

Pennsylvania Distance Learning CS

**Charter Annual Report**

07/01/2013 - 06/30/2014

# School Profile

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## Demographics

2100 Corporate Drive  
Suite 500  
Wexford, PA 15090  
(724)933-7300

Phase:

Phase 2

CEO Name:

Patricia Rossetti

CEO E-mail address:

[patricia.rossetti@padistance.org](mailto:patricia.rossetti@padistance.org)

# Governance and Staff

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## *Leadership Changes*

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

Chief Executive Officer: James Hoover retired on June 30, 2014; he was replaced by Patricia Rossetti effective July 1, 2013

Principal: Patricia Rossetti was replaced by Edward Mandell effective August 12, 2013

Director of Special Education: Sielke Caparelli took a job in another district effective June 27, 2013; she was replaced by Jamie Desrochers effective July 24, 2013

There were no changes to the Board of Trustees during the 2013-14 school year.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
2100 Corporate Drive, Suite 500, Wexford, PA 15090	9/16/2013 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	12/9/2013 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	3/3/2014 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	5/12/2014 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	6/24/2014 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	9/11/2014 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	12/1/2014 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	3/2/2015 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	5/18/2015 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	6/22/2015 4:00 PM

## *Professional Staff Member Roster*

*There are no professional staff members.*

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

*XLSX file uploaded.*

## *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Academic Officer/Director	1.00	1.00				1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	18.00	18.00				18.00
Specialty Teacher (including Master Teachers)	4.00	4.00				4.00
Special Education Teacher (including Master Teachers)	5.00	5.00				5.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	1.00				1.00
Psychologist						
School Nurse	1.00	1.00				1.00
<b>Totals</b>	<b>32.00</b>	<b>32.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32.00</b>

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

The school did not conduct fundraising activities in the 2013-14 school year. There are no plans for major fundraising activities in the 2014-15 school year.

## *Fiscal Solvency Policies*

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

The Board of Trustees approved a Fund Balance Policy at the June 24, 2014 Board of Trustees Meeting.

### **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:**

- Fund Balance Policy 06242014.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

The school contracts with Charter Choices, Inc. to provide business services to the school including accounts payable, receivable, and financial reporting.

## *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:	Malin, Begquist & LLP Company
Date of Last Audit:	12/31/2013
Fiscal Year Last Audited:	2012-13

### 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:

*This narrative is empty.*

### 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: 04/24/2013  
 School Year Reviewed: 2012-13

### 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

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### Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
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# Special Education

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## *Chapter 711 Assurances*

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

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

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

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

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

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

## **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Director of Special Education	Pennsylvania Distance Learning Charter School	1

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
Behavior Therapy	30 Hours	Outside Contractor	13
Counseling	1 Hours	Outside Contractor	10 or fewer
Occupational Therapy	11 Hours	Outside Contractor	10 or fewer

Orientation and Mobility	2 Hours	Outside Contractor	10 or fewer
Physical Therapy	3 Hours	Outside Contractor	10 or fewer
Psychological Services	5 Hours	Outside Contractor	63
Speech and Language	28 Hours	Outside Contractor	34
Tutoring	3 Hours	Outside Contractor	10 or fewer
Vision Services	1 Hours	Outside Contractor	10 or fewer

### *Special Education Cyclical Monitoring*

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

01/09/2012  
Not Provided

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

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

# Facilities

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

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

Fixed Assets purchased in 2013-14 was \$139,910.51.  
 \$5,040 Furniture (Categorized under Operation),  
 \$115,019.18 Student Computers (Categorized under Instruction),  
 and \$19,851.33 Technology (Categorized under Administration)

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

*\$139,910.00*

## *Facility Plans and Other Capital Needs*

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

The school does not have any plans for future facility development at this time.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Allegheny County Intermediate Unit #3	English Language Learner testing and ESL classes
Franklin Park Police Department	Safe Schools Agreement

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

SECTION: FISCAL MANAGEMENT

TITLE: FUND BALANCE POLICY

ADOPTED: JUNE 24, 2014

REVISED:

<p><b>Purpose</b></p>	<p><b>WHEREAS</b>, the Governmental Accounting Standards Board ("GASB") has adopted Statement 54 ("GASB 54"), a new standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010, and</p> <p><b>WHEREAS</b>, PA Distance Learning Charter School (PA Distance) elected to implement GASB 54 requirements, and to apply such requirements to its financial statements beginning with the July 1, 2010 - June 30, 2011 fiscal year;</p>
<p><b>Detailed Policy Statement</b></p>	<p>Fund balance measures the net financial resources available to finance expenditures of future periods.</p> <p>PA Distance's Unassigned General Fund Balance will be maintained to provide the School with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.</p> <p>Fund Balance of the School may be committed for a specific source by formal action of the PA DISTANCE Board of Trustees. Amendments or modifications of the committed fund balance must also be approved by formal action of the PA DISTANCE Board of Trustees. The Board resolution(s) must be approved on or before June 30 for the fiscal year to which it applies. The resolution must state the purpose for which the funds are being committed, but does not have to specify the amount. The amount can be determined after the audit is finished but prior to the financial statements being finalized.</p>

CERTIFICATION VERIFICATION FORM  
PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Adams, Jena	Yes	K-6 Elementary Education N-12 Special Education	K-6	Special Ed, Resource	40	100%	0%
2	Al-Amoudi, Nicole	Yes	7-12 Social Studies ESL Coordinator	7 and 9-12	Middle Level Social Studies, 7-9	10	25%	0%
	Al-Amoudi, Nicole	Yes	7-12 Social Studies ESL Coordinator	7 and 9-12	Government, 10-12	16	40%	0%
	Al-Amoudi, Nicole	Yes	7-12 Social Studies ESL Coordinator	7 and 9-12	History, 10-12	10	25%	0%
	Al-Amoudi, Nicole	Yes	7-12 Social Studies ESL Coordinator	7 and 9-12	Psychology, Social or Behavioral Science	4	10%	0%
3	Ames, Eleanor	Yes	K-6 Elementary Education N-12 Special Education	3	Elementary, Primary Grade 3	40	100%	0%
4	Azzaro, Susannah	Yes	K-12 Bus/Computer-Info. Technology K-12 English	9-12	Business Education, Secondary	14	35%	0%
	Azzaro, Susannah	Yes	K-12 Bus/Computer-Info. Technology K-12 English	9-12	English/Communication, 10-12	6	15%	0%
	Azzaro, Susannah	Yes	K-12 Bus/Computer-Info. Technology K-12 English	9-12	Technology Education, Secondary, 7-12	20	50%	0%
5	Bartko, Emily	Yes	K-6 Elementary Education N-12 Special Education	K and 2	Kindergarten, age 5 (K5)	16	40%	0%
	Bartko, Emily	Yes	K-6 Elementary Education N-12 Special Education	K and 2	Elementary, Primary Grade 2	24	60%	0%
6	Berger, Angela	Yes	K-12 Spanish 7-12 English K-12 French	8-12	Spanish, 7-12	40	100%	0%
7	Blasiak, Jennifer	Yes	K-6 Elementary Education N-12 Special Education	7-12	Special Ed, Resource	40	100%	0%
8	Brennen, Coleen	Yes	7-12 Biology 7-12 General Science K-12 Family Consumer Science	8-12	Family/Consumer Sciences, Secondary, 7-12	4	10%	0%
	Brennen, Coleen	Yes	7-12 Biology 7-12 General Science K-12 Family Consumer Science	8-12	Anatomy/Physiology	4	10%	0%
	Brennen, Coleen	Yes	7-12 Biology 7-12 General Science K-12 Family Consumer Science	8-12	Biology	32	80%	0%
9	Burke, Victoria	Yes	K-12 Inst Technology 7-12 Social Studies 7-12 Citizenship 7-9 Mid-Level English	9-12	Geography, 10-12	24	60%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
	Burke, Victoria	Yes	K-12 Inst Technology 7-12 Social Studies 7-12 Citizenship 7-9 Mid-Level English	9-12	History, 10-12	12	30%	0%
	Burke, Victoria	Yes	K-12 Inst Technology 7-12 Social Studies 7-12 Citizenship 7-9 Mid-Level English	9-12	Sociology, 10-12	4	10%	0%
10	Chambers, Jamie	Yes	K-6 Elementary Education	1 and 4	Elementary, Primary Grade 1	26	65%	0%
	Chambers, Jamie	Yes	K-6 Elementary Education	1 and 4	Elementary, Primary Grade 4	14	35%	0%
11	Clutter, Karen	Yes	K-12 Health N-12 Special Education	7-12	Special Ed, Resource	40	100%	0%
12	Colbert, Tracey	Yes	7-12 Chemistry 7-12 General Science K-12 Business/Technology 7-9 Mathematics 7-9 Social Studies 7-12 Physics	8-12	Business Education, Secondary	4	10%	0%
	Colbert, Tracey	Yes	7-12 Chemistry 7-12 General Science K-12 Business/Technology 7-9 Mathematics 7-9 Social Studies 7-12 Physics	8-12	Middle Level Science, 7-9	16	45%	0%
	Colbert, Tracey	Yes	7-12 Chemistry 7-12 General Science K-12 Business/Technology 7-9 Mathematics 7-9 Social Studies 7-12 Physics	8-12	Earth and Space Science, Intermediate	8	20%	0%
	Colbert, Tracey	Yes	7-12 Chemistry 7-12 General Science K-12 Business/Technology 7-9 Mathematics 7-9 Social Studies 7-12 Physics	8-12	General Science, Intermediate, 10-12	8	20%	0%
	Colbert, Tracey	Yes	7-12 Chemistry 7-12 General Science K-12 Business/Technology 7-9 Mathematics 7-9 Social Studies 7-12 Physics	8-12	Physics, 10-12	2	5%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
13	Contos, Tanya	Yes	K-6 Elementary 7-9 English 7-9 Social Studies	6 and 8	Elementary, Intermediate Grades 6	30	75%	0%
	Contos, Tanya	Yes	K-6 Elementary 7-9 English 7-9 Social Studies	6 and 8	Middle Level Social Studies, 8	10	25%	0%
14	Crooks, Kelly	Yes	7-12 English K-12 Supervisor Curriculum & Instruction	8-12	Middle Level English, 7-9	10	25%	0%
	Crooks, Kelly	Yes	7-12 English K-12 Supervisor Curriculum & Instruction	8-12	English/Communication, 10-12	30	75%	0%
15	Currin, Crystal	Yes	7-12 Mathematics	8-12	Geometry	18	45%	0%
	Currin, Crystal	Yes	7-12 Mathematics	8-12	Algebra	22	55%	0%
16	Desrochers, Jamie	Yes	K-6 Elementary K-12 Mental/Physical Handicapped K-12 Technology Education K-12 Supervisor Special Education	K-12	Supervisor, Special Education	40	100%	0%
17	Donahue, Tamara	Yes	K-6 Elementary N-12 Special Education	K-12	Special Ed, Resource	40	100%	0%
18	Freiters, Kelly	Yes	K-6 Elementary N-12 Special Education	K-4	Special Ed, Resource	40	100%	0%
19	Heiles, Katherine	Yes	7-12 English	7 and 9-12	English/Communication, 10-12	20	50%	0%
	Heiles, Katherine	Yes	7-12 English	7 and 9-12	Middle Level English, 7-9	20	50%	0%
20	Kocuba, Nicholas	Yes	7-12 Mathematics K-12 Educational Technology	8-12	Middle Level Mathematics, 7-9	12	30%	0%
	Kocuba, Nicholas	Yes	7-12 Mathematics K-12 Educational Technology	8-12	Driver Education	12	30%	0%
	Kocuba, Nicholas	Yes	7-12 Mathematics K-12 Educational Technology	8-12	Mathematics, 10-12	16	40%	0%
21	Korber, Jeffrey	Yes	7-12 Mathematics	7 and 9-12	Mathematics, 10-12	20	50%	0%
	Korber, Jeffrey	Yes	7-12 Mathematics	7 and 9-12	Middle Level Mathematics, 7-9	20	50%	0%
22	Mandell, Edward	Yes	Elementary School Counselor Elementary Principal Superintendent	K-12	Principal, K12 or Middle School	40	100%	0%
23	McNeil, Laura	Yes	School Nurse	K-12	School Nurse, K-12	40	100%	0%
24	Miller, Megan	Yes	K-6 Elementary 7-12 English 7-12 Social Studies	4 and 11-12	Elementary, Intermediate Grade 4	12	30%	0%
	Miller, Megan	Yes	K-6 Elementary 7-12 English 7-12 Social Studies	4 and 11-12	English/Communication, 10-12	28	70%	0%
25	Naugle, Crystal	Yes	K-6 Elementary N-12 Special Education	3-6	Title I/Remedial Math, Elementary, 3-6	40	100%	0%
26	Rauenzahn, Mandy	Yes	Secondary School Counselor	7-12	Secondary School Counselor	20	100%	0%
27	Sander, Ashley	Yes	7-12 English	9-12	Middle Level English, 7-9	34	85%	0%
	Sander, Ashley	Yes	7-12 English	9-12	English/Communication, 10-12	6	15%	0%
28	Stiteler, Scott	Yes	K-12 Health and Physical Education	1-12	Health and Physical Education, Elementary, PreK-6	20	50%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
	Stiteler, Scott	Yes	K-12 Health and Physical Education	1-12	Health and Physical Education, Secondary, 7-12	10	25%	0%
	Stiteler, Scott	Yes	K-12 Health and Physical Education	1-12	Health	2	5%	0%
	Stiteler, Scott	Yes	K-12 Health and Physical Education	1-12	Physical Education	8	20%	0%
29	Tamburro, Sara	Yes	K-12 Music	2, 4, 6, and 9-12	Music, Elementary, PreK-6	26	65%	0%
	Tamburro, Sara	Yes	K-12 Music	2, 4, 6, and 9-12	Music, Secondary, 7-12	14	35%	0%
30	Warofka, Kerry	Yes	7-12 General Science 7-12 Chemistry 7-9 Mathematics	7 and 9-12	Middle Level Science, 7-9	16	40%	0%
	Warofka, Kerry	Yes	7-12 General Science 7-12 Chemistry 7-9 Mathematics	7 and 9-12	Chemistry	20	50%	0%
	Warofka, Kerry	Yes	7-12 General Science 7-12 Chemistry 7-9 Mathematics	7 and 9-12	Physical Science, Intermediate, 10-12	4	10%	0%
31	Watts, Brigitt	Yes	K-12 Art Education K12- Business/Technology	3, 5, 7, and 9-12	Art, Elementary (PreK-6)	16	40%	0%
	Watts, Brigitt	Yes	K-12 Art Education K12- Business/Technology	3, 5, 7, and 9-12	Art, Secondary (7-12)	24	60%	0%
32								
33								
34								
35								
36								
37								
38								
39								

Total Number of Administrators (do not include CEO): 2  
Total Number of Teachers: 27 Counselors: 1 School Nurses: 1 Others \_\_\_\_\_  
Total Number of Professional Staff: 31

	In circumstances where an expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance, and lastly, unassigned fund balance.
<b>Scope</b>	PA DISTANCE's financial goal is to have a sufficient balance in the operating fund with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The School shall strive to maintain an unassigned general fund balance of not less than five percent (5%) and not greater than ten percent (10%) of total operating expenditures.
<b>Policy Authority</b>	When it is appropriate for fund balance to be assigned, the Board delegates authority to the School's Chief Executive Officer in consultation with the Business Manager.
<b>Definitions</b>	<p>For the purpose of this policy, the terms set forth below shall have the following meanings:</p> <p>"Fund Balance" – shall mean the difference between assets and liabilities in each fund. Fund balance includes such items as money due, but not received by the school including, for example, delayed subsidy payments from the State.</p> <p>GASB Statement 54 classifies fund balances based on the relative strength of the constraints that control the purposes for which specific amounts can be spent.</p> <p>"Non-spendable" - amounts that cannot be spent because they are in a non-spendable form (e.g., inventory) or legally or contractually required to be maintained intact (e.g., principal of a permanent fund).</p> <p>"Restricted" - amounts limited by external parties, or legislation (e.g., grants or donations).</p> <p>"Committed" - amounts limited by Board policy (e.g., future anticipated costs).</p> <p>"Assigned" - amounts that are intended for a particular purpose, such as a rate stabilization fund or segregation of an amount intended to be used at some time in the future.</p>

	Unassigned - amounts available for consumption or not restricted in any manner.
<b>References</b>	Ethics Standards And Financial Disclosure – 65 P.S. Sec. 1101 et seq. Governmental Accounting Standards Board, Statement No. 54

**Pennsylvania Distance Learning**

**Charter School**

*Financial Statements*

**June 30, 2013**

**Pennsylvania Distance Learning Charter School**  
**Financial Statements**  
**June 30, 2013**  
**Table of Contents**

	<u>Page</u>
Independent Auditors' Report	1 and 2
Management's Discussion and Analysis	3 - 10
Statement of Net Position	11
Statement of Activities	12
Balance Sheet – Governmental Funds	13
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds	14
Statement of Revenues, Expenditures and Changes in Fund Balances, Budget and Actual – General Fund	15
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	16
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	17
Notes to Financial Statements	18 - 25
Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	26 and 27



# Malin, Bergquist & Company, LLP

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## Independent Auditor's Report

To the Board of Trustees  
Pennsylvania Distance Learning Charter School

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

We have audited the accompanying financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

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

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

#### *Auditor's Responsibility*

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

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

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



***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of June 30, 2013, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 through 10 and page 15 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2013, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
December 17, 2013

## Management's Discussion and Analysis

As management of the Pennsylvania Distance Learning Charter School (the "School"), a charter school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of the Pennsylvania Distance Learning Charter School for the fiscal year ended June 30, 2013. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the basic financial statements and the notes to the financial statements to enhance their understanding of the School's financial performance.

The Management's Discussion and Analysis ("MD&A") is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* issued in June 1999, and Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* issued in June 2011. Certain comparative information between the current year and the prior year is required to be presented in the MD&A.

### Financial Highlights

- In total, net assets increased \$289,577, which represents a 41 percent increase compared to 2012. This increase was primarily related to an increase in the investment in capital assets.
- Total assets decreased \$635,134, which represents a 37 percent decrease from 2012. This decrease is primarily due to the utilization of cash for the payment of the prior year management fees payable.
- Total liabilities decreased \$924,711, which represents a 90 percent decrease from 2012. The decrease in liabilities is a direct result of the decrease in management fees payable at year end.

### Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements comprise three components:

1) Government-Wide Financial Statements, 2) Fund Financial Statements, and 3) Notes to the Financial Statements.

### 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 private-sector business.

### **Government-Wide Financial Statements (Continued)**

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

The Statement of Activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (e.g., items purchased but not yet paid for).

The School's governmental activities include Instruction and Support Services.

The Government-Wide Financial Statements can be found on pages 11-12 of this report.

### **Fund Financial Statements**

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the School's funds for the current year are governmental funds.

#### *Governmental Funds*

Governmental fund financial statements focus on near-term inflows and outflows of spendable resources and the balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

The School maintains only a General Fund, which is considered a major fund. Information is presented in the Governmental Funds Balance Sheet and the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances.

The School prepares a General Fund budget. Statements have been provided that compare actual results to this budget.

**Government-Wide Financial Analysis**

The Statement of Net Position and the Statement of Activities answer the question of how the School performed financially during the fiscal year ended June 30, 2013. As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$999,022 at the close of its fiscal year.

**Statement of Net Position**

The Statement of Net Position includes all assets and liabilities, both financial and capital, and short-term and long-term, using the accrual basis of accounting and economic resources focus, which is similar to the accounting used by most private-sector companies. This basis of accounting takes into account all revenues and expenses during the year, regardless of when the cash is received or paid.

Table 1 provides a summary of the School's Net Position for fiscal years 2013 and 2012:

(Table 1)  
**Summary Statement of Net Position**

	<u>2013</u>	<u>2012</u>
Current Assets	\$ 772,943	\$ 1,736,045
Noncurrent Assets	<u>327,968</u>	<u>-</u>
Total Assets	<u>\$ 1,100,911</u>	<u>\$ 1,736,045</u>
Current Liabilities	<u>\$ 101,889</u>	<u>\$ 1,026,600</u>
Net Investment in Capital Assets	\$ 317,862	\$ -
Unrestricted Net Assets	<u>681,160</u>	<u>709,445</u>
Total Net Position	<u>\$ 999,022</u>	<u>\$ 709,445</u>

Total assets decreased by \$635,134. This decrease was due to a decrease in the School's cash balances, along with a decrease in the School's district receivables outstanding at June 30, 2013. Liabilities decreased by \$924,711. This decrease is due to a decrease in management fees payable.

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

**Capital Assets**

At the end of fiscal year 2013, the School had \$317,862 in net capital assets, which represented an increase of \$317,862 from 2012. Table 2 shows the respective balance for fiscal year 2012.

(Table 2)  
**Capital Assets (Net of Depreciation)**

	<u>2013</u>	<u>2012</u>
Capital Assets, net	<u>\$ 317,862</u>	<u>\$ -</u>

For more information on capital assets, see Note 1 in the Notes to the Basic Financial Statements.

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

**Statement of Activities**

(Table 3)  
**Change in Net Position**

	<u>2013</u>	<u>2012</u>
General Revenues:		
District Funding	\$ 3,760,782	\$ 3,363,082
Federal Non-Operating Grants	339,503	171,709
State Reimbursement	106,397	61,864
Other	1,106	242
	<u>4,207,788</u>	<u>3,596,897</u>
Total Revenues		
Expenses:		
Instruction	2,193,715	2,163,683
Support Services	1,560,762	1,410,286
Non Instructional	8,363	-
Depreciation	151,310	-
Interest on Debt	4,061	-
	<u>3,918,211</u>	<u>3,573,969</u>
Total Expenses		
Change in Net Position	<u>\$ 289,577</u>	<u>\$ 22,928</u>

Table 3 shows the changes in net position for the fiscal years ending June 30, 2013 and 2012, as well as a listing of revenues and expenses.

The reason for the increase in overall revenues in 2013 was primarily due to an increase in enrollment from 2012. The School's expenses increased primarily as a result of purchasing capital assets.

Pennsylvania Distance Learning Charter School  
 Management's Discussion and Analysis

**Statement of Revenues, Expenditures, and Changes in Fund Balances, Budget and Actual – General Fund**

(Table 4)  
**Change in Net Position, Budget and Actual**

	<u>Budget</u>	<u>Actual</u>
General Revenues:		
District Funding	\$ 3,502,500	\$ 3,760,782
Federal Non-Operating Grants	144,900	339,503
State Reimbursement	-	106,397
Other	-	1,106
	<u>3,647,400</u>	<u>4,207,788</u>
Total Revenues		
Expenses:		
Instruction	2,038,666	2,193,715
Support Services	1,046,138	1,560,762
Non Instructional	-	8,363
Capital Expenditures	249,244	151,310
Interest on Debt	-	4,061
	<u>3,334,048</u>	<u>3,918,211</u>
Total Expenses		
Change in Net Position	<u>\$ 313,352</u>	<u>\$ 289,577</u>

The positive budget variance in revenues during 2013 was a result of slightly higher student enrollment during the fiscal year. The School's expenses also saw an increase, primarily as a result of purchasing capital assets.

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

**Financial Analysis of the School's Funds**

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

*General Fund*

In particular, unassigned fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the School's general fund reported an ending Unassigned Fund Balance of \$681,160. This represents approximately 16% of the total year's funding, which will be available to the School in subsequent years.

**Long Term Debt**

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

**Current Financial Issues**

I. District Funding Receivable and Management Company Support

In Pennsylvania, "cyber" charters (charter schools that provide distance learning education) are funded on the number of students enrolled in the School through payments received from the resident school district of the enrollee. Monies are paid by the resident school district based on an invoice that is issued by the School. The invoices are calculated differently for each student based on a combination of student entry date, published "tuition" rate for a particular District, and the number of billing periods remaining in the year.

The School billed 210 various Districts in fiscal year 2013. By year end, the School had collected 93% of its billed revenues, as opposed to an 81% collection rate in fiscal year 2012.

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

**Current Financial Issues (Continued)**

II. Enrollment

For the school year ended June 30, 2013, the School enrolled 410 students, generating \$3.7 million in billed revenues. In the coming year, enrollment is expected to increase to 450 students.

III. Miscellaneous Statistics

The following represents some miscellaneous financial statistics of the School during the 2013 fiscal year:

Number of Districts billed: 210

Number of Students served: 410

(Regular Education Funding)

Lowest District Funding Amount: \$6,406

Highest District Funding Amount: \$16,390

Average District Funding Amount: \$9,245

(Special Education Funding)

Lowest District Funding Amount: \$12,152

Highest District Funding Amount: \$41,595

Average District Funding Amount: \$18,951

**Requests for Information**

This financial report is designed to provide a general overview of the Pennsylvania Distance Learning Charter School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Fiscal Officer c/o Pennsylvania Distance Learning Charter School, 2100 Corporate Drive, Suite #500, Wexford, PA 15090.

**Pennsylvania Distance Learning Charter School**  
**Statement of Net Position**  
**As of June 30, 2013**

	<b>Governmental Activities</b>
<b><u>Assets</u></b>	
<b><u>Current Assets</u></b>	
Cash and Cash Equivalents	289,082
District Funding Receivable	288,220
Grants Funding Receivable	142,144
Prepaid Expenses	50,497
Other Receivables	3,000
<b>Total Current Assets</b>	<b>772,943</b>
<b><u>Noncurrent Assets</u></b>	
Capital Assets (net of depreciation)	317,862
Security Deposits	10,106
<b>Total Assets</b>	<b>\$ 1,100,911</b>
<b><u>Liabilities</u></b>	
<b><u>Current Liabilities</u></b>	
Accounts Payable	\$ 31,265
Accrued Expenses	70,624
<b>Total Current Liabilities</b>	<b>101,889</b>
<b><u>Net Position</u></b>	
Net Investment in Capital Assets	317,862
Unrestricted Net Assets	681,160
<b>Total Net Position</b>	<b>999,022</b>
<b>Total Liabilities and Net Position</b>	<b>\$ 1,100,911</b>

*The accompanying notes are an integral  
part of these financial statements.*

**Pennsylvania Distance Learning Charter School**  
**Statement of Activities**  
**For the Year Ended June 30, 2013**

<u>Functions/ Programs</u>	<u>Program Revenues</u>				<b>Net (Expense) Revenue and Change in Net Assets</b>
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	
<b>Governmental Activities:</b>					
Instruction	\$ 2,193,715	\$ -	\$ -	\$ -	\$ (2,193,715)
Support Services	1,560,762	-	-	-	(1,560,762)
Non-instructional	8,363	-	-	-	(8,363)
Depreciation	151,310				(151,310)
Interest on Debt	4,061	-	-	-	(4,061)
<b>Total Governmental Activities</b>	<b>\$ 3,918,211</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>(3,918,211)</b>

General Revenues:

District funding	3,760,782
Federal entitlement grants	339,503
State reimbursements	106,397
Other	1,106
<b>Total General Revenues</b>	<b>4,207,788</b>
Change in Net Position	289,577
<b>Net Position, Beginning</b>	<b>709,445</b>
<b>Net Position, Ending</b>	<b>\$ 999,022</b>

*The accompanying notes are an integral  
part of these financial statements.*

**Pennsylvania Distance Learning Charter School  
Balance Sheet - Governmental Funds  
As of June 30, 2013**

	<b>General</b>
<b><u>Assets</u></b>	
Cash and Cash Equivalents	\$ 289,082
District Funding Receivable	288,220
Grants Funding Receivable	142,144
Prepaid Expenses	50,497
Security Deposits	10,106
Other Receivables	3,000
<b>Total Assets</b>	<b>\$ 783,049</b>
 <b><u>Liabilities</u></b>	
Accounts Payable	\$ 31,265
Accrued Expenses	70,624
<b>Total Liabilities</b>	<b>101,889</b>
 <b><u>Fund Balance</u></b>	
Unassigned	681,160
<b>Total Fund Balance</b>	<b>681,160</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 783,049</b>

*The accompanying notes are an integral  
part of these financial statements.*

**Pennsylvania Distance Learning Charter School**  
**Statement of Revenues, Expenditures and Changes in Fund Balances**  
**Governmental Funds**  
**For the Year Ended June 30, 2013**

	<b>General</b>
<b>Revenues</b>	
Local revenues	\$ 3,761,888
State revenues	106,397
Federal revenues	339,503
	4,207,788
<b>Total Revenues</b>	<b>4,207,788</b>
<b>Expenditures</b>	
Instruction	2,193,715
Support Services	1,560,762
Non-Instructional	8,363
Capital Expenses	469,172
Interest on Debt	4,061
	4,236,073
<b>Total Expenditures</b>	<b>4,236,073</b>
<b>Net Change in Fund Balance</b>	<b>(28,285)</b>
<b>Fund Balance--July 1, 2012</b>	<b>709,445</b>
<b>Fund Balance--June 30, 2013</b>	<b>\$ 681,160</b>

*The accompanying notes are an integral  
part of these financial statements.*

**Pennsylvania Distance Learning Charter School**  
**Statement of Revenues, Expenditures and Changes in Fund Balances, Budget and Actual - General Fund**  
**For the Year Ended June 30, 2013**

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Local Revenues	\$ 3,502,500	\$ 3,502,500	\$ 3,761,888	\$ 259,388
State Revenues	-	-	106,397	106,397
Federal Revenues	144,900	144,900	339,503	194,603
<b>Total Revenues</b>	<u>3,647,400</u>	<u>3,647,400</u>	<u>4,207,788</u>	<u>560,388</u>
<b>Expenditures</b>				
Instruction	2,038,666	2,038,666	2,193,715	(155,049)
Support Services	1,046,138	1,046,138	1,560,762	(514,624)
Non-Instructional	-	-	8,363	(8,363)
Capital Expenses	249,244	249,244	469,172	(219,928)
Interest on Debt	-	-	4,061	(4,061)
<b>Total Expenditures</b>	<u>3,334,048</u>	<u>3,334,048</u>	<u>4,236,073</u>	<u>(902,025)</u>
<b>Net Change in Fund Balance</b>	313,352	313,352	(28,285)	(341,637)
<b>Fund Balance--July 1, 2012</b>	<u>709,445</u>	<u>709,445</u>	<u>709,445</u>	<u>-</u>
<b>Fund Balance--June 30, 2013</b>	<u>\$ 1,022,797</u>	<u>\$ 1,022,797</u>	<u>\$ 681,160</u>	<u>\$ (341,637)</u>

*The accompanying notes are an integral  
part of these financial statements.*

**Pennsylvania Distance Learning Charter School  
Reconciliation of the Governmental Funds Balance Sheet  
to the Statement of Net Position  
As of June 30, 2013**

<b>Total Fund Balances per Fund Financial Statements</b>	\$ 681,160
Capital assets are not reported in this fund financial statement because they are not current financial resources, but they are reported in the Statement of Net Position.	<u>317,862</u>
<b>Net Position for Governmental Activities</b>	<u><u>\$ 999,022</u></u>

*The accompanying notes are an integral  
part of these financial statements.*

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

<b>Net Change in Total Fund Balances per Fund Financial Statements</b>	\$	(28,285)
<p>Capital outlays are reported as expenditures in this fund financial statement because they are current financial resources, but they are presented as assets in the Statement of Activities and depreciated over their estimated economic lives.</p>		
		469,172
<p>Depreciation expense on governmental capital assets are included in the governmental activities in the Statement of Activities.</p>		
		<u>(151,310)</u>
<b>Change in Net Position of Governmental Activities</b>		<u><u>\$ 289,577</u></u>

*The accompanying notes are an integral  
part of these financial statements.*

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Pennsylvania Distance Learning Charter School (the “School”) is a Pennsylvania corporation that began operations on July 1, 2004, pursuant to the PA Act 22 of 1997, to form and operate a cyber charter school within the Commonwealth of Pennsylvania. The School is an exempt organization for Federal income tax purposes under Section 501(c)(3) of the Internal Revenue Code.

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

*A. REPORTING ENTITY*

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organization for which the School is financially accountable is considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based on the application of these criteria, the School does not include additional organizations within its reporting entity, nor is the School a component unit of another entity.

*B. GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS*

The government-wide financial statements (i.e. the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the government. For the most part, the effect of inter-fund activity has been eliminated from these statements. Governmental activities are normally supported by intergovernmental revenues.

The Statement of Net Position presents the financial condition of the School’s governmental activities at year-end. The Statement of Activities demonstrates the degree to which direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) fees and charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other items not properly included among program revenues are reported instead as *general revenues*.

Major individual governmental funds are reported in separate columns in the fund financial statements.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*C. MEASUREMENT FOCUS, BASIS OF ACCOUNTING AND FINANCIAL STATEMENT PRESENTATION*

The government-wide financial statements are reported 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 revenue in the fiscal year in which all eligibility requirements imposed by the provider have been met.

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 both measurable and available. Revenues are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the government considers revenues to be available if they are collected within nine months of the end of the current fiscal period, due to the local education agencies and Pennsylvania Department of Education tuition payment policies. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

Intergovernmental revenues, grants, 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. Expenditure-driven grants recognize revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. All other revenue items are considered to be measurable and available only when cash is received by the government.

The School's accounts are organized and operated on the basis of funds. A fund is an independent fiscal accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds maintained is consistent with legal and managerial requirements.

The School reports the following major governmental fund:

The *General Fund* is the government's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

Amounts reported as *program revenues* include 1) charges to customers for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as program revenues.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*D. ASSETS, LIABILITIES, AND NET POSITION OR EQUITY*

*Cash and Cash Equivalents*

Cash and cash equivalents include cash on hand and in the bank, and short-term investments with original maturities of three months or less from the date of acquisition.

*Accounts Receivable*

The School considers the district funding and grant funding receivables to be fully collectible. Accordingly, no allowance for uncollectible accounts is required. If amounts become uncollectible based on management’s periodic review, they will be written off at the time deemed uncollectible.

*Capital Assets*

For purposes of recording capital assets, the Board has a \$5,000 capitalization threshold.

As of June 30, 2013, the School’s capital assets had a net book value of \$317,862. The School’s capital assets are capitalized at cost and depreciated using the straight-line method over the useful lives of the assets; five years for “Furniture and Fixtures” and three years for “Computers and Software”. Capital assets at June 30, 2013 consisted of the following:

Furniture and fixtures	\$ 38,105
Computers and software	<u>431,067</u>
Capital assets, at cost	469,172
Depreciation expense	<u>(151,310)</u>
Capital assets, net of depreciation	<u><u>\$ 317,862</u></u>

*Change in Accounting Principle*

For 2013, the School implemented Governmental Accounting Standards Board (GASB) Statement No. 63, “Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position.” GASB Statement No. 63 identifies net position, rather than net assets, as the residual of all other elements presented in a statement of financial position. This change was incorporated into the School’s financial statements; however, there was no effect on beginning net position/fund balance.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

*D. ASSETS, LIABILITIES, AND NET POSITION OR EQUITY (CONTINUED)*

*Net Position*

Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The unrestricted component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

The School's policy is to first apply restricted resources when an obligation is incurred for purposes for which both restricted and unrestricted net position are available.

*Fund Balance*

In the fund financial statements, governmental funds report reservations of the fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for a specific future use. Designated fund balances represent tentative plans for future use of financial resources.

*Estimates*

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

*Subsequent Events*

The School evaluated its June 30, 2013 financial statements for subsequent events through December 17, 2013, the date the financial statements were available to be issued. The School is not aware of any subsequent events which would require recognition or disclosure in the financial statements.

**NOTE 2 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY**

*BUDGET INFORMATION*

Annual budgets are adopted for all funds on a basis consistent with GAAP. All annual appropriations lapse at fiscal year end. The operating budget includes proposed expenditures and the means of financing them for the upcoming year, along with estimates for the current year and actual data for the preceding year.

**NOTE 2 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY (CONTINUED)**

*BUDGET INFORMATION (CONTINUED)*

Budgets are required for all funds by Pennsylvania State Statute. The budget includes proposed expenditures and the means of financing them. As required by law, prior to July 31, the budget is adopted by formal resolution.

Formal budgetary integration is employed as a management control device during the year for the governmental funds. The appropriated budget is prepared by fund. The legal level of control is the fund level.

Expenditures may not legally exceed appropriations at the fund level. Revisions that alter the total expenditures of any fund must be approved by the Board of Trustees.

Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances and reserves as established by the Board of Trustees. Variances between budget and actual result from the non-expenditure of reserves, nonoccurrence of anticipated events, and normal operating variances.

The Board of Trustees may authorize supplemental appropriations during the year.

**NOTE 3 – CASH AND CASH EQUIVALENTS**

*DEPOSITS*

Under Section 440.1 of the Public School Code of 1949, as amended, the School is permitted to invest funds consistent with sound business practices in the following types of investments:

- Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral, as provided by law, is pledged by the depository.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2013

**NOTE 3 – CASH AND CASH EQUIVALENTS (CONTINUED)**

*DEPOSITS (CONTINUED)*

The School’s deposit policy adheres to state statutes and prudent business practice. As of June 30, 2013, the School’s deposits are maintained in demand deposit accounts. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the School’s policy. Pursuant to Act 72 of the Pennsylvania State Legislature, a depository must pledge assets to secure state and municipal deposits. The pledged assets must at least be equal to the total amount of such assets required to secure all of the public deposits at the depository and may be on a pooled basis. Additionally, all such pledged assets must be delivered to a legal custodian.

At June 30, 2013, the School’s deposits can be categorized to indicate the level of risk assumed. The School had no investments at June 30, 2013 that required disclosure by risk category. The risk categories are as follows:

**Category 1** – insured or collateralized with securities held by the School or by its agent in the School’s name.

**Category 2** – collateralized with securities held by the pledging financial institution’s trust department or agent in the School’s name.

**Category 3** – collateralized with securities held by the pledging financial institution, or by its trust department or agent but not in the School’s name.

	<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>	<u>Bank Balance</u>	<u>Carrying Amount</u>
<u>Deposits</u>					
June 30, 2013	<u>\$ 260,092</u>	<u>\$ -</u>	<u>\$ 29,490</u>	<u>\$ 289,582</u>	<u>\$ 289,082</u>

**NOTE 4 – DISTRICT FUNDING RECEIVABLE**

The School invoices the resident school district of each enrolled student based on reimbursement rates established by the Pennsylvania Department of Education. The “District Funding Receivable” on the Statement of Net Position and Balance Sheet – Governmental Funds represents the amounts invoiced to the various school districts, but not collected as of June 30, 2013, reduced by management’s estimate of uncollectible amounts based on known circumstances and past experience. The amount of the receivable at year end was \$288,220. No allowance has been recorded as of June 30, 2013, based on management’s estimate of uncollectible amounts.

**NOTE 5 – GRANTS FUNDING RECEIVABLE**

The School has recorded a grant receivable in the amount of \$142,144 to account for the portion of its federal grant awards allocated to the School, but not received as of June 30, 2013.

**NOTE 6 – MANAGEMENT AGREEMENT**

Effective July 1, 2012, the School entered into a one-year agreement with Charter Choices, Inc., a Pennsylvania Corporation. Effective July 1, 2013, the School entered into a three-year agreement with Charter Choices, Inc. Under this agreement, Charter Choices, Inc. will provide various accounting and compliance reporting services. The School also has other contracts in place with various vendors for services including back-office information technology (IT), elementary curriculum use, and course website development.

**NOTE 7 – DEFINED BENEFIT PENSION PLAN**

*PLAN DESCRIPTION*

The School contributes to the Public School Employees' Retirement System of Pennsylvania ("PSERS"), a cost-sharing, multiple-employer defined benefit pension plan administered by PSERS. PSERS 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 PSERS Board of Trustees. PSERS issues a publicly available financial report that includes financial statements and required supplementary information for the pension plan. That report may be obtained by writing to Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125.

*FUNDING POLICY*

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth of Pennsylvania. The contribution rate for active members ranges from 5.25% to 7.50% of the member's compensation, depending on the employee's class of membership and when they joined PSERS. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of employer contributions was 12.36% of covered payroll. The School's required contributions to PSERS for the years ended June 30, 2013, 2012 and 2011 were \$158,534, \$120,180 and \$79,802 respectively, of which, 70% has been contributed. Of the required contributions noted above, \$100,928, \$56,157 and \$42,494, respectively, were reimbursed to the School by the Commonwealth of Pennsylvania.

**NOTE 8 – 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 regarding the School's policies.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

**NOTE 9 – COMMITMENTS AND CONTINGENCIES**

*GRANTS*

The School has received Federal and/or State grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant.

**NOTE 10 – LEASE OBLIGATIONS**

The School leases its office space located in Wexford, Pennsylvania. The lease term is sixty-three months, commencing July 1, 2012, including three months of free rent. Rent expense for the year ended June 30, 2013 totaled \$90,954. The minimum rental payments for the School's office lease are as follows:

Year ending:

June 30, 2014	\$	174,941
June 30, 2015		179,820
June 30, 2016		179,820
June 30, 2017		179,820
June 30, 2018		44,955



# Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

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2402 West 8th Street • Erie, PA 16505-4428 • (814) 454-4008 • Fax (814) 454-4018

On the web: malinbergquist.com

## Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees  
Pennsylvania Distance Learning Charter School

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 of the General Fund of Pennsylvania Distance Learning Charter School (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 17, 2013.

### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Pennsylvania Distance Learning 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 the Pennsylvania Distance Learning Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Pennsylvania Distance Learning 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.

(Continued)



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*

(Continued)

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Pennsylvania Distance Learning 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*.

**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.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
December 17, 2013

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

**Division of Federal Program  
Consolidated Program Review**

**2012-2013 School Year**

**Pennsylvania Distance Learning CS  
2100 Corporate Drive, Suite 500  
Wexford, PA 15090**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. James Hoover	888-997-3352 x123	<input type="checkbox"/>
<b>Business Manager:</b>	Michael Whisman, Charter Choices	215-481-9777 x124	<input type="checkbox"/>
<b>Title I Coordinator:</b>	Ryan Schumm, Charter Choices	215-481-9777 x126	<input checked="" type="checkbox"/>
<b>Title II Part A Coordinator:</b>	Ryan Schumm, Charter Choices	215-481-9777 x126	<input checked="" type="checkbox"/>
<b>Title III Coordinator:</b>			<input type="checkbox"/>
<b>Fiscal Requirements Coordinator:</b>	Ryan Schumm, Charter Choices	215-481-9777 x124	<input checked="" type="checkbox"/>
<b>Ed-Flex Waiver Review Coordinator:</b>			<input type="checkbox"/>
<b>Title VI-B REAP Coordinator:</b>			<input type="checkbox"/>

**Program(s) Reviewed:**

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

**Program Reviewer/s:** Dr. Darrell L. Uphold

**Visit Date:** 4/24/2013

# Title I Program Review

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

# I. Highly Qualified

Component I: Highly Qualified

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1a. All core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		<p style="text-align: center;"><b>District Comments</b></p> <p>4/21/2013 2:02:13 PM            Administrator/CEO James Hoover            All core content area teachers employed by the LEA are highly qualified.</p>
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan		<p style="text-align: center;"><b>District Comments</b></p> <p>1/29/2013 11:37:23 AM            Administrator/CEO James Hoover            All core content area teachers employed by the LEA are highly qualified. There is no need for a plan to ensure highly qualified teachers.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/24/2013 9:51:43 AM            Dr. Darrell Uphold            Even though the Charter School does not have nor do they plan to employ teachers who are not highly qualified, they do have a backup plan to address the issue, should it arise.</p>

2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		<p style="text-align: center;"><b>District Comments</b></p> 1/29/2013 11:38:17 AM Administrator/CEO James Hoover The LEA does not employ paraprofessionals.
3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification		<p style="text-align: center;"><b>District Comments</b></p> 4/18/2013 2:52:50 PM Administrator/CEO James Hoover Notice is included annually in our Student Handbook. The 2012-13 notice is located on page 27 of the 2012-13 Student Handbook under Parent's Rights.
4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of dated letter of notification to parent/guardian		<p style="text-align: center;"><b>District Comments</b></p> 1/29/2013 11:39:14 AM Administrator/CEO James Hoover All teachers employed by the LEA are highly qualified. There is no need for notification to parents.

## II. Parent Involvement

Component II: Parent Involvement						
<b>The LEA and schools meet parental involvement requirements.</b>						
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions.  <input checked="" type="checkbox"/> Website posting.		<b>District Comments</b> 4/2/2013 12:33:02 PM Administrator/CEO James Hoover Parent Involvement Policy is reviewed, approved by the Board of Trustees, and posted annually in our Student Handbook. For 2012-13 the policy appears on page 27 of the 2012-13 Student Handbook. Parents and students may access the handbook at anytime in the Content tab of the Student Services Community Group in our course delivery system, under Academic Advising.
2. Schools receiving Title I funds have a written Parent Involvement (PI) Policy/Plan aligned with the District policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Submit PI Policy/Plans for all Title I schools and  <input checked="" type="checkbox"/> Submit District PI Policy/Plan		<b>District Comments</b> 1/29/2013 11:43:30 AM Administrator/CEO James Hoover The District is considered one School resulting in one policy.
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		
c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.  <input type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets  <input type="checkbox"/> Memorandum of Understanding (MOU).		<b>District Comments</b> 4/22/2013 6:47:47 PM Administrator/CEO James Hoover The LEA charter does not permit a Pre-K program.
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		<b>District Comments</b> 4/18/2013 3:01:20 PM Administrator/CEO James Hoover The school's public website allows the parent to choose from a variety of languages. Transact is used for translating documents as needed for our parents.

f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.				
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed		<table border="1"> <tr> <th style="text-align: center;">District Comments</th> </tr> <tr> <td>4/18/2013 3:11:16 PM Administrator/CEO James Hoover Parent Involvement Policy is written into our Student Handbook, which is reviewed, approved by our Board of Trustees and distributed annually to student and parents.</td> </tr> </table>	District Comments	4/18/2013 3:11:16 PM Administrator/CEO James Hoover Parent Involvement Policy is written into our Student Handbook, which is reviewed, approved by our Board of Trustees and distributed annually to student and parents.
District Comments								
4/18/2013 3:11:16 PM Administrator/CEO James Hoover Parent Involvement Policy is written into our Student Handbook, which is reviewed, approved by our Board of Trustees and distributed annually to student and parents.								
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> school-home compact <input type="checkbox"/> Staff/Parent meeting agenda, memoranda.				
6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.				
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input type="checkbox"/> Agendas & attendance sheets of parent training.		<table border="1"> <tr> <th style="text-align: center;">District Comments</th> </tr> <tr> <td>4/18/2013 3:16:22 PM Administrator/CEO James Hoover 2012-13 Surveys are not distributed until late May. A copy of the 2011-12 surveys are included for review.</td> </tr> </table>	District Comments	4/18/2013 3:16:22 PM Administrator/CEO James Hoover 2012-13 Surveys are not distributed until late May. A copy of the 2011-12 surveys are included for review.
District Comments								
4/18/2013 3:16:22 PM Administrator/CEO James Hoover 2012-13 Surveys are not distributed until late May. A copy of the 2011-12 surveys are included for review.								

<p>8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.</p>		<table border="1"> <thead> <tr> <th data-bbox="1352 42 1982 94" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 94 1982 407"> <p>1/29/2013 11:50:00 AM  Administrator/CEO James Hoover  Parents have usernames and passwords to access our Student Information System, and course delivery system, which houses our Student Services Community Group housed, which has a wealth of resource information for our parents.</p> </td> </tr> </tbody> </table>	District Comments	<p>1/29/2013 11:50:00 AM  Administrator/CEO James Hoover  Parents have usernames and passwords to access our Student Information System, and course delivery system, which houses our Student Services Community Group housed, which has a wealth of resource information for our parents.</p>
District Comments								
<p>1/29/2013 11:50:00 AM  Administrator/CEO James Hoover  Parents have usernames and passwords to access our Student Information System, and course delivery system, which houses our Student Services Community Group housed, which has a wealth of resource information for our parents.</p>								

### III. LEA Improvement

Component III: LEA Improvement								
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.								
Sec. 1116(b)(1)(B) Sec. 1116(b)(3) Sec. 1116(b)(4)-(6) Sec. 1116(b)(7)(C)(ii) Sec. 1116(b)(14)(B)								
<input type="checkbox"/> If the LEA is not identified for LEA Improvement, this section can be skipped.								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).  <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Other	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           1/29/2013 11:51:37 AM            Administrator/CEO James Hoover            Sent by email notification to current families within our school system.         </td> </tr> </tbody> </table>	District Comments	1/29/2013 11:51:37 AM Administrator/CEO James Hoover Sent by email notification to current families within our school system.
District Comments								
1/29/2013 11:51:37 AM Administrator/CEO James Hoover Sent by email notification to current families within our school system.								
2. The LEA has developed a district improvement plan using the core elements outlined in the state's Comprehensive Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of LEA Improvement plan  <input checked="" type="checkbox"/> Evidence of school board approval of plan  <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)				

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p>	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
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## IV. School Improvement

Component IV: School Improvement

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

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

Sec. 1116(b)(3)

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

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities.  <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• If applicable, the notification must be provided in different languages.</li> </ul> <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified:  a. Number of students eligible and transferred due to Choice.  b. Number of students who were eligible and participated in SES.  c. List of available schools for transfer.  d. List of available SES providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Webpage <input checked="" type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.				
<p>3. The School has developed a 2-year school improvement plan using the School level Comprehensive Plan.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of school improvement plan <input checked="" type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input checked="" type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)				
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. <b>ONLY School Improvement. not required for Corrective Action.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input type="checkbox"/> Title I Budget		<table border="1" style="width: 100%;"> <tr> <th style="text-align: center; background-color: #cccccc;">District Comments</th> </tr> <tr> <td> 4/19/2013 10:20:49 AM  Administrator/CEO James Hoover  The school is in Corrective Action at this time. </td> </tr> </table>	District Comments	4/19/2013 10:20:49 AM Administrator/CEO James Hoover The school is in Corrective Action at this time.
District Comments								
4/19/2013 10:20:49 AM Administrator/CEO James Hoover The school is in Corrective Action at this time.								
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting agendas <input checked="" type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes				

## V. School Choice

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

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

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

**VI. Supplemental Educational Services (SES)**

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

<p>1. The School notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it.</li>   <li><input checked="" type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).</li> <li>• This notice may be a part of the general school improvement notification or it may be a separate notice.</li> <li>• If applicable, the notification must be provided in different languages.</li> <li>• SES may not replace other school programs (Supplement vs. Supplant)</li>   <li><input type="checkbox"/> Newsletter</li> <li><input type="checkbox"/> Mail</li> <li><input checked="" type="checkbox"/> Website</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> Part of General Notification</li> <li><input type="checkbox"/> In Different Languages</li> </ul>	
<p>2. The LEA posted on their website:  a. Number of students eligible for SES.  b. Number of students participating in SES  c. List of available SES providers</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LEA Website</li> <li><input checked="" type="checkbox"/> List of SES Providers including distance providers</li>   <li><input type="checkbox"/> Selection of Schools Low Income data</li> </ul>	<p>See List of providers on PDE/SES webpage.</p>	

3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES.  <input type="checkbox"/> Criteria for priority of services.		<b>District Comments</b> 4/22/2013 7:05:01 PM Administrator/CEO James Hoover The LEA has not incurred costs above the maximum amount per pupil amount or 20% of Title I funding.
4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		<b>District Comments</b> 4/2/2013 12:58:40 PM Administrator/CEO James Hoover No students participated in the SES opportunity in 2012-13.
5. The LEA provides at least two enrollment windows for SES during the school year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	Reviewers should ask parents of eligible students if they are aware of the two SES windows.  <input type="checkbox"/> Parents Asked	
6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities.  <input type="checkbox"/> SES Provider agreements		<b>District Comments</b> 4/22/2013 7:08:32 PM Administrator/CEO James Hoover The LEA is a cyber-charter school with students attending school from their homes across the commonwealth.

<p>7. If the LEA requested rollover of unused funds set aside for SES the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Parent Notification</p> <p><input type="checkbox"/> LEA Website</p> <p><input type="checkbox"/> FBO/CBO correspondence, phone logs or posters</p> <p><input type="checkbox"/> DFP notification and Assurances for Rollover Form</p>	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p> <p><input type="checkbox"/> Parents Asked</p>	<table border="1"> <thead> <tr> <th data-bbox="1579 42 1986 90" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1579 90 1986 302"> <p>4/22/2013 7:11:15 PM Administrator/CEO James Hoover The LEA did not request unused roll-over funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/22/2013 7:11:15 PM Administrator/CEO James Hoover The LEA did not request unused roll-over funds.</p>
District Comments								
<p>4/22/2013 7:11:15 PM Administrator/CEO James Hoover The LEA did not request unused roll-over funds.</p>								
<p>8. The LEA maintains records regarding the numbers of students participating in SES.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating.</p> <p><input checked="" type="checkbox"/> SES data entered in eGrants.</p>				

## VII. Schoolwide Programs

Component VII: Schoolwide Programs						
<b>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.</b>						
<b>Sec. 1114</b>						
<input checked="" type="checkbox"/> <b>If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.</b>						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance.  <input type="checkbox"/> Initial Planning meeting agenda/list of participants. <input type="checkbox"/> Whole-school orientation-agenda/list of participants. <input type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input type="checkbox"/> Budget Reports. Copy of schoolwide plans		
2. All Schoolwide (SW) schools have an updated SW Plan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Completed and approved School Level Plan and Addendum  or <input type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template		
<b>Each SW Plan Contains:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2a. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>				
2b. Schoolwide reform strategies	<input type="checkbox"/>	<input type="checkbox"/>				

2c. Instruction by highly qualified staff	<input type="checkbox"/>	<input type="checkbox"/>				
2d. High quality and ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>				
2e. High-quality teachers to "high-need" schools	<input type="checkbox"/>	<input type="checkbox"/>				
2f. Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>				
2g. Transitioning preschool children	<input type="checkbox"/>	<input type="checkbox"/>				
2h. Teacher input in assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>				
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input type="checkbox"/>	<input type="checkbox"/>				
2j. Coordinated budget	<input type="checkbox"/>	<input type="checkbox"/>				
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Financial reports. <input type="checkbox"/> SWP		

## VIII. Targeted Assistance

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

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

Component IX: Nonpublic Schools						
<b>The LEA provides Title I services to eligible children attending nonpublic schools.</b>						
<b>Sec. 1120</b> <b>Sec. 9503</b>  <b>34 CFR Part 200</b> <b>§200.62 - 200.67, 200.77</b> <b>§200.77(f)</b> <b>§200.78(a)</b>						
<input checked="" type="checkbox"/> <b>If the LEA has no participating Nonpublic schools, this section can be skipped.</b>						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application		
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures		
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed		
4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data		

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

## X. Comparability

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

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### Comments

All materials and records were well-organized and readily available for the monitoring process. All staff are highly qualified. Interviews and supportive data indicate that the Pennsylvania Distance Learning Cyber Charter School's Title I program meets all the criteria required.

# Title II A Program Review

## Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&amp;(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input type="checkbox"/> Principal Attestation ( <i>PDE Form 425</i> ) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified		<b>District Comments</b> 4/19/2013 10:36:17 AM Administrator/CEO James Hoover The LEA maintains 100% highly qualified core academic teachers.
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<b>District Comments</b> 4/19/2013 10:36:34 AM Administrator/CEO James Hoover The LEA has achieved 100% highly qualified teacher status for the last two consecutive years.
3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented ( <i>this could vary from LEA to LEA</i> )		<b>District Comments</b> 4/19/2013 10:37:52 AM Administrator/CEO James Hoover The LEA has maintained 100% highly qualified teacher status for three consecutive years.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>4. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Agendas of Equity Plan Meetings</li> <li><input type="checkbox"/> Meeting minutes of Equity Plan writing &amp; planning sessions.</li> <li><input type="checkbox"/> Teachers are reassigned</li> <li><input type="checkbox"/> Changes to union contract</li> <li><input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1383 128 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 180 2003 565"> <p>4/19/2013 10:42:28 AM Administrator/CEO James Hoover The LEA is considered one school building. Due to the size of our student population it is not practical to have multiple teachers per elementary grade level. All current and newly hired teachers are highly qualified. Inexperienced teachers are assigned a mentor teacher with a minimum of three years experience.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/19/2013 10:42:28 AM Administrator/CEO James Hoover The LEA is considered one school building. Due to the size of our student population it is not practical to have multiple teachers per elementary grade level. All current and newly hired teachers are highly qualified. Inexperienced teachers are assigned a mentor teacher with a minimum of three years experience.</p>
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## Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings				
6. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets				
7. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.				
8. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&amp;B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities. <input type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters				
9. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PD needs assessment <input type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan				
10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/19/2013 10:54:14 AM            Administrator/CEO James Hoover            The LEA does not service non-public school students or staff.         </td> </tr> </tbody> </table>	District Comments	4/19/2013 10:54:14 AM Administrator/CEO James Hoover The LEA does not service non-public school students or staff.
District Comments								
4/19/2013 10:54:14 AM Administrator/CEO James Hoover The LEA does not service non-public school students or staff.								

## Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
11. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class rosters <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/19/2013 10:49:06 AM            Administrator/CEO James Hoover            The LEA is considered one school with 100% highly qualified teachers.         </td> </tr> </tbody> </table>	District Comments	4/19/2013 10:49:06 AM Administrator/CEO James Hoover The LEA is considered one school with 100% highly qualified teachers.
District Comments								
4/19/2013 10:49:06 AM Administrator/CEO James Hoover The LEA is considered one school with 100% highly qualified teachers.								
12. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE				

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## Comments

Records interviews and supportive documentation indicate that funds are being properly and effectively utilized for programs and services acceptable under Title II Part A.

# Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<b>A. Audits</b>  <b>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</b>  <b>OMB Circular A-87</b>	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<b>District Comments</b> 1/25/2013 3:31:31 PM Administrator/CEO James Hoover The LEA has not received more than \$500,000 in federal funds in any single fiscal year, therefore, a single audit has not been required.
	<b>B. Carryover</b>  <b>The LEA complies with the carryover provisions of Title I. Sec. 1127</b>	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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of Title I project on eGrants	
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.		<b>District Comments</b> 1/25/2013 3:32:38 PM Administrator/CEO James Hoover The LEA has not requested a waiver.
<b>C. Rank Order</b>							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p><b>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</b></p> <p><b>Sec. 1113 34 CFR Part 200 §200.77-§200.78</b></p>	<p>1. The LEA is only serving eligible schools and all schools above 75% poverty are served.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Documentation detailing the poverty data used to determine eligibility</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>3/27/2013 1:49:11 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA which is eligible for Title I.</p>
	<p>2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>3/27/2013 1:49:33 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA.</p>
	<p>3. Eligible schools are ranked and served from highest to lowest poverty.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>3/27/2013 1:49:49 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA.</p>
	<p>4. The allocation to each eligible school and the per pupil allocation match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Per pupil expenditures at building level matches per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)</p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input checked="" type="checkbox"/> System tracking expenditure reports.		<b>District Comments</b> 3/27/2013 1:50:51 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA.
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		<b>District Comments</b> 3/27/2013 1:53:56 PM Grant Coordinator Ryan Schumm The cyber charter school does not serve PreK students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p><b>D. Supplement / Supplant</b></p> <p><b>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</b></p> <p><b>Sec. 1114</b>  <b>Sec. 1115</b>  <b>Sec. 1116</b>  <b>Sec. 1120A</b></p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p><b>Pertains to:</b></p> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul> <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           3/27/2013 1:54:15 PM            Grant Coordinator Ryan Schumm            The cyber charter school is a single building LEA.         </td> </tr> </tbody> </table>	District Comments	3/27/2013 1:54:15 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA.
	District Comments								
	3/27/2013 1:54:15 PM Grant Coordinator Ryan Schumm The cyber charter school is a single building LEA.								
<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures.  <input type="checkbox"/> Expenditures match SWP activities  <input type="checkbox"/> State/local fund expenditures have not decreased		<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           3/27/2013 1:54:59 PM            Grant Coordinator Ryan Schumm            The cyber charter school operates as a targeted assistance program.         </td> </tr> </tbody> </table>	District Comments	3/27/2013 1:54:59 PM Grant Coordinator Ryan Schumm The cyber charter school operates as a targeted assistance program.	
District Comments									
3/27/2013 1:54:59 PM Grant Coordinator Ryan Schumm The cyber charter school operates as a targeted assistance program.									
<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature &amp; do not supplant non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures are supplemental					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<b>E. Equipment and Related Property</b>  <b>OMB Circular A-87</b> <b>EDGAR 80.32</b>	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>			
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equipment Inventory List	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>			
<b>F. Compliance to Reservations</b>  <b>The LEA complies with requirements regarding the reservation of funds. Sec. 1113</b> <b>Sec. 1116</b> <b>Sec. 1118</b>	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, Neglected or Delinquent children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on budget  <input type="checkbox"/> Line items can be followed.  <input type="checkbox"/> Expenditures are charged to the line items.	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/27/2013 2:04:25 PM  Grant Coordinator Ryan Schumm  The charter school has met minimum set asides demonstrated on the E-Grants Reservation of Funds page. </td> </tr> </tbody> </table>	District Comments	3/27/2013 2:04:25 PM Grant Coordinator Ryan Schumm The charter school has met minimum set asides demonstrated on the E-Grants Reservation of Funds page.
District Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).				
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.		<table border="1"> <thead> <tr> <th data-bbox="1663 672 2003 727">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1663 727 2003 967">           3/27/2013 2:04:57 PM            Grant Coordinator Ryan Schumm            The cyber charter school received less than \$500,000.         </td> </tr> </tbody> </table>	District Comments	3/27/2013 2:04:57 PM Grant Coordinator Ryan Schumm The cyber charter school received less than \$500,000.
District Comments									
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. LEAs with Title I schools identified for improvement have set aside 10% of funds for professional development activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities scheduled for professional development, agendas, sign-in sheets, contracted technical assistance, etc. <input checked="" type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		
<b>G. Obligating Funds</b>	1. The LEA began obligating funds on or after the <b>programs' approved date</b> ; (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	<b>Pertains to:</b> <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<b>H. Nonpublic School Services</b>	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/27/2013 2:05:58 PM Grant Coordinator Ryan Schumm The cyber charter school does not serve non-public students.</td> </tr> </tbody> </table>	District Comments	3/27/2013 2:05:58 PM Grant Coordinator Ryan Schumm The cyber charter school does not serve non-public students.
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3/27/2013 2:05:58 PM Grant Coordinator Ryan Schumm The cyber charter school does not serve non-public students.									
<b>I. Time Documentation</b>	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>			
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/27/2013 2:06:36 PM Grant Coordinator Ryan Schumm The cyber charter school does not have any employee's whose duties are split between Title I and non Title I activities.</td> </tr> </tbody> </table>	District Comments	3/27/2013 2:06:36 PM Grant Coordinator Ryan Schumm The cyber charter school does not have any employee's whose duties are split between Title I and non Title I activities.
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3/27/2013 2:06:36 PM Grant Coordinator Ryan Schumm The cyber charter school does not have any employee's whose duties are split between Title I and non Title I activities.									
<b>J. Record Retention</b>	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>Pertains to:</b>  <ul style="list-style-type: none"> <li>• Title IA &amp; D</li> <li>• Title II A</li> <li>• Title III</li> </ul>			

%>

## Comments

All fiscal records and supportive documents examined by this monitor indicate that the LEA is in compliance with the fiscal requirements for Federal Funds. Evidence leads to the conclusion that Federal Funds are being properly managed by the Charter School to supplement, not supplant, local funds.

## Personnel Interviews

<b>Building</b>	<b>Date</b>	<b>Staff Member Interviewed</b>	<b>Staff Member Position</b>
Administration Office	4/24/2013	Patricia Rossetti	Principal
Administration Office	4/24/2013	Ryan Schumm	Federal Funds Coordinator
Cyber School	4/24/2013	Lee Ann Macik	Title I Teacher
Cyber School	4/24/2013	Mrs. Housen-Laud	Parent



January 31, 2013

Dr. James Hoover  
CEO  
Pennsylvania Distance Learning CS  
2100 Corporate Drive  
Suite 500  
Wexford, Pa 15090

Dear Dr. Hoover:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on January 9, 2012 have been corrected as of January 16, 2013 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 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,

John J. Tommasini  
Director

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

**Name of School** PA Distance Learning Charter School

**Address of School** 2100 Corporate Drive, Suite 500, Wexford, PA 15090

**CEO Signature** 

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	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	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	\$10.00
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	\$46.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	\$5,472,150.55
	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	\$2,015.04
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		<b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		<b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	\$5,921.88
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	\$151,954.29
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	\$99,926.00
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	\$87,809.00
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		<b>OTHER FINANCING SOURCES</b>	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			<b>\$5,819,832.76</b>

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

Name of School PA Distance Learning Charter School

Address of School 2100 Corporate Drive, Suite 500, Wexford, PA 15090

CEO Signature *Patricia R. Rossette*

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$2,124,870.73
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$692,197.86
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$67,270.77
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	
	2120 Guidance Services	
	2130 Attendance Services	
	2140 Psychological Services	
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	
	2170 Student Accounting Services	
	2190 Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	\$462,156.59
	2210 Supervision of Educational Media Services	

	2220	Technology Support Services	\$233,791.66
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	\$164,979.02
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	
	2270	Instructional Staff Professional Development Services	\$27,507.19
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	\$295.00
	2360	Office of the Superintendent (Executive Director) Services	
	2370	Community Relations Services	\$286,669.37
	2380	Office of the Principal Services	\$430,137.80
	2390	Other Administration Services	
2400		SUPPORT SERVICES - PUPIL HEALTH	\$13,090.59
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	\$289,732.65
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	\$53,336.95
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	\$249,249.54
	2620	Operation of Buildings Services	
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	\$2,456.03
	3210	School Sponsored Student Activities	\$17,169.92
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600	EXISTING BUILDING IMPROVEMENT SERVICES	
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	\$4,081.09
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		<b>\$5,118,992.76</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2014**

**\$700,840.00**