

People for People CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

800 North Broad Street
Philadelphia, PA 19130
(215)763-7060

Phase:

Phase 1

CEO Name:

Priyethan Seebadri

CEO E-mail address:

pseebadri@pfpcs.org

Governance and Staff

Leadership Changes

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

People for People Charter School has historically benefited from committed and stable leadership in the Board of Trustees, and 2013-14 was similar with only one Board member (Ms. Bobbie Jo Ramos Coles) resigning effective December 3, 2013. PFPCS' founder, Rev. Dr. H.H. Lusk, II has provided executive leadership as Chair of the Board of Trustees since People for People Charter School was founded. There were no changes in the administrative leadership of PFPCS in 2013-14.

Board of Trustees Meeting Schedule

Location	Date and Time
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	7/22/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	8/26/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	9/23/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	10/21/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	11/25/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	12/16/2014 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	1/27/2015 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	2/24/2015 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	3/24/2015 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	4/21/2015 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	5/19/2015 7:00 PM
The People for People Charter School, Inc., 800 North Broad Street, Philadelphia, PA 19103	6/23/2015 7:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

PDF 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	0.00	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00	0.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Teacher (including Master Teachers)	30.00	27.00	0.00	0.00	0.00	28.00
Specialty Teacher (including Master Teachers)	1.00	1.00	0.00	0.00	0.00	1.00
Special Education Teacher (including Master Teachers)	6.00	6.00	0.00	0.00	0.00	6.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	1.00	1.00	0.00	0.00	0.00	0.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	0.00	0.00	0.00	0.00	0.00	0.00
CEO	1	0	0	0	0	1
Director of Operations	1	0	0	0	0	1
Director of Development	1	0	0	0	0	0
Academic and Assessment Coordinator	1	1	0	0	0	0
Totals	42.00	36.00	0.00	0.00	0.00	37.00

Further explanation:

We have interpreted the intent of the chart above to be to track staff turnover during 2013-14 and staff retention from 2013-14 to 2014-15. The “Promoted,” “Transferred,” and “Terminated” columns reflect turnover among those staff employed at the start of the 2013-14 school year (as reflected in the “All Employed per Category” column) during the course of the 2013-14 school year. The “Contracted for Following Year” column reflects solely those staff who were employed at the beginning of the 2013-14 school year, who are returning for 2014-15 in the same position category. This chart does not reflect any new hires for 2013-14, and, as such, a reduction between the number of staff in “All Employed per Category” and the number of

staff in "Contracted for the Following Year," does not necessarily indicate a reduction in positions for the upcoming school year.

Fiscal Matters

Major Fundraising Activities

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

In 2013-14, People for People Charter School employed a Director of Development, who, working with school administration, was charged with aggressively pursuing grant funding and developing corporate and community partnerships to support the school's mission and educational programming.

Additionally, the school continued to benefit from its three-year, competitive School Improvement Grant (SIG) from PDE totaling approximately \$3M. In the final year of this grant in 2013-14, SIG provided essential funding to implement the school's aggressive school transformation program, which includes Response to Intervention, ongoing staff development and coaching, extended learning time, out of school time programming, curriculum resources, a teacher incentive system tied to student performance, etc.

Smaller-scale fundraisers (e.g. water ice/pretzel sales, Krispy Kreme sales, www.fundly.com individual giving campaign) were conducted throughout the year, the proceeds of which went toward the student activities, including the school's 8th grade educational graduation trip to Puerto Rico.

In 2014-15, PFPCS' will employ a grant writer who will continue to lead a coordinated strategy for raising funds through corporate, foundation, and private/individual giving to support our educational initiatives, while smaller sales and events will be used to support student activities.

Fiscal Solvency Policies

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

There were no significant changes to policies and procedures to ensure and monitor fiscal solvency in 2013-14. PFPCS maintains an on-site Business Manager and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest Management prepares monthly financial packets which are shared with the school administration and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget to ensure that any abnormalities are recognized and addressed promptly.

The school understands that the biggest indicator of fiscal solvency is a fund balance capable of absorbing from 1-2 months of operating expenditures. Through the development of a Finance Committee in 2011-12 and a budget-tracking system aimed at tracking expenditures that have traditionally ran over budget (e.g. food, consumable supplies), the school aims to continue to build up the fund balance and become more solvent. The Audit/ Finance Committee, which continued to meet in 2013-14, shall consist of not less than one (1) member of the Board to be elected from among the voting Trustees, one (1) member of the School's administration to be appointed by the Board Chairperson, and one (1) member of the School's external management company as applicable to be appointed by the Board Chairperson. The committee shall meet no

less than four (4) times per year. The committee shall create the upcoming fiscal year budget; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the Board appropriate policies for the management of the Charter School's assets; and report to the Board an analysis of the School's financial statements on a regular basis. The Committee shall review at the close of each fiscal year a complete certified audit of the operations of the Charter School. The audit shall be conducted by a qualified independent certified public accountant. The audit shall be conducted under generally accepted audit standards of the Governmental Accounting Standards Board (GASB). Our Internal Controls 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:

- PFPCS Internal Controls Policy.pdf

Accounting System

Changes to the accounting system the charter school uses:

There were not any significant changes to People for People CS' accounting system in 2013-14. PFPCS continued its contract with OmniVest Management, LLC, which provided its back office and fiscal management services for 2013-14. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. PFPCS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2012. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board, including GASB 34 and GASB 54. The school follows all relevant laws and regulations that govern charter schools within the Commonwealth of Pennsylvania. Additionally, U.S. Government laws and regulations that relate to grant funding are adopted as the grant funding is received.

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:	Zelenkofske Axelrod, LLC
Date of Last Audit:	12/28/2013
Fiscal Year Last Audited:	2012-2013

Explanation of the Report

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

The school's Board of Trustees has engaged the audit firm of Zelenkofske Axelrod LLC to conduct our audit for the fiscal year ended June 30, 2014. The audit report for fiscal year ended June 30, 2014 is expected to be completed in fall 2014. PFPCS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2013. This audit was completed on December 28, 2013, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 4-7 of this document. A summary of audit results includes the following: (1) The auditor's reports expressed an unqualified opinion on the financial statements; (2) There were no deficiencies disclosed relating to the audit of the financial statements and reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. There were no instances of noncompliance material to the financial statements; (3) There were no significant deficiencies in internal control over major federal award programs (i.e. Title I School Improvement), and the Independent Auditor's Report on compliance for the major federal award programs for PFPCS expresses an unqualified opinion on all major federal programs; and (4) PFPCS qualifies as a low-risk auditee.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 06/13/2014
 School Year Reviewed: 2013-14

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Support Service	Location	Teacher FTE
Bernadette Zuniga: 4th-8th Itinerant Learning Support	PFPCS	1
Caitlin O'Brien: 4th - 6th Supplemental Learning Support (0.85); 4th-6th Itinerant Learning Support (0.15)	PFPCS	1
Grace Gaines: 3rd-5th Supplemental/Itinerant Learning Support	PFPCS	1
Katherine Enicks: K-8 School Counselor	PFPCS	1
Michael Albada: 7th-8th Itinerant Learning Support	PFPCS	1
Robin Cassel: 6th-8th Itinerant Learning Support (0.75); K-8 Special Education Administrative Support (0.25)	PFPCS	1
Sarah Addison: 4th-8th Itinerant Learning Support	PFPCS	1
Stephanie Ruckel: 2x a week, k-5th Itinerant Learning Support	PFPCS	0.6
Vance Lewis: 7th-8th Itinerant Learning Support	PFPCS	1
Wendy Jeffries: 3rd-5th Itinerant	PFPCS	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
B.E.T.A One, Inc.: Psychological Services	10 Hours	Outside Contractor	97
Pediatric Therapeutic Services: Occupational Therapy	5 Hours	Outside Contractor	19
Pediatric Therapeutic Services: Speech Therapy	32 Hours	Outside Contractor	23

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

05/11/2010

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Facilities

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

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

Furniture & Fixtures: \$5,188

Equipment: \$15,214

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

\$20,402.00

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:

People for People Charter School does not anticipate any significant capital expenditures with the exception of minor expenditures for repair, maintenance, and replacement costs.

Memorandums of Understanding

Organization	Purpose
Beta One	Pscho/Educational Evaluations
MACCS Nursing	Nursing/Health Coverage during the school year
OmniVest Management, LLC	Business Management Services
Pediatric therapeutic services	Provide speech and occupational services
Philadelphia Police Department	Establishes a relationship of cooperation and mutual support and to maintain a safe school environment
Salvation Army	Provide Gym facility for gym classes and school assemblies
Tune Up Philly	After School Music Program

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Rev. Herbert Lusk II on 7/31/2014

President, Board of Trustees

Affirmed by Pri Sebadri on 7/31/2014

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Rev. Herbert Lusk II on 7/31/2014

President, Board of Trustees

Affirmed by Pri Sebadri on 7/31/2014

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Rev. Herbert Lusk II on 7/31/2014

President, Board of Trustees

Affirmed by Pri Sebadri on 7/31/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM		The People for People Charter School		2013-2014	Year End			
PDE-414								
Complete the following information for all professional staff members.								
Last Name of employee (List all names in alphabetical order)	First Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified	
Addison	Sarah	English 7-12 - Intern; SPED N-12 - Intern (Issued 8/1/2013)	6-7	6th Reading; 7th Writing	1176	100%	0%	
Albada	Michael	English 7-12; SPED 7-12	7-8	7-8 Itinerant Learning Support	1176	100%	0%	
Barochin	Arlene	English 7-12 -- Instr. I	8	Academic Coordinator (0.8 FTE); Honors English (0.2 FTE)	1176	100%	0%	
Cammarata	Elizabeth	Early Child N-3 -- Inst. II; Elem. K-6 -- Inst. II; Reading Spec. K-12 - Inst. II	K	All Subjects	1176	100%	0%	
Cassel	Robin	SPED N-12 -- Inst. I; Elem. K-6 -- Inst. I	6-8	Itinerant Learning Support (0.50 FTE); Spec. Ed. Admin support (0.50 FTE)	1176	100%	0%	
Devaney	Alison	SPED N-12 -- Inst. I; Early Childhood N-3 -- Inst. I	3	All Subjects	1176	100%	0%	
Dougherty	Brittany	SPED N-12 -- Inst. I; Elem. K-6 -- Inst. I	1-4	SPED Learning Support	1176	100%	0%	
Dwyer	Corey	Elem. K-6 -- Intern (Issued 10/1/12)	5	Reading	1176	100%	0%	
Edmonds	Diamond	Elem. K-6 -- Inst. I; Early Childhood N-3 -- Inst. I	1	All Subjects	1176	100%	0%	
Elia	Anthony	English 7-12 -- Inst I; Social Studies 7-12 -- Inst. I; Mid-Level Math 7-12 -- Inst. I; Elem. K-6 -- Inst. I	7	Writing	1176	100%	0%	
Ellman-Golan	Emma	General Science 7-12 -- Intern (Issued 2/1/2013)	6-8	Middle School Science	1176	50%	50%	
Enicks	Katherine	Elem. School Counselor K-6 -- Ed. Specialist I; Early Child N-3 -- Inst. II	K-8	School Counselor	1176	100%	0%	

Evans	James	Health and Physical Education -- Inst. I	K-8	Phys. Ed. & Health	1176	100%	0%
Fratanduono	Anthony	Math 7-12 -- Inst. I	7	Math	1176	100%	0%
Gaines	Grace	Not Certified		3 rd -5 th Supplemental/Itinerant Learning Support	1176	0%	100%
Gamble	Evan	Elem. K-6 -- Inst. I; Early Childhood N-3 -- Inst. I	1	All Subjects	1176	100%	0%
Green	Sharahn	Not Certified	K-8	Social Studies	1176	0%	100%
Haltie	Kristin	Elem. K-6 -- Inst. I	K	All Subjects	1176	100%	0%
Heininger	Kirsten	Grades 4-8 (All subjects 4-6, Science 7-8) -- Intern (Issued 11/1/2013)	4-5	Science	1176	80%	20%
Honsa	Alyson	Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) -- Itnern (Issued 8/1/2013)	4	Reading	1176	100%	0%
Jeffreys	Wendy	Science 6-9, Math 6-9, English 6-9, Mental/Physical Handicapped k-12, elementary k-6	3-5	3-5 Itinerant			
Labbe	Natasha	Latin K-12 -- Intern	6	English	1176	0%	100%
Lannutti	Noelle	Elem. K-6 -- Inst. I; SPED N-12 -- Inst. I	K	All Subjects	1176	100%	0%
Lewis	Vance	Elem. K-6 -- Inst. I; SPED K-8 -- Inst. I	7-8	Reading & Special Education	1176	100%	0%
Louis	Tracey	PK-4 -- Intern (issued 4/1/2014)	1	All Subjects	1176	30%	70%
Lusk	Danuelle	Elem. K-6 -- HOUSSE	2	All Subjects	1176	0%	100%
Magee	Lenora	Math 7-12 -- Inst. I (issued 10/1/2013)	5	Math	1176	90%	0%
Marazas	Melissa	Elem. K-6 -- Inst. I	2	All Subjects	1176	100%	0%
Marich	Martha	Grades 4-8 (All subjects 4-6, Mathematics 7-8) -- Intern (issued 11/1/2013)	4	Math	1176	80%	20%
McCarthy	Kimberly	Elem. K-6 -- Inst. II	3	Reading & Math	1176	100%	0%
Montgomery	James	Social Studies 7-12 -- Inst. II	6-8	Middle School Social Studies	1176	100%	0%

Musial	Meghann	Reading Specialist -- Inst. II; Early Child N-3 -- Inst. II, Elem. Ed. K-6 -- Inst. II	3	Reading & Math	1176	100%	0%
O'Brien	Caitlin	SPED N-12 -- Inst. I; Elem. K-6 -- Inst. I	5-6	Spec. Education	1176	100%	0%
Quinn	Maureen	Elem. K-6 -- Inst. I	2	All Subjects	1176	100%	0%
Reader (Selak)	Lauren	Elem. K-6 -- Inst. II	2	All Subjects	1176	100%	0%
Ruckel	Stephanie	SPED, elementary K-6	K-5	2 days a week K-5 Itinerant Learning Support			
Shroy	Jamie	SPED N-12 -- Inst. I; Elem. K-6 -- Inst. I	4	Reading & Special Education	1176	100%	0%
Tarter	Maxwell	English 7-12 -- Inst. I	7-8	Language Arts	1176	100%	0%
Tegu	Holta	Not Certified	8	Math	1176	0%	100%
Thompson	Ashley	Math 7-12 -- Intern (issued 8/1/2013)	7-8	Math	1176	100%	0%
Williams	Steven	Math 7-12 -- Inst. I	8	Math	1176	100%	0%
Zuniga	Bernadette	Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) - Intern; Special Education PK-8 -- Intern (issued 4/1/2014)	5	Reading	1176	30%	70%

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

Name of School PEOPLE FOR PEOPLE CHARTER SCHOOL

Address of School 800 NORTH BROAD ST., PHILADELPHIA PA 19130

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	78758
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	6455
	6890	Other Revenues from Intermediary Sources	

6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	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	5649463
	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	23891
	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	78580
	7330	Health Services (Medical, Dental, Nurse, Act 25)	10756
	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	15014
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	377853
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	1325197
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	110876
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	271390
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			7948233

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

Name of School PEOPLE FOR PEOPLE CHARTER SCHOOL

Address of School 800 NORTH BROAD ST., PHILADELPHIA PA 19130

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	3372074
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	356504
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	252288
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	88519
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	122970
	2150 Speech Pathology and Audiology Services	49327
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	446478
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	33173
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	60157
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	31004
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	
	2380	Office of the Principal Services	364172
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	125531
2500		SUPPORT SERVICES - BUSINESS	105163
	2510	Fiscal Services	23000
	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	1808153
	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	58568
	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	197711
	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	225833
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	350357
3200		STUDENT ACTIVITIES	
	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	



INTERNAL CONTROLS POLICY

Internal controls are designed to safeguard assets and help to detect losses from employee dishonesty or error. A fundamental concept in a good system of internal control is the segregation of duties. Although the size of the People for People Charter School's accounting staff prohibits complete adherence to this concept, implementing the following practices will improve existing internal control without impairing efficiency.

Internal controls are hereby adopted in the following areas:

- **CASH RECEIPTS**
- **CASH DISBURSEMENTS**
- **ACCOUNTING SYSTEM**
- **ADDITIONAL MISCELLANEOUS ITEMS**

CASH RECEIPTS

The Business Manager shall open all incoming mail. The Charter School's internal accounting staff (i.e. Business Manager) shall be responsible for:

1. Preparing the weekly bank deposit
2. Forwarding the cash receipts listing (along with remittance advice) to the school's external management company (i.e. OmniVest Properties Management LLC).

Once the Charter School's external management company has received the cash receipts listing, they will be responsible for posting incoming cash receipts to the general ledger and detail customer accounts. The Charter School's Business Manager shall also be responsible for depositing cash receipts for monies received for student lunches and all student activities such as field trips, book sales, etc.

CASH DISBURSEMENTS

When paying bills, the Charter School's Business Manager shall:

- Indicate on the invoice that the checking of prices, extension, footings and cash discounts are correct by initialing such.
- List the invoice on an Accounts Payable Transmittal Sheet and sign this form authorizing that the invoices have been reviewed and are deemed correct.

The Director of Operations shall review the Accounts Payable Transmittal Sheet and the accompanying invoices. His signature on the form, along with the Business Manager's, authorizes the payment of the invoices listed therein.

The Accounting Specialist at the external management company shall cancel invoices by using a rubber stamp titled "PAID" which provides spaces to indicate the date paid, check number, etc. on the invoice.

Checks under \$1,000 require one signature, typically the president of the external management company. Checks under \$1,000 will be mailed directly to the vendor from the external management company.

Checks equal to \$1,000 or greater require two signatures, the president of the external management company and the Board Chairman or his designee. Checks equal to or greater than \$1,000 are returned to the Business Manager for mailing.

ACCOUNTING SYSTEMS

No transaction shall be posted to a prior year or prior month by the Charter School's accounting staff; nor shall any transaction be changed or deleted by the Charter School's accounting staff. If deemed necessary, the Charter School's accounting firm with prior board approval shall make such adjustments. Controls within accounting systems shall be modified to prevent such changes.

ADDITIONAL MISCELLANEOUS ITEMS

The external management company's Controller is responsible for opening bank statements, canceled checks, and appropriate advices. The external management company's Controller methodically reviews such items before completing the bank reconciliation. Unusual items noted during the review shall be investigated promptly. The school's external auditor's review and verify the bank reconciliations during the course of the audit.

The external management company's Controller shall approve journal entries.

The Board of Trustees or designee is responsible for implementing additional procedures where necessary to ensure proper internal controls.

Segregation of duties within the external management company provides an additional layer of internal controls.

The school does not have any credit cards.

The school does not have a petty cash account.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this 22nd day of September, 2009



President



Secretary

**PEOPLE FOR PEOPLE CHARTER SCHOOL
FINANCIAL STATEMENTS, SINGLE AUDIT REPORT
AND SUPPLEMENTARY INFORMATION
YEARS ENDED JUNE 30, 2013 AND 2012**

PEOPLE FOR PEOPLE CHARTER SCHOOL
YEARS ENDED JUNE 30, 2013 AND 2012

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Zelenkofske Axelrod LLC

INDEPENDENT AUDITORS' REPORT

Board of Trustees
People for People Charter School
Philadelphia, Pennsylvania

We have audited the accompanying financial statements of governmental activities and each major fund of People for People Charter School (a nonprofit organization - "the School") as of and for the years ended June 30, 2013 and 2012, and 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free 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 and each major fund of People for People Charter School as of June 30, 2013 and 2012, and the respective changes in financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

<i>Harrisburg</i>	<i>Lehigh Valley</i>	<i>Philadelphia</i>	<i>Pittsburgh</i>
830 Sir Thomas Court, Suite 100 Harrisburg, PA 17109 717.561.9200 Fax 717.561.9202	1101 West Hamilton Street Allentown, PA 18101-1043 610.871.5077 Fax 717.561.9202	2370 York Road, Suite A-5 Jamison, PA 18929 215.918.2277 Fax 215.918.2302	3800 McKnight E. Drive, Suite 3805 Pittsburgh, PA 15237 412.367.7102 Fax 412.367.7103

Zelenkofske Axelrod LLC

Board of Trustees
People for People Charter School
Philadelphia, Pennsylvania

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Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 7 and 29 through 30 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 audits 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

As described in Note 1 to the financial statements, in 2013 People for People Charter School adopted the provisions of Governmental Accounting Standards Board's Statement No. 61, "*The Financial Reporting Entity: Omnibus*," Statement No. 62, "*Codification of Accounting and Financial Reporting Guidance in Pre-November 30, 1989 and FASB and AICPA Pronouncements*," and statement No. 63, "*Financial Reporting Deferred Outflows of Resources, Deferred Inflow of Resources, and Net Position*."

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's financial statements as a whole. 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 financial statements of the School. The schedule of expenditures of federal awards is the responsibility of management and is derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the 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 financial statements or to the financial statements themselves, and other procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Zelenkofske Axelrod LLC

Board of Trustees
People for People Charter School
Philadelphia, Pennsylvania

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Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 28, 2013 on our consideration of People for People Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 on compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audits.


ZELENKOFKSKE AXELROD LLC

Jamison, Pennsylvania
December 28, 2013

PEOPLE FOR PEOPLE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013 AND 2012

The Board of Trustees of People for People 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, as shown on the schedule of revenues, expenditures, and changes in fund balance, for the year ended June 30, 2013 were \$7,778,695 which was a decrease of \$302,664 over the prior year primarily due to a decrease in federal funding.
- At the close of the current fiscal year, the School reports an ending government fund deficit of \$238,064. This fund deficit decreased from the previous year-end fund balance as of a result of an \$83,188 decrease of expenditures over revenues for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$362,358, representing an increase of \$145,999 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, budgetary comparison and reports required under *Government Auditing Standards*.

Government-Wide Financial Statements

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

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

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

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.

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 one governmental fund - the general fund.

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.

PEOPLE FOR PEOPLE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)
JUNE 30, 2013 AND 2012

Government-Wide Financial Analysis

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, liabilities exceeded assets by \$54,615 as of June 30, 2013 and \$81,876 at June 30, 2012.

	<u>Governmental Activities</u>	
	<u>2013</u>	<u>2012</u>
<u>Assets</u>		
Cash	\$ 362,358	\$ 216,359
State Subsidies Receivable	168,203	138,284
Federal Subsidies Receivable	314,202	359,252
Other Receivables	241,315	188,630
Prepaid Expenses	155,774	193,237
Capital Assets, Net of Accumulated Depreciation	<u>183,449</u>	<u>239,376</u>
 Total Assets	 <u>1,425,301</u>	 <u>1,335,138</u>
<u>Liabilities</u>		
Line of Credit	225,000	225,000
Accounts Payable and Accrued Expenses	1,221,753	1,192,014
Deferred Revenue	<u>33,163</u>	<u>-</u>
 Total Liabilities	 <u>1,479,916</u>	 <u>1,417,014</u>
<u>Net Position</u>		
Restricted for Federal Programs	33,163	-
Net Investment in Capital Assets	183,449	239,376
Unrestricted	<u>(271,227)</u>	<u>(321,252)</u>
 Total Net Position	 <u>\$ (54,615)</u>	 <u>\$ (81,876)</u>

PEOPLE FOR PEOPLE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)
JUNE 30, 2013 AND 2012

The School's revenues are predominately from the School District of Philadelphia, based on the student enrollment.

	<u>2013</u>	<u>2012</u>
Revenues		
State Grants, Reimbursements	\$ 359,818	\$ 312,935
Local Educational Agencies	5,414,351	5,575,303
Federal & Program Revenue	1,913,939	2,138,297
All Other Revenue	<u>90,587</u>	<u>54,824</u>
Total Revenues	<u>7,778,695</u>	<u>8,081,359</u>
Expenditures		
Instruction	3,432,135	3,591,732
Student Support Center	664,819	656,024
Instructional Staff Support	45,477	121,213
Administrative Support	581,404	609,064
Pupil Health	86,679	84,899
Business Services	176,111	207,526
Operations and Maintenance	1,457,638	1,365,743
Student Transportation	84,256	66,826
Student Activities	52,419	42,194
Food Services	275,089	336,009
Other Non-Instructional Support Services	804,683	855,797
Depreciation Expense	<u>90,724</u>	<u>78,090</u>
Total Expenditures	<u>7,751,434</u>	<u>8,015,117</u>
Change in Net Position	27,261	66,242
Net Position - Beginning of Year	<u>(81,876)</u>	<u>(148,118)</u>
Net Position - End of Year	<u>\$ (54,615)</u>	<u>\$ (81,876)</u>

PEOPLE FOR PEOPLE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)
JUNE 30, 2013 AND 2012

Governmental Funds

The focus of the School's *governmental funds* 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 \$238,064. For the year ended June 30, 2013, the School's revenues (\$7,778,695) exceeded expenditures (\$7,695,507) by \$83,188.

Governmental Fund Budgetary Highlights

Actual revenues exceeded budgeted by approximately \$102,433 due to several sources of revenue. Actual expenditures exceeded budgeted by approximately \$209,054 primarily due to non-institutional services.

Capital Asset and Debt Administration

As of June 30, 2013, the School's investment in capital assets for its governmental activities totaled \$183,449 (net of accumulated depreciation and related debt). This investment in capital assets includes leasehold improvements, furniture, equipment and textbooks.

	<u>2013</u>	<u>2012</u>
Capital Assets, Cost	\$ 1,130,509	\$ 1,095,712
Accumulated Depreciation	<u>(947,060)</u>	<u>(856,336)</u>
Capital Assets, Net	<u>183,449</u>	<u>239,376</u>
Net Investment in Capital Assets	<u>\$ 183,449</u>	<u>\$ 239,376</u>

Additional information on the School's capital assets can be found in Note 3 of this report.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the student subsidy provided by the School District of Philadelphia, will have a rate increase for regular education to \$8,596.72 and a rate increase for special education to \$22,242.22 for the 2013-14 school year. In addition, the retirement contribution rate will increase from 12.36% to 16.93%.

Future Events that will Financially Impact the School

No future events are currently anticipated to financially impact the School.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the School's Business Managers, Omnivest Properties/Management LLC, 115 Pheasant Run, Suite 210, Newtown, PA 18940.

PEOPLE FOR PEOPLE CHARTER SCHOOL
STATEMENTS OF NET POSITION
JUNE 30, 2013 AND 2012

	<u>Governmental Activities</u>	
	<u>2013</u>	<u>2012</u>
	<u>Assets</u>	
Cash	\$ 362,358	\$ 216,359
State Subsidies Receivable	168,203	138,284
Federal Subsidies Receivable	314,202	359,252
Other Receivables	241,315	188,630
Prepaid Expenses	155,774	193,237
Capital Assets, Net of Accumulated Depreciation	<u>183,449</u>	<u>239,376</u>
 Total Assets	 <u>1,425,301</u>	 <u>1,335,138</u>
	<u>Liabilities</u>	
Line of Credit	225,000	225,000
Accounts Payable and Accrued Expenses	1,221,753	1,192,014
Deferred Revenue	<u>33,163</u>	<u>-</u>
 Total Liabilities	 <u>1,479,916</u>	 <u>1,417,014</u>
	<u>Net Position</u>	
Restricted for Federal Programs	33,163	-
Net Investment in Capital Assets	183,449	239,376
Unrestricted	<u>(271,227)</u>	<u>(321,252)</u>
 Total Net Position	 <u>\$ (54,615)</u>	 <u>\$ (81,876)</u>

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

PEOPLE FOR PEOPLE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2013

Functions	Expenses	Program Revenues		Net (Expense)
		Charges For Service	Operating Grants and Contributions	Revenue and Changes in Net Assets
				Total Governmental Activities
Governmental Activities				
Instruction	\$ 3,432,135	\$ -	\$ 1,645,598	\$ 1,786,537
Student Support Center	664,819	-	-	664,819
Instructional Staff Support	45,477	-	-	45,477
Administrative Support	581,404	-	-	581,404
Pupil Health	86,679	-	9,780	76,899
Business Services	176,111	-	-	176,111
Operations and Maintenance	1,457,638	-	-	1,457,638
Student Transportation	84,256	-	-	84,256
Student Activities	52,419	-	-	52,419
Food Services	275,089	-	258,561	16,528
Other Non-Instructional Support Services	804,683	-	-	804,683
Depreciation Expense	90,724	-	-	90,724
Total Governmental Activities	<u>\$ 7,751,434</u>	<u>\$ -</u>	<u>\$ 1,913,939</u>	<u>\$ 5,837,495</u>
General Revenues				
State Grants, Reimbursements				359,818
Local Educational Agencies				5,414,351
All Other Revenue				90,587
Total General Revenue				<u>5,864,756</u>
Change in Net Position				27,261
Net Position - Beginning of Year				<u>(81,876)</u>
Net Position - End of Year				<u>\$ (54,615)</u>

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

PEOPLE FOR PEOPLE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
JUNE 30, 2012

Functions	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets
		Charges For Service	Operating Grants and Contributions	Total Governmental Activities
Governmental Activities	\$3,591,732	\$ -	\$1,890,416	\$ 1,701,316
Instruction	656,024	-	-	656,024
Student Support Center	121,213	-	-	121,213
Instructional Staff Support	609,064	-	-	609,064
Administrative Support	84,899	-	24,633	60,266
Pupil Health	207,526	-	-	207,526
Business Services	1,365,743	-	-	1,365,743
Operations and Maintenance	66,826	-	-	66,826
Student Transportation	42,194	-	-	42,194
Student Activities	336,009	-	223,248	112,761
Food Services	855,797	-	-	855,797
Other Non-Instructional Support Services	78,090	-	-	78,090
Depreciation Expense	<u>78,090</u>	<u>-</u>	<u>-</u>	<u>78,090</u>
Total Governmental Activities	<u>\$8,015,117</u>	<u>\$ -</u>	<u>\$2,138,297</u>	<u>\$ 5,876,820</u>
General Revenues				
State Grants, Reimbursements				312,935
Local Educational Agencies				5,575,303
All Other Revenue				<u>54,824</u>
Total General Revenue				<u>5,943,062</u>
Change in Net Position				66,242
Net Position - Beginning of Year				<u>(148,118)</u>
Net Position - End of Year				<u>\$ (81,876)</u>

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

PEOPLE FOR PEOPLE CHARTER SCHOOL
RECONCILIATIONS OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND
TO THE STATEMENT OF NET POSITION
JUNE 30, 2013

Total Fund Balances for Governmental Funds \$ (238,064)

Total Net Position Reported for Governmental Activities in the Statement
of Net Position is Different because:

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

Furniture and equipment, Buses, and Leasehold Improvements, net of
accumulated depreciation of \$947,060. 183,449

Total Net Position of Governmental Activities \$ (54,615)

PEOPLE FOR PEOPLE CHARTER SCHOOL
RECONCILIATIONS OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND
TO THE STATEMENT OF NET POSITION
JUNE 30, 2012

Total Fund Balances for Governmental Funds	\$ (321,252)
Total Net Position Reported for Governmental Activities in the Statement of Net Position is Different because:	
Capital Assets used in governmental funds are not financial resources and therefore, are not reported in the funds. Those assets consist of:	
Furniture and equipment, Buses, and Leasehold Improvements, net of accumulated depreciation of \$856,336	<u>239,376</u>
Total Net Position of Governmental Activities	<u>\$ (81,876)</u>

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

PEOPLE FOR PEOPLE CHARTER SCHOOL
 STATEMENTS OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE –
 GOVERNMENTAL FUND
 YEARS ENDED JUNE 30, 2013 AND 2012

	<u>2013</u>	<u>2012</u>
Revenues		
Local Educational Agency Assistance	\$ 5,414,351	\$ 5,575,303
State Sources	359,818	312,935
Federal Sources & Program Revenues	1,913,939	2,138,297
Other Revenue	<u>90,587</u>	<u>54,824</u>
Total Revenues	<u>7,778,695</u>	<u>8,081,359</u>
Expenditures		
Instruction	3,432,135	3,591,732
Support Services	3,096,384	3,111,295
Non-Instructional Services	1,132,191	1,234,000
Capital Outlay	<u>34,797</u>	<u>178,528</u>
Total Expenditures	<u>7,695,507</u>	<u>8,115,555</u>
Net Change in Fund Balance	83,188	(34,196)
Fund Deficit - Beginning of Year	<u>(321,252)</u>	<u>(287,056)</u>
Fund Deficit - End of Year	<u>\$ (238,064)</u>	<u>\$ (321,252)</u>

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

PEOPLE FOR PEOPLE CHARTER SCHOOL
 RECONCILIATIONS OF THE STATEMENT OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCES OF THE GOVERNMENTAL FUND TO
 THE STATEMENT OF ACTIVITIES
 YEAR ENDED JUNE 30, 2013

Net Change in Fund Balance - Total Governmental Funds \$ 83,188

Amounts Reported for Governmental Activities in the Statement of Activities
 are different because:

Governmental funds report capital outlays as expenditures. However, in the
 Statement of Activities, assets are capitalized and the cost is allocated over
 their estimated useful lives and reported as depreciation expense. This is
 the amount by which depreciation exceeded capital outlays in the current
 period.

	34,797
Capital Outlays	
Depreciation Expense	<u>(90,724)</u>

Change in Net Position of Governmental Activities \$ 27,261

PEOPLE FOR PEOPLE CHARTER SCHOOL
 RECONCILIATIONS OF THE STATEMENT OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCES OF THE GOVERNMENTAL FUND TO
 THE STATEMENT OF ACTIVITIES
 YEAR ENDED JUNE 30, 2012

Net Change in Fund Balance - Total Governmental Funds \$ (34,196)

Amounts Reported for Governmental Activities in the Statement of Activities
 are different because:

Governmental funds report capital outlays as expenditures. However, in the
 Statement of Activities, assets are capitalized and the cost is allocated over
 their estimated useful lives and reported as depreciation expense. This is
 the amount by which depreciation exceeded capital outlays in the current
 period.

	178,528
Capital Outlays	
Depreciation Expense	<u>(78,090)</u>

Change in Net Position of Governmental Activities \$ 66,242

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 1 NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

People for People Charter School (the "School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997, whereby a charter is granted for a five-year period and may be renewed for additional five-year periods upon expiration. The mission of the School is to equip students with a challenging educational experience in which the fundamentals of entrepreneurship are a primary focus. The School is located in Philadelphia and operations began during the 1989-1990 school year. The current charter extends through the end of the 2010 – 2015 school years. The financial statements of People for People Charter School have been presented in conformity with accounting principles generally accepted in the United States of America (GAAP) applicable to governmental units as prescribed by the Governmental Accounting Standards Board (GASB).

A summary of the School's significant accounting policies is as follows:

A) Basis of Presentation

The financial statements of the School have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing government accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as generally accepted accounting principles for state and local governments that have implemented GASB Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments, issued in June 1999.

B) Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net assets and the statement of activities) report on all of the activities of the School and its component unit as a whole.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are affected by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include Federal contracts for specified instruction related services. State and Local Educational Agency contract revenues and other items not included among program revenues are reported instead as general revenues.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 1

NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)

C) 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. 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 provider have been met.

Amounts paid to acquire capital assets are capitalized as assets in the government-wide financial statements, rather than reported as an expenditure. Proceeds of long-term debt are recorded as liabilities in the government-wide financial statements, rather than as another financing source. Amounts paid to reduce long-term indebtedness are reported as a reduction of the related liability rather than an expenditure.

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 365 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. Operating grants, capital grants, contributions and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable only when the School receives cash.

Under current financial resources measurement focus, only current assets and current liabilities are generally included on the balance sheet. The reported fund balance is considered to be a measure of "available spendable resources". Governmental funds operating statements present increases (revenues and other financing sources) and decreases (expenditures and other financing uses) in current assets. Accordingly, they are said to present a summary of sources and uses of "available spendable resources" during the period.

Because of their spending measurement focus, expenditure recognition for governmental fund types excludes amounts represented by non-current liabilities. Since they do not affect net current assets, such long-term amounts are not recognized as governmental fund type expenditures or fund liabilities.

Amounts expended to acquire capital assets are recorded as expenditures in the year the resources were expended rather than as fund assets. The proceeds of long-term debt are recorded as an other financing source rather than a fund liability. However, debt service expenditures, as well as expenditures related to compensated absences and claims for judgments, are recorded only when payment is due.

PEOPLE FOR PEOPLE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS (CONTINUED)
 JUNE 30, 2013 AND 2012

NOTE 1 NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
 (CONTINUED)

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

The School reports the following major governmental fund:

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

1. Net Position/Fund Balances

The government-wide financial statements utilize a net assets presentation. Net assets are categorized as invested in capital assets (net of related debt), restricted and unrestricted.

- *Invested In Capital Assets*-- This category groups all capital assets into one component of net position. Accumulated depreciation and the outstanding balances of debt that are attributable to the acquisition, construction or improvement of these assets reduce the balance in this category.
- *Restricted Net Position* – This category presents external restrictions imposed by creditors, grantors, contributors or laws or regulations of other governments and restrictions imposed by law through constitutional provisions or enabling legislation.
- *Unrestricted Net Position* – This category represents net assets of the School, not restricted for any project or other purpose.

The governmental fund financial statements segregate portions of fund balance that are either not available or have been earmarked for specific purposes. Fund balances are classified as nonspendable, restricted, committed, assigned or unassigned.

- *Nonspendable* – This classification includes amounts that cannot be spent either because they are in a nonspendable form such as inventories or prepaid expenses or they are legally or contractually required to be maintained intact.
- *Restricted* - This classification includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
- *Committed* – This classification includes amounts that can be used only for the specific purposes determined by a resolution of the School's Board of Trustees.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 1 NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)

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

1. Net Position/Fund Balances (Continued)

- Assigned – This classification includes amounts that are intended to be used by the School for specific purposes, but do not meet the criteria to be classified as restricted or committed. It is the School's policy that the Board of Trustees is authorized to assign amounts to specific purposes.
- Unassigned – This classification includes all spendable amounts not contained in other classifications.

When both restricted and unrestricted fund balance is available, it is the School's policy to use restricted resources first; then unrestricted resources as they are needed for the included program. The School typically uses restricted fund balances first, followed by committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

2. Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with U.S. generally accepted accounting principles. 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 and the final budget were filed and accepted by the Labor, Education and Community Services Comptroller's Office. The budget is required supplementary information.

3. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the 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/expenditures during the reporting period. Actual results could differ from those estimates.

4. Accounts Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. As of June 30, 2013 and 2012, no allowance for doubtful accounts was deemed warranted based on historical experience.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 1 NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)

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

5. Prepaid Expenses

Prepaid expenses at June 30, 2013 and 2012 include payments to vendors for services applicable to future accounting periods such as rental payments, insurance premiums and bookkeeping services.

6. Capital Assets

Capital assets, which include furniture and fixtures, equipment, and leasehold improvements, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a threshold level of \$1,500 or more for capitalizing assets. 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. The estimated useful life of furniture and equipment is from five to seven years. The leasehold improvements are depreciated over the lesser of the estimated useful life or remaining lease term.

7. Income Tax Status

The School is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Service Code. Tax years which remain subject to examination as of June 30, 2013 are 2009 through 2013.

8. Adoption of Government Accounting Standards Board Statements

The School adopted the provisions of GASB Statement No. 57, "*OPEB Measurements by Agent Employers and Agent Multiple-Employer Plan.*" The adoption of this statement had no effect on the reported amounts.

In 2010 the GASB issued Statement No. 60, "*Accounting and Financial Reporting for Service Concession Agreements.*" The School adopted Statement No. 60 and it had no effect on the reported amounts.

In 2010 the GASB issued Statement No. 61, "*The Financial Reporting Entity: Omnibus.*" The School adopted Statement No. 61 and it had no effect on the reported amounts.

In 2010 the GASB issued Statement No. 62, "*Codification of Accounting and Financial Reporting Guidance in Pre-November 30, 1989 FASB and AICPA Pronouncements.*" The School adopted Statement No. 62 and it had no effect on the reported amounts.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 1

NATURE OF ENTITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)

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

8. Adoption of Government Accounting Standards Board Statements (Continued)

The School adopted the provisions of GASB Statement No. 63, "*Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position.*" The adoption of this statement resulted in changed language in the titles of reports and captions, but had no effect on previously reported amounts.

The School adopted the provisions of GASB Statement No. 64, "*Derivative Instruments: Application of Hedge Accounting Termination Provisions.*" The adoption of this statement had no effect on the reported amounts.

9. Pending Changes in Accounting Principles

In 2012 the GASB issued Statement No. 65, "*Items Previously Reported as Assets and Liabilities.*" The School is required to adopt Statement No. 65 for its fiscal year 2013/2014 financial statements.

In 2012 the GASB issued Statement No. 66, "*Technical Corrections – 2012 – an Amendment of GASB Statements No. 10 and No. 62.*" The School is required to adopt Statement No. 66 for its fiscal year 2013/2014 financial statements.

In 2012 the GASB issued Statement No. 67, "*Financial Reporting for Pension Plans – an Amendment of GASB Statement No. 25.*" The School is required to adopt Statement No. 67 for its fiscal year 2013/2014 financial statements.

In 2012 the GASB issued Statement No. 68, "*Accounting and Financial Reporting for Pensions-an amendment of GASB Statement No. 27.*" The School is required to adopt Statement No. 68 for its fiscal year 2013/2014 financial statements.

In 2013 the GASB issued Statement No. 69, "*Government Combinations and Disposals of Government Operations.*" The School is required to adopt Statement No. 69 for its fiscal year 2014/2015 financial statements.

In 2013 the GASB issued Statement No. 70, "*Accounting and Financial Reporting for Nonexchange Financial Guarantees.*" The School is required to adopt Statement No. 70 for its fiscal year 2014/2015 financial statements.

In 2013 the GASB issued Statement No. 71, "*Pension Transition for Contributions Made Subsequent to the Measurement Date.*" The School is required to adopt Statement No. 71 for its fiscal year 2014/2015 financial statements.

The School has not yet completed the various analysis required to estimate the financial statement impact of these new pronouncements.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 2 DEPOSIT RISK AND INVESTMENT RISK

Deposits

Custodial credit risk is the risk that in the event of the failure of the counterparty, the School will not be able to recover the value of its deposits or collateral securities that are in the possession of an outside party. The School does not have a policy for custodial credit risk. As of June 30, 2013 and 2012, the School's bank balance was exposed to custodial credit risk as follows:

<u>Reconciliation to the Financial Statements</u>	<u>2013</u>	<u>2012</u>
Uninsured and Uncollateralized Amount	\$ 148,636	\$ 137,574
Plus: Insured Amount	250,000	259,870
Less: Outstanding Checks	(36,906)	(181,217)
Plus: Deposits in Transit	<u>496</u>	<u>-</u>
Subtotal	362,226	216,227
Plus: Petty Cash	<u>132</u>	<u>132</u>
Total Cash Per Financial Statements	<u>\$ 362,358</u>	<u>\$ 216,359</u>

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000, with financial institutions. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School's accounts are covered by this act.

NOTE 3 CAPITAL ASSETS

Capital assets are stated at cost. Depreciation has been calculated on such assets using the straight-line method over the following estimated lives:

Equipment	3 - 5 Years
Furniture and Fixtures	7 Years
Leasehold Improvements	10 - 39 Years

PEOPLE FOR PEOPLE CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS (CONTINUED)
 JUNE 30, 2013 AND 2012

NOTE 3 CAPITAL ASSETS (CONTINUED)

Activity for capital assets for the year by the School is summarized below:

	Balance July 1, 2012	Additions	Deletions	Balance June 30, 2013
Furniture and Fixtures	\$ 164,603	\$ 9,072	\$ -	\$ 173,675
Leasehold Improvements	654,082	-	-	654,082
Equipment	<u>277,027</u>	<u>25,725</u>	<u>-</u>	<u>302,752</u>
Total	1,095,712	34,797	-	1,130,509
Less: Accumulated Depreciation	<u>(856,336)</u>	<u>(90,724)</u>	<u>-</u>	<u>(947,060)</u>
Capital Assets, Net	<u>\$ 239,376</u>	<u>\$ (55,927)</u>	<u>\$ -</u>	<u>\$ 183,449</u>

	Balance July 1, 2012	Additions	Deletions	Balance June 30, 2012
Furniture and Fixtures	\$ 148,262	\$ 16,341	\$ -	\$ 164,603
Leasehold Improvements	614,789	39,293	-	654,082
Equipment	<u>154,133</u>	<u>122,894</u>	<u>-</u>	<u>277,027</u>
Total	917,184	178,528	-	1,095,712
Less: Accumulated Depreciation	<u>(778,246)</u>	<u>(78,090)</u>	<u>-</u>	<u>(856,336)</u>
Capital Assets, Net	<u>\$ 138,938</u>	<u>\$ 100,438</u>	<u>\$ -</u>	<u>\$ 239,376</u>

Total Depreciation Expense was charged 80% to program and instruction and 20% to support and other services for the years ended June 30, 2013 and 2012.

NOTE 4 LINE OF CREDIT

On July 21, 2006, the School opened a \$250,000 line of credit with Sovereign Bank, of which \$225,000 was outstanding at June 30, 2013 and 2012. Outstanding advances on the credit line are due on demand and interest payments are due monthly. The line of credit is subject to renewal annually. The interest rate is one half percent less than the Sovereign Bank Prime Rate. The Sovereign Bank Prime Rate and the interest rate charged on the line of credit as of June 30, 2013 and 2012 are 3.25% and 3.25%, respectively. The credit line is unsecured.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 5 LOCAL EDUCATIONAL AGENCY REVENUE

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students for the School reside in Philadelphia. For the years ended June 30, 2013 and 2012, the rates for the School District of Philadelphia were \$8,597 and \$8,773, respectively, per year for regular education students plus additional funding for special education students at a rate of \$22,242 and \$19,423 respectively. The annual rate is paid monthly by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$5,414,351 and \$5,575,303, respectively, for the years ended June 30, 2013 and 2012.

NOTE 6 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in various state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for social security taxes, retirement expense, facility lease costs and health services 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 and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 and 2012 may be impaired. In the opinion of the School, there are no 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.

NOTE 7 RELATED PARTY TRANSACTIONS

On October 1, 2005, the School entered into a lease agreement with People for People, Inc. (the "Corporation"). This lease has been assigned by the Corporation to the lender.

The School is responsible for all operating expenses, insurance, taxes and utilities of the facilities.

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

<u>Year Ending June 30,</u>	<u>Amount</u>
2014	\$ 1,060,916
2015	<u>1,060,916</u>
Total	<u>\$ 2,121,832</u>

On July 1, 2009, the School entered into a lease agreement with Greater Exodus Baptist Church (the "Church"). The Church's Pastor is on People for People Charter School's Board of Trustees. This lease has been assigned by the Church to the lender.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 7 RELATED PARTY TRANSACTIONS (CONTINUED)

The school is responsible for all operating expenses, insurance, taxes and utilities of the facilities.

The minimum future lease payment under the operating lease, as of June 30, 2013, is \$25,400 for the year ending June 30, 2014. There is an option to renew for four additional years. All operating expenses, rent and utilities are classified in operations and maintenance expense in the statement of activities.

NOTE 8 PENSION PLAN

The School contributes to the Public School Employees' Retirement System (the System), a cost-sharing multi-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative mandated ad hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing the Bureau of Fiscal Control, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Payroll expense for employees covered by the System for the years ended June 30, 2013 and 2012 were approximately \$4.8 million and \$4.3 million, respectively.

The rate of contribution for employees ranges from 5.25% - 10.3% depending upon classification and elections of employees and the School's contribution is 4.78% of covered payroll. 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 for the years ended June 30, 2013, 2012 and 2011 totaled \$259,152, \$299,753 and \$160,767 respectively, which equals 100% of the contractually required contribution for each year as set by the state.

NOTE 9 MANAGEMENT FEE

The School retained the services of Omnivest Management LLC to provide day-to-day management. Under the terms of the 2013 and 2012 Management Agreements, Omnivest was paid an annual fee equal to \$218,333 and \$210,000, respectively, annually. These amounts are classified in other non-instructional support services on the statement of activities.

NOTE 10 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. There has been no significant reduction in insurance coverage from the previous year in any of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past three years.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2013 AND 2012

NOTE 11 CONTINGENCIES

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

NOTE 12 MANAGEMENT PLANS

For the fiscal years June 30, 2013 and 2014 People for People Charter School has been awarded a Title I school improvement grant in the amounts of \$999,997 and \$966,000, respectively. This grant award will allow People for People Charter School to reduce its fund deficit further in 2014 and 2015. In the current fiscal year, it helped the School to reduce its deficit by \$27,261 as management continues to streamline administrative expenses through an intense budgeting process.

NOTE 13 EXCESS OF EXPENDITURES OVER APROPRIATIONS

For the year ended June 30, 2012, expenditures exceeded appropriations in the general fund by \$999,893. The expenditures were funded by additional revenues received that were not originally in the budget. In 2013, expenditures exceeded appropriates in the general fund by \$209,054. This excess was also funded by additional revenues received not originally in the budget.

NOTE 14 SUBSEQUENT EVENTS

Subsequent events have been evaluated for People for People Charter School through the date of the report, December 28, 2013, which is the date the financial statements of People for People Charter School for the years ended June 30, 2013 and 2012, were available to be issued.

REQUIRED SUPPLEMENTARY
INFORMATION

PEOPLE FOR PEOPLE CHARTER SCHOOL
 SCHEDULES OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL
 GENERAL FUND
 YEAR ENDED JUNE 30, 2013

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance With Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local Educational Agency Assistance	\$ 5,497,472	\$ 5,497,472	\$ 5,414,351	\$ (83,121)
State Sources	304,584	304,584	359,818	55,234
Federal Sources & Program Revenues	1,874,206	1,874,206	1,913,939	39,733
Other Revenue	<u>-</u>	<u>-</u>	<u>90,587</u>	<u>90,587</u>
Total Revenues	<u>7,676,262</u>	<u>7,676,262</u>	<u>7,778,695</u>	<u>102,433</u>
Expenditures				
Instruction	3,404,870	3,404,870	3,432,135	(27,265)
Support Services	3,062,569	3,062,569	3,096,384	(33,815)
Non-Instructional Services	1,019,014	1,019,014	1,132,191	(113,177)
Capital Outlay	<u>-</u>	<u>-</u>	<u>34,797</u>	<u>(34,797)</u>
Total Expenditures	<u>7,486,453</u>	<u>7,486,453</u>	<u>7,695,507</u>	<u>(209,054)</u>
Net Change in Fund Balance	<u>\$ 189,809</u>	<u>\$ 189,809</u>	<u>\$ 83,188</u>	<u>\$ (106,621)</u>

PEOPLE FOR PEOPLE CHARTER SCHOOL
 SCHEDULES OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL
 GENERAL FUND
 YEAR ENDED JUNE 30, 2012

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	Variance With Final Budget
	<u>Original</u>	<u>Final</u>		
Revenues				
Local Educational Agency Assistance	\$ 5,820,912	\$ 5,820,912	\$ 5,575,303	\$ (245,609)
State Sources	394,000	394,000	312,935	(81,065)
Federal Sources & Program Revenues	1,017,352	1,017,352	2,138,297	1,120,945
Other Revenue	<u>-</u>	<u>-</u>	<u>54,824</u>	<u>54,824</u>
Total Revenues	<u>7,232,264</u>	<u>7,232,264</u>	<u>8,081,359</u>	<u>849,095</u>
Expenditures				
Instruction	3,559,836	3,559,836	3,591,732	(31,896)
Support Services	3,201,026	3,201,026	3,111,295	89,731
Non-Instructional Services	354,800	354,800	1,234,000	(879,200)
Capital Outlay	<u>-</u>	<u>-</u>	<u>178,528</u>	<u>(178,528)</u>
Total Expenditures	<u>7,115,662</u>	<u>7,115,662</u>	<u>8,115,555</u>	<u>(999,893)</u>
Net Change in Fund Balance	<u>\$ 116,602</u>	<u>\$ 116,602</u>	<u>\$ (34,196)</u>	<u>\$ (150,798)</u>

OTHER SUPPLEMENTARY INFORMATION

PEOPLE FOR PEOPLE CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

<u>Federal Grantor / Pass-Through Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Grantor's Number</u>	<u>Grant Period</u>	<u>Expenditures</u>
FEDERAL AWARDS				
<u>U.S. Department of Agriculture</u>				
Pass-through PA Department of Education				
Child Nutrition Cluster				
Severe Need Breakfast - Food Nutrition Service - Brkfst Needy	10.553	367	10/1/12 - 9/30/13	\$ 52,732
Lunch Hi/Low - Food Nutrition Service - Lunch	10.555	362	10/1/12 - 9/30/13	<u>191,249</u>
				243,981
Total U.S. Department of Agriculture				
<u>U.S. Department of Education</u>				
Pass-through PA Department of Education				
Title I Improving Basic Programs	84.010	013-13-0897	10/1/12 - 9/30/13	\$ 411,550
Program Improvement Set Aside	84.010	042-120897	10/1/12 - 9/30/13	48,436
Title II Improving Teacher Quality	84.367	020-13-0897	10/1/12 - 9/30/13	27,249
School Improvement Grants Competitive	84.388	139-12-0897	10/1/12 - 9/30/13	1,031,751 *
Pass-through PA Department of Education and School District of Philadelphia				
IDEA Part B	84.027	N/A	10/1/12 - 9/30/13	<u>126,612</u>
				<u>1,645,598</u>
Total U.S. Department of Education				
				<u>\$ 1,889,579</u>
Total Federal Awards				

* Program audited as major.

PEOPLE FOR PEOPLE CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2013

NOTE 1: REPORTING ENTITY

People for People Charter School (School) is the reporting entity for financial reporting purposes as defined in Note 1 to the School's financial statements. All financial assistance received directly from federal agencies as well as financial assistance passed through other governmental agencies is included on the schedule.

NOTE 2: BASIS OF ACCOUNTING

The accompanying schedule of federal awards is presented on the modified accrual basis of accounting as described in Note 1 to the School's financial statements.

NOTE 3: RISK BASED AUDIT APPROACH

The 2013 threshold for determining Type A and Type B Programs is \$300,000. The following Type A program was audited as major.

<u>C.F.D.A</u>	<u>Program</u>
84.388	School Improvement Grants

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

Board of Trustees
People for People 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 business-type activities, each major fund, and the aggregate remaining fund information of People for People Charter School as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise People for People Charter School's basic financial statements, and have issued our report thereon dated December 28, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered People for People Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of People for People Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of People for People Charter 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 People for People Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

<u>Harrisburg</u>	<u>Lehigh Valley</u>	<u>Philadelphia</u>	<u>Pittsburgh</u>
830 Sir Thomas Court, Suite 100 Harrisburg, PA 17109 717.561.9200 Fax 717.561.9202	1101 West Hamilton Street Allentown, PA 18101-1043 610.871.5077 Fax 717.561.9202	2370 York Road, Suite A-5 Jamison, PA 18929 215.918.2277 Fax 215.918.2302	3800 McKnight E. Drive, Suite 3805 Pittsburgh, PA 15237 412.367.7102 Fax 412.367.7103

Zelenkofske Axelrod LLC

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Board of Trustees
People for People Charter School
Philadelphia, Pennsylvania

Purpose of this Report

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


ZELENKOFKSKE AXELROD LLC

Jamison, Pennsylvania
December 28, 2013

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

Board of Trustees
People for People Charter School
Philadelphia, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited People for People Charter School's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of People for People Charter School's major federal programs for the year ended June 30, 2013. People for People Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

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

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

Opinion on Each Major Federal Program

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

Report on Internal Control Over Compliance

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

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

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

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


ZELENKOFKSKE AXELROD LLC

Jamison, Pennsylvania
December 28, 2013

PEOPLE FOR PEOPLE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2013

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: unqualified

Internal control over financial reporting:

- Material weakness(es) identified? ___ yes X no
- Significant Deficiencies identified that are not considered to be material weaknesses?
 ___ yes X none reported

Noncompliance material to financial statements noted? ___ yes X no

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? ___ yes X no
- Significant Deficiencies identified that are not considered to be material weaknesses?
 ___ yes X none reported

Type of auditors' report issued on compliance for major programs: Unqualified

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

Identification of major programs:

<u>C.F.D.A</u>	<u>Program</u>
84.388	School Improvement Grants

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

Auditee qualified as low-risk auditee? X yes ___ no

Part 2: Findings - Financial Statement Audit (GAGAS)

None Noted

Part 3: Audit Findings and Questioned Costs (Major Program - Circular A-133, Section - 510)

None

PEOPLE FOR PEOPLE CHARTER SCHOOL
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
JUNE 30, 2013

None.

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. Utilizing the most recent PIMS data, 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"/> PIMS Highly Qualified Teacher Report <input type="checkbox"/> Emergency Certificates for all teachers not HQ				
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 with Individualized Professional Development Plan for each.		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 5/30/2014 4:37:38 PM Federal Programs Coordinator Stacey Kreger As an elementary school, PFPCS has traditionally been successful in staffing all grade levels with highly qualified teachers (e.g. we are 100% HQT in 2013-14). We have been particularly successful in staffing the 7th and 8th grade departmentalized courses, including math and science which are traditionally difficult to staff. Through recruitment efforts over the past few years (including a partnership with Teach for America), PFPCS has successfully recruited and retained highly qualified teachers for our middle school program that hold high school certifications. </td> </tr> </tbody> </table>	District Comments	5/30/2014 4:37:38 PM Federal Programs Coordinator Stacey Kreger As an elementary school, PFPCS has traditionally been successful in staffing all grade levels with highly qualified teachers (e.g. we are 100% HQT in 2013-14). We have been particularly successful in staffing the 7th and 8th grade departmentalized courses, including math and science which are traditionally difficult to staff. Through recruitment efforts over the past few years (including a partnership with Teach for America), PFPCS has successfully recruited and retained highly qualified teachers for our middle school program that hold high school certifications.
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2. All instructional paraprofessionals working in a Title I program are highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment				
3. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date				
4. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know Non-HQT letter and evidence of distribution date, if applicable, or undated if not applicable		<table border="1"> <thead> <tr> <th data-bbox="1283 602 1986 654">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 654 1986 899"> 5/30/2014 4:40:45 PM Federal Programs Coordinator Stacey Kreger No students have been taught by an NHQT teacher in 2013-14, but PFPCS has a template for the Right-to-Know Non-HQT letter to be sent to parents in the event that an NHQT were employed. </td> </tr> </tbody> </table>	District Comments	5/30/2014 4:40:45 PM Federal Programs Coordinator Stacey Kreger No students have been taught by an NHQT teacher in 2013-14, but PFPCS has a template for the Right-to-Know Non-HQT letter to be sent to parents in the event that an NHQT were employed.
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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 reviewed and updated annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA parent involvement policy <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions, sign-in sheets. <input type="checkbox"/> Website posting.		
2. Schools receiving Title I funds have a written Parent Involvement Policy/Plan aligned with the District policy and evidence that it is updated annually and has been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School parent involvement policy <input checked="" type="checkbox"/> Parent meeting agenda, memoranda, revisions, sign-in sheets <input type="checkbox"/> Website posting		
3. Schools receiving Title I funds have a written school-parent compact and evidence that it has been updated annually and has been distributed to parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact <input checked="" type="checkbox"/> Staff-parent meeting agenda <input type="checkbox"/> Evidence of distribution		
4. Title I schools hold an annual meeting to inform parents of participating students about Title I program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda, sign-in sheets		

5. Title I schools have provided assistance to parents in understanding the States academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a childs progress and work with educators to improve student achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets				
6. Title I schools have provided materials and training to help parents work with their children to improve achievement, such as literacy and technology training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, sign-in sheets, etc.				
7. Title I schools 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 schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff meeting agendas and sign-in sheets				
8. Title I schools have coordinated and integrated parent involvement programs and activities with other programs (Head Start, public preschools, parent resource centers, early childhood programs), to encourage and support parents in more fully participating in the education of their children, and parents have participated in the development of the Transition Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events, etc. <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		<table border="1"> <tr> <th data-bbox="1388 846 1986 899">District Comments</th> </tr> <tr> <td data-bbox="1388 899 1986 1105"> 5/30/2014 4:42:47 PM Federal Programs Coordinator Stacey Kreger While PFPCS does not have a preschool in its LEA, it collaborates with the People for People, Inc. preschool. </td> </tr> </table>	District Comments	5/30/2014 4:42:47 PM Federal Programs Coordinator Stacey Kreger While PFPCS does not have a preschool in its LEA, it collaborates with the People for People, Inc. preschool.
District Comments								
5/30/2014 4:42:47 PM Federal Programs Coordinator Stacey Kreger While PFPCS does not have a preschool in its LEA, it collaborates with the People for People, Inc. preschool.								

<p>9. Title I schools have sent information related to school and parent programs to parents in a format and language the parents could understand.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<p style="text-align: center;">District Comments</p> <p>5/30/2014 4:43:35 PM Federal Programs Coordinator Stacey Kreger While PFPCS does not have an ELL population, we make sure that all communication with parents is written in an easy to understand level to accommodate various literacy levels.</p>
<p>10. Title I schools have provided full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant students.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent meeting agendas <input type="checkbox"/> Documentation shared or distributed		<p style="text-align: center;">District Comments</p> <p>5/30/2014 4:44:20 PM Federal Programs Coordinator Stacey Kreger In addition to including all parents of special needs students in parent involvement activities, we also provide ongoing training specifically geared to these families.</p>
<p>11. Title I schools have informed parents about the existence of a parent resource center, if one exists. (Federal regulations do not require a parent resource center.)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools and/or website postings		<p style="text-align: center;">District Comments</p> <p>5/30/2014 4:47:00 PM Federal Programs Coordinator Stacey Kreger As part of our SIG efforts, PFPCS has greatly enhanced its parent engagement activities. We have designated two spaces for parent resource rooms (7th floor and 5th floor), and our grade level parent meeting have been held there. But, we are slowly increasing the availability of materials and technology in these spaces so that they can serve as a true resource center.</p>
<p>12. Title I schools conducted an annual evaluation of the effectiveness of school parental involvement activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of annual parent survey and/or parent/teacher conference evaluation and collated results		

VII. Schoolwide Programs

Component VII: Schoolwide Programs

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

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of the schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of the planning process and technical assistance <input type="checkbox"/> Planning meeting agendas <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Program evaluation results		

<p>2. All Schoolwide schools:</p> <ul style="list-style-type: none"> • Have completed a needs assessment, • Have developed schoolwide reform strategies, • Are using highly qualified staff to deliver instruction, • Are sending high-quality teachers to high-need schools • Have high-quality and ongoing professional development, • Have parent involvement • Have a Pre-K to Kindergarten Transition Plan for preschool children, if applicable • Consider teacher input when making assessment decisions • Provide effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic standards 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Schoolwide Plan			
<p>3. LEA has indicated which program funds have been consolidated in the schoolwide program, if applicable, and how the intent and purposes of the individual consolidated programs are addressed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Financial reports <input type="checkbox"/> Documentation of uses of any consolidated funds	<table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc; text-align: center;">District Comments</th> </tr> <tr> <td> 5/30/2014 4:48:19 PM Federal Programs Coordinator Stacey Kreger PFPCS does not consolidate local, state, and federal funds and accounts for each funding source separately. </td> </tr> </table>	District Comments	5/30/2014 4:48:19 PM Federal Programs Coordinator Stacey Kreger PFPCS does not consolidate local, state, and federal funds and accounts for each funding source separately.
District Comments							
5/30/2014 4:48:19 PM Federal Programs Coordinator Stacey Kreger PFPCS does not consolidate local, state, and federal funds and accounts for each funding source separately.							

VIII. Targeted Assistance

Component VIII: Targeted Assistance

The LEA targeted assistance programs meet all requirements.

Sec. 1115

If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • Scientifically-based, high-quality supplemental resources • Using effective instructional methods and strategies that strengthen the core academic program and are aligned to the resources • Minimizing the removal of students from the regular classroom during regular school times • Primary consideration to providing supplemental learning time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> List of supplemental materials <input type="checkbox"/> Identification of scientifically-based instructional models based on current best practices <input type="checkbox"/> Title I staff and eligible student schedules <input type="checkbox"/> Benchmark data and formative assessment data of Title I students 		
<p>2. LEA promotes the integration of staff supported by Title 1 into the regular school program and assures that targeted assistance program planning coordinates with and supports the regular education program.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of regular team meetings, agendas sign-in sheets, minutes, etc. <input type="checkbox"/> Professional development schedules <input type="checkbox"/> Meeting agendas, sign-in sheets 		

3. Selection of eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria <input type="checkbox"/> Student roster with test scores that includes rank order listing <input type="checkbox"/> Teacher/parent recommendations <input type="checkbox"/> List of eligible students not serviced due to parents declining services		
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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools section showing ranking chart and per pupil expenditures		
2. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Nonpublic Involvement section showing services provided to nonpublic students		
3. Consultation occurred between LEA and nonpublic officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools		
4. LEA regularly supervises the provision of Title I services to nonpublic students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic school visitation documentation by district or IU		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data		

6. Nonpublic school students are receiving equitable services for instruction, professional development, parent involvement and summer school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools section showing set-asides for nonpublic schools <input type="checkbox"/> Announcements/sign-in sheets for professional development activities and parent involvement opportunities for nonpublic teachers and parents		
7. LEA has budgets that document appropriate set-asides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget		
8. LEA has third-party contracts or inter-district agreements with IUs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts or inter-district agreements that shows set asides for nonpublic schools		
9. LEA has Title I complaint procedures for nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedure and verification of distribution to nonpublic schools		

X. Comparability

Component X: Comparability						
The LEA complies with the comparability provisions of Title I.						
Sec. 1120A(c)						
<input 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 15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet <input type="checkbox"/> Support data housed at the LEA (individual school lists of per pupil expenditures) <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)		<div style="text-align: center;">District Comments</div> 5/30/2014 4:50:59 PM Federal Programs Coordinator Stacey Kreger PFPCS is exempt from comparability requirements because it does not have more than one building per grade span. The Comparability Assurances for the 2013-14 will be available at the site visit.

Title II A Program Review

This LEA participates in a Title IIA Consortium and Title IIA data will be supplied by the IU.

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Highly Qualified Teacher Report <input checked="" type="checkbox"/> Principal Attestation for all Title I schools (PDE Form 425) <input type="checkbox"/> HQT Individual Professional Development Plans prepared for each teacher who is not highly qualified		
2. LEA ensures equitable distribution of experienced and HQ teachers between and within the district's schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equity Plan <input type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable		

Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. The LEA conducts an assessment of local needs for professional development and hiring, student academic needs and the academic achievement gap 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 professional development needs assessment and collated results		<p style="text-align: center;">District Comments</p> <p>5/30/2014 4:53:59 PM Federal Programs Coordinator Stacey Kreger Needs assessment found in Act 48 plan and School Improvement Plan informs professional development, as does ongoing data analysis (including parent survey data)</p>
4. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, agenda, sign-in sheets		<p style="text-align: center;">District Comments</p> <p>5/30/2014 4:55:02 PM Federal Programs Coordinator Stacey Kreger Parents were on the strategic planning committees that developed the Act 48 Plan and the School Improvement Plan. Data from the 2012-13 parent survey also informs PD, as will the data collected from the yet-to-be administered 2013-14 parent survey.</p>
5. The LEA professional development activities are based on the needs assessment and designed to improve student academic achievement and eliminate the achievement gap that separates low-income and minority students from other students. <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 needs assessment and district Comprehensive Plan (if LEA has completed the Comprehensive Plan)		<p style="text-align: center;">District Comments</p> <p>5/30/2014 5:00:19 PM Federal Programs Coordinator Stacey Kreger There is no achievement gap at PFPCS between minority, low income, and other students. Our professional development, therefore, is concentrated on grade-level and individual student needs.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
6. 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"/> Meeting notices, agendas, attendance rosters		

Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. The LEA targets funds to schools that have the lowest portion of highly-qualified teachers; have the largest average class size; or are Priority or Focus schools. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters with HQ Teacher status <input type="checkbox"/> Class size data before and after class-size reduction teacher added <input type="checkbox"/> Focus/Priority school status <input type="checkbox"/> Consolidated application Selection of Schools ranking page. <input type="checkbox"/> Title II budget		<p style="text-align: center;">District Comments</p> <p>5/30/2014 5:02:44 PM Federal Programs Coordinator Stacey Kreger The LEA has only one school and, thus, all Title II funding is allocated to this school.</p>
8. 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"/> Class-size reduction teacher rosters <input type="checkbox"/> PIMS Highly-Qualified Teacher report		<p style="text-align: center;">District Comments</p> <p>5/30/2014 5:04:20 PM Federal Programs Coordinator Stacey Kreger Class size is not a problem at PFPCS. Class sizes and student/adult ratios are traditionally kept low and class size reduction has not been identified as a need.</p>

Component XI: Fiscal Requirements

This LEA participates in a Consortium and Fiscal data will be supplied by the Consortium lead.

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"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings.</p> <p><input type="checkbox"/> PDE follow-up review of findings.</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/30/2014 5:05:33 PM</p> <p>Federal Programs Coordinator Stacey Kreger</p> <p>The past two audits did not find any material weaknesses related to internal control over major programs.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/30/2014 5:05:33 PM</p> <p>Federal Programs Coordinator Stacey Kreger</p> <p>The past two audits did not find any material weaknesses related to internal control over major programs.</p>
District Comments									
<p>5/30/2014 5:05:33 PM</p> <p>Federal Programs Coordinator Stacey Kreger</p> <p>The past two audits did not find any material weaknesses related to internal control over major programs.</p>									
<p>B. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
C. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113 34 CFR Part 200 §200.77-§200.78	1. The LEA is only serving eligible schools that have been ranked from highest to lowest without regard to grade spans and all schools above 75% poverty are served	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Selection of Schools ranking grid		
	2. Allocations to each eligible school in the Consolidated Application ranking grid and the per pupil allocations match	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title I budget for each school		District Comments 5/30/2014 5:06:50 PM Federal Programs Coordinator Stacey Kreger Only one school in LEA, so ranking is not possible.
	3. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged		District Comments 5/30/2014 5:06:46 PM Federal Programs Coordinator Stacey Kreger PFPCS does not have a Pre-K in its LEA.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>D. Supplement / Supplant</p> <p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Title I A and D, Title II and Title III budgets</p> <p><input type="checkbox"/> LEA budget</p> <p><input type="checkbox"/> Statement of Expenditures for Title I A and D, Title II and Title III</p>		<p style="text-align: center;">District Comments</p> <p>5/30/2014 5:07:46 PM Federal Programs Coordinator Stacey Kreger PFPCS will provide the monitor a copy of the Title I and Title II documents that were provided to the independent auditor for 2012-13. This includes the FER, the original budget, and back-up documentation which shows that expenditure records match the original budget.</p>
	<p>2. For Schoolwide Programs - Expenditures verify that funds have not supplanted non-federal resources</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Statement of federal, state and local allocations for past two years</p> <p><input checked="" type="checkbox"/> Federal expenditures match SWP activities</p> <p><input checked="" type="checkbox"/> MOE letter</p>		
	<p>3. For Targeted Assistance Programs - Expenditures meet the statutory requirements and are supplemental in nature and do not supplant non-federal resources</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Building level Title I budgets and statement of allocations and expenditures for current year</p>		<p style="text-align: center;">District Comments</p> <p>5/30/2014 5:08:09 PM Federal Programs Coordinator Stacey Kreger PFPCS is a SWP, so this question does not apply.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased (\$1500 or more per unit) and Small and Attractive Items (\$300 - \$1499)	☑	☐	☐	☑ Inventory list of items purchased with Title I A and D, Title II and Title III				
	2. LEA has conducts a physical inventory of all items every two years	☑	☐	☐	☑ Documentation that physical inventory has been done within the last two years	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	1. LEA has reserved funds necessary to provide services comparable to those provided to students in Title I funded schools to homeless students in non-Title I schools, to neglected students in local institutions, and if appropriate, to neglected or delinquent students in community day schools and delinquent students in local institutions	☐	☐	☑	☐ Consolidated Application Reservation of Funds page ☐ Consolidated Application Title I budget ☐ Statement of expenditures for homeless, neglected or delinquent students	Pertains to: <ul style="list-style-type: none"> • Title IA & D 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 834 2003 886" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 886 2003 1130"> 5/30/2014 5:09:55 PM Federal Programs Coordinator Stacey Kreger As a charter school, this requirement does not apply to PFPCS. </td> </tr> </tbody> </table>	District Comments	5/30/2014 5:09:55 PM Federal Programs Coordinator Stacey Kreger As a charter school, this requirement does not apply to PFPCS.
	District Comments								
5/30/2014 5:09:55 PM Federal Programs Coordinator Stacey Kreger As a charter school, this requirement does not apply to PFPCS.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA has reserved an amount equal to 20% of its Title I allocation for Priority and/or Focus schools' interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input type="checkbox"/> Statement of expenditures for interventions		District Comments 5/30/2014 5:10:23 PM Federal Programs Coordinator Stacey Kreger This allocation was not required in 2013-14. We will set-aside 20% of our 2014-15 Title I allocation for Priority interventions.
	3. LEAs receiving more than \$500,000 in Title I funds have reserved 1% of the allocation for parent involvement and have distributed a minimum of 95% of those funds to the schools. Distribution of less than 95% requires parent approval	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation of at least 95% to schools <input type="checkbox"/> Title I budget <input type="checkbox"/> Statement of parent involvement expenditures by school <input type="checkbox"/> Invoices supporting parent involvement expenditures <input type="checkbox"/> Minutes of meetings showing parents agree to allow a portion of their school's parent involvement funding to remain with the LEA		District Comments 5/30/2014 5:10:46 PM Federal Programs Coordinator Stacey Kreger Title I allocation (exclusive of SIG) does not exceed \$500K
G. Obligating Funds	1. LEA began obligating funds on or after the programs' approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
I. Time Documentation	1. LEA maintains semi-annual certifications for all employees funded 100% from a single cost objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications				
	2. LEA maintains time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval				
J. Record Retention	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <thead> <tr> <th data-bbox="1566 688 2005 737">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 737 2005 1088"> 5/30/2014 5:11:45 PM Federal Programs Coordinator Stacey Kreger PFPCS has a schedule for record retention and destruction which explicitly states that documents relating to Federal Programs must be maintained for 7 years. </td> </tr> </tbody> </table>	District Comments	5/30/2014 5:11:45 PM Federal Programs Coordinator Stacey Kreger PFPCS has a schedule for record retention and destruction which explicitly states that documents relating to Federal Programs must be maintained for 7 years.
District Comments									
5/30/2014 5:11:45 PM Federal Programs Coordinator Stacey Kreger PFPCS has a schedule for record retention and destruction which explicitly states that documents relating to Federal Programs must be maintained for 7 years.									

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.education.state.pa.us

Bureau of Special Education
717-783-6913

FAX: 717-783-6139

June 20, 2011

Mr. Andre Williams
CEO
People for People CS
800 North. Broad Street
Philadelphia, Pa 19130

Dear Mr. Williams:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on May 11, 2010 have been corrected as of June 14, 2011 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific corrective action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "John J. Tommasini".

John J. Tommasini
Director



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
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Bureau of Special Education
717-783-6913

FAX: 717-783-6139

June 17, 2010

Mr. Andre' Williams
CEO
People for People CS
800 North. Broad Street
Philadelphia, Pa 19130

Dear Mr. Williams:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the People for People CS the week of May 11, 2010.

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

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

- Notification to the entity granting the charter of the failure of the charter school to comply with federal regulations.
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a district is unwilling to provide appropriate services

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

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

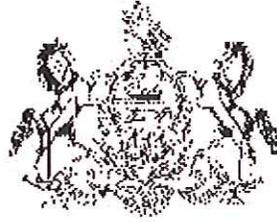
Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

John J. Tommasini
Director

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

CC: Chairperson
Jill Deitrich
SD Monitoring File



Executive Summary BSE Compliance Monitoring Review of the People for People CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau of Special Education (BSE) monitoring the week of May 11, 2010, the People for People CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

In reaching compliance determinations, the BSE monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

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

C. Overall Findings

1. FACILITATED SELF-ASSESSMENT (FSA)

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

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

IMPROVEMENT PLAN REQUIRED	Yes	No
Effective use of Dispute Resolution	0	1
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation due to Identification, Educational Environment, Suspension or Expulsion	0	1

2. FILE REVIEW (Student case studies)

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

The status of compliance of the People for People CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	81	6	73
Evaluation/Reevaluation: Process and Content	247	29	504
Individualized Education Program: Process and Content	422	21	357
Procedural Safeguards: Process and Content	106	10	4
TOTALS	856	66	938

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	190	7	28
Program Implementation: Special Ed Teacher Interviews	216	2	52
Program Implementation: Parent Interviews	146	22	79
TOTALS	552	31	159

4. STUDENT INTERVIEWS

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

5. CLASSROOM OBSERVATIONS

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

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	34	0	22

PART II CORRECTIVE ACTION PROCESS

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

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

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

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Single Point of Contact (SPOC) will generally select students at random and not focus solely on those students in the original sample. However in specific circumstances, e.g. students of secondary transition age, follow up of students in the original sample is required. Consequently, the charter school should approach corrective action on a systemic basis. If there has been a finding of noncompliance regarding the appropriateness or implementation of an individual student's program, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate, individual corrective action.

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

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

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

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

Charter School: People for People CS

Chief Executive Officer: Mr. Andre' Williams

Special Education Director/Coordinator: Ms. Jasmine Mazola

BSE Special Education Adviser: Walter Howard

Date of Report: June 20, 2011

Date Final Report Sent to LEA: June 17, 2010

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 18, 2010

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.	The LEA will develop as list of service providers from whom the parent can chose to conduct the Independent Evaluation. (The LEA has a policy in place, but it does not include a list of potential evaluators). The PDE Advisor will review the list in order to verify corrective action of this item.	06/17/2011 LEA	06/14/2011
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			
	N					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.	The LEA will offer a total of 4 parent training opportunities per year related to the special education process. Training will include but is not limited to: Child Find, Evaluation Reports, IEP's, Placement and Due Process, and Goals/Progress Reporting. The LEA will maintain agendas and sign in sheets of trainings provided. The PDE Avdisor will review the agenda's and sign in sheets as verification of this corrective action.	06/17/2011 LEA PATTAN-kop Philadelphia CS Office	06/14/2011
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 2 2 1 3 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 1 2 3 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. 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.			
	N					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.	The LEA will plan and conduct a series of personnel training related to special education. The trainings will include but is not limited to Child Find, Evaluation Reports, IEP's, Placement, Annual Goals and Progress reporting and, Transition. The LEA will maintain a copy of agendas and sign in sheets as verification of the same. Joint training sessions offered to parents and staff counts as same. The PDE Adviser will review the agendas and sign in sheets as verification of this corrective action.	06/17/2011 LEA PATTAN-kop Philadelphia CS Office	06/14/2011
						INTERVIEW RESULTS (General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	2	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
8	1	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?			
0	0	9				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	0	1				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.			
		X				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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
						CLASSROOM OBSERVATIONS			
6	0	0		2		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
7	0	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	0	7		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
3	0	5		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?			
4	0	4		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
5	0	3		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
8	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)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					6	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 1 0 0 0 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	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?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
7	0	2				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	0				GE 80. Is the student making progress within the general education curriculum?			
8	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
8	0	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
5	1	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	1	8			50%	FR 153. PTE-Consent Form is present in the student file			
0	1	9			100%	FR 154. Demographic data			
0	1	9			100%	FR 155. Reason(s) for referral for evaluation			
0	1	9			100%	FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Parent signature or documentation of reasonable efforts to obtain consent			
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			
7	1	2			13%	FR 195. Demographic data			
7	1	2			13%	FR 196. Reason for reevaluation			
7	1	2			13%	FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
2	0	8				FR 160. ER is present in the student file			
1	1	8			50%	FR 161. Evaluation was completed within timelines			
1	1	8			50%	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)			
2	0	8				FR 163. Demographic data			
1	1	8			50%	FR 164. Date report was provided to parent			
2	0	8				FR 165. Reason(s) for referral			
0	2	8			100%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
2	0	8				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 168. Teacher observations and observations by related service providers, when appropriate			
2	0	8				FR 169. Recommendations by teachers			
2	0	8				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	1	9			100%	FR 174. Lack of appropriate instruction in math			
0	1	9			100%	FR 175. Limited English proficiency			
2	0	8				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
0	2	8			100%	FR 178. Behavioral information	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action	06/17/2011 LEA	06/14/2011
1	0	9				FR 179. Conclusions			
2	0	8				FR 180. Disability Category			
2	0	8				FR 181. Recommendations for consideration by the IEP team			
2	0	8				FR 182. Evaluation Team Participants documented			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	1	9			100%	FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	1	9			100%	FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	1	9			100%	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			
7	1	2			13%	FR 208. Reevaluation was completed within timelines			
6	1	3			14%	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			
6	1	3			14%	FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
6	1	3			14%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
3	0	7				FR 218. Lack of appropriate instruction in reading			
3	0	7				FR 219. Lack of appropriate instruction in math			
3	0	7				FR 220. Limited English proficiency			
5	2	3			29%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action	06/17/2011 LEA	06/14/2011
1	2	7			67%	FR 222. Reasons additional data are not needed are included	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
6	0	4				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	1	3			14%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	1	5			20%	FR 228. Interpretation of additional data			
6	0	4				FR 229. Documentation that the student does not achieve adequately for age, etc.			
6	0	4				FR 230. Indication of process(es) used to determine eligibility			
5	0	5				FR 231. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 232. Educationally relevant medical findings, if any			
3	0	7				FR 233. Effects of the student's environment, culture, or economic background			
5	1	4			17%	FR 234. Data demonstrating that regular education instruction was delivered by personnel, including the ESL program, if applicable			
5	1	4			17%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
5	1	4			17%	FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
4	1	5			20%	FR 238. Statement for all 6 items			
7	1	2			13%	FR 239. Documentation of Evaluation Team Participants			
7	0	3				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	1	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	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?			
3	0	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	1	7	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	1	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	1	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
9	1	0			10%	FR 241. Invitation is present in the student file			
8	0	2				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)			
8	1	1			11%	FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
1	0	9				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	0	10				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			
1	0	9				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				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)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	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			
10	0	0				FR 258. IEP was completed within timelines			
9	1	0			10%	FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	2	7			67%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action	06/17/2011 LEA	06/14/2011
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
4	0	6				FR 264. Student			
9	0	1				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
1	0	9				FR 270. Community Agency Representative			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 271. Teacher of the Gifted			
0	1	9			100%	FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						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			
2	0	8				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
7	0	3				FR 282. Student's present levels of functional performance			
3	0	7				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
2	1	7			33%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
9	0	1				FR 286. Strengths			
9	0	1				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
1	0	9				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
1	0	9				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
1	0	9				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
1	0	9				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
1	0	9				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
1	0	9				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
1	0	9				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
1	0	9				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
9	0	1				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
6	0	4				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)			
8	1	1			11%	FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents			
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals			
4	1	5			20%	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			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
1	0	9				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
3	0	7				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
2	2	6			50%	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	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
7	0	3				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			
6	0	4				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			
1	0	9				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	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
5	1	4			17%	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			
4	2	4			33%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
EDUCATIONAL PLACEMENT (File Reviews)									

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will review the PDE annotated formats for examples to ensure the proper completion of this section. The PDE adviser will return and select a random sample of student records to verify the corrective action.	06/17/2011 LEA	06/14/2011
9	1	0			10%	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)			
9	1	0			10%	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)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
4	3	1	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	4	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	3	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
4	2	2	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?			
0	1	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
7	2	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	0	6				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	6				GE 76. Were those recommendations considered by the IEP team?			
9	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?			
9	0	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	0	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	0	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 (cue: vs. for example lack of staff, lack of funds, lack of availability of services)?			
9	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
6	0	3				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?			
1	0	8				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	1				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 child'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 child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
9	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	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?			
7	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	3				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	1	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
5	0	4				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
8	1	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)			
3	1	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	2	0	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?			
7	1	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	1	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	7	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	4	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?			
9	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
2	0	7				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?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
0	0	8	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
						P 59. I am satisfied with the transition services developed for my child.			
					0 1 0 0 0 7	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
0	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
2	0	7				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
7	1	2			13%	FR 332. An explanation of why the LEA proposed or refused to take the action			
4	6	0			60%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will describe in detail (not just list the option chosen) why the IEP team chose the current placement option for the student. The PDE Advisor will select a random sample of student files in order to verify corrective action.	06/17/2011 LEA	06/14/2011
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
6	2	2			25%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will describe in detail other factors which lead to the team's program/placement decision for the student. The "how" and "why" of the decision is to be outlined by the LEA. The PDE Advisor will return and select a random sample of student files in order to verify corrective action of this item.	06/17/2011 LEA	06/14/2011
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			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	1	0			10%	FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
1	0	6	1			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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					7 1 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 4 2	P 66. Tell me anything you really like about your child's special education program. d. staff's knowledge, training g. staff open to suggestions, good communication k. staff's understanding and attitude n. other Took time to do testing to find out what she really needs. It's ok.			
		0	0		8	P 67. Tell me anything you would like to change about the program. n. other Nothing Wish they were more hands on. Spent extra time with her. They should challenge her more. They need to have more discipline in the classrooms. Nothing I wish it went through high school. Nothing Nothing Needs more services - reading. Nothing			
		0	0		2 1 5	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 69. Additional comments about your child's program. They've been good to me. I've noticed a marked difference in my son. I'm very confident in his education. He's done excellent there. He's made incredible progress. Really likes the school. There should be more special ed teachers in case there is a personality conflict between the student & the teacher. I love the school.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			
0	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					0 0 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?			
						S 130. What do you like least about the program?			
					0 0 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?			
						S 133. What do you like least about the special education supports/services?			
						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	Too Much			
					0	Enough			
					0	A Little			
					0	Not Enough			
					0	Don't Know			
0	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
0	0		0			S 138. Were you invited to participate in the last IEP meeting?			
						Other			
0	0		0			S 139. Did you participate in the last IEP meeting?			
						Other			
0	0		0			S 140. Do you have a post secondary transition program?			
						Other			
0	0		0			S 141. Do you have an employment transition program?			
						Other			
0	0		0			S 142. Do you have a community living transition program?			
						Other			
0	0		0			S 143. Did you assist in the development of the transition program?			
						Other			
0	0		0			S 144. Is that transition plan being followed?			
						Other			
0	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?			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services?			
						Other			
						S 148. Comments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			
						The LEA will continue to provide and document parent training opportunities related to special education programs and services.	The LEA will maintain agenda's and sign in sheet of parent trainings related to special education programs and services. The PDE Adviser will review the same as verification of this improvement plan.	12/31/2012 LEA PaTTAN Philadelphia IU	