheduled for professional development, agendas, sign-in, contracted technical assistance, etc. <input checked="" type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input checked="" type="checkbox"/> Activities scheduled for professional development agendas, sign-in, contracted technical assistance, etc. <input checked="" type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1581 198 2003 248">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 248 2003 479">See amended Consolidated Application (amended for school improvement funding recently provided - 2011). RBT All information was available for verification.</td> </tr> </tbody> </table>	Comments	See amended Consolidated Application (amended for school improvement funding recently provided - 2011). RBT All information was available for verification.
Comments									
See amended Consolidated Application (amended for school improvement funding recently provided - 2011). RBT All information was available for verification.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
G. Obligating Funds	1. The LEA began obligating funds on or after the program approval date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rider or Grant Approval Letter <input checked="" type="checkbox"/> Expenditure records begin on or after approval date	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>Policy adhered to - Title I funds not expended or obligated until program approval each year. RBT Approval letter indicated Sept 30, 2010</td> </tr> </tbody> </table>	Comments	Policy adhered to - Title I funds not expended or obligated until program approval each year. RBT Approval letter indicated Sept 30, 2010
Comments									
Policy adhered to - Title I funds not expended or obligated until program approval each year. RBT Approval letter indicated Sept 30, 2010									
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> eGrants SOS and Nonpublic Section and budget line item on eGrants <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Comments</th> </tr> </thead> <tbody> <tr> <td>No non-public students or obligations.</td> </tr> </tbody> </table>	Comments	No non-public students or obligations.
Comments									
No non-public students or obligations.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Title I instructors and paraprofessionals are identified and tracked for each reporting period.</td> </tr> </tbody> </table>	Comments	Title I instructors and paraprofessionals are identified and tracked for each reporting period.
	Comments								
Title I instructors and paraprofessionals are identified and tracked for each reporting period.									
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 checked="" type="checkbox"/> Logs <input checked="" type="checkbox"/> Staff Calendars <input checked="" type="checkbox"/> Staff Schedules	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Information was on file and verified.</td> </tr> </tbody> </table>	Comments	Information was on file and verified.	
Comments									
Information was on file and verified.									
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III • Reading First 	<table border="1"> <thead> <tr> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Records from inception of school (9 years) are maintained.</td> </tr> </tbody> </table>	Comments	Records from inception of school (9 years) are maintained.
Comments									
Records from inception of school (9 years) are maintained.									

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

%>

Comments

City CS maintains complete and verifiable evidence for the Title programs. All information necessary for evidence was provided. The school has programs in place to support all students. Programs are also provided after school for reinforcement, faculty meet and discuss when necessary regarding needy students. All persons strive to do their best for the students in their care.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
City Charter School	5/10/2011	Angie Welch	Assistant Principal
City Charter School	5/10/2011	Kelly Walsh	Business Manager
City Charter School	5/10/2011	Marsha Howze	Parent
City Charter School	5/10/2011	Richard Wertheimer	CEO/Principal

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

Name of School CITY CHARTER HIGH SCHOOL

Address of School 201 STANWIX STREET, SUITE 100, PITTSBURGH, PA 15222

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	5,783
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	47,911
	6620	Daily Sales - Non-Reimbursable Programs	27,816
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	25,244
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	3,217
	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	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	8,788,441
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	48,425
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	96,870
	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	61,737
	7330	Health Services (Medical, Dental, Nurse, Act 25)	10,306
	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	8,564
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	237,947
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	345,804
	8520	Vocational Education	
	8530	Child Nutrition Program	158,827
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			9,866,892

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

Name of School CITY CHARTER HIGH SCHOOL

Address of School 201 STANWIX STREET, SUITE 100, PITTSBURGH, PA 15222

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	4,489,889
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	898,412
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	18,173
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	459,749
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	332,398
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	416,489
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	
	2380	Office of the Principal Services	
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	88,608
2500		SUPPORT SERVICES - BUSINESS	74,462
	2510	Fiscal Services	
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	135,329
	2620	Operation of Buildings Services	1,504,909
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	28,957
	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	328,918
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	134,818
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	407,739
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	211,366
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	178,484
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	3,900,000**
	TOTAL EXPENDITURES	9,708,700

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2013**

** Budgetary Reserve is not included in "Total Expenditures" because the Revenues Spreadsheet does not include a line item for the Beginning Budgetary Reserve for fiscal 2012/2013.

EDSYS, Inc.

Single Audit

Years Ended June 30, 2012 and 2011 with
Independent Auditor's Reports

MaherDuessel
Certified Public Accountants

Pittsburgh | Harrisburg | Butler

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EDSYS, INC.

YEARS ENDED JUNE 30, 2012 AND 2011

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Independent Auditor's Report

Board of Directors
EDSYS, Inc.

We have audited the accompanying statements of financial position of EDSYS, Inc. (EDSYS) as of June 30, 2012 and 2011, and the related statements of activities, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of EDSYS's management. Our responsibility is to express an opinion on these financial statements based on our audits.

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2012 on our consideration of EDSYS's internal control over financial reporting and on 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* and should be considered in assessing the results of our audit.

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. 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 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Maher Duessel

Pittsburgh, Pennsylvania
October 23, 2012

EDSYS, INC.

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Assets		
<hr/>		
Current assets:		
Cash and cash equivalents	\$ 3,612,721	\$ 3,614,503
Cash restricted for student activities fund	38,050	39,946
Tuition receivable	501,962	225,490
Grants and other accounts receivable	345,257	137,206
Other current asset	35,186	37,351
Prepaid expenses	152,586	19,539
	<hr/>	<hr/>
Total current assets	4,685,762	4,074,035
Fixed assets, net of accumulated depreciation	1,277,940	916,770
	<hr/>	<hr/>
Total Assets	\$ 5,963,702	\$ 4,990,805
	<hr/> <hr/>	<hr/> <hr/>
Liabilities and Net Assets		
<hr/>		
Liabilities:		
Current liabilities:		
Accounts payable	\$ 68,886	\$ 67,379
Amounts held for student activities fund	38,050	39,946
Deferred revenue	22,233	14,885
Current portion of long-term debt	143,878	258,327
Other current liabilities	161,427	130,125
	<hr/>	<hr/>
Total current liabilities	434,474	510,662
Long-term debt	29,996	194,766
	<hr/>	<hr/>
Total Liabilities	464,470	705,428
	<hr/>	<hr/>
Net Assets:		
Unrestricted:		
Unrestricted; undesignated	4,052,459	3,779,185
Investment in fixed assets, net of related debt	1,104,066	463,677
	<hr/>	<hr/>
Total unrestricted	5,156,525	4,242,862
Temporarily restricted	342,707	42,515
	<hr/>	<hr/>
Total Net Assets	5,499,232	4,285,377
	<hr/>	<hr/>
Total Liabilities and Net Assets	\$ 5,963,702	\$ 4,990,805
	<hr/> <hr/>	<hr/> <hr/>

See accompanying notes to financial statements.

EDSYS, INC.

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30, 2012 AND 2011

	2012			2011		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenue and Other Support:						
Tuition	\$ 8,746,475	\$ -	\$ 8,746,475	\$ 7,699,944	\$ -	\$ 7,699,944
Grant revenue and reimbursements	870,993	-	870,993	836,123	-	836,123
Contributions	50	722,100	722,150	50,000	32,178	82,178
Cafeteria revenue	82,739	-	82,739	45,134	-	45,134
Investment income	3,834	-	3,834	5,610	-	5,610
Other	66,203	-	66,203	68,042	-	68,042
Net assets released from restriction:						
Satisfaction of donor restrictions	421,908	(421,908)	-	53,266	(53,266)	-
Total revenue and other support	<u>10,192,202</u>	<u>300,192</u>	<u>10,492,394</u>	<u>8,758,119</u>	<u>(21,088)</u>	<u>8,737,031</u>
Expenses:						
Program:						
Charter School	8,762,901	-	8,762,901	8,239,148	-	8,239,148
Management and general	515,638	-	515,638	459,363	-	459,363
Total expenses	<u>9,278,539</u>	<u>-</u>	<u>9,278,539</u>	<u>8,698,511</u>	<u>-</u>	<u>8,698,511</u>
Change in Net Assets	913,663	300,192	1,213,855	59,608	(21,088)	38,520
Net Assets:						
Beginning of year	4,242,862	42,515	4,285,377	4,183,254	63,603	4,246,857
End of year	<u>\$ 5,156,525</u>	<u>\$ 342,707</u>	<u>\$ 5,499,232</u>	<u>\$ 4,242,862</u>	<u>\$ 42,515</u>	<u>\$ 4,285,377</u>

See accompanying notes to financial statements.

EDSYS, INC.

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2012

	<u>Program</u>	<u>Management and General</u>	<u>Total</u>
Salaries and employee benefits	\$ 5,627,154	\$ 143,398	\$ 5,770,552
Accounting services	-	49,643	49,643
Banking fees	-	1,639	1,639
Other professional services	357,166	71,159	428,325
Curriculum materials	38,865	-	38,865
Dues and fees	5,316	1,908	7,224
Depreciation expense	544,675	60,519	605,194
Occupancy	1,218,883	135,431	1,354,314
Legal services	-	13,028	13,028
Office supplies and miscellaneous equipment	567,070	9,355	576,425
Travel	195,772	1,898	197,670
Printing and binding	16,360	815	17,175
Advertising	8,842	6,512	15,354
Interest expense	12,053	1,339	13,392
Information technology	170,745	18,994	189,739
	<u>\$ 8,762,901</u>	<u>\$ 515,638</u>	<u>\$ 9,278,539</u>
Total expenses			

See accompanying notes to financial statements.

EDSYS, INC.

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2011

	<u>Program</u>	<u>Management and General</u>	<u>Total</u>
Salaries and employee benefits	\$ 5,441,451	\$ 139,705	\$ 5,581,156
Accounting services	-	45,155	45,155
Banking fees	-	1,591	1,591
Other professional services	390,997	58,899	449,896
Curriculum materials	40,435	-	40,435
Dues and fees	4,125	295	4,420
Depreciation expense	520,636	57,848	578,484
Occupancy	966,747	107,416	1,074,163
Legal services	-	29,737	29,737
Office supplies and miscellaneous equipment	493,840	337	494,177
Travel	187,561	135	187,696
Printing and binding	8,564	-	8,564
Advertising	20,588	-	20,588
Interest expense	24,380	2,709	27,089
Information technology	139,824	15,536	155,360
Total expenses	<u>\$ 8,239,148</u>	<u>\$ 459,363</u>	<u>\$ 8,698,511</u>

See accompanying notes to financial statements.

EDSYS, INC.

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Cash Flows From Operating Activities:		
Change in net assets	\$ 1,213,855	\$ 38,520
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	605,194	578,484
Change in:		
Tuition receivable	(276,472)	(70,872)
Grants and other accounts receivable	(208,051)	(24,344)
Other current asset	2,165	(37,351)
Prepaid expenses	(133,047)	(10,502)
Accounts payable	1,507	34,369
Deferred revenue	7,348	(5,379)
Other current liabilities	31,302	15,038
Net cash provided by operating activities	<u>1,243,801</u>	<u>517,963</u>
Cash Flows From Investing Activities:		
Fixed asset purchases	<u>(966,364)</u>	<u>(388,928)</u>
Cash Flows From Financing Activities:		
Repayment of borrowings	<u>(279,219)</u>	<u>(363,579)</u>
(Decrease) in Cash and Cash Equivalents	(1,782)	(234,544)
Cash and Cash Equivalents:		
Beginning of year	<u>3,614,503</u>	<u>3,849,047</u>
End of year	<u>\$ 3,612,721</u>	<u>\$ 3,614,503</u>
Supplemental Disclosure of Cash Flow Information:		
Interest paid	<u>\$ 13,392</u>	<u>\$ 27,089</u>

See accompanying notes to financial statements.

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

1. ORGANIZATION

EDSYS, Inc. (EDSYS) is a non-profit organization created to establish a technological charter school in western Pennsylvania. The mission of EDSYS, a technology infused public school, is to graduate students who are academically, technologically, personally, and socially prepared to succeed in post-secondary education or training. Using a team approach, EDSYS cultivates a safe, supportive, and academically rigorous environment by recognizing and nurturing individual talents, needs, and skills.

EDSYS began operations in January 2001. The current charter expired June 30, 2012. As of July 1, 2012, the charter has been extended through June 30, 2017. The technological charter school opened in September 2002.

In May 2002, EDSYS registered an application for registration of a fictitious name with the Pennsylvania Department of State Corporation Bureau. As a result of the approval of this application which was received in June 2002, EDSYS operates and conducts business under the name 'City Charter High School.'

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of EDSYS conform to accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The following is a summary of the more significant policies:

Financial Statement Presentation

EDSYS is required to report information regarding its financial position and activities according to classes of net assets: unrestricted, temporarily restricted, and permanently restricted. EDSYS is also required to present a statement of cash flows.

The net assets of EDSYS are reported in two of the three self-balancing net asset classes as follows:

Unrestricted - Used to accumulate all unrestricted and board designated resources from operations. It represents the portion of the net assets of EDSYS that is neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

Temporarily Restricted - It represents the portion of the net assets of EDSYS resulting (a) from contributions and other inflows of assets whose use by EDSYS is limited by donor-imposed stipulations that can be fulfilled and removed by actions of EDSYS pursuant to those stipulations and (b) from reclassifications to (or from) other classes of net assets as a consequence of donor-imposed stipulations, and their fulfillment and removal by action of

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

EDSYS pursuant to those stipulations. When donor restrictions are met, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Basis of Accounting

The accrual basis of accounting is followed by EDSYS as applicable to not-for-profit organizations. Accordingly, revenues and support are recorded when earned and expenses are recognized when the liabilities are incurred.

Functional Allocation of Expenses

The allocation of functional expenses approximates program usage. Specific identification with a particular function is the major basis for allocation. Immaterial amounts of fundraising expenses are included in management and general expense.

Income Taxes

EDSYS is recognized by the Internal Revenue Service as an organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, EDSYS qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization other than a private foundation.

Further, the EDSYS annually files a Form 990. The filed Form 990 is subject to examination by the Internal Revenue Service generally for three years after it is filed.

Cash and Cash Equivalents

Cash and cash equivalents include all short-term highly liquid investments with maturities from the date of purchase of three months or less.

Tuition Revenue – School Districts

Tuition revenue represents the tuition paid by various Allegheny County School Districts for the students enrolled in the City Charter High School who reside within that particular school district. This revenue is earned and recognized during the applicable school year. EDSYS has elected not to set up an allowance for doubtful accounts as the entire balance is deemed collectible either through collection from school districts or submitting bills to the Commonwealth of Pennsylvania for school districts that choose not to pay. The Commonwealth of Pennsylvania will withhold state aid payments from the school districts in order to pay EDSYS.

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

Fixed Assets

Fixed assets are stated at cost less accumulated depreciation. Fixed assets of \$5,000 or more are capitalized. Depreciation is computed over the estimated useful lives of three to 10 years of the assets using the straight-line method. Depreciation expense was \$605,194 for the year ended June 30, 2012 and \$578,484 for the year ended June 30, 2011.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure 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.

Compensated Absences

Unused sick or vacation days do not carry over each year and are not reimbursed if they are unused. However, EDSYS provides a perfect attendance bonus incentive of \$2,000. This bonus is reduced by \$500 for each absence. At June 30, 2012 and 2011, the amount accrued for attendance incentives was \$82,725 and \$78,305, respectively, and is included in other current liabilities in the statements of financial position.

Subsequent Events

Subsequent events have been evaluated through the Independent Auditor's Report date, which is the date the financial statements were available to be issued.

3. CASH AND CASH EQUIVALENTS

At June 30, 2012, the carrying amount of EDSYS's deposits (cash and money market instruments) was \$3,650,771 (including \$38,050 of cash restricted for the student activities fund) and the related bank balances totaled \$3,940,543. \$250,000 of the bank balance was covered by federal depository insurance. As required by the Commonwealth of Pennsylvania Department of Education, the remaining balance was collateralized in accordance with Act 72 of the Pennsylvania State Legislature, which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name.

At June 30, 2011, the carrying amount of EDSYS's deposits (cash and money market instruments) was \$3,654,449 (including \$39,946 of cash restricted for the student activities fund) and the related bank balances totaled \$3,677,251. \$250,000 of the bank balance was covered by

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

federal depository insurance. As required by the Commonwealth of Pennsylvania Department of Education, the remaining balance was collateralized in accordance with Act 72 of the Pennsylvania State Legislature, which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name.

4. GRANTS AND OTHER RECEIVABLES

During the fiscal year ended June 30, 2012, EDSYS received a contribution of \$280,000 to be used for post high school education scholarships. EDSYS will receive \$40,000 annually for seven years to be used for that year's graduating class.

Total contribution	\$ 280,000
Less amount received through June 30, 2012	<u>40,000</u>
Contribution receivable at June 30, 2012	<u>\$ 240,000</u>
Amounts receivable in less than 1 year	\$ 40,000
Amounts receivable in 1 to 5 years	<u>200,000</u>
Contribution receivable at June 30, 2012	<u>\$ 240,000</u>

The receivable will be collected over the next four years and have not been discounted to reflect the net present value. Based on review, it has been determined that the discounted amount is immaterial to the receivable. EDSYS believes that the entire contribution is currently collectible.

Grants and other accounts receivable consist of the following at June 30,:

	<u>2012</u>	<u>2011</u>
Contribution receivable	\$ 240,000	\$ -
Lease reimbursement	87,750	-
Reimbursable building expense	-	114,700
Other	<u>17,507</u>	<u>22,506</u>
	<u>\$ 345,257</u>	<u>\$ 137,206</u>

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

5. FIXED ASSETS

Fixed assets at June 30, 2012 consist of the following:

	Balance at June 30, 2011	Additions	Deletions	Balance at June 30, 2012
Leasehold improvements	\$ 1,005,571	\$ 207,628	\$ -	\$ 1,213,199
Furniture and fixtures	590,547	264,448	-	854,995
Office equipment	2,101	-	-	2,101
Kitchen equipment	59,836	213,535	-	273,371
Computer equipment	1,533,280	280,753	(455,833)	2,269,866
	<u>3,191,335</u>	<u>966,364</u>	<u>(455,833)</u>	<u>4,613,532</u>
Less: accumulated depreciation	<u>(2,274,565)</u>	<u>(605,194)</u>	<u>455,833</u>	<u>(3,335,592)</u>
Net fixed assets	<u>\$ 916,770</u>	<u>\$ 361,170</u>	<u>\$ -</u>	<u>\$ 1,277,940</u>

Included above is equipment of \$391,505 and related accumulated depreciation of \$277,316 that was capitalized under leasing arrangements.

Leasehold improvements related to the former location rented by EDSYS will be written off subsequent to the related lease term's end of August 2012; the net book value of the leasehold improvements at June 30, 2012 was immaterial as essentially they were fully depreciated.

Fixed assets at June 30, 2011 consist of the following:

	Balance at June 30, 2010	Additions	Deletions	Balance at June 30, 2011
Leasehold improvements	\$ 1,005,571	\$ -	\$ -	\$ 1,005,571
Furniture and fixtures	576,088	14,459	-	590,547
Office equipment	2,101	-	-	2,101
Kitchen equipment	59,836	-	-	59,836
Computer equipment	1,507,100	374,469	348,289	1,533,280
	<u>3,150,696</u>	<u>388,928</u>	<u>348,289</u>	<u>3,191,335</u>
Less: accumulated depreciation	<u>(2,044,370)</u>	<u>(578,484)</u>	<u>(348,289)</u>	<u>(2,274,565)</u>
Net fixed assets	<u>\$ 1,106,326</u>	<u>\$ (189,556)</u>	<u>\$ -</u>	<u>\$ 916,770</u>

Included above is equipment of \$847,338 and related accumulated depreciation of \$502,321 that was capitalized under leasing arrangements.

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

6. ECONOMIC DEPENDENCY

The operation of EDSYS is dependent upon the demographics and financial viability of the participating school districts and continuing provisions under Pennsylvania School Law governing charter schools. In addition, approximately 82% of students enrolled are from the City of Pittsburgh and therefore, are the financial responsibility of Pittsburgh Public Schools.

Significant changes in EDSYS operations as a result of these factors are not anticipated as of the Independent Auditor's Report date.

7. NET ASSETS

Temporarily restricted net assets are available for the following purposes:

	<u>2012</u>	<u>2011</u>
Post high school education scholarships	\$ 280,000	\$ -
Peer coach staff position	27,347	-
New science labs	18,659	-
Charter school collaboration and innovation	-	23,137
Outdoor/recreation activities	16,701	19,378
	<u>\$ 342,707</u>	<u>\$ 42,515</u>

Net assets were released from donor restriction during the years ended June 30, 2012 and 2011, in the amount of \$421,908 and \$53,266, respectively, by incurring expenses satisfying the restricted purposes.

8. LONG-TERM DEBT

EDSYS had the following long-term debt balances:

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Term loan payable in quarterly installments of \$10,659 including interest at 4% through October 2013.	\$ 53,105	\$ 92,572
Long-term lease payable in quarterly installments of \$76,430 including interest at 4.04% through September 2013.	120,769	219,871
Long-term lease payable in monthly installments of \$10,300 including interest at 3.25%. The lease was paid in full during the year ended June 30, 2012.	-	140,650
Total	<u>173,874</u>	<u>453,093</u>
Less current portion	<u>143,878</u>	<u>258,327</u>
Long-term debt	<u>\$ 29,996</u>	<u>\$ 194,766</u>

The scheduled amortization of the remaining principal balance is as follows:

Year Ending June 30,	Principal Payments
2013	\$ 143,878
2014	29,996
	<u>\$ 173,874</u>

9. OPERATING LEASE

On August 31, 2011, EDSYS entered into a new operating lease to rent a facility to operate the charter school. The term of the lease is for ten years and eight months commencing in January 2012 and ending in August 2022. There is an optional extension term through August 2027. Rent is to be paid monthly.

Future minimum rental payments due under the initial term of the lease are as follows:

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

Years Ending June 30,	Total
2013	\$ 1,250,000
2014	1,250,000
2015	1,275,000
2016	1,275,000
2017	1,300,002
Thereafter	6,916,668
	<u>\$ 13,266,670</u>

Lease expense for fiscal years 2012 and 2011 was \$1,248,653 and \$1,048,740, respectively.

10. RETIREMENT BENEFITS

Plan Description

All employees of EDSYS participate in the Public School Employees' Retirement System (PSERS), a governmental, cost sharing, multi-employer defined benefit plan (plan). The PSERS provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. Benefit provisions of the plan are established under the provisions of the Public School Employees' Retirement Code (Code) (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535) and may be amended by an Act of the Pennsylvania State Legislature. The PSERS issues a Comprehensive Annual Financial Report (CAFR) 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, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The CAFR is also available on the publications page of the PSERS website.

Funding Policy

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

Active members who joined PSERS 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 PSERS 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.

EDSYS, INC.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2012 AND 2011

Members who joined PSERS after June 30, 2001 and before July 1, 2011 contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with services rendered on or after January 1, 2002.

Members who joined the PSERS after June 30, 2011 automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011 who elect Class T-F membership contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employers must contribute at rates based upon an actuarial valuation. For the fiscal year ended June 30, 2012, the rate of employer contributions was 8.65% of covered payroll. The 8.65% rate is composed of a pension contribution rate of 8.00% for pension benefits and .65% for healthcare insurance premium assistance. The contribution rate for school districts will increase to 12.36% for fiscal year 2012.

Although future years' rates have not yet been determined, it is currently projected that future rates will be the following based on the June 30, 2011 valuation:

<u>Years Ending June 30,</u>	<u>Employer Contribution Rate</u>
2014	16.75%
2015	21.25%
2016	25.56%
2017	26.26%
2018	26.80%
2019	27.53%
2020	28.04%
2021	27.76%
2022	27.58%

During fiscal years 2012 and 2011, EDSYS contributed approximately \$298,000 and \$224,000, respectively, which was equal to its required contribution for the years. In accordance with Act 29, the Commonwealth of Pennsylvania reimburses a portion of contributions made to PSERS. EDSYS received approximately \$140,000 and \$110,000, respectively, in reimbursements from the Commonwealth of Pennsylvania in fiscal years 2012 and 2011.

Supplementary Information

EDSYS, INC.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2012

<u>Federal Grantor / Pass-Through Grantor / Program Title</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
<u>U.S. Department of Education:</u>		
Passed Through the Pennsylvania Department of Education:		
Title I Grants to Local Educational Agencies	84.010	\$ 313,120
ARRA - Title I Grants to Local Educational Agencies	84.389	<u>6,377</u>
Total Title I, Part A Cluster		<u>319,497</u>
Improving Teacher Quality State Grants	84.367	12,516
Passed through the Pittsburgh Public Schools:		
Special Education - Grants to States (IDEA, Part B)	84.027	<u>92,144</u>
Total Special Education Cluster		<u>92,144</u>
Total U.S. Department of Education		<u>424,157</u>
<u>U.S. Department of Agriculture:</u>		
Passed Through the Pennsylvania Department of Education:		
School Breakfast Program	10.553	7,554
National School Lunch Program	10.555	<u>117,648</u>
Total Child Nutrition Cluster		<u>125,202</u>
Total expenditures of federal awards		<u>\$ 549,359</u>

See accompanying note to schedule of expenditures of federal awards.

EDSYS, INC.

NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2012

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of EDSYS, Inc. and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the U.S. Office of Management and Budget (OMB) Circular A-133, *“Audits of States, Local Governments, and Non-Profit Organizations.”*

EDSYS, Inc.

Independent Auditor's Reports in
Accordance with OMB Circular A-133

Year Ended June 30, 2012

Independent Auditor's 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*

Board of Directors
EDSYS, Inc.

We have audited the financial statements of EDSYS, Inc. (EDSYS) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 23, 2012. 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.

Internal Control over Financial Reporting

Management of EDSYS is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered EDSYS's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of EDSYS's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of EDSYS's internal control over financial reporting.

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 entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether EDSYS'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*.

We noted certain matters that we reported to management of EDSYS in a separate letter dated October 23, 2012.

* * * * *

This report is intended solely for the information and use of management, the Board of Directors, others within EDSYS, applicable federal, state, and local awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Maher Duessel
Pittsburgh, Pennsylvania
October 23, 2012

Independent Auditor's Report on Compliance with Requirements that Could Have a Direct and Material Effect on its Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133

Board of Directors
EDSYS, Inc.

Compliance

We have audited EDSYS, Inc.'s (EDSYS) 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 its major federal program for the year ended June 30, 2012. EDSYS's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to its major federal program is the responsibility of EDSYS's management. Our responsibility is to express an opinion on EDSYS's compliance based on our audit.

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 EDSYS'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. Our audit does not provide a legal determination on EDSYS's compliance with those requirements.

In our opinion, EDSYS 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, 2012.

Internal Control over Compliance

Management of EDSYS is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered EDSYS's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine the auditing procedures for the purpose of expressing our opinion on compliance, 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 EDSYS'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.

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 deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

Board of Directors
EDSYS, Inc.
Independent Auditor's Report on Compliance with
Requirements that Could Have a Direct and Material
Effect on its Major Program

* * * * *

This report is intended solely for the information and use of management, the Board of Directors, others within EDSYS, applicable federal, state, and local awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Mahe Duessel

Pittsburgh, Pennsylvania
October 23, 2012

EDSYS, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2012

I. Summary of Audit Results

1. Type of auditor's report issued: Unqualified

2. Internal control over financial reporting:

Material weakness(es) identified? yes no

Significant deficiencies identified that are not considered to be material weakness(es)? yes none reported

3. Noncompliance material to financial statements noted? yes no

4. Internal control over major programs:

Material weakness(es) identified? yes no

Significant deficiencies identified that are not considered to be material weakness(es)? yes none reported

5. Type of auditor's report issued on compliance for major programs: Unqualified

6. Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133? yes no

7. Major Programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.010

Title I Part A Cluster:

Title I Grants to Local Educational Agencies

84.389

ARRA - Title I Grants to Local Educational Agencies

8. Dollar threshold used to distinguish between type A and type B programs: \$300,000

9. Auditee qualified as low-risk auditee? yes no

II. Findings related to the financial statements which are required to be reported in accordance with GAGAS.

No matters were reported.

III. Findings and questioned costs for federal awards.

No matters were reported.

EDSYS, INC.

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2012

None Reported



Executive Summary BSE Compliance Monitoring Review of the City High Charter School

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 9, 2011, the City High Charter School 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 City High Charter School for the following:

- The Charter School is commended for the materials developed by the charter school and given to parents for information purposes. The materials are comprehensive and professional in appearance.
- The Charter School is commended for its continuous and comprehensive parent involvement and staff inservice training.

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.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	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	1	0
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

IMPROVEMENT PLAN REQUIRED	Yes	No
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 due to Identification, Educational Environment, Suspension or Expulsion	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 City High Charter School is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	90	0	70
Evaluation/Reevaluation: Process and Content	324	2	454
Individualized Education Program: Process and Content	529	0	271
Procedural Safeguards: Process and Content	119	1	0
TOTALS	1062	3	795

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	237	2	101
Program Implementation: Special Ed Teacher Interviews	305	4	149
Program Implementation: Parent Interviews	192	11	115
TOTALS	734	17	365

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	99	0	20

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.