

Pennsylvania Leadership CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

1332 Enterprise Dr
West Chester, PA 19380
(610)701-3333

Phase:	Phase 2
CEO Name:	James Hanak
CEO E-mail address:	jhanak@palcs.org

Governance and Staff

Leadership Changes

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

There were no leadership changes this year.

Board of Trustees Meeting Schedule

Location	Date and Time
1332 Enterprise Drive, West Chester, PA	8/15/2013 6:00 PM
1332 Enterprise Drive, West Chester, PA	9/19/2013 6:00 PM
1332 Enterprise Drive, West Chester, PA	10/17/2013 6:00 PM
1332 Enterprise Drive, West Chester, PA	11/21/2013 6:00 PM
1332 Enterprise Drive, West Chester, PA	1/16/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	2/20/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	3/20/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	4/17/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	5/15/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	6/19/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	7/17/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	8/21/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	9/18/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	10/16/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	11/20/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	12/18/2014 6:00 PM
1332 Enterprise Drive, West Chester, PA	1/15/2015 6:00 PM
1332 Enterprise Drive, West Chester, PA	2/19/2015 6:00 PM
1332 Enterprise Drive, West Chester, PA	3/19/2015 6:00 PM
1332 Enterprise Drive, West Chester, PA	4/16/2015 6:00 PM
1332 Enterprise Drive, West Chester, PA	5/21/2015 6:00 PM
1332 Enterprise Drive, West Chester, PA	6/18/2015 6:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00	0.00	0.00	0.00	1.00
Principal	2.00	2.00	0.00	0.00	0.00	2.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Teacher (including Master Teachers)	134.00	129.00	0.00	0.00	16.00	118.00
Specialty Teacher (including Master Teachers)	13.00	13.00	0.00	0.00	2.00	11.00
Special Education Teacher (including Master Teachers)	21.00	21.00	0.00	0.00	4.00	17.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	11.00	11.00	0.00	0.00	1.00	10.00
Psychologist	1.00	1.00	0.00	0.00	1.00	1.00
School Nurse	3.00	3.00	0.00	0.00	1.00	2.00
Program Coordinators	1	1	0	0	0	1
Totals	188.00	183.00	0.00	0.00	25.00	164.00

Further explanation:

Classroom Teachers - 100% HQT (129 Certified; 5 HQT)

Fiscal Matters

Major Fundraising Activities

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

There are no major fundraising activities performed/planned.

Fiscal Solvency Policies

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

There have been no changes to our fiscal solvency policy. A copy of the policy is attached.

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)

Files uploaded:

- PALCS Accounting Manual V1.docx

Accounting System

Changes to the accounting system the charter school uses:

There have been no changes to the accounting system.

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:	S.D. Associates P.C.
Date of Last Audit:	02/10/2014
Fiscal Year Last Audited:	2013

Explanation of the Report

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

A copy of the auditor's report for year end 2013 is attached.

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
-------------	----------

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 04/23/2013
 School Year Reviewed: 2013

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
-------------	----------

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
School Psychologist	PALCS	1
Supervisor of Special Education	PALCS	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Speech - Face to Face	1 Days	Outside Contractor	10 or fewer
Speech and Language Online	0.25 Days	Outside Contractor	10 or fewer
Speech and Language Online	1 Days	Outside Contractor	36

Special Education Cyclical Monitoring

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

05/23/2014
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:

None.

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

\$0.00

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 are planned.

Memorandums of Understanding

Organization	Purpose
Chester County Intermediate Unit	Title III Consortium

Pennsylvania Leadership Charter School
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Year Ended June 30, 2013

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Pennsylvania Leadership Charter School

**Financial Statements
And
Independent Auditor's Report**

Year Ended June 30, 2013

**Pennsylvania Leadership Charter School
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Year Ended June 30, 2013**

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Certified Public Accountants & Business Advisors

Independent Auditor's Report

To the Board of Trustees
Pennsylvania Leadership Charter School
West Chester, Pennsylvania

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the discretely presented component unit, and each major fund of Pennsylvania Leadership Charter School (the School) as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

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

Other Matters

Required Supplementary Information

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

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Pennsylvania Leadership Charter School's basic financial statements. The 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 also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 10, 2014, on our consideration of Pennsylvania Leadership Charter School'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* in considering Pennsylvania Leadership Charter School's internal control over financial reporting and compliance

SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2014

Pennsylvania Leadership Charter School Management's Discussion and Analysis June 30, 2013

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

Financial Highlights

- Total revenues increased \$1,440,386 due primarily to increased student enrollment.
- At the close of the current fiscal year, the School reports an ending fund deficit of \$1,589,374. This balance was the result of a \$5,304 surplus for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$227,672, representing an increase of \$270,081 from June 30, 2012.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

Government-Wide Financial Statements

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

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Component Unit

The School includes Friends of Pennsylvania Leadership Charter School (Friends) in its report. Although legally separate, this component unit is important because of the nature of its relationship with the School.

**Pennsylvania Leadership Charter School
Management's Discussion and Analysis
June 30, 2013**

Overview of the Financial Statements (continued)

Fund Financial Statements

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

Most of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School is the fiduciary for its students' activities funds. The School's fiduciary assets and liabilities are reported in a separate Statement of Fiduciary Net Position. We exclude these assets and liabilities from the School's other financial statements because the School cannot use these assets to finance its operations. The School is responsible for ensuring that the assets reported in this fund are used for their intended purposes.

Notes to the Financial Statements

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

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2013	2012
Assets		
Other assets	\$ 3,484,172	\$ 4,881,326
Capital assets, net	3,880,855	4,105,314
	7,365,027	8,986,640
 Liabilities	 5,940,642	 7,304,907
 Net Position	 \$ 1,424,385	 \$ 1,681,733

**Pennsylvania Leadership Charter School
Management's Discussion and Analysis
June 30, 2013**

Government-Wide Financial Analysis (continued)

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$1,424,385 as of June 30, 2013, a decrease of \$257,348 from June 30, 2012.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2013, the School's expenditures of \$27,891,050 exceeded revenues of \$27,633,702 by \$257,348, a decrease of \$605,450 as compared to the preceding year.

	2013	2012
Revenues		
Program revenues		
Local educational agency assistance	\$ 25,852,014	\$ 24,928,275
State sources	840,967	629,091
Federal sources	622,068	635,950
General revenues		
Other sources	318,653	-
Total revenues	27,633,702	26,193,316
Expenditures		
Instruction	17,260,929	19,193,078
Support services	8,657,507	6,054,971
Noninstructional services	67,205	-
Interest expense	168,974	183,485
Depreciation-unallocated	1,736,435	1,624,580
Total expenditures	27,891,050	27,056,114
Change in net position	(257,348)	(862,798)
Net position, beginning	1,681,733	2,544,531
Net position, ending	\$ 1,424,385	\$ 1,681,733

Governmental Fund

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

The School's governmental fund (the General Fund) reported an ending fund deficit of \$1,589,374.

**Pennsylvania Leadership Charter School
Management's Discussion and Analysis
June 30, 2013**

Budget Variations

The actual revenues represent an increase from budgeted revenues of \$1,524,175 due mainly to increased enrollment resulting in an increase in funding.

Actual expenditures increased \$2,231,476 over the budget due mainly to increased support costs and capital outlay.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$3,880,855 (net of accumulated depreciation). This investment in capital assets includes building improvements, office furniture, and computer equipment.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$767,680 for computers and related costs
- Capital expenditures of \$662,386 for software
- Capital expenditures of \$81,910 for building improvements

Additional information on the School's capital assets can be found in Note 5 of this report.

Long-Term Debt

The School has numerous capital lease arrangements, which were entered into for the purchase of computers and building improvements, as well as an additional term-loan and credit line. Additional information on the School's debt obligations can be found in Notes 8 and 9 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$1,000,000 for fiscal year 2013-2014, due to increased enrollment from approximately 2,400 to approximately 2,500 and increased per-student rates.

Future Events that will Financially Impact the School

Anticipated enrollment will be approximately 2,500 students. The additional funds generated will more than offset the costs of additional instructional and support services.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Business Office, Pennsylvania Leadership Charter School, 1332 Enterprise Drive, West Chester, Pennsylvania 19380.

Pennsylvania Leadership Charter School
Statement of Net Position
June 30, 2013

	Governmental Activities
Assets	
Current assets	
Cash and cash equivalents	\$ 227,672
State subsidies receivable	361,370
Federal subsidies receivable	117,825
Local subsidies receivable	1,586,308
Prepaid expenses	118,749
Total current assets	2,411,924
Property and equipment	13,274,387
Less: accumulated depreciation	(9,393,532)
	3,880,855
Employee advances	172,132
Due from Friends of PA Leadership Charter School	823,010
Security deposits	77,106
	7,365,027
Liabilities	
Current liabilities	
Bank line of credit	1,100,598
Accounts payable and accrued expenses	3,972,948
Capital lease obligations, current portion	532,777
Total current liabilities	5,606,323
Capital lease obligations	266,319
Accounts payable and accrued expenses	68,000
	5,940,642
Net Position	
Invested in capital assets, net of related debt	3,081,759
Unrestricted	(1,657,374)
Total net position	\$ 1,424,385

See accompanying notes to financial statements.

Pennsylvania Leadership Charter School
Statement of Activities
Year Ended June 30, 2013

Functions	Expenses	Program Revenues		Net (Expense)
		Charges for Services	Operating Grants and Contributions	Revenue and Changes in Net Position
				Governmental Activities
Governmental Activities				
Instruction	\$ 17,260,929	\$ 17,216,694	\$ 1,125,499	\$ 1,081,263
Support services	8,657,507	8,635,320	337,536	315,350
Noninstructional services	67,205	33,200	-	(34,005)
Depreciation and amortization - unallocated	1,736,435	-	-	(1,736,435)
Interest expense	168,974	-	-	(168,974)
Total governmental activities	<u>\$ 27,891,050</u>	<u>\$ 25,885,214</u>	<u>\$ 1,463,035</u>	(542,801)
	General Revenues			
				<u>285,453</u>
				(257,348)
				<u>1,681,733</u>
				<u>\$ 1,424,385</u>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School
Balance Sheet-Governmental Fund
June 30, 2013**

	<u>Total Governmental Funds</u>
Assets	
Cash and cash equivalents	\$ 227,672
State subsidies receivable	361,370
Federal subsidies receivable	117,825
Local subsidies receivable	1,586,308
Other receivables	<u>118,749</u>
Total current assets	2,411,924
Employee advances	172,132
Advance to Friends of PA Leadership Charter School	823,010
Security deposits	<u>77,106</u>
	<u>\$ 3,484,172</u>
Liabilities	
Bank line of credit	\$ 1,100,598
Accounts payable and accrued expenses	<u>3,972,948</u>
Total current liabilities	5,073,546
Fund Balance (Deficit)	
Nonspendable	1,072,248
Unassigned	<u>(2,661,622)</u>
	<u>(1,589,374)</u>
Total liabilities and fund deficit	<u>\$ 3,484,172</u>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School
 Reconciliation of the Balance Sheet of Governmental Funds
 To the Statement of Net Position
 June 30, 2013**

Total Fund Deficit for Governmental Funds \$ (1,589,374)

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Property and equipment	13,274,387	
Accumulated depreciation	<u>(9,393,532)</u>	
		3,880,855

Long-term liabilities that pertain to governmental funds, including notes payable, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Capital lease obligations	(799,096)	
Accounts payable and accrued expenses	<u>(68,000)</u>	

Total Net Position of Governmental Activities \$ 1,424,385

**Pennsylvania Leadership Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2013**

	General Fund
Revenues	
Local education agency assistance	\$ 25,852,014
Federal sources	622,068
State sources	840,967
Other sources	318,653
Total revenues	27,633,702
Expenditures	
Instruction	17,192,929
Support services	8,657,507
Noninstructional services	67,205
Capital outlay	1,511,976
Debt service	952,871
Total expenditures	28,382,488
Expenditures in Excess of Revenues	(748,786)
Other Financing Sources	
Proceeds from capital leases	754,090
Net Change in Fund Balance	5,304
Fund Deficit - Beginning of Year	(1,594,678)
Fund Deficit - End of Year	\$ (1,589,374)

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School
 Reconciliation of the Statement of Revenues, Expenditures, and
 Changes in Fund Balances of Governmental Funds to the
 Statement of Activities
 Year Ended June 30, 2013**

Net Change in Fund Balances - Total Governmental Funds \$ 5,304

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Capital outlay	1,511,976	
Depreciation expense	<u>(1,736,435)</u>	(224,459)

The governmental funds report note proceeds as financing sources, while repayment of note principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. The net effect of these differences in the treatment of notes payable is as follows:

Proceeds from capital leases	(754,090)	
Principal payments on long-term debt	783,897	
Accounts payable and accrued expenses, long-term	<u>(68,000)</u>	<u>(38,193)</u>

Change in Net Position of Governmental Activities \$ (257,348)

Pennsylvania Leadership Charter School
Statement of Fiduciary Net Position
Fiduciary Fund
June 30, 2013

	Agency Fund
Assets	
Cash and cash equivalents	\$ 21,070
Liabilities	
Other current liabilities	21,070
Net Position	\$ -

See accompanying notes to financial statements.

Friends of Pennsylvania Leadership Charter School
Statement of Financial Position as of June 30, 2013
Statement of Activities for the Year Ended June 30, 2013

Assets	
Rental property, net	\$4,482,824
Investment in Virtual Student Information Management Systems, LLC	202,591
Financing costs, net	28,382
Cash and cash equivalents	39,474
Accounts receivable, net	<u>-</u>
 Total assets	 <u>\$4,753,271</u>
Liabilities	
Long-term debt	\$3,609,464
Accounts payable and accrued expenses	14,201
Due to Pennsylvania Leadership Charter School	<u>823,010</u>
 Total liabilities	 4,446,675
Net Assets	
Unrestricted	<u>306,596</u>
 Total liabilities and net assets	 <u>\$4,753,271</u>
 Revenue	
Rental income	\$ 354,072
Other income	<u>4,850</u>
 Total revenue	 358,922
Expenses	
Program expenses	323,228
Loss on Investment in Virtual Student Information Management Systems, LLC	<u>14,094</u>
 Change in net assets	 21,600
 Net Assets - Beginning of Year	 <u>284,996</u>
 Net Assets - End of Year	 <u>\$ 306,596</u>

See accompanying notes to financial statements.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies

Pennsylvania Leadership Charter School (the School) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The mission of the school is to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. The School's charter expired at the end of the 2012-2013 school year, and has been extended while the Pennsylvania Department of Education processes the re-authorization application.

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

Reporting Entity

The School implemented Governmental Accounting Standards Board (GASB) Statement No. 39, *Determining Whether Certain Organizations are Component Units*. This Statement amends GASB Statement No. 14, *The Financial Reporting Entity* to provide additional guidance to determine whether certain organizations should be reported as component units based on the nature and significance of their relationship with the School.

As defined by generally accepted accounting principles established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, as well as its component unit, Friends of Pennsylvania Leadership Charter School (Friends).

Friends is a legally separate, tax-exempt component unit of the School. The School does not appoint the majority of the Board of Friends. Because Friends owns and finances the building that is leased to the School for its operations, and because the School advanced funds to Friends for the acquisition of the building and for operating expenses without specified repayment terms, Friends is considered a component unit of the School. Friends is reported in separate financial statements because of the difference in its reporting model, as further described below.

Friends is a private nonprofit organization that reports its financial results in accordance with the Accounting Standards Codification (ASC). Most significant to Friend's operations and reporting model is ASC Topic 958, Not-for-Profit Entities. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies (continued)

In addition to owning and financing the building that is leased to the School, Friends provided consulting services relating to portal development, as well as curriculum services, to another independent cyber charter school. As of June 30, 2013, the School had advanced \$823,010 to Friends in connection with the building acquisition and operating costs.

Government-Wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements:

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 90 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The funds utilized by the School and brief descriptions of their accounting purposes are as follows:

Governmental Fund - The fund listed below is the fund through which most governmental functions are furnished.

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

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies (continued)

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

Fiduciary Funds

Trust and Agency Funds - Trust and Agency Funds are used to account for assets held by the School in a trustee capacity or as an agent for individuals. Agency Funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations.

The School does not maintain any Trust Funds but maintains Agency Funds for the Activity Funds of student clubs, classes and organizations.

Method of Accounting

The School has adopted the provision of Statement No. 34 ("Statement 34") of the Governmental Accounting Standards Board "*Basic Financial Statements – and Managements' Discussion and Analysis – for State and Local Governments.*" Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position, a statement of activities and changes in net position. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

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

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies (continued)

Fund Balances - Governmental Funds

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition*. In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified employee advances, security deposits, and advance to Friends of PA Leadership Charter School as being nonspendable as these items are not expected to be converted to cash.
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.
- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies (continued)

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles 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.

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000, with financial institutions.

Cash and Cash Equivalents

The School's cash and cash equivalents is considered to be cash on hand and demand deposits.

Prepaid Expenditures

Prepaid expenditures include payments to vendors for services applicable to future accounting periods.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; leasehold improvements (7 - 39 years) and furniture and equipment (5 - 7 years).

Long-lived Assets

The School and Friends evaluate long-lived assets, which include rental property subject to depreciation, for impairment whenever events or changes in circumstances indicate that the carrying value of an asset may not be recoverable. If the estimated future cash flows (undiscounted and without interest charges) from the use of an asset are less than the carrying value, a write-down would be recorded to reduce the related asset to its estimated fair value. Management has not identified any impairments at June 30, 2013.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 1 Background and Summary of Significant Accounting Policies (continued)

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School follows the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2010, 2011, and 2012 are subject to examination by the IRS, generally for three years after they were filed.

Note 2 Cash

The School's cash and cash equivalents balance at June 30, 2013 was \$227,672. The actual amount of cash on deposit in the School's bank accounts at June 30, 2012 was \$741,356. Of the amount held at the bank, \$485,272 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$256,084 was uninsured and uncollateralized at June 30, 2013.

Custodial Credit Risk-Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3 Receivables

Receivables as of June 30, 2013 consist primarily of subsidies from federal, state, and local authorities. The School has established a reserve for uncollectible receivables of \$20,000 based on prior experience.

Note 4 Employee Advances

The School has made advances to certain employees of \$235,557 as of June 30, 2013, relating to the 08/09 school year. The advances are evidenced by notes payable between the School and each teacher. The School expects that the advances will be repaid by applying future bonuses against each teacher's advance. The School allows for discretionary teacher bonuses, which currently approximates \$800,000 for the 08/09 school year, but due to budgetary and economic restraints, these bonuses have not been paid until the current school year, in which half of these bonuses have been paid. As of June 30, 2013, the School has recorded an estimated reserve of \$75,000 to provide for uncollectible advances. Total employee advances relating to these bonuses at June 30, 2013, net of allowance, was \$172,132.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 5 Capital Assets

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

	Balance, 7/01/12	Additions	Deletions	Balance, 6/30/13
Computer equipment	\$ 6,724,454	\$ 767,680	\$ -	\$ 7,492,134
Furniture	1,217,074	-	-	1,217,074
Equipment	356,776	-	-	356,776
Software	2,788,724	662,386	-	3,451,110
Building improvements	675,383	81,910	-	757,293
	11,762,411	1,511,976	-	13,274,387
Less: accumulated depreciation	7,657,097	1,736,435	-	9,393,532
	\$ 4,105,314	\$ (224,459)	\$ -	\$ 3,880,855

Depreciation expense for the year ended June 30, 2013 was \$1,736,435.

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

	Balance, 7/1/12	Additions	Deletions	Balance, 6/30/13
Building	\$ 4,110,874	\$ -	\$ -	\$ 4,110,874
Land	1,000,000	-	-	1,000,000
	5,110,874	-	-	5,110,874
Less: accumulated depreciation	522,643	105,407	-	628,050
	\$ 4,588,231	\$ (105,407)	\$ -	\$ 4,482,824

Depreciation expense for the year ended June 30, 2013 was \$105,407.

Note 6 Bank Line of Credit

The School maintains a \$2,000,000 line of credit from Meridian Bank. The line bears interest 5% and is reviewed on a quarterly basis by Meridian Bank. The line is secured by School assets. As of June 30, 2013, \$899,402 is available to draw upon.

Note 7 Funding

The School receives funding from various local districts on a monthly basis based on enrollment. The rate of funding is determined on an annual basis.

The Commonwealth of Pennsylvania makes contributions on behalf of the charter school for the employer's share of retirement payments. The School also received federal funding under various title grants.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 8 Commitments

Operating Leases

The School leases various facilities under operating agreements expiring through July, 2032. In addition to the basic rent, the school is required to pay all real estate taxes, occupancy costs, insurance, and maintenance. Total rent expense for the year ended June 30, 2013 was \$1,447,591.

Future minimum lease payments as of June 30, 2013 are as follows:

Year Ending June 30,	
2014	\$ 877,918
2015	857,418
2016	401,217
2017	405,377
2018	406,764
Thereafter	5,094,977
	\$ 8,043,671

Capital Lease Obligations

Equipment, furniture, and improvements costing \$2,531,185 with a net book value of \$1,588,866 are held under capital leases, with interest rates ranging from 3.18% to 21.46% per annum. The following is a schedule of future minimum lease payments required as of June 30, 2013:

Year Ending June 30,	Principal	Interest	Total
2014	\$ 532,777	\$ 31,256	\$ 564,033
2015	220,528	8,400	228,928
2016	45,791	348	46,139
	799,096	40,004	839,100
Less: current portion	532,777	31,256	564,033
	\$ 266,319	\$ 8,748	\$ 275,067

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 9 Long-term Debt

Mortgage Loan Payable

The School is a guarantor on the mortgage loan for the facilities owned by Friends of Pennsylvania Leadership Charter School (Friends), which is leased by the School. As of June 30, 2013, \$3,609,464 was outstanding. The mortgage is payable in 239 monthly installments of \$29,006 including interest at a fixed rate of 4.72% with a final payment due July 2027. The Bank has the option to accelerate the payment of the unpaid principal balance, accrued unpaid interest, and any other sums outstanding 90 days prior to each 5th anniversary date of the mortgage. This "call option" was not exercised in 2012. The next call option period begins May 2017. The mortgage is collateralized by the related property, including an assignment of all present and future rents and leases.

Maturities of long-term debt are as follows:

June 30,	
2014	182,510
2015	191,313
2016	200,541
2017	210,215
2018	220,353
Thereafter	2,604,532
	\$ 3,609,464

Changes in capital lease obligations/long-term debt are as follows:

	Capital leases	Long-term debt	Total
Balance, July 1, 2012	\$ 828,903	\$ 3,780,328	\$ 4,609,231
Additions	754,089	-	754,089
Repayments of Principal	(783,896)	(170,864)	(954,760)
Balance, June 30, 2013	\$ 799,096	\$ 3,609,464	\$ 4,408,560

Interest expense was \$168,974 for the year.

Note 10 Related Party Transactions

The School advanced funds to Friends for the purchase of the facilities, operating expenses, and for Virtual Student Information Management Systems, LLC (VSIMS), an entity owned 50% by Friends. VSIMS was established to provide a student billing system for schools in the Commonwealth of Pennsylvania, including PALCS. Advances totaled \$823,010 as of June 30, 2013. No stated interest rate or repayment terms exist.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 10 Related Party Transactions (Continued)

The School leases its main facilities from Friends under an operating lease expiring July 16, 2032 (see Note 7). Rent expense was \$354,072 for the year.

The CEO had advanced \$160,000 to the school as of June 30, 2012. The advance was repaid during the year. Interest was accruing at a rate of 2% for the first month outstanding and 1% for each additional month. Interest paid to the CEO during the year was \$12,800.

Note 11 Retirement Plan

The School contributes to the Public School Employees' Retirement System (the System), a cost-sharing multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 P.A.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System 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 the Office of Financial Management, Public School Employees' Retirement System, PO Box 125, Harrisburg, PA 17108-0125. The *CAFR* is also available on the Publications page of the PSERS website.

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. The rate of contribution for employees ranges from 5.25% - 12.30% depending upon classification and elections of employees. The School's contribution is 12.36%. In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities contributions. The School's contributions to the Plan were \$1,667,702, \$1,136,726, and \$599,739 for the years ended June 30, 2013, 2012 and 2011 respectively, which equals 100% of the contractually required contributions as set by State statutes.

Note 12 Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Pennsylvania Leadership Charter School
Notes to Financial Statements
June 30, 2013

Note 13 Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks.

Note 14 Litigation

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

Note 15 Other Matters

The Auditor General of Pennsylvania opened an investigation and requested the School to produce certain records. The Auditor General has not made any allegations or set forth any basis for the request. No report or finding has been published or otherwise provided and there is no indication when, or if, such a report will be completed.

The Inspector General of the US Department of Education also requested School documents and issued a subpoena against the School and Friends to produce such documents. Certain documents have been provided, and the matter is ongoing. No allegations have been made at this point.

Supplementary Information

**Pennsylvania Leadership Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2013**

	Budget	Actual Revenues/ Expenditures	Variance With Budget
Revenues			
Local educational agency assistance	\$ 24,684,671	\$ 25,852,014	\$ 1,167,343
State sources	882,609	840,967	(41,642)
Federal sources	542,247	622,068	79,821
Other sources	-	318,653	318,653
	<u>26,109,527</u>	<u>27,633,702</u>	<u>1,524,175</u>
Expenditures			
Instruction	18,015,972	17,192,929	823,043
Support services	6,133,835	8,657,507	(2,523,672)
Noninstructional services		67,205	
Capital outlay	108,000	1,511,976	(1,403,976)
Debt service	1,826,000	952,871	873,129
	<u>26,083,807</u>	<u>28,382,488</u>	<u>(2,231,476)</u>
Expenditures in Excess of Revenues	25,720	(748,786)	(707,301)
Other Financing Sources			
Proceeds from capital leases	-	754,090	754,090
Net Change in Fund Balance	25,720	5,304	46,789
Fund Deficit, Beginning	<u>(1,594,678)</u>	<u>(1,594,678)</u>	<u>-</u>
Fund Deficit, Ending	<u>\$ (1,568,958)</u>	<u>\$ (1,589,374)</u>	<u>\$ 46,789</u>

See accompanying notes to financial statements.



Certified Public Accountants & Business Advisors

**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***

To the Board of Trustees
Pennsylvania Leadership Charter School
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the discretely presented component unit, and each major fund of Pennsylvania Leadership Charter School (the School) as of and for the year ended June 30, 2013 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 10, 2014.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, 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 instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and questioned costs as item 13-01.

The School's Response to Findings

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

We noted certain matters that we reported to management of the School in a separate letter dated February 10, 2014.

Purpose of this Report

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

SD Associates P.C.
Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2014

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

**Division of Federal Program
Consolidated Program Review**

2012-2013 School Year

**Pennsylvania Leadership Charter School
1332 Enterprise Dr.
West Chester, PA 19380**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Dr. James Hanak	610-701-3333x1111	<input checked="" type="checkbox"/>
Business Manager:	Mike Miller	610-710-3333 x1177	<input checked="" type="checkbox"/>
Title I Coordinator:	Dr. Joyce Good	610-710-3333 x1112	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Dr. Joyce Good	610-710-3333 x1112	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Fiscal Requirements Coordinator:	Tina Kunkel	610-710-3333 x1140	<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: Anne Kauffman

Visit Date: 4/22/2013

Title I Program Review

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

I. Highly Qualified

Component I: Highly Qualified

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan		

<p>2. All instructional paraprofessionals supported by Title I are highly qualified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>2/12/2013 11:37:00 AM District Administrator Pennsylvania Leadership Charter School Admin We do not employ any paraprofessionals.</p> </td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td> <p>4/22/2013 5:39:21 PM State Monitor Anne Kauffman Pennsylvania Leadership does not employ any paraprofessionals in its Title I program.</p> </td> </tr> </table>	District Comments	<p>2/12/2013 11:37:00 AM District Administrator Pennsylvania Leadership Charter School Admin We do not employ any paraprofessionals.</p>	Monitor Comments	<p>4/22/2013 5:39:21 PM State Monitor Anne Kauffman Pennsylvania Leadership does not employ any paraprofessionals in its Title I program.</p>
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Monitor Comments										
<p>4/22/2013 5:39:21 PM State Monitor Anne Kauffman Pennsylvania Leadership does not employ any paraprofessionals in its Title I program.</p>										
<p>3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of parent/guardian notification 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> <p>3/14/2013 11:12:38 AM District Administrator Pennsylvania Leadership Charter School Admin We did not include this in our School Choice Letter. It is also not posted anywhere else on our website.</p> </td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td> <p>4/22/2013 5:40:43 PM State Monitor Anne Kauffman This information will be included in materials sent to parents at the beginning of the 2013/2014 school year.</p> </td> </tr> </table>	District Comments	<p>3/14/2013 11:12:38 AM District Administrator Pennsylvania Leadership Charter School Admin We did not include this in our School Choice Letter. It is also not posted anywhere else on our website.</p>	Monitor Comments	<p>4/22/2013 5:40:43 PM State Monitor Anne Kauffman This information will be included in materials sent to parents at the beginning of the 2013/2014 school year.</p>
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<p>4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		<table border="1"> <tr> <th data-bbox="1524 38 1986 94">District Comments</th> </tr> <tr> <td data-bbox="1524 94 1986 337"> <p>3/12/2013 8:51:35 AM District Administrator Pennsylvania Leadership Charter School Admin We do not have any teachers who are not highly qualified.</p> </td> </tr> <tr> <th data-bbox="1524 337 1986 393">Monitor Comments</th> </tr> <tr> <td data-bbox="1524 393 1986 602"> <p>4/22/2013 5:42:34 PM State Monitor Anne Kauffman Any substitute teachers employed by the school have been highly qualified.</p> </td> </tr> </table>	District Comments	<p>3/12/2013 8:51:35 AM District Administrator Pennsylvania Leadership Charter School Admin We do not have any teachers who are not highly qualified.</p>	Monitor Comments	<p>4/22/2013 5:42:34 PM State Monitor Anne Kauffman Any substitute teachers employed by the school have been highly qualified.</p>
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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 type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input type="checkbox"/> Website posting.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/14/2013 12:11:01 PM District Administrator Pennsylvania Leadership Charter School Admin Updated and accepted by the school board in 2009.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/22/2013 5:44:26 PM State Monitor Anne Kauffman Although the LEA has a parent policy, it has not been reviewed since 2009. There is no evidence of parent involvement in developing the policy.</td> </tr> </tbody> </table>	District Comments	3/14/2013 12:11:01 PM District Administrator Pennsylvania Leadership Charter School Admin Updated and accepted by the school board in 2009.	Monitor Comments	4/22/2013 5:44:26 PM State Monitor Anne Kauffman Although the LEA has a parent policy, it has not been reviewed since 2009. There is no evidence of parent involvement in developing the policy.
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2. Schools receiving Title I funds have a written Parent Involvement (PI) Policy/Plan aligned with the District policy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/> Submit PI Policy/Plans for all Title I schools and <input checked="" type="checkbox"/> Submit District PI Policy/Plan		<table border="1"> <tr> <th data-bbox="1486 45 1982 94">District Comments</th> </tr> <tr> <td data-bbox="1486 94 1982 305"> 3/14/2013 12:11:28 PM District Administrator Pennsylvania Leadership Charter School Admin We have one, but it has not been updated since 2009. </td> </tr> <tr> <th data-bbox="1486 305 1982 354">Monitor Comments</th> </tr> <tr> <td data-bbox="1486 354 1982 597"> 4/22/2013 5:46:11 PM State Monitor Anne Kauffman Although the school has a parent policy it has not been reviewed since 2009. There is no evidence of parent involvement in developing the policy. </td> </tr> </table>	District Comments	3/14/2013 12:11:28 PM District Administrator Pennsylvania Leadership Charter School Admin We have one, but it has not been updated since 2009.	Monitor Comments	4/22/2013 5:46:11 PM State Monitor Anne Kauffman Although the school has a parent policy it has not been reviewed since 2009. There is no evidence of parent involvement in developing the policy.
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3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.						
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.						

<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 type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		<table border="1"> <tr> <th data-bbox="1484 42 1986 90">District Comments</th> </tr> <tr> <td data-bbox="1484 90 1986 337"> 3/14/2013 12:12:17 PM District Administrator Pennsylvania Leadership Charter School Admin This will be something we are developing under our new Parent Network position/initiative. </td> </tr> <tr> <th data-bbox="1484 337 1986 386">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 386 1986 706"> 4/22/2013 5:49:22 PM State Monitor Anne Kauffman The Federal Programs Director and Coordinator indicate they will implement a professional development panel discussion that includes staff and parents to address this requirement. </td> </tr> </table>	District Comments	3/14/2013 12:12:17 PM District Administrator Pennsylvania Leadership Charter School Admin This will be something we are developing under our new Parent Network position/initiative.	Monitor Comments	4/22/2013 5:49:22 PM State Monitor Anne Kauffman The Federal Programs Director and Coordinator indicate they will implement a professional development panel discussion that includes staff and parents to address this requirement.
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<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		<table border="1"> <tr> <th data-bbox="1484 716 1986 764">District Comments</th> </tr> <tr> <td data-bbox="1484 764 1986 976"> 3/14/2013 12:25:00 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any of those programs in our school. </td> </tr> <tr> <th data-bbox="1484 976 1986 1024">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 1024 1986 1305"> 4/22/2013 5:52:41 PM State Monitor Anne Kauffman Pennsylvania Leadership is a cyber school that includes students from every area of the state. It would be very difficult to coordinate with local parent involvement programs. </td> </tr> </table>	District Comments	3/14/2013 12:25:00 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any of those programs in our school.	Monitor Comments	4/22/2013 5:52:41 PM State Monitor Anne Kauffman Pennsylvania Leadership is a cyber school that includes students from every area of the state. It would be very difficult to coordinate with local parent involvement programs.
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e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<p style="text-align: center;">District Comments</p> <p>3/14/2013 12:25:38 PM District Administrator Pennsylvania Leadership Charter School Admin We have parent newsletters in other languages available but currently do not need them. We also have the use of a translating service if need be.</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.		
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;">District Comments</p> <p>3/14/2013 12:27:43 PM District Administrator Pennsylvania Leadership Charter School Admin Included in the first Parent Chat of the year. Also included in the Parent/Home Facilitator welcome packet for Title parents/home facilitators.</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 type="checkbox"/> Staff/Parent meeting agenda, memoranda.		
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		

<p>7. LEA and schools have reviewed the effectiveness of school parental involvement activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<p><input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations.</p> <p><input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.</p>		
<p>8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.</p>		

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 checked="" 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.). <input checked="" type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other	<div style="text-align: center;">District Comments</div> <p>3/12/2013 9:57:37 AM District Administrator Pennsylvania Leadership Charter School Admin Letter is dated July 26, 2012 and is posted on our public website at this link: http://www.palcs.org/programs/supplemental-educational-services-school-choice/ http://www.palcs.org/studentforms/School%20Choice%20Letter%202012.pdf</p>

2. The LEA has developed a district improvement plan using the core elements outlined in the state's Comprehensive Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)						
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 checked="" 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 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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td>3/18/2013 12:01:42 PM District Administrator Pennsylvania Leadership Charter School Admin Our reservation of funds from Title I is about 7.5%. Other professional development money came out of the Title II grant.</td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td>4/22/2013 5:55:12 PM State Monitor Anne Kauffman Pennsylvania Leadership has set aside 7.5% of its Title I allocation for professional development.</td> </tr> </table>	District Comments	3/18/2013 12:01:42 PM District Administrator Pennsylvania Leadership Charter School Admin Our reservation of funds from Title I is about 7.5%. Other professional development money came out of the Title II grant.	Monitor Comments	4/22/2013 5:55:12 PM State Monitor Anne Kauffman Pennsylvania Leadership has set aside 7.5% of its Title I allocation for professional development.
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IV. School Improvement

Component IV: School Improvement

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

Sec. 1116(b)(1)(B)

Sec. 1116(b)(3)

Sec. 1116(b)(4)-(6)

Sec. 1116(b)(7)(C)(ii)

Sec. 1116(b)(14)(B)

If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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<p>1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. (See <i>School Choice section and SES section for additional notification requirements.</i>)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><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.</p> <p><input checked="" type="checkbox"/> Verification of date of notification</p>	<p>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</p> <p>• If applicable, the notification must be provided in different languages.</p> <p><input type="checkbox"/> Newsletter</p> <p><input type="checkbox"/> Mail</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> In Different Languages</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>3/12/2013 9:59:19 AM</p> <p>District Administrator Pennsylvania Leadership Charter School Admin</p> <p>Letter was posted on our school website. It is dated July 26, 2012 and is located here:</p> <p>http://www.palcs.org/studentforms/School%20Choice%20Letter%202012.pdf</p> </td> </tr> </tbody> </table>	District Comments	<p>3/12/2013 9:59:19 AM</p> <p>District Administrator Pennsylvania Leadership Charter School Admin</p> <p>Letter was posted on our school website. It is dated July 26, 2012 and is located here:</p> <p>http://www.palcs.org/studentforms/School%20Choice%20Letter%202012.pdf</p>
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<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:</p> <p>a. Number of students eligible and transferred due to Choice.</p> <p>b. Number of students who were eligible and participated in SES.</p> <p>c. List of available schools for transfer.</p> <p>d. List of available SES providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>3/12/2013 10:00:00 AM</p> <p>District Administrator Pennsylvania Leadership Charter School Admin</p> <p>Information is updated repeatedly at this website: http://www.pales.org/programs/supplemental-educational-services-school-choice/</p> </td> </tr> </tbody> </table>	District Comments	<p>3/12/2013 10:00:00 AM</p> <p>District Administrator Pennsylvania Leadership Charter School Admin</p> <p>Information is updated repeatedly at this website: http://www.pales.org/programs/supplemental-educational-services-school-choice/</p>
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<p>3. The School has developed a 2-year school improvement plan using the School level Comprehensive Plan.</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 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;">District Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>3/12/2013 10:09:38 AM District Administrator Pennsylvania Leadership Charter School Admin Dara Kline from the CCIU was our reviewer and helped us develop our school level plan.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/12/2013 10:09:38 AM District Administrator Pennsylvania Leadership Charter School Admin Dara Kline from the CCIU was our reviewer and helped us develop our school level plan.</p>
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<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. ONLY School Improvement. not required for Corrective Action.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input type="checkbox"/> Title I Budget 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">District Comments</th> </tr> <tr> <td style="padding: 2px;"> 3/14/2013 12:45:35 PM District Administrator Pennsylvania Leadership Charter School Admin Our school is currently in Corrective Action. </td> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 2px;">Monitor Comments</th> </tr> <tr> <td style="padding: 2px;"> 4/22/2013 6:03:05 PM State Monitor Anne Kauffman Pennsylvania Leadership is in Corrective Action. </td> </tr> </table>	District Comments	3/14/2013 12:45:35 PM District Administrator Pennsylvania Leadership Charter School Admin Our school is currently in Corrective Action.	Monitor Comments	4/22/2013 6:03:05 PM State Monitor Anne Kauffman Pennsylvania Leadership is in Corrective Action.
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4/22/2013 6:03:05 PM State Monitor Anne Kauffman Pennsylvania Leadership is in Corrective Action.										
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting agendas <input checked="" type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes 						

V. School Choice

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

<p>2. The LEA posted on their website prior to the beginning of the school year:</p> <p>a. Number of students eligible for transfer.</p> <p>b. Number of students who transferred.</p> <p>c. List of available schools for Choice transfers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> LEA Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.</p>		
<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.</p>	<p>Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.</p>	
<p>4. The LEA set aside, at a minimum, an amount equal to 20% of its Title I allocation to pay for costs associated with school choice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.</p>		
<p>5. If the LEA requested rollover of unused funds set aside for Choice (into the general Title I funds) the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	
<p>5b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	

5c. Parent notification mailed out at least 14 days prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
5d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants		

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 School 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input checked="" type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider.	<ul style="list-style-type: none"> Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). This notice may be a part of the general school improvement notification or it may be a separate notice. If applicable, the notification must be provided in different languages. 	District Comments
						3/12/2013 10:12:39 AM District Administrator Pennsylvania Leadership Charter School Admin Information is on our website at http://www.palcs.org/programs/supplemental-educational-services-school-choice/

				<ul style="list-style-type: none"> • SES may not replace other school programs (Supplement vs. Supplant) <input type="checkbox"/> Newsletter <input checked="" type="checkbox"/> Mail <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages 	
<p>2. The LEA posted on their website:</p> <p>a. Number of students eligible for SES.</p> <p>b. Number of students participating in SES</p> <p>c. List of available SES providers</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LEA Website <input checked="" type="checkbox"/> List of SES Providers including distance providers <input checked="" type="checkbox"/> Selection of Schools Low Income data 	<p>See List of providers on PDE/SES webpage.</p>
District Comments					
<p>3/12/2013 10:13:10 AM</p> <p>District Administrator Pennsylvania Leadership Charter School Admin</p> <p>Information is on our website at http://www.palcs.org/programs/supplemental-educational-services-school-choice/</p>					

<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES.</p> <p><input checked="" type="checkbox"/> Criteria for priority of services.</p>		
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copies of contracts for each provider and student participating in SES.</p>		
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Parent Notifications</p> <p><input checked="" type="checkbox"/> Signed Agreements</p>	<p>Reviewers should ask parents of eligible students if they are aware of the two SES windows.</p> <p><input checked="" type="checkbox"/> Parents Asked</p>	

6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input checked="" type="checkbox"/> SES Provider agreements						
7. If the LEA requested rollover of unused funds set aside for SES the LEA met all of the following requirements: a. Partner with community groups b. Ensure students/parents have a genuine opportunity to sign up for choice transfer. c. Parent notification mailed out at least 14 days prior to the start of the school year. d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	Reviewers should ask parents if they were aware of the opportunity to request SES. <input type="checkbox"/> Parents Asked	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> 3/18/2013 12:02:38 PM District Administrator Pennsylvania Leadership Charter School Admin No rollover needed for unused funds. </td> </tr> <tr> <th style="background-color: #cccccc; text-align: center;">Monitor Comments</th> </tr> <tr> <td> 4/22/2013 6:05:22 PM State Monitor Anne Kauffman The LEA did not request rollover of unused funds. </td> </tr> </table>	District Comments	3/18/2013 12:02:38 PM District Administrator Pennsylvania Leadership Charter School Admin No rollover needed for unused funds.	Monitor Comments	4/22/2013 6:05:22 PM State Monitor Anne Kauffman The LEA did not request rollover of unused funds.
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4/22/2013 6:05:22 PM State Monitor Anne Kauffman The LEA did not request rollover of unused funds.										

<p>8. The LEA maintains records regarding the numbers of students participating in SES.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating.</p> <p><input checked="" type="checkbox"/> SES data entered in eGrants.</p>		
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VII. Schoolwide Programs

Component VII: Schoolwide Programs						
The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.						
Sec. 1114						
<input checked="" type="checkbox"/> If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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 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		
2. All Schoolwide (SW) schools have an updated SW Plan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Completed and approved School Level Plan and Addendum or <input type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template		
Each SW Plan Contains:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2a. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>				
2b. Schoolwide reform strategies	<input type="checkbox"/>	<input type="checkbox"/>				

2c. Instruction by highly qualified staff	<input type="checkbox"/>	<input type="checkbox"/>				
2d. High quality and ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>				
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>				
2f. Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>				
2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>				
2h. Teacher input in assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>				
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<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 type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP		

VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of scientifically-researched based instructional models. <input checked="" type="checkbox"/> School improvement plans. <input checked="" type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input checked="" type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Development Schedules <input checked="" type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 			

4. Selection for eligible students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Selection criteria process/multiple selection criteria. <input checked="" type="checkbox"/> Student roster with test scores <input checked="" type="checkbox"/> Teacher/parent recommendation <input checked="" type="checkbox"/> Assessment data of Title I student <input checked="" type="checkbox"/> List of eligible students that are not serviced due to parents declining service		
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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

Pennsylvania Leadership is making effective use of its Title I funds in a targeted assistance program. Title I staff works with individual students on line in a chat format demonstrating specific skills and strategies. Parents often become part of these "chats" and are able to use the techniques and strategies to work more effectively with their children. These demonstrations are recorded, and parents can review them as necessary. This occurs on a weekly basis -- or more often if needed. There is a successful effort to align and coordinate support services to meet individual student needs. Parent Involvement is growing as the school incorporates more in-person activities involving parents and students. However, there are several areas not in compliance. The parent policy has not been reviewed. There is no evidence of parent involvement in its development. Parents have not been notified that they may request the qualifications of teachers instructing their children. There has been no parent input in assisting teachers to work more effectively with parents as partners. The school set aside is less than 10% for professional development. The Federal Programs Director and Coordinator are both new to their positions and were not involved in developing the current program. Both have indicated that they will be addressing these areas as soon as possible. Both have been availing themselves of training available through PDE and PAFPC.

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 type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input type="checkbox"/> Principal Attestation (<i>PDE Form 425</i>) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified						
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (<i>PDE Form 425</i>). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/12/2013 10:26:24 AM District Administrator Pennsylvania Leadership Charter School Admin We have no teachers who are not highly qualified.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/22/2013 6:30:24 PM State Monitor Anne Kauffman Pennsylvania Leadership has no teachers who are not highly qualified.</td> </tr> </tbody> </table>	District Comments	3/12/2013 10:26:24 AM District Administrator Pennsylvania Leadership Charter School Admin We have no teachers who are not highly qualified.	Monitor Comments	4/22/2013 6:30:24 PM State Monitor Anne Kauffman Pennsylvania Leadership has no teachers who are not highly qualified.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <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> 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1602 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1602 180 2003 423"> <p>3/14/2013 12:49:53 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any teachers who are not highly qualified.</p> </td> </tr> <tr> <th data-bbox="1602 423 2003 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1602 472 2003 719"> <p>4/22/2013 6:31:21 PM State Monitor Anne Kauffman Pennsylvania Leadership's teachers are all highly qualified.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/14/2013 12:49:53 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any teachers who are not highly qualified.</p>	Monitor Comments	<p>4/22/2013 6:31:21 PM State Monitor Anne Kauffman Pennsylvania Leadership's teachers are all highly qualified.</p>
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Monitor Comments										
<p>4/22/2013 6:31:21 PM State Monitor Anne Kauffman Pennsylvania Leadership's teachers are all highly qualified.</p>										
<p>4. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 						

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
5. 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						
6. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/14/2013 12:54:08 PM District Administrator Pennsylvania Leadership Charter School Admin We have not involved parents in our planning of professional development activities for the 2012-2013 school year.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/22/2013 6:34:38 PM State Monitor Anne Kauffman The school is planning to implement a panel discussion involving teachers and parents to assist in planning professional development activities that focus on improving communication and working together.</td> </tr> </tbody> </table>	District Comments	3/14/2013 12:54:08 PM District Administrator Pennsylvania Leadership Charter School Admin We have not involved parents in our planning of professional development activities for the 2012-2013 school year.	Monitor Comments	4/22/2013 6:34:38 PM State Monitor Anne Kauffman The school is planning to implement a panel discussion involving teachers and parents to assist in planning professional development activities that focus on improving communication and working together.
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4/22/2013 6:34:38 PM State Monitor Anne Kauffman The school is planning to implement a panel discussion involving teachers and parents to assist in planning professional development activities that focus on improving communication and working together.										
7. 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.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
8. 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						
9. 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 type="checkbox"/> Teacher surveys <input type="checkbox"/> ACT 48 PD plan						
10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff 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>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/14/2013 1:18:38 PM District Administrator Pennsylvania Leadership Charter School Admin We do not offer any non-public services.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/22/2013 6:35:33 PM State Monitor Anne Kauffman Pennsylvania Leadership does not offer any non-public services.</td> </tr> </tbody> </table>	District Comments	3/14/2013 1:18:38 PM District Administrator Pennsylvania Leadership Charter School Admin We do not offer any non-public services.	Monitor Comments	4/22/2013 6:35:33 PM State Monitor Anne Kauffman Pennsylvania Leadership does not offer any non-public services.
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Monitor Comments										
4/22/2013 6:35:33 PM State Monitor Anne Kauffman Pennsylvania Leadership does not offer any non-public services.										

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<p style="text-align: center;">District Comments</p> <p>3/14/2013 1:20:00 PM District Administrator Pennsylvania Leadership Charter School Admin Class Size Reduction is not something that our LEA, as a cyber school, uses as a general practice.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:36:21 PM State Monitor Anne Kauffman Pennsylvania Leadership uses Title II funds for professional development.</p>
12. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Highly Qualified Teacher Credentials from PDE		<p style="text-align: center;">District Comments</p> <p>3/14/2013 1:20:05 PM District Administrator Pennsylvania Leadership Charter School Admin Class Size Reduction is not something that our LEA, as a cyber school, uses as a general practice.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:38:04 PM State Monitor Anne Kauffman Pennsylvania Leadership is a cyber school. It uses Title II funds for professional development.</p>

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Comments

Pennsylvania Leadership will implement teacher/parent panels to involve parents in assisting with professional development activities that will enable teachers to communicate, partner, and work more effectively with parents. This is the only Title II requirement not in compliance.

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>A. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p>OMB Circular A-87</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.	<p>PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).</p>	<p>District Comments</p> <p>3/20/2013 11:16:20 AM District Administrator Pennsylvania Leadership Charter School Admin We do not believe that this has been completed.</p>
							<p>Monitor Comments</p> <p>4/22/2013 6:43:18 PM State Monitor Anne Kauffman The monitor reviewed audit reports that indicated the LEA has complied with requirements. No deficiencies in internal control were noted.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I. Sec. 1127</p>	<p>1. LEAs with Title I 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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Carryover section of Title I project on eGrants</p>		<p style="text-align: center;">District Comments</p> <p>3/20/2013 11:19:06 AM District Administrator Pennsylvania Leadership Charter School Admin We have not carried over any funds for Title I.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:44:21 PM State Monitor Anne Kauffman Pennsylvania Leadership did not carry over funds.</p>
	<p>2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Waiver request on eGrants.</p> <p><input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.</p>		<p style="text-align: center;">District Comments</p> <p>3/18/2013 12:06:03 PM District Administrator Pennsylvania Leadership Charter School Admin Did not have a carryover for Title I.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:44:49 PM State Monitor Anne Kauffman Pennsylvania Leadership did not request a waiver.</p>
<p>C. Rank Order</p>							

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>1. The LEA is only serving eligible schools and all schools above 75% poverty are served.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility</p>		<p style="text-align: center;">District Comments</p> <p>3/20/2013 11:19:26 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:45:48 PM State Monitor Anne Kauffman The LEA is a one school cyber charter.</p>
<p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	<p>2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.</p>		<p style="text-align: center;">District Comments</p> <p>3/18/2013 12:07:17 PM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:46:50 PM State Monitor Anne Kauffman The LEA consists of one school. Its poverty level is below 75%.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	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"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		<div data-bbox="1646 131 2003 175" data-label="Section-Header">District Comments</div> <div data-bbox="1646 185 2003 418" data-label="Text"> <p>3/20/2013 11:19:33 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</p> </div> <div data-bbox="1646 428 2003 472" data-label="Section-Header">Monitor Comments</div> <div data-bbox="1646 482 2003 678" data-label="Text"> <p>4/22/2013 6:47:10 PM State Monitor Anne Kauffman The LEA consists of only one school.</p> </div>
	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 per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		<div data-bbox="1646 699 2003 743" data-label="Section-Header">District Comments</div> <div data-bbox="1646 753 2003 987" data-label="Text"> <p>3/21/2013 8:35:01 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</p> </div> <div data-bbox="1646 997 2003 1040" data-label="Section-Header">Monitor Comments</div> <div data-bbox="1646 1050 2003 1247" data-label="Text"> <p>4/22/2013 6:47:49 PM State Monitor Anne Kauffman The LEA consists of only one building.</p> </div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		<table border="1"> <tr> <td data-bbox="1648 131 2003 175">District Comments</td> </tr> <tr> <td data-bbox="1648 183 2003 423">3/21/2013 8:35:13 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</td> </tr> <tr> <td data-bbox="1648 431 2003 475">Monitor Comments</td> </tr> <tr> <td data-bbox="1648 483 2003 678">4/22/2013 6:48:12 PM State Monitor Anne Kauffman The LEA consists of only one school.</td> </tr> </table>	District Comments	3/21/2013 8:35:13 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.	Monitor Comments	4/22/2013 6:48:12 PM State Monitor Anne Kauffman The LEA consists of only one school.
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	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"> <tr> <td data-bbox="1648 699 2003 743">District Comments</td> </tr> <tr> <td data-bbox="1648 751 2003 992">3/21/2013 8:35:24 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.</td> </tr> <tr> <td data-bbox="1648 1000 2003 1044">Monitor Comments</td> </tr> <tr> <td data-bbox="1648 1052 2003 1279">4/22/2013 6:48:59 PM State Monitor Anne Kauffman The LEA is not implementing a prekindergarten program.</td> </tr> </table>	District Comments	3/21/2013 8:35:24 AM District Administrator Pennsylvania Leadership Charter School Admin We only have the one "school" as a K-12 cyber.	Monitor Comments	4/22/2013 6:48:59 PM State Monitor Anne Kauffman The LEA is not implementing a prekindergarten program.
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<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>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 <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>					
<p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/21/2013 8:38:10 AM District Administrator Pennsylvania Leadership Charter School Admin We are a targeted assistance program, not a schoolwide program.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/22/2013 6:50:05 PM State Monitor Anne Kauffman Pennsylvania Leadership's Title I program is Targeted Assistance.</td> </tr> </tbody> </table>	District Comments	3/21/2013 8:38:10 AM District Administrator Pennsylvania Leadership Charter School Admin We are a targeted assistance program, not a schoolwide program.	Monitor Comments	4/22/2013 6:50:05 PM State Monitor Anne Kauffman Pennsylvania Leadership's Title I program is Targeted Assistance.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental		
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	<p>1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, Neglected or Delinquent children in community day schools and delinquent children in local institutions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on budget <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. 	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1648 131 2003 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1648 180 2003 565"> <p>3/21/2013 1:04:52 PM District Administrator Pennsylvania Leadership Charter School Admin</p> <p>We currently do not reserve funds for these students because we don't have any. However, are prepared to rebudget if necessary</p> </td> </tr> <tr> <th data-bbox="1648 565 2003 613" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1648 613 2003 833"> <p>4/22/2013 6:52:02 PM State Monitor Anne Kauffman</p> <p>The LEA is a one building charter school.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/21/2013 1:04:52 PM District Administrator Pennsylvania Leadership Charter School Admin</p> <p>We currently do not reserve funds for these students because we don't have any. However, are prepared to rebudget if necessary</p>	Monitor Comments	<p>4/22/2013 6:52:02 PM State Monitor Anne Kauffman</p> <p>The LEA is a one building charter school.</p>
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	<p>2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Reservations are in the ROF screen on egrants. <input checked="" type="checkbox"/> Line items can be followed. <input checked="" type="checkbox"/> Expenditures are charged to the line items. <input checked="" type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers). 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1648 841 2003 889" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1648 889 2003 1203"> <p>3/21/2013 1:06:30 PM District Administrator Pennsylvania Leadership Charter School Admin</p> <p>We have no transportation, but we do allocate for supplemental services.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/21/2013 1:06:30 PM District Administrator Pennsylvania Leadership Charter School Admin</p> <p>We have no transportation, but we do allocate for supplemental services.</p>		
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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"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.		<table border="1"> <thead> <tr> <th data-bbox="1644 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 180 2003 423"> 3/21/2013 8:39:40 AM District Administrator Pennsylvania Leadership Charter School Admin Our LEA does not receive more than \$500,000. </td> </tr> <tr> <th data-bbox="1644 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 472 2003 716"> 4/22/2013 6:53:02 PM State Monitor Anne Kauffman Pennsylvania Leadership does not receive more than \$500,000. </td> </tr> </tbody> </table>	District Comments	3/21/2013 8:39:40 AM District Administrator Pennsylvania Leadership Charter School Admin Our LEA does not receive more than \$500,000.	Monitor Comments	4/22/2013 6:53:02 PM State Monitor Anne Kauffman Pennsylvania Leadership does not receive more than \$500,000.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with Title I schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in sheets, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		<p style="text-align: center;">District Comments</p> <p>3/21/2013 1:07:38 PM District Administrator Pennsylvania Leadership Charter School Admin Our set-aside does not equal 10%. However, we offer numerous professional development opportunities through Title II and LEA funds.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:54:19 PM State Monitor Anne Kauffman The LEA has been identified for improvement and did not set aside 10%.</p>
G. Obligating Funds	1. The LEA began obligating funds on or after the programs' approved date; (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<p style="text-align: center;">Monitor Comments</p> <p>4/22/2013 6:55:34 PM State Monitor Anne Kauffman The LEA's program approval date was July 1, 2012. All expenditure records begin after that date.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
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"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/21/2013 1:09:10 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any non-public students.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/22/2013 6:56:19 PM State Monitor Anne Kauffman The LEA is a charter school and does not provide services to non-public students.</td> </tr> </tbody> </table>	District Comments	3/21/2013 1:09:10 PM District Administrator Pennsylvania Leadership Charter School Admin We do not have any non-public students.	Monitor Comments	4/22/2013 6:56:19 PM State Monitor Anne Kauffman The LEA is a charter school and does not provide services to non-public students.
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I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 					
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 				

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

%>

Comments

Pennsylvania Leadership did not reserve 10% of its funds for professional development activities. It reserved 7.5%. This is the only area of non-compliance with fiscal requirements. All supporting documentation was complete and well organized.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Pennsylvania Leadership Charter School	4/22/2013	Aubree Evans	Student
Pennsylvania Leadership Charter School	4/22/2013	Christina Evans	Parent
Pennsylvania Leadership Charter School	4/22/2013	Christine Patrone	Parent
Pennsylvania Leadership Charter School	4/22/2013	Danielle Smith	Title I Reading Teacher
Pennsylvania Leadership Charter School	4/22/2013	Erin Keefe	Coordinator of Federal Programs
Pennsylvania Leadership Charter School	4/22/2013	George Evans	Student
Pennsylvania Leadership Charter School	4/22/2013	Ginger Geibel	Title I Math Teacher
Pennsylvania Leadership Charter School	4/22/2013	Jeff Smith	Title I Math Teacher
Pennsylvania Leadership Charter School	4/22/2013	Luca Patrone	Student
Pennsylvania Leadership Charter School	4/22/2013	Marco Patrone	Student
Pennsylvania Leadership Charter School	4/22/2013	Sarah King	Title I Reading teacher
Pennsylvania Leadership Charter School	4/22/2013	Sutton Evans	Student
Pennsylvania Leadership Charter School	4/22/2013	Valerie Harris	Elementary Program Coordinator

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

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

Charter School: Pennsylvania Leadership CS

Chief Executive Officer: Dr. James Hanak

Special Education Director/Coordinator: Jennifer Conroy

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: April 02, 2014

Date Final Report Sent to LEA: May 23, 2013

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

First Visit Date: June 19, 2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
	N					10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.	CS will develop a policy to meet this requirement according to PDE requirements. Evidence of Change: CS will provide SPOC with this policy.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 1 0 3 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					3 0 1 0 5 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
8	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	1	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
3	3	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
6	2	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	0				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
7	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					8 1 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 1 1 0 1 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					3 0 4 1 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 1 0 0 1	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
7	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
6	2	0				GE 80. Is the student making progress within the general education curriculum?			
8	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Self concept.</p> <p>Reading from adapted text. Needs support with assessments. Sometimes will call for help. Shows some improvement.</p> <p>Option to participate in chats. Accelerated classes.</p> <p>College prep classes to meet transition goals.</p> <p>The student is learning with peers, but needs to participate more.</p> <p>Working with both teachers.</p> <p>See other students work, listen to conceptual information, but needs to participate more.</p> <p>Exposed to fluent reading by other students, interdisciplinary work in science, social skills & math.</p> <p>Exposure to age appropriate concepts, curriculum, other children on pass/fail basis.</p>			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
7	1	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	7				<p>GE 85b. If no, what training or support would assist you?</p> <p>Working with high interest, lower level materials.</p>			
8	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	1	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	4	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	6				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>Individual help.</p> <p>Student needs intensive work, but fails to participate.</p> <p>Current developmental fail. Need for working on IEP goals directly; there for exposure only.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on need. Decreased core & works with special ed. Increased time, but doesn't participate. Time for direct instruction on IEP goals & way needed to.			
6	1	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
8	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
4	5	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
6	2	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
0	1	9			100%	FR 155. Reason(s) for referral for evaluation	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 156. Proposed types of tests and assessments	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
3	5	2			63%	FR 197. Types of assessment tools, tests and procedures to be used	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
8	0	2				FR 198. Contact person's name and contact information			
7	1	2			13%	FR 199. Parent has selected a consent option	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
0	1	9			100%	FR 161. Evaluation was completed within timelines	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
8	0	2				FR 207. RR is present in the student file			
6	2	2			25%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
8	0	2				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
8	0	2				FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	0	2				FR 214. Aptitude and achievement tests			
8	0	2				FR 215. Current classroom based assessments and local and/or state assessments			
7	1	2			13%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
7	0	3				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			
6	2	2			25%	FR 239. Documentation of Evaluation Team Participants	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
1	1	8			50%	FR 240. Documentation that team members Agree/Disagree	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	6	1			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	5	3	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
1	4	5			80%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
2	3	5			60%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
3	0	7				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
3	0	7				FR 252. Demographic data			
3	0	7				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
3	0	7				FR 254. Form designates which members will submit written input prior to the meeting			
3	0	7				FR 255. Parent written consent is documented			
					2 0 1	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
4	0	6				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
9	0	1				FR 263. Parents			
5	2	3			29%	FR 264. Student	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
3	0	7				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				FR 276. If the student has communication needs, needs must be addressed in the IEP			
4	0	6				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
2	0	8				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
5	0	5				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
8	1	1			11%	FR 282. Student's present levels of functional performance	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
4	1	5			20%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
3	2	5			40%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
3	0	7				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
7	0	3				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
8	0	2				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
3	0	7				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	1	0			10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
3	0	7				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
3	0	7				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
4	3	3			43%	FR 326. If child will not be attending his/her neighborhood school, reason why not	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	1	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
4	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	0	2	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	9	0			P 32b. If no, what training or support would assist you?			
7	0	2	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	0	1	1			P 35. Was the current IEP developed at the IEP meeting?			
7	0	1	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	1	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
2	0	7	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
2	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Forgot			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
5	1	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
5	0	3				GE 76. Were those recommendations considered by the IEP team?			
8	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
6	2	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
8	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
8	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
7	0	2				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
9	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
7	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
6	0	3				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
8	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Holding own. Keeping up most of time. Forums with other students, chats, comments. Helps in preparing for state tests. Helps with anxiety issues. Chat rooms help relax the student. Getting more used to timed tests. Maintaining grades. Classes are academically appropriate. Hearing & interacting with others - adults & kids. Rigor of work. Student works hard. Recently asked about need for independence, life skills, self-advocacy. Understands the subject matter (math) when broken down. Not making progress because not participating, & parent not available all the time. Feedback from parent.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 117c. If no, what does this student need that he/she is not receiving?			
8	1	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	1	1	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					9 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					9 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	1	2				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
4	2	2				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	4				GE 79c. If yes, what reasons were discussed for recommending removal? Smaller group & individual help. Based on student's needs. Need for modifications. Same content is provided. Need for pre-academic skills. Attention span/behavior plan.			
0	0	4				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on needs. Based on student's needs. Dependent on the student's response to subject matter. Not static - changes with the individual skills & subject matter. By subject areas for inclusion & specific needs timewise for addressing those needs.			
4	1	3				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	0	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
7	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
9	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
9	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
9	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
0	0	9	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
8	0	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
8	0	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
2	0	7	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	5	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
8	1	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	1	5				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	9				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	9				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	9				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	9				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	0	2	2			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	1	1	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
1	3	5	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	8	0			P 50c. If yes, what reasons were discussed for recommending removal? Specific needs of children, attention, hyperactive.			
0	0	8	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Need to be familiar with regular ed, but can't participate because of issues.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	1	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Increases self-esteem Emotionally, student would feel awful if not included. Student is required to figure out what to do before asking for help. Help is there if really needed. Student can work at own pace. Better self esteem. Interactions are regulated. Getting a good education. Improved self esteem. Complete change in child & family. Getting a real education, not like at previous school. Starting to bloom. Familiar with curriculum, but they do get lost in the content.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					4 0 0 0 2 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 0 0 2 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	5				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
9	1	0			10%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 339. Parent has selected a consent option	CS will issue a memorandum to pertinent personnel on this requirement. Evidence of Change: CS will provide PDE Adviser with copies of memorandum to staff. SPOC will conduct random file reviews.	05/23/2014 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	01/28/2014
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
INTERVIEW RESULTS (Parent)									
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					1	Does not Apply			
Topical Area 7: Additional Interview Responses									
INTERVIEW RESULTS (Parent & Special Education Teacher)									
						P 54. I am a partner with school personnel when we plan my child's education program.			
					8	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 5 6 2 1 5	e. instructional materials g. staff open to suggestions, good communication k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Teachers responsive to needs. Will go out of their way to get child what is needed in the community. Student is never uncomfortable with the staff. They understand the student. Constant communication with teachers all the time. We like everything. The school is good for kids who can't focus. There are no distractions. Can work at own pace. Can talk to teachers & guidance counselors all together on line. Things happen faster. Want the student at home.			
		5	0		4	P 67. Tell me anything you would like to change about the program. n. other Not the school's fault, but the timelines interfered with implementation of services at beginning. Pa. standards are too hard for student, gets frustrated, curriculum over head, can't do it & doesn't get enough help. Needs more time with the special ed teacher. I wish student could understand better. Staff does help. Finds other means or discontinues a topic when student "hits the wall".			
		2	0		6 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree			
						P 69. Additional comments about your child's program. Very well done. Cyber school great for student. Need to help student get through. Need help. Nice to be able to do the program anytime. There are opportunities to catch up. Can accelerate, credit recovery.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				SE 101b. If no, what training or support would assist you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 8: Student Interview Results			
			0		1 1	S 126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support			
2	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					1 1 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Excellent support from everyone. I like the units.			
						S 130. What do you like least about the program? It's ok. Program is hard but I deal with it. Embarrassed by my low math class since I am in high school. My special ed teacher was not available to respond to me.			
					1 1 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Help I get. Everything. Only one more grade until I graduate.			
						S 133. What do you like least about the special education supports/services? Nothing Hard to get connected.			
						S 134. How much time do you spend with students who do not have disabilities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 1 1 0 0	Too Much Enough A Little Not Enough Don't Know			
1	1	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Student government.			
						S 137. If no, why not None close.			
1	1		0			S 138. Were you invited to participate in the last IEP meeting? Other			
1	1		0			S 139. Did you participate in the last IEP meeting? Other			
2	0		0			S 140. Do you have a post secondary transition program? Other			
2	0		0			S 141. Do you have an employment transition program? Other			
2	0		0			S 142. Do you have a community living transition program? Other			
2	0		0			S 143. Did you assist in the development of the transition program? Other			
2	0		0			S 144. Is that transition plan being followed? Other			
2	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		*	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 148. Comments I would like to get OVR involved.			
1	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Planet Fitness. Bible study. Used to do a sports activity but got bored with it.			
						S 151. If no, why not? Not interested.			
						S 152. Are there any other agencies that could help you within the community? OVR. Want to go to vocational school. Would like to take photography but too expensive. Wish the school would pay for Planet Fitness.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			

Staff Name	PA certified Yes/No	Certification Area / Type	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Andress, Edith	Yes	Biology 7-12 Chemistry 7-12 General Science 7-12 - Instructional II	7-12	Chemistry, General Science	FT	100	0
Antar, Yassara	Yes	Mathematics 7-12 Physics 7-12 Mathematics 7-12 - Instructional I, II	10-12	Physics	FT	100	0
Ault, Megan	Yes	Elementary K-6 - Instructional I, II	1-3	Elementary 3rd Language Arts Ma	FT	100	0
Aungst, Sarah	Yes	Art K-12 - Instructional I, II	9-12	Art History / Other (Certificated P	FT	100	0
Bailey, Ashlee	Yes	English 7-12; English as a Second Language - Instructional I, II; Program Specialist	9-12	English Lit&Comp Public Speaking	FT	100	0
Barlat, Benedicte	Yes	French K-12 Spanish K-12 - Instructional I, II	K-12	French/Spanish	FT	100	0
Baskwill, Jeffrey	Yes	Mathematics 7-12; Chemistry: Sec Ed 9-12 - Instructional II; Private School - Teacher	10-12	Math Geometry/Algebra 2	FT	100	0
Bellum, Caroline	Yes	Special Education N-12 - Instructional I, II	Pre K-12	Resource	FT	100	0
Benn, Jarad	No	HQ Drama/Theat Art/Stage, Music College Major - Cert - N/A	5-12	Acting / Musical Theatre	FT	0	100
Bennett, Lisa	Yes	Music K-12 - Instructional I	5-12	Vocal Development	FT	100	0
Berry, Sharon	Yes	Elementary K-6 Mathematics 7-12 - Instructional II	7-12	Algebra 1/2 Calculus	FT	100	0
Bieljeski, Kirsten	Yes	Elementary K-6 - Instructional I, II	4-6	Elementary 4th Language Arts So	PT	63	0
Bittner, Kelley	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	K-5	Counselor	FT	100	0
Bonner, Justin	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	10	Counselor	FT	100	0
Borusky, Ryan	Yes	Social Studies 7-12 - Instructional I	7-8	World Studies	FT	100	0
Boyce, Alexis	Yes	Elementary K-6 Special Education N-12 - Instructional I	K-12	Resource - Life Skills/Elementary	FT	100	0
Campi, Bridget	Yes	Elementary K-6 - Instructional I	K	Kindergarten LangArts Math Sci S	FT	100	0
Carey, Lisa	No	HQ Communications/Media Stud, Dance - College Major - Cert - N/A	5-12	Dance Ballet	FT	0	100

Staff Name	PA certified Yes/No	Certification Area / Type	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Chandler, Traci	Yes	Ment and/or Phys Handicapped K-12 - Instructional I, II	6-8	Resource	FT	100	0
Chickerino, Cristin	Yes	Elementary K-6 - Instructional I	4-6	Elementary 4th Math Science	FT	100	0
Ciotola, John	Yes	Social Studies 7-12 - Instructional I	7-12	US History Psych Sociology	FT	100	0
Clark, Lania	Yes	Music K-12 - Instructional I, II	K-5	Music	FT	100	0
Clausen, Jeffrey	Yes	Elementary K-6 - Instructional I, II	4-6	Elementary 5th Math Science	FT	100	0
Cole, Tiffany	Yes	Early Childhood N-3 Elementary K-6 Mid-Level Mathematics 7-9; English as a Second Language (ESL) K-12 - Instructional I, II; Program Specialist	1-3	Elementary 3rd Math Science	FT	100	0
Conroy, Jennifer	Yes	Elementary K-6 English 7-12 Special Education N-12 - Instructional I	N/A	Other (Certificated Personnel) - S	FT	100	0
Constable, Kathryn	Yes	Ment and/or Phys Handicapped K-12 Reading Specialist K-12 - Instructional I, II	K-12	Reading Specialist	FT	100	0
Crisafio, Julie	Yes	French K-12 - Instructional I, II	K-12	French	FT	100	0
Dameron, Katherine	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	6-8	Counselor	FT	100	0
Day, Kristina	Yes	Early Childhood N-3, Elementary K-6 - Instructional I	1-3	Elementary 2nd LangArts Math Sc	FT	100	0
DeGuzman, Nicole	Yes	English 7-12 - Instructional I	10-12	American / British Lit	FT	100	0
DiCamillo, John	Yes	Elementary K-6 - Instructional I, II	5-6	Language Arts	FT	100	0
DiFilippo, Donna	Yes	Mathematics 7-12 - Instructional I	7-12	Alg II Geometry	FT	100	0
DiLiberto, Dana	Yes	School Nurse K-12 - Educational Specialist I Emergency Permit: Day-to-Day Substitute	K-12	School Nurse	PT	75	0
Dipaolo, Jill	Yes	Elementary K-6 Special Education N-12 Elementary School Counselor K-6 Secondary School Counselor 7-12 - Instructional I, II Educational Specialist I	9-12	Resource / Social Skills	FT	100	0
Disciullo, Anne	Yes	Mathematics 7-12 - Instructional II	7-12	Algebra	PT	75	0
Doll, Allison	Yes	Music K-12 - Instructional I	K-5	Music	FT	100	0

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Donegan, Jessica	Yes	Elementary K-6 Mid-Level English 7-9 Mid-Level Mathematics 7-9 Reading Specialist K-12 - Instructional I	4-6	Elementary 5th LangArts SocStud	FT	100	0
Dooley, Susanna	Yes	Art K-12 - Instructional I, II	6-8	Art	FT	100	0
Duncan, Toni	No	HQ Dance, Marketing - Cert - N/A	5-12	Dance / Ballet	FT	0	100
Edsall, Joseph	Yes	English 7-12 - Instructional I	7-8	Language Arts	FT	100	0
Edwards, Kimberly	Yes	Social Studies 7-12 Special Education N-12; English 7-12 - Instructional I, II; HOUSSE Designation	9-12	US History US Government	FT	100	0
Ferris, Jane	Yes	English 7-12 Social Studies 7-12 - Instructional I, II	7-12	Lit&Comp Psych Other (Certificat	FT	100	0
Finkel, Carly	Yes	Spanish K-12 - Instructional I	7-12	Spanish	FT	100	0
Fleming, Virginia	Yes	Elementary K-6 English 7-12 Bu-Computer-Info Tech K-12 Mid-Level Mathematics 7-9 Technology Education K-12 - Instructional II	3-5	Elementary Technology / Enrichm	FT	100	0
Ford, Ashley	Yes	Elementary K-6 - Instructional I	1-3	Elementary 3rd LangArts SocStud	FT	100	0
Friedberg, Amy	Yes	Elementary K-6 - Instructional I	1-3	Elementary 1st LangArts Math Sc	FT	100	0
Fuiman, Joseph	Yes	Art K-12 - Instructional I	5-12	Art Drawing Painting Illustration	PT	60	0
Fulton, Heather	Yes	Inst Technology Specialist K-12; Bus-Computer-Info Tech K-12 - Educational Specialist; I Instructional I, II	7-12	Business Technology Marketing	FT	100	0
Gamber, Claarisa	Yes	Music K-12 Mid-Level English 7-9 - Instructional I, II	6-8	Music	FT	100	0
Gancarz, Christina	Yes	English as a Second Language (ESL) K-12; Spanish K-12 - Program Specialist; Instructional I	K-12	ESL	PT	40	0
Gilbert, Elizabeth	Yes	German K-12 Mathematics 7-12 - Instructional I, II	7-8	Middle School Math Alg 2 / Germ	FT	100	0
Glaviano-Kershaw, Da	Yes	Health & Physical Educ K-12 Special Education N-12 - Instructional I, II	9-12	Resource	FT	100	0
Goebel, Charles	Yes	Chemistry 7-12 Mathematics 7-12 - Instructional I, II	9-12	Chemistry	FT	100	0
Gonzalez, Andres	Yes	Art K-12 - Instructional I	5-12	Graphic Design Drawing Painting	FT	100	0

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Good, Joyce	Yes	Inst Technology Specialist; K-12 Elementary K-6; Supvr Curriculum & Inst K-12 - Educational Specialist I, II; Instructional II; Supervisory	N/A	Director of Academics	FT	100	0
Greenfield, Jason	No	HQ Drama/Theat Art/Stage - College Major - Cert - N/A	5-12	Acting Directing Production	FT	0	100
Greiser, Wayne	Yes	Bus-Computer-Info Tech K-12 Elementary K-6 - Instructional I	7-12	Bus/Tech Money Business Manag	FT	100	0
Griffel, Erica	Yes	Elementary K-6 Reading Specialist K-12 - Instructional I	4-6	Elementary 5th LangArts Math Sc	FT	100	0
Gross, Barbara	Yes	Bus-Computer-Info Tech K-12 Family-Consumer Sci K-12 - Instructional I	6-12	Technology / Family Consumer Sc	FT	100	0
Gruber, Daniel	Yes	Elementary K-6 Special Education N-12 - Instructional I, II	7-12	Resource Transition	FT	100	0
Gruber, Jenna	Yes	Music K-12 - Instructional I, II	9-12	Music Theory and Appreciation	FT	100	0
Guerriero, Melissa	Yes	Art K-12 - Instructional I	9-12	Art Culture Illustration American	FT	100	0
Haidinger, Eric	Yes	Earth and Space Science 7-12 Environmental Educ K-12 General Science 7-12 - Instructional I	10-12	General Science, Advanced Life Sc	FT	100	0
Hansley, Brian	Yes	English 7-12 - Instructional I	7-12	English - American/British Lit Writ	FT	100	0
Harper, Charles	Yes	Elementary K-6; Principal K-12 - Instructional I,II; Administrative I	4-6	Elementary 4th LangArts SocStud	FT	100	0
Harrigan, Shannon	Yes	English 7-12 Social Studies 7-12 - Instructional I, II	9-12	English shakespeare Studies / Soc	FT	100	0
Harris, Kristin	Yes	Early Childhood N-3 - Instructional I	1-3	Elementary 2nd LangArts Math Sc	FT	100	0
Harris, Valerie	Yes	Elementary K-6; Master's Equivalency K-12 - Instructional I, II; Letter of Equivalency	N/A	Other (Certificated Personnel) - S	FT	100	0
Heintzelman, Ryan	Yes	Citizenship 7-12 - Instructional I	7-9	Social Studies American Nation W	FT	100	0
Heme, Jason	Yes	Biology 7-12 Elementary K-6 - Instructional I	7-12	General Science	FT	100	0
Hickey, Brendan	Yes	School Psychologist K-12 - Educational Specialist I	K-12	Psychologist	FT	100	0
Hickman, Judy	Yes	Elementary K-6 Special Education N-12 - Instructional I	6-8	Resource	FT	100	0
Holden, Brian	Yes	Social Studies 7-12 - Instructional I, II	9-12	US Hist US govt	FT	100	0

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Hollick, Jeff	Yes	Mathematics 7-12 Elementary K-6 - Instructional I	7-12	Mathematics Algebra 1	FT	100	0
House, Elysia	Yes	Secondary School Counselor 7-12 - Educational Specialist I	7-12	Counselor	FT	100	0
Huebner, David	Yes	Mid-Level Mathematics 7-9 Social Studies 7-12 - Instructional I, II	7-8	Social Studies US Govt World Hist	FT	100	0
Humbert, Heather	Yes	Art K-12 - Instructional I, II	K-5	Art	FT	100	0
Intelicato, Emily	Yes	General Science 7-12 - Instructional I, II	9-12	Science	FT	100	0
Jacobson, Paige	Yes	English 7-12 - Instructional I, II	9-12	American Lit	FT	100	0
Jimenez-Brodie, Elinor	Yes	Spanish K-12 Elementary K-6 - Instructional I	K-12	Spanish	FT	100	0
Joseph, Karen	No	HQ Biology Content Area Chiropractic DC - Cert - N/A	10-12	General Science Intermediate An	FT	0	100
Juliano, David	Yes	Social Studies 7-12 - Instructional I, II	7-8	Social Studies US Govt Street Law	FT	100	0
Kang, Dawn	Yes	Mathematics 7-12 - Instructional I	7-8	Mathematics Pre-Alg	FT	100	0
Kaplan, Julie	Yes	Social Studies 7-12 - Instructional I	9-12	Social Studies US Govt	FT	100	0
Keefe, Erin	Yes	English 7-12 - Instructional I	N/A	Other (Certificated Personnel) - S	FT	100	0
Kelley, Suzanne	Yes	Mathematics 7-12 Chemistry 7-12 - Instructional I, II	7-12	Math Specialist	FT	100	0
Kennedy, Lois	Yes	English 7-12 General Science 7-12 Mathematics 7-12; Elementary K-6 Mid- Level Science 7-9 Mid- Level English 7-9 Ment and/or Phys Handicapped K-12 - HOUSSE Designation; Instructional II	7-9	General Science	FT	100	0
King, Brittany	Yes	Biology 7-12 - Instructional I	7-12	Biology	FT	100	0
King, Sarah	Yes	Early Childhood N-3 Elementary K-6 Special Education N-12 Mid- Level English 7-9 - Instructional I	6-8	Developmental Reading	FT	100	0
Knauer, Beth	Yes	Mathematics 7-12 - Instructional I	7-12	Mathematics Alg 1 Foundations o	FT	100	0
Knauer, Kim	Yes	Art K-12 - Instructional I, II	5-12	Art Ceramics and Sculpture	FT	100	0
Knox, Diana	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist K-12 - Instructional I, II	K	Kindergarten LangArts Math Sci S	FT	100	0
Kofeldt, Courtney	Yes	English 7-12 - Instructional I	7-12	English Lit&Comp Public Speaking	FT	100	0

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Kulp-Woodruff, Deborah	Yes	Social Studies 7-12; Ment and/or Phys Handicapped K-12 - Bridge I; Instructional I,II	9-12	Resource	FT	100	0
Laird, Daniel	Yes	Health & Physical Educ K-12 - Instructional I	6-8	Health Safety and Physical Educat	FT	100	0
Lancenese, Kristen	Yes	Biology 7-12 Chemistry 7-12 Mid-Level Mathematics 7-9 Mid-Level Science 7-9 - Instructional I, II	9-12	Biology	FT	100	0
Laurelli, Ellen	Yes	Elementary K-6 Mid-Level English 7-9 Special Education N-12 - Instructional I, II	7-12	Resource Transition	PT	63	0
Leigh, Justin	Yes	English 7-12; English as a Second Language (ESL) K-12 - Instructional I; Program Specialist	9-12	English - American Lit	FT	100	0
Leone, Jennifer	Yes	Elementary K-6 Mid-Level Science 7-9 - Instructional II	6-8	Science 6	FT	100	0
Lilac, Jennifer	Yes	Spanish K-12 - Instructional I, II	K-12	Spanish	FT	100	0
Logue, Michael	Yes	Social Studies 7-12 - Instructional I	7-12	Social Studies Economics World G	FT	100	0
Mack, James	Yes	Social Studies 7-12 - Instructional I	7-12	Social Studies World Geography L	FT	100	0
Mackie, Susan	Yes	English 7-12 Social Studies 7-12 Special Education N-12 - Instructional I	7-12	Resource	FT	100	0
Majocho, Melissa	Yes	Elementary K-6 Mid-Level Mathematics 7-9 Special Education N-12 - Instructional I, II	7-12	Resource	FT	100	0
Malvestuto, Andrea	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	K-8	Counselor	FT	100	0
Marks, Christine	Yes	Secondary School Counselor; 7-12 General Science 7-12 - Educational Specialist I; Instructional I	11	Counselor	FT	100	0
Markward, John	Yes	Physics 7-12 - Instructional I, II	7-12	Physics	FT	100	0
Marolla, Michael	Yes	Mid-Level English 7-9 Social Studies 7-12 - Instructional I	9-12	Social Studies US Govt	FT	100	0
Martino, Ashlee	Yes	Elementary K-6 Mid-Level Mathematics 7-9 - Instructional I	1-3	Elementary 3rd LAngArts Math Sci	FT	100	0
Maurer, Stephanie	Yes	Mathematics 7-12 - Instructional I, II	7-12	Mathematics Geom Alg 1 Pre-Alg	FT	100	0

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McAllister, Mary Alice	Yes	Art K-12 - Instructional I, II	K-5	Art	FT	100	0
McCarthy, Jeanne	Yes	Art K-12 Administrative I Principal PK-12 - Instructional I, II	K-5	Elementary Principal	FT	100	0
McCauley, Sarah	Yes	Early Childhood N-3 Elementary K-6 Special Education N-12 - Instructional I	K-5	Resource	FT	100	0
McGinty, Shavaun	Yes	Elementary School Counselor K-6 - Educational Specialist I, II	N/A	Director of Guidance	FT	100	0
McHale, Theresa	Yes	Elementary K-6; English as a Second Language (ESL) K-12 - Instructional I, II; Program Specialist	4-6	Elementary 4th Science Math	PT	63	0
McLead, Jason	Yes	Bus-Computer-Info Tech K-12 Marketing (Distributive) Ed K-12 Social Studies 7-12 - Instructional I	9-12	Business Technology Office Apps	FT	100	0
Miller, Katherine	Yes	Mathematics 7-12 - Instructional I, II	9-12	Mathematics Pre-Alg Geom	FT	100	0
Miller, Lisa	Yes	Mathematics 7-12 - Instructional I, II	9-12	Mathematics Alg 1 Consumer Math	FT	100	0
Mollo, Alyssa	Yes	Communications 7-12 English 7-12 - Instructional I, II	7-12	English American Lit	FT	100	0
Morrow, Daniel	Yes	Music K-12 - Instructional I, II	5-12	Music	FT	100	0
Morrow, Lisa	Yes	English 7-12 Special Education N-12 - Instructional II	7-12	English Lit&Comp Grammar	FT	100	0
Morton, Lauren	Yes	English 7-12 - Instructional I	7-8	English Language Arts 6/7	FT	100	0
Mulranen, Gina	Yes	Mathematics 7-12 - Instructional I	7-12	Alg 1	FT	100	0
Murphy, Amy	Yes	Special Education N-12 Supvr Special Education K-12 - Instructional I, II; Supervisory	N/A	Other (Certificated Personnel) - A	PT	75	0
Murphy, Theresa Ros	Yes	English 7-12 - Instructional I, II	9-12	English3 Lit&Comp 10 Mythology	FT	100	0
Murray, Mark	Yes	Safety Ed/Driver Ed 7-12 Social Studies 7-12 - Instructional I, II	N/A	Other (Certificated Pesonnel) -Mid	FT	100	0
Nagele, Nathan	Yes	Technology Education K- 12 - Instructional I	9-12	Technology CAD HTML Programm	FT	100	0
Nicol, Ericka	Yes	Biology 7-12 General Science 7-12 - Instructional I, II	9-12	Biology	FT	100	0
Niedert Siemann, Nor	Yes	English 7-12 - Instructional I	7-12	English LangArts Writing	FT	100	0
O'Hanlon, Michelle	Yes	Art K-12 - Instructional I	K-5	Art	FT	100	0
Okcuoglu, Daphne	Yes	Art K-12 - Instructional I, II	5-12	Art Photography Drawing and Pair	FT	100	0

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Orr, Maureen	Yes	Elementary K-6 Special Education N-12 - Instructional I	9-12	Resource	FT	100	0
Osborne, Graham	Yes	English 7-12 - Instructional I	7-12	English British Lit	FT	100	0
Owarzani, Angela	Yes	Bus-Computer-Info Tech K-12 Marketing / Dist Ed Tchr Coord 7-12 - Instructional I, II	9-12	Bus/Tech BusAcctg Graphic Comm	FT	100	0
Packer, Cory	Yes	Elementary K-6 - Instructional I	1-6	Elementary 2nd 4th LangArts Mat	FT	100	0
Park, Ewan	Yes	Principal K-12 Social Studies 7-12 - Administrative; Instructional II	7-12	Social Studies Economics Humanit	FT	100	0
Parris, Lynn	Yes	English 7-12 - Instructional I, II	7-8	English LangArts 8	FT	100	0
Parris, Patric	Yes	Social Studies 7-12 - Instructional I, II	7-12	Social Studies Cviic Leadership Ca	FT	100	0
Perrupato-Scarpignat	Yes	Early Childhood N-3 Elementary K-6 English 7-12 Mid-Level English 7-9 Special Education N-12 - Instructional I, II	9-12	Resource	FT	100	0
Pfaff, Megan	Yes	Elementary K-6 - Instructional I	4-6	Elementary 4th LangArts Math Sci	FT	100	0
Pratt, Mary	Yes	School Nurse K-12 - Educational Specialist I, II	K-12	School Nurse	PT	50	0
Ramsey, Cathryn	Yes	Early Childhood N-3 Elementary K-6 Special Education N-12 - Instructional I, II	1-3	Elementary Primary 1st LangArts I	FT	100	0
Reigner, Kevin	Yes	Elementary K-6, Mid-Level English 7-9 Mid-Level Mathematics 7-9 Mid-Level Science 7-9 - Instructional I	7-9	General Science / Life Science	FT	100	0
Richardson, Amanda	Yes	Early Childhood N-3 Special Education N-12 - Instructional I	9-12	Resource	FT	100	0
Rife, Kate	Yes	Mathematics 7-12 - Instructional I	7-12	Mathematics Pre-Alg Pre-Cal Alg 1	FT	100	0
Risser, Erica	Yes	Elementary K-6 Special Education N-12 - Instructional I	K-12	Resource Life Skills	FT	100	0
Roberts, Allyson	Yes	Music K-12 - Instructional I, II	5-12	Piano Tech Music Theory	FT	100	0
Rudzinski, Jennifer	Yes	English 7-12 - Instructional I, II	9-12	English Lit&Comp 9	FT	100	0
Ryan, Kristie	Yes	Elementary K-6 English 7-12 Reading Specialist K-12 Special Education N-12 - Instructional I	9-12	Resource	FT	100	0
Salvi, Tiarrah	No	HQ Chemistry Content Area Chemistry/History - College Majors - Cert - N/A	10-12	Chemistry	FT	0	100

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Sarno, Amy	Yes	English 7-12 - Instructional I	7-12	English LangArts 8 Lit&Comp	FT	100	0
Schelling, Jennifer	Yes	Elementary K-6 - Instructional I	1-3	Elementary Primary 2nd LangArts	FT	100	0
Selk, Crystal	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	K-12	Guidance/Other (Certificated Pers	FT	100	0
Serpentine, Elizabeth	Yes	Elementary K-6 Mid-Level Mathematics 7-9 - Instructional I	6-8	Mathematics 6	FT	100	0
Shank, Kelly	Yes	Mathematics 7-12 - Instructional I	6-8	Middle School Math	FT	100	0
Sharp, Julin	Yes	Spanish K-12 - Instructional I, II	9-12	Spanish / Other (Certificated Perso	FT	100	0
Shields, Megan	Yes	Elementary K-6 Special Education N-12 - Instructional I	6-12	Resource	FT	100	0
Slusser, Daniel	Yes	Health & Physical Educ K-12 - Instructional I	7-12	Health Physical Education	FT	100	0
Smith, Danielle	Yes	Elementary K-6 Mid-Level English 7-9 Reading Specialist K-12 Special Education N-12 - Instructional I, II	1-3	Elementary Primary 2nd LangArts	FT	100	0
Smith, Matthew	Yes	Social Studies 7-12 - Instructional I	7-12	Social Studies	FT	100	0
Smith, Jeff	Yes	Elementary K-6 Mid-Level Math 7-9 Mathematics 7-12 Special Education N-12 Bus-Computer-Info Tech K-12 - Instructional I, II	4-6	Elementary 5th Math SocStud	FT	100	0
Snyder, Lee	Yes	Health & Physical Educ K-12 - Instructional I	K-5	Health Safety and Physical Educat	FT	100	0
Sommar, Albert	Yes	Mathematics 7-12 Physics 7-12 Mathematics 7-12 Technology Education K-12 - Instructional I, II	7-12	Mathematics Calculus Statistics Pr	FT	100	0
Specht, Yvonne	Yes	Elementary K-6 Mid-Level English 7-9 - Instructional I	1-3	Elementary Primary 1st LangArts I	FT	100	0
Spindler, Amber	Yes	Elementary K-6 Reading Specialist K-12 Special Education N-12 Nursery/Kindergarten N-K - Instructional I	6-8	Resource	FT	100	0
Stec, Jenna	Yes	Health & Physical Educ K-12 - Instructional I, II	9-12	Health Physical Education	FT	100	0
Stiles, Christopher	Yes	Social Studies 7-12 Spanish K-12 - Instructional I, II	7-12	Social Studies US Hist	FT	100	0

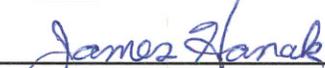
Staff Name	PA certified Yes/No	Certification Area / Type	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Straub, Eva	Yes	Reading Specialist K-12; Elementary K-8 - Alien Provisional I, Educational Specialist II; Instructional I, II	K-12	Reading Specialist	FT	100	0
Sundquist, Kathleen	Yes	Biology 7-12 - Instructional I, II	7-12	Biology	FT	100	0
Tope, Laura	Yes	Biology 7-12 - Instructional I	7-12	Biology	FT	100	0
Tully, Patricia	Yes	School Nurse K-12 - Educational Specialist I, II	K-12	School Nurse	FT	100	0
Turner, Nancy	Yes	Mathematics 7-12 - Instructional I	7-12	Mathematics Alg 2 Geom	FT	100	0
Van Vooren, Scott	Yes	Social Studies 7-12 Administrative Principal PK-12 - Instructional I, II	9-12	High School Principal	FT	100	0
Vanderhoef, Brittany	Yes	Elementary K-6 Special Education N-12 - Instructional I	K-12	Resource - Life Skills	FT	100	0
Vazquez, Lauren	Yes	Elementary School Counselor K-6; Secondary School Counselor 7-12 - Educational Specialist I; Educational Specialist I, II	7-12	Counselor	FT	100	0
Vergara, Holly	Yes	Japanese K-12 English as a Second Language (ESL) K-12 - Instructional I Program Specialist	K-12	ESL	PT	73	0
Walton, Benjamin	Yes	English 7-12 - Instructional I	9-12	English British Lit	FT	100	0
Wehr, Beverly	No	HQ Dance Drama & Dance Teacher Ed - College Major - Cert N/A	5-12	Dance Rhythm Tap	FT	0	100
Welsh, Susan	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist I	9-12	Counselor	FT	100	0
West, Thomas	Yes	Music K-12 - Instructional I, II	5-12	Music String Wind Instruments Or	FT	100	0
Wike, Wendi	Yes	Elementary K-6 Nursery/Kindergarten N-K English as a Second Language (ESL) K-12 - Instructional I Private School-Teacher Program Specialist	K	Kindergarten LangArts Math Sci	FT	100	0
Wilkocz, Christopher	Yes	Elementary K-6 - Instructional I, II	4-6	Social Studies 6	FT	100	0
Williams, Lauren	Yes	Elementary K-6 Special Education N-12 - Instructional I	K-5	Resource	FT	100	0

Staff Name	PA certified Yes/No	Certification Area / Type	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Wilson, Sherrie	Yes	Speech Correction K-12 Nursery/Kindergarten N-K - Instructional I Private School-Teacher	K-12	Speech Therapist	FT	100	0
Yehl, Tiffany	Yes	Early Childhood N-3 Elementary K-6 - Instructional I	4-6	Elementary 5th Science Language	FT	100	0
Zinda, Meghan	Yes	English 7-12 - Instructional I, II	7-12	English Lit&Comp Writing	FT	100	0

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

Name of School PA Leadership Charter School

Address of School 1332 Enterprise Dr. West Chester, PA 19380

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	13500822.46
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	2373266.7
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	208860.01
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	729090.89
	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	1935855.16
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	80560.52

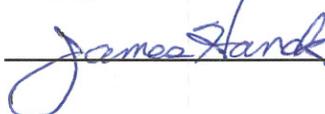
	2220	Technology Support Services	3949353.34
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	5277.55
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	
	2360	Office of the Superintendent (Executive Director) Services	1843109.4
	2370	Community Relations Services	771051.82
	2380	Office of the Principal Services	1007963.82
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	229712.57
2500		SUPPORT SERVICES - BUSINESS	583944.81
	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	1149715.4
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	63772.37
	3210	School Sponsored Student Activities	
	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	

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

Name of School PA Leadership charter School

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CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	457.74
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	75.50
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	59335.96
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	21210.78
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	5300.00
	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	27763880.92
	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	177.71
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	1940.89
	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	
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	717030.24
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)	399024.84
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
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	741030.55
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			29709465.13