

EDSYS, INC.

EDUCATION DELIVERY SYSTEMS

BOARD OF TRUSTEES MEETING

WEDNESDAY, October 21, 2020

- I. Consent Agenda
 1. Approve September 16, 2020 Minutes
 2. Enrollment
 3. Metrics
 4. September 2020 Financials

- II. Reports
 1. CEO's/Principal's Report
 2. 2020 Annual Report Presentation by Dr. Catherine Nelson

- III. New Business
 1. Approval of Title I School-Wide Plan
 2. Policy Adoptions:
 - a. Parent Involvement Title I Policy

- IV. Executive Session

- V. Next Board Meeting- November 18, 2020
 1. Last Day of the Trimester~ November 20th
 2. Last Day for Administration~ December 4th

Minutes of a Regular Meeting of
THE BOARD OF TRUSTEES OF
EDSYS, INC

Time and Place

A regular meeting of the Board of Trustees of EDSYS, Inc., a Pennsylvania nonprofit corporation, was held remotely via Zoom on Wednesday, September 16, 2020 at 5:30 p.m. due to the continuing mandated COVID19 school closure.

The following Board of Trustees members were present and a quorum was established:

Tracey Reed Armant
Melissa Curry
Gerry Dudley
David Lehman
Valerie Njie
Bill Stayduhar
Cynthia Tananis

Also present were:

Alan Shuckrow, Esq., Solicitor
Kathy Clark, Esq.

David Lehman chaired the meeting.

The Consent Agenda for the September 16, 2020 Board of Trustees Meeting included the following items:

- ✓ Approve July 15, 2020, August 12, 2020 and August 18, 2020 Board Meeting Minutes.
- ✓ Metrics
- ✓ Enrollment
- ✓ Financials

Cindy Tananis moved to approve the minutes from July 15, August 12 and August 18, 2020. Valerie Njie seconded the motion. The motion to approve the minutes was unanimously approved.

CEO Report

Dara Ware Allen presented the CEO's/Principal's Report highlighting the following topics:

Student Enrollment

Dara Ware Allen shared that student enrollment is down. She reviewed potential causes shared earlier in the year and added insights we've learned during the pandemic. Below is an overview of strategic efforts to date:

Student Recruitment and Marketing:

Virtual Campaign to Date

- Michelle Fossum hired as new Director of Enrollment and Strategic Communications
 - Enhance student enrollment and admissions
 - Team with Laura Sheldon, our marketing consultant

- Assure consistency
 - Serve as liaison
 - Improve admissions conversion rate
- Website overhaul to make mobile friendly as well as sync with social media campaigns
 - Purchased premium package in Niche, the “go to” depository of school searches
 - Purchased services from Direct Online Marketing
 - Update My Google Business
 - Launched customized digital ads from various platforms

Student Recruitment Plan for 2025

- Virtual November Open House
- Campaign will launch 5 to 6 weeks before our virtual tour/open house
- Creation of admissions communications timeline for families
- Moving to an “online only” application process
- New ideas from Mrs. Fossum are being infused into our campaign

Start of School Update

- Wins
 - Nearly all students logged on for classes. Less than 15 students school-wide were unreachable.
 - Nearly all students received their laptops or made plans to pick up. The exception included 9th graders we were verifying as “no shows.”
 - Teachers planned engaging lessons in a virtual format while balancing technology issues/needs
 - A majority of students are participating in their classes in one way or another
 - Convening the Wednesday Support Day has provided important academic, social and wellness support for students.
- Challenges
 - Student and staff 2024 laptops had notable performance issues that needed to be addressed that we continue to troubleshoot.
 - Troubleshooting technology issues that surface for teachers
 - Attendance tracking has been challenging in a virtual format
 - Considering expanded and alternative strategies for engaging students in a virtual format
 - Managing symptom screening process for Wednesday Support Day
 - Enrollment paperwork and student information system issues due to the transition of former Student Information Manager

Internal Relations

- Re-opening Planning
 - Plan updates and securing board approval
 - Stakeholder engagement activities
 - PDE plan submission

- Preparation for educational materials and laptop pick up
- Personnel
 - Management of personnel issues
 - Hiring new staff and addressing training needs
- Student and Employee Handbook Revisions
- Wednesday Support Days
- Teacher observations
- Marketing and recruitment activities including strategy development, review and weekly meetings

External Relations

- Participation in weekly AIU meetings for charter leaders
- Invited to serve on the Executive Director Search Committee for PCPCS
- Selected to complete an interview for the Education Post
- City High participated in the workplace culture survey by the Pittsburgh Post Gazette's Top Workplaces and received an award for the second year in a row

New Business

- Student and Employee Handbook Revisions incorporating Title IX information due to new legislative requirements were reviewed. Key staff will also receive Title IX training provided by our solicitors.

Cindy Tananis motioned to approve handbook changes to include Title IX verbiage. Bill Stayduhar seconded the motion. The motion was unanimously approved.

- Board Governance continues to search and interview candidates to replace Val Njie when she rotates off of the Board.
- A new E-Signature Policy was developed due to an expanded need to collect important signatures and approvals virtually.

Bill Stayduhar made a motion to approve the E-Signature Policy attached. Gerry Dudley seconded the motion. The motion to approve the policy was unanimously approved.

Executive Session

David Lehman motioned to go into Executive session. Gerry Dudley seconded the motion. The motion to go into Executive session was unanimously approved.

"The Board went into Executive session at 6:30 p.m. to discuss a personnel matter involving the contract of the CEO. The Board came out of the Executive Session at 6:52 p.m. It was moved, properly seconded, and unanimously passed that the CEO's contract be renewed for the 2020-2021 and 2021-2022 school years.

The Board then discussed the fact that this had been a difficult time with the pandemic and expressed appreciation to Dr. Allen and to Board President David Lehman for their leadership during the past months in particular."

Gerry Dudley motioned to come out of Executive session. Valerie Njie seconded the motion. The motion carried unanimously.

Adjournment

Bill Stayduhar made a motion to adjourn at 6:56 p.m., seconded by Valerie Njie. The motion carried unanimously.

The next regular Board of Trustees meeting is scheduled for Tuesday, October 21, 2020.

Submitted by,

Theresa Dillon – Secretary

CITY CHARTER HIGH SCHOOL STUDENT ENROLLMENT REPORT October 2020

ENROLLMENT TO DATE	515
Regular Education	395 76.70%
Special Education	120 23.30%

CATEGORY (Race by Gender)	2020/2021	2019/2020
White Male	18.25%	18.07%
White Female	14.95%	15.92%
Black Male	22.33%	20.57%
Black Female	30.29%	31.84%
Hispanic Male	0.78%	0.36%
Hispanic Female	0.58%	0.54%
Multi-Racial Male	5.63%	6.26%
Multi-Racial Female	6.02%	5.55%
Asian Male	0.58%	0.54%
Asian Female	0.19%	0.36%
American Indian	0.39%	0.00%
Other	0.00%	0.00%
	515	559

Grade	Enrollment Comparison		
	2020/2021	2019/2020	%Difference
12th Male	61	51	-15.7%
12th Female	50	72	-30.6%
Total	111	123	-24.4%
11th Male	74	50	48.0%
11th Female	72	57	40.4%
Total	146	107	43.9%
10th Male	54	76	-5.3%
10th Female	66	91	-14.3%
Total	120	167	-10.2%
9th Male	56	81	-30.9%
9th Female	86	81	-23.5%
Total	142	162	-27.2%
Total	519	559	-7.9%

CATEGORY (Race by Grade)	9th	10th	11th	12th	Total
Black	12.43%	16.31%	16.12%	7.77%	52.62%
White	6.41%	9.32%	9.51%	7.77%	33.01%
Multi-Racial	2.72%	2.91%	3.88%	2.33%	11.84%
Hispanic	0.78%	0.58%	0.00%	0.00%	1.36%
Asian	0.19%	0.00%	0.39%	0.19%	0.78%
American Indian	0.39%	0.00%	0.00%	0.00%	0.39%

CATEGORY (Social Economic Status)	9th	10th	11th	12th	Total
Free	0.00%	14.95%	18.64%	9.13%	42.72%
Reduced	0.39%	3.69%	2.72%	1.36%	8.16%
Paid	0.00%	10.10%	8.16%	7.57%	25.83%

School Districts		
Aliquippa SD	1	0.19%
Baldwin	3	0.58%
Bethel Park	1	0.19%
Brentwood	3	0.58%
Carlynton	3	0.58%
Chartiers Valley	1	0.19%
Clairton City	0	0.00%
Duquesne City	2	0.39%
East Allegheny	1	0.19%
Fox Chapel	0	0.00%
Keystone Oaks	1	0.19%
McKeesport	7	1.36%
Montour SD	0	0.00%
New Castle SD	0	0.00%
New Kensington	1	0.19%
Northgate	1	0.19%
Penn Hills	15	2.91%
PPS	401	77.86%
Quaker Valley	1	0.19%
Shaler	2	0.39%
South Park	1	0.19%
Steel Valley	11	2.14%
Sto-Rox	16	3.11%
Washington	1	0.19%
West Mifflin	1	0.19%
Wilkinsburg	20	3.88%
Woodland Hills	21	4.08%
	0	0.00%
Total	515	100.00%



Student Enrollment

Grade Level	Current Year/Prior Year	Notes
9 th	118/162	Current Enrollment Significantly Lower than Prior Year
10 th	150/167	Current Enrollment Slightly Lower than Prior Year
11 th	154/107	Current Enrollment Significantly Higher than Prior Year
12 th	93/123	Current Enrollment Significantly Lower than Prior Year School-Wide Total: 515 current students/559 prior year

Personnel Management

Measure	Current Year/Prior Year	Notes
Administrative Turnover	0/0	
Faculty Turnover	0/0	
Staff Turnover	1/0	
Open Positions	1/3	
Promotions	0/1	
Leaves	0/0	

School Management and Leadership

Measure	Current Year*/Prior Year	Notes
Average Daily Membership	512.86/553.58	
New 9 th grade (2024)	118/162	The number of current 9 th graders are significantly down from last year. New 9 th and 10 th grade enrollment re-opens in January (1/24/21 deadline).
Suspensions > 1 day	0	
Expulsions	0	
Faculty Observations	41/54	
Student Attendance %	91.02%	
Faculty/Staff Attendance %	99.83%	

*-Within the midst of a virtual learning model due to the COVID-19 pandemic.

Fiscal Health (As of September 30, 2020)

Measure	Description
Bank Balance	\$4.470 million
P/L Comparison: 20-21 to 19-20 YTD	Income: \$2.506 to \$2.557 million Expense: \$2.659 to \$2.664 million

Compliance and Reporting

Measure	Description	Notes
Title I, III & IV Federal Programs Application	Annual program application totaling in approximately \$300-\$330k.	Submitted September 3, 2020
A+ Schools Data Capture	Annual Data Capture for the A+ Schools Report to the Community	Submitted July 31, 2020
Annual SEDR Report	School Entity Data Report (SEDR) due annually to PDE	Submitted September 29, 2020
Annual Child Accounting Report	Annual Child Accounting Report due annually to PDE	Submitted September 30, 2020

Initiatives/Grants

Initiative	Purpose	Fiscal Impact	Person in Charge	Notes
Partner4Work	Expand Career Pathways	\$64,317.25	CEO	Multi-year grant renewed for 20-21; Contract executed in September 2020.



PA Commission on Crime & Delinquency	Health & Safety Grant for COVID-19 Fall Reopening Resources	\$82,373.00	CEO	Grant awarded and must be used by October 30, 2020.
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Strategic Planning

Program	Date	Program	Date
Revamped marketing approaches for increasing student recruitment: -new website w/search engine optimization -digital online ads -new director of enrollment position (hired in August) Re-envisioned fall campaign	Initial acceleration phase: April-June 2020 Current phase: 20-21 Fall Campaign	Leveraging Technology Staff Groups: Fin Lit/Tech Teachers, Distance Learning Committee, and Tech Task Force	End of trimester content meeting; planning joint meeting/convening for forecasting shifting technology needs
		Trimester 2 Re-Opening Planning	Re-opening school educational model presented at November Board member
		Middle States Accreditation	Extension requested & approved; Plan due May 2022

Edsys, Inc.

Education Delivery Systems

City High
A NEW Pittsburgh charter
high school



CITY CHARTER HIGH SCHOOL

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Financial Report as of September 30, 2020

Presented on October 21, 2020
By the Finance Committee

Education Delivery Systems Financial Report
as of September 30, 2020

Table of Contents

	Page
Comments on Financial Statements.....	1
Comparative Balance Sheets as of September 30, 2020 and June 30, 2020	2, 2a
Accounts Receivable Aging Summary as of September 30, 2020.....	3
Accounts Payable Aging Summary as of September 30, 2020.....	4
Profit/Loss Statement Year to Date September 30, 2020 (With Year to Date September 30, 2019 Comparison)	5, 6
Profit/Loss Statement Year to Date September 30, 2020..... (With Fiscal 20/21 Budget Comparison)	7, 8
Cash Flow Forecast.....	9
Revenue Comparison YTD 2020/2021 vs 2019/2020.....	10
Expense Comparison YTD 2020/2021 vs 2019/2020.....	11

Comments on Financial Statements

General Note: Due to City High transitioning to virtual learning during COVID-19, for the first trimester of the 20/21 school year, certain revenues and expenses will be impacted. All revenues and expenses related to the Lunch Program will be reduced, as well as some maintenance costs, transportation costs, wellness costs, and Student Activities costs.

Note #

1. **Page five and seven - Foundation Grants**

In July 2019, City Charter High received a \$50,000 grant from Philadelphia Management Company. The grant is unclear as to restrictions and intended use. Consistent with prior years, City High intends to use these funds for scholarships awarded to Class of 2020 graduates.
\$32,000 in scholarships were paid in October 2020 for the 14 graduates who have verified their college enrollment.

Note: The grant funds were not used in fiscal 19/20 due to Covid-19 disruptions. It remains in Restricted Cash on the June 30, 2020 Balance Sheet.

City High received final approval for a \$64,000 grant from Partner4Work for fiscal 19/20. The funds will be reimbursed to City High as costs are incurred toward training for undergraduate students in accordance with the grant. ~\$42,000 in costs have been incurred and \$34,000 has been reimbursed through September 2020. Certain costs budgeted under the grant were not incurred. There is no carryover provision for the grant, therefore City High will not receive the full \$64,000.

In addition, in December 2019 City High received a \$10,000 grant from Claude Worthington Benedum Foundation. The grant is restricted to fund a teacher training and symposium, which has been postponed and will take place in fiscal 20/21.

2. **Page five and seven - Tuition - Regular and Special Education**

Overall, monthly tuition payments received from Pittsburgh Public Schools (PPS) had been trending higher each year since 07/08. This was due primarily to increased and more stable student enrollment each year from the PPS and, more recently, increased tuition rates to help offset the lack of retirement reimbursements from the PDE. Tuition rates were projected to remain consistent with the final 19/20 rates in the 20/21 Budget.

Note 1: Student enrollment rebounded in fiscal 18/19, and is almost back to historical trends. Student enrollment assumptions in the 20/21 budget are based on 19/20 actual enrollment.

Note 2: At the present time in 20/21, student enrollment is anticipated to be slightly below the 19/20 enrollment trends. However, the new 9th grade class is not yet at anticipated levels as only ~118 new students picked up laptops as compared to the expected ~135.

As of September 2020, average student enrollment is down 39 students as compared to September 2019 (521 vs 560 students) - primarily due to Freshman Class (See above).

We will monitor enrollment numbers closely during the 20/21 year to determine their effect on expected tuition revenue. It should be noted that after January of each school year, enrollment numbers will only decline, as no new students are added after that time.

Also of note is that special education enrollment (and incremental special education tuition rates) is higher than historically projected in the past budgets. The budgets anticipated that 15% of total student enrollment would be special education students, while the actual special education enrollment was approximately 22% in fiscal 18/19. This created a large positive variance in actual Tuition - Special Education Revenue as compared to the budgets.

Beginning in fiscal 19/20, and continuing in fiscal 20/21, budget has anticipated a 21% special education enrollment rate.

3. **Page five and seven- Revenue from State Sources**

Amounts represent reimbursements received each year from the state for a portion of City Charter High's costs related to that fiscal year, in accordance with state regulations. Costs eligible for partial reimbursement currently include special education, facility rent, and school nurse expenses.

Note from Fiscal 13/14: The 11/12 Pennsylvania State budget eliminated the reimbursement for Social Security/Medicare expenses incurred by Pennsylvania public schools. No reimbursement has been included in subsequent budgets.

Note from Fiscal 14/15: The 14/15 Pennsylvania State Budget eliminated the reimbursement for the 50% of PSERS Retirement expenses incurred by charter schools.

No reimbursement has been budgeted in subsequent fiscal years.

The Lease Reimbursement from PDE is currently in arrears for two years (14/15 and 16/17). City High received the 17/18 Lease Reimbursement of ~\$46K in February 2019 (~\$20K short of the 18/19 budget). It is not clear as to whether the school will ever receive the 14/15 and 16/17 reimbursements (~\$60K each). Also, Lease Reimbursement for 19/20 was budgeted, and applied for, but has not yet been received.

The Ready to Learn Grant for 19/20 was applied for in November 2019 (\$28,823). It was approved and funded in December 2019, and was fully spent in the 19/20 year.

The Ready to Learn Grant for 20/21 was applied for in October 2020 (\$28,823). It is awaiting approval and funding from the PDE.

The PAsmart Grant was new for fiscal 19/20 and was targeted for K-12 Computer Science and STEM Education in Pennsylvania schools. City High applied for, and was approved for \$35,000 in funding. All funds were received and expended in accordance with the grant stipulations in fiscal 19/20. A final report has been filed and the grant has been closed.

City High applied and was awarded a Covid-19 Health and Safety Grant for Reopening Schools from the Pennsylvania Commission on Crime and Delinquency (PCCD). The grant award is for \$89,873.00. The funds must be spent or committed between 7/3/2020 and 10/30/2020. To date, City High has spent ~\$26,000 under the grant. No grant funds have been received yet.

4. **Page five and seven - Title I, II, and V, Lunch/Milk Subsidies, and ERATE**

Amounts represent federal funds received or accrued and applied toward the specific programs in the applicable fiscal years.

NOTE 1: Title V funding has been suspended for the last five fiscal years.

NOTE 2:

The application for Title I, II, and IV (new in 17/18) funding of approximately \$320K for fiscal 20/21 was filed in September 2020, and is awaiting approval and funding by the PDE.

YTD in fiscal 20/21, City High has received remaining payments from the 19/20 Title I grant in the amount of ~\$77K. All grant funds have been received and spent. The final report was submitted to the PDE in August 2020.

5. **Page five and seven - Other Financing Sources**

Amount represents monthly interest earned on MMAX account with Huntington Bank and, beginning in March 2013, certificates of deposit placed with Huntington Bank and, later, PNC Bank (See Note below).

Interest earned on the MMAX accounts at Huntington was approximately .2% in September '20, as interest rates have dropped severely in reaction to COVID-19.

NOTE from Fiscal 14/15: In fiscal 12/13, City High transferred the majority of its cash to Huntington Bank, leaving a small balance under the FDIC Insured limit of \$250K, in the PNC Account. During fiscal 13/14, the PNC account was utilized as a segregated account to pay the premiums, administrative costs, and monthly claims of City High's self-funded medical benefit plan placed with Highmark. Since fiscal 14/15, the PNC account was with a balance of ~\$49,000. The account was closed in November 2017 with the funds transferred to the Huntington Bank Operating Account.

All other PNC accounts were closed as of June 30, 2013.

In addition, City High invested \$1,000,000 into one year Certificates of Deposit placed first with Huntington Bank, and later with PNC Bank in \$250,000 increments. The CD's were first opened in March 2013, and have matured and been reinvested for various terms over the years.

In May 2020, the funds were reinvested through PNC Bank in four 3 month \$250,000 FDIC insured CD's, earning interest at rates ranging from .15% to .2% (See COVID-19 effect on interest rates above). These CD's matured in August 2020, and are awaiting reinvestment. The interest of ~\$25,000 on the matured one year CD's was paid to City High in May.

6. **Page five and seven - Miscellaneous Receipts**

Amount represents all miscellaneous monies received by City Charter High, such as donations for the Robotics, Drama, Mentoring/Career Readiness Programs, School Recycling Program, etc...Other receipts are primarily from students to cover their portion of costs for participation in various school sponsored educational and recreational activities, as well as student payments for MOS certifications, and loss or damage to school property. The SAGE and Robotics Programs actively fundraise and solicit donations/grants to help defray the costs of various local and national competitions. Amounts received are included in Misc. Receipts.

The Robotics Program received \$10,500 in unrestricted grants in 19/20.

The transportation costs for fiscal 18/19 of ~\$39K were billed to the four school districts in January 2020. The unpaid balance is a portion of the A/R - Other on the Balance Sheet and is included in miscellaneous receipts on the Profit/Loss Statement in 19/20.

In fiscal 19/20, miscellaneous receipts also includes ~\$10K of forfeitures from the 401(k) Plan that have been used to fund current employer match and nonelective contributions.

7. **Page five and seven - Personnel Services**

Salaries for existing positions are budgeted to remain flat for fiscal 20/21 as there were no raises for the fiscal 20/21 year. An across the board salary increase of 3% was given in fiscal 19/20. The 20/21 budget does include the addition of a newly established position - Director of Enrollment.

Benefits are budgeted at 49.1% of salaries for fiscal 20/21 based on the prior year's actual experience and projected benefit costs in fiscal 20/21, primarily City High's required increase in its annual PSERS contribution for employees, currently at 34.51% of salary.

NOTE: In an attempt to offset rising benefit costs, in fiscal 15/16 City High converted to a high deductible medical benefit plan, and an associated HRA. The premium payments are ~\$40K/mo. compared to ~\$55K/mo. in prior years under the traditional plan. Under the high deductible

plan, City High pays 85% of the employee deductible costs incurred. City High has continued to offer the high deductible plan thru fiscal 20/21. There was no increase in premiums from fiscal 19/20.

The total benefit expense in 20/21 should be higher than prior year due to the increased salary percentage as mandated by the PDE for PSERS contributions (34.51% in 20/21 vs. 34.29% in 19/20). **However, beginning in 17/18, City High has implemented an alternative retirement plan (ARP) open to newly hired employees only.** Under the ARP, City High will match the employee's pre-tax contribution, up to 7%, as well as provide a non-elective contribution to each employee of 5%, for a maximum annual contribution of 12% per employee (as compared to 34.51% under PSERS). Currently there are 32 employees participating in the ARP rather than PSERS (representing over one-third of the workforce). City High has been tracking the savings on an annual basis. ****In fiscal 17/18, 18/19, and 19/20, the ARP generated ~\$85,000, \$165,000, and \$300,000 in savings, respectively, for a three-year total savings to City High of ~\$550,000.**** **Please Note**** YTD Benefit Expense is lower in fiscal 20/21 than 19/20 due to the **savings of the 401(k) Plan vs the PSERS Plan, as well as lower YTD Medical Insurance costs.**

In addition, the estimated accrual for Attendance and Benefit Bonuses are carried as a liability on City High's balance sheet for the entire fiscal year. The liabilities for these bonuses are estimated based on prior year payouts. The 19/20 bonuses were paid in the August 15, 2020 payroll. The accrual for 20/21 is based on the actual bonuses paid for 19/20 and will continue to be carried on the balance sheet in fiscal 20/21, revalued for the June 30, 2021 audit, and paid out in August 2021.

8. **Page five and seven - Other Professional Services and Other Purchased Services**

Costs for Other Professional Services will continue to trend higher for 20/21, as expenses are incurred.

Projection due to tuition payments to approved private schools for certain special education students related to 20/21, as well as other special education costs, and higher anticipated ESL costs. In addition, City High is paying for contracted services for adjunct teachers, cyber school and alternative school for certain students, and Point Park tuition fees for students that were previously offered free of charge. In fiscal 16/17, City High also began offering a "College in High School" class through CCAC.

In addition, City High has begun new targeted advertising and marketing campaigns in order to continue to attract new students, as enrollment decreased in 17/18 for the first time in school history. As a result, advertising costs will trend higher in fiscal 20/21 than previous years.

In addition, there will be costs associated with operating during the Covid-19 pandemic that are just now being identified and realized. These will be tracked and disclosed as incurred.

Finally, attorney fees are higher in 20/21 than 19/20 due to the retirement of the school's previous solicitor and the subsequent hiring of a new firm with higher billing rates.

Special education expenses were expected to be higher in 20/21 than 19/20 due to higher private school tuition and other specialized services, primarily because of an increase in students requiring these services. **Special education enrollment, as a percentage of total student enrollment, has risen from ~15% to ~22% over the last several fiscal years.**

Note that Special Education expenses @ June 30, 2020 reflect an accrual of ~\$106K for costs related to 18/19 and prior for 4010 students that were yet been billed by the PDE, as well as ~\$65K for 4010 students for 19/20, also not yet billed by the PDE. This also represents the \$171K and \$65K in Accrued Liabilities on the 6/30/20 and 9/30/20 Balance Sheets, respectively. The 18/19 and prior costs were subsequently billed and paid in July 2020.

9. **Page six and eight - Rental - Land & Buildings**

In addition to the increased rent for the new leased facility, City High began paying for certain utilities that were included in the lease payment in the old facility, including steam heat, water and sewage, and electricity. Utilities costs are budgeted based on actual costs in 18/19. Utilities are actually trending lower than prior years due to efforts by the Maintenance team to to reduce steam usage (cutting cost of steam by ~1/3 in 17/18). The Utilities budget was decreased for fiscal 19/20 to reflect this, and decreased again for 20/21 based on actual 19/20 costs.

In November 2019, the lease payment increased by \$ ~2,083 per month (to \$117,267), in accordance with the lease agreement. This increase is included in the 20/21 budget.

In June 2017, City High signed an Amendment to the existing lease in order to lease additional space for the build-out of a new Fitness Center for students. Annual rent increased by \$50,000 (\$4,167/month) beginning in September 2017. This increase was included in the 20/21 budget. In addition, the lease term was extended by five years, to August 2027.

Note that in October 2018, the lease escalation for the prior year was also paid.

No lease escalation was billed or paid in fiscal 19/20. Lease escalation related to fiscal 19/20 of ~\$35K was billed and paid in August 2020.

July rent was prepaid in both June 2020 and June 2019.

10. **Page six and eight - Depreciation Expense**

Change in depreciation expense from 18/19 is due to additional depreciation for the leasehold improvements and equipment for the Fitness Center, new laptops purchased for incoming 9th grade class, new classroom furniture, and an upgraded firewall system in 18/19, offset by newly retired assets (primarily computer equipment) for which depreciation is no longer applicable.

11. **Page two - Accounts Receivable and Grants Receivable**

See comments under Note #1 above regarding Grants Receivable. The amount at June 30, 2020 represents amount due under the Partner4Work Grant.

City High traditionally began invoicing for tuition for each new school year in October.

This allowed a few months for enrollment to stabilize and eliminated the need for numerous billing adjustments. The suburban school districts were invoiced for August thru October 20XX at that time. However, in 16/17, City High began billing in accordance with new State regulations. According to these regulations, City High must first bill each school district by the 5th of each month, allowing 30 days for the school district to make payment. If payment is not received in 30 days, City High may then apply to the PDE for tuition redirection for nonpaying school districts. In fiscal 18/19 City High began billing the school districts in October and applied for the first tuition redirection in early November. This application was returned for corrections. The PDE website was then closed for applications in December. The January 2019 application was also returned for corrections. The next application was submitted and returned in May 2019. **Funding of ~\$278K was ultimately received in October 2019. Only one school district remains to be paid.**

This effectively means that tuition redirection was not received from the PDE for nonpaying school districts for all of fiscal 18/19, resulting in extremely high A/R @ 6/30/19. July tuition was billed with the final reconciliations for the various school districts in September 2019, with payment of tuition redirection of ~\$278K finally paid in October 2019.

A similar scenario occurred in fiscal 19/20, primarily due to the Covid-19 pandemic. City High has not received any tuition redirection from the PDE since March 2020, which represented billings through January 2020. This results in an extremely high A/R again @ 6/30/20. At least 6 months of tuition redirection is outstanding from the PDE as of September 30, 2020. City High is working on the reconciliations for fiscal 19/20 right now. They should be completed and submitted by the end of October 2020.

12. **Page two and two(a) - Fixed Assets and Debt**

Beginning in fiscal 10/11 through fiscal 19/20, operating funds have been used to purchase computers for the new freshman class. The computers are capitalized as fixed assets (see Page 2) and are being depreciated over 4 years beginning 9/1/20.

Additionally, in 17/18, a new Fitness Center was completed, with the cost to City High capped at \$200,000. As of February 2018, the Fitness Center, including the new elevator access, has been completed and in use, the costs have been capitalized and depreciated over the new extended lease term of ten years. The equipment purchased for the Fitness Center has been capitalized as Furniture and Fixtures, and depreciated over 5 years. Note that the Fitness Center and equipment were placed in service in late October 2017. Depreciation commenced effective 11/1/2017. Depreciation related to the new elevator commenced on 2/1/2018, when it was placed in service.

All capital leases have been paid off and City High has no long-term or short-term debt outstanding.

13. **Page six and eight - Student Transportation**

In 07/08 through 18/19 City High helped to subsidize the student trips to Costa Rica, New York, and Niagara Falls utilizing interest earned on the CD and MMAX accounts, as well as operating funds. In fiscal 19/20, City High planned again help to subsidize these trips and the budget reflects these costs, however all Spring 2020 trips were cancelled due to Covid-19.

NOTE: The amount of student contributions and fundraising associated with the Costa Rica and Niagara Falls trips for 18/19 was repaid from the Student Activities Account to the City High Operating Account in November, after the completion of the fiscal 18/19 audit. Student payments toward the cancelled 19/20 trips (including New York City in 19/20) that had accumulated in the Student Activities Account, were either refunded to the students or rolled over (See Below).

Other student transportation costs include daily transportation of special education students to approved private schools. This cost began to trend higher in the second half of 17/18, and has continued to trend higher in 18/19 and 19/20, as City High has additional students enrolled in private schools (transporting ~10 students either to private schools or to City High prior to Covid-19). **Until in-person instruction is reinstated on a full time basis, transportation costs will be minimal.**

Note that all trips in 19/20 were cancelled due to COVID-19. Students were refunded their deposits for the Costa Rica trip, net of airfare vouchers that were issued to them from American Airlines. Students were also refunded for the New York City trip and the Niagara Falls trip, except in the case where deposits were rolled over for future trips or toward Senior Fees.

14. **Page six and eight - Other Purchased Services**

Other Purchased Services (except for Advertising) should be comparable to 19/20, and include janitorial costs, extermination and pest control, cleaning of linens and uniforms for cafeteria staff, and other miscellaneous services. Amount is lower than prior year due to the timing of insurance

premiums and transportation payments.

In addition, monthly cleaning costs have decreased due to the cleaning company providing twice a week cleaning services rather than daily (since staff and certain students are only in the building once a week in the virtual learning environment for Trimester One).

15. **Page two - Prepaid Expenses**

Prepaid expenses at 6/30/20 represent advance deposits for software support and maintenance contracts for fiscal 20/21, as well as Fall 2020 field trip deposits. In addition,

EDSYS, INC.
Comparative Balance Sheets
As of September 30, 2020 and June 30, 2020

	<u>Internal</u> <u>Sept 30, 20</u>	<u>Under Audit</u> <u>June 30, 20</u>
ASSETS		
Current Assets		
Checking/Savings		
1000 - CHECKING AND SAVINGS		
1010 - PNC and Huntington Banks		
1011 - Huntington Bank - Restricted	122,883.01	79,921.58
1010 - Huntington Bank - Unrestricted	3,347,857.36	3,271,580.14
1012 - PNC Investments CD's	1,000,000.00	1,000,000.00
Total 1010 - PNC and Huntington Bank	<u>4,470,740.37</u>	<u>4,351,501.72</u>
1100 - Petty Cash Account	200.00	200.00
Total 1000 - CHECKING AND SAVINGS	<u>4,470,940.37</u>	<u>4,351,701.72</u>
Accounts Receivable		
1200 - Accounts Receivable Curr	670,265.39	803,520.57
11. 1220 - Grants Receivable	8,909.50	33,274.60
1300 - Accounts Receivable Other	44,591.85	76,545.45
Total Accounts Receivable	<u>723,766.74</u>	<u>913,340.62</u>
Other Current Assets		
15. 1400 - Prepaid Expenses	7,184.00	233,026.61
1500 - Construction-in-Progress	0.00	0.00
Total Other Current Assets	<u>7,184.00</u>	<u>233,026.61</u>
Total Current Assets	<u>5,201,891.11</u>	<u>5,498,068.95</u>
Fixed Assets		
12. 1700 - Fixed Assets	2,853,846.85	2,785,057.54
1800 - Less Accumulated Drepreciation	(2,269,002.69)	(2,211,226.12)
Net Fixed Assets	<u>584,844.16</u>	<u>573,831.42</u>
TOTAL ASSETS	<u>5,786,735.27</u>	<u>6,071,900.37</u>

EDSYS, INC.
 COMPARATIVE BALANCE SHEETS
 As of September 30, 2020 and June 30, 2020

	Sept 30, 20	June 30, 20
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 - ACCOUNTS PAYABLE	43,491.35	9,283.94
Total Accounts Payable	43,491.35	9,283.94
Other Current Liabilities		
2200 - Accrued Liabilities	65,486.65	235,872.66
2390 - Payroll Liabilities	35,652.46	31,273.35
8. 2450 - Attendance Incentive	136,400.00	136,400.00
2460 - Benefits Incentive	24,000.00	24,000.00
2500 - Student Card Deposits	13,946.01	13,924.01
2600 - Deferred Revenue	-	0.00
Total Other Current Liabilities	275,485.12	441,470.02
Total Current Liabilities	318,976.47	450,753.96
Equity		
3900 - Net Assets - Unrestricted	5,495,344.45	4,829,347.70
Board Designated - Lease Payments	58,333.00	58,333.00
Board Designated - Retirement Contributions	0.00	0.00
Temporarily Restricted	60,500.00	60,500.00
Opening Balance Equity	6,968.96	6,968.96
Net Income (Loss)	(153,387.61)	665,996.75
Total Equity	5,467,758.80	5,621,146.41
TOTAL LIABILITIES & EQUITY	5,786,735.27	6,071,900.37

EDSYS, Inc.
A/R Aging Summary
As of September 30, 2020

	<u>Current</u>	<u>1 - 30</u>	<u>31 - 60</u>	<u>61 - 90</u>	<u>> 90</u>	<u>TOTAL</u>
Aliquippa School District	886.34				6,204.37	7,090.71
Ambridge Area School District						0.00
Baldwin-Whitehall					1,332.22	1,332.22
Bethel Park School District	2,713.55				5,427.11	8,140.66
Brentwood Borough					9,017.61	9,017.61
Carlynton School District	4,525.28				17,914.90	22,440.18
Charleroi School District						0.00
Chartiers Valley School District	2,336.54				8,300.56	10,637.10
Clairton City School District					11,813.73	11,813.73
Duquesne School District	950.41				6,887.10	7,837.51
East Allegheny School District	3,748.19				1,998.54	5,746.73
Fox Chapel School District					13,352.09	13,352.09
Gateway School District					1,186.75	1,186.75
Hampton School District	1,239.01				13,629.16	14,868.17
Keystone Oaks School District	1,258.90				2,517.81	3,776.71
McKeesport Area School District	530.82				30,690.67	31,221.49
Montour	1,305.12				2,610.24	3,915.36
New Castle School District	2,058.39				22,642.29	24,700.68
New Kensington-Arnold	765.73				4,125.69	4,891.42
North Allegheny School District						0.00
Northgate School District	2,410.49				4,820.99	7,231.48
North Hills School District						0.00
Penn Hills School District	39,685.37				37,276.90	76,962.27
Pittsburgh Public Schools						0.00
Quaker Valley School District	2,995.70				5,991.40	8,987.10
Riverview School District						0.00
Shaler Area School District					16,200.78	16,200.78
South Park School District	2,109.47				10,547.37	12,656.84
Steel Valley					18,222.28	18,222.28
Sto-Rox School District	23,682.64				182,370.83	206,053.47
West Jefferson Hills						0.00
West Allegheny School District	957.79				4,788.94	5,746.73
Wilkinsburg Borough	20,258.12				44,630.37	64,888.49
Woodland Hills	8,854.20				62,492.63	71,346.83
	<u><u>123,272.06</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>546,993.33</u></u>	<u><u>670,265.39</u></u>

EDSYS, INC.
Profit/Loss With Previous Year Comparison
July 2020 through September 2020

	<u>Jul '20-Sept '20</u>	<u>Jul '19-Sept '19</u>	<u>Difference</u>	
Income				
6000 - REVENUE/LOCAL SOURCES				
1.	Foundation Grants	0.00	50,000.00	(50,000.00)
2.	Tuition - Regular	1,907,718.57	1,836,293.42	71,425.15
2.	Tuition - Special Education	507,865.60	503,559.02	4,306.58
	School Lunch Proceeds	0.00	13,966.65	(13,966.65)
	School Store Proceeds	0.00	2,843.50	(2,843.50)
	Dell/Lenovo Reimbursements	0.00	0.00	0.00
	Total 6000 - REVENUE/LOCAL SOURCES	<u>2,415,584.17</u>	<u>2,406,662.59</u>	<u>8,921.58</u>
3.	7000 - REV FROM STATE SOURCES			
	Special Ed Reimbursement	0.00	0.00	0.00
	Lease Reimbursements	0.00	0.00	0.00
	Covid-19 Health and Safety Grant	0.00	0.00	0.00
	PAsmart Grant	0.00	14,411.74	(14,411.74)
	Nurse Reimbursement	0.00	0.00	0.00
	Ready to Learn Block Grant	0.00	0.00	0.00
	Total 7000 - REV FROM STATE SOURCES	<u>0.00</u>	<u>14,411.74</u>	<u>(14,411.74)</u>
4.	8000 - REV FROM FEDERAL SOURCES			
	ERATE Revenue	1,367.42	1,600.20	(232.78)
	Title I, II, and IV Revenue	77,035.59	104,749.58	(27,713.99)
	Lunch/Milk Subsidies	0.00	12,272.45	(12,272.45)
	Total 8000 - REV FROM FEDERAL SOURCES	<u>78,403.01</u>	<u>118,622.23</u>	<u>(40,219.22)</u>
	9000 - OTHER FINANCING SOURCES			
5.	Other Financing Sources	1,555.57	12,514.48	(10,958.91)
6.	Miscellaneous Receipts	10,670.00	4,783.23	5,886.77
	Total 9000 - OTHER FINANCING SOURCES	<u>12,225.57</u>	<u>17,297.71</u>	<u>(5,072.14)</u>
	Total Income	<u>2,506,212.75</u>	<u>2,556,994.27</u>	<u>(50,781.52)</u>
	Gross Profit	<u>2,506,212.75</u>	<u>2,556,994.27</u>	<u>(50,781.52)</u>
Expense				
7.	100/200 - PERSONNEL SERVICES			
	Salaries	1,454,969.56	1,410,977.96	43,991.60
	Benefits	320,040.37	364,090.57	(44,050.20)
	Total 100/200 - PERSONNEL SERVICES	<u>1,775,009.93</u>	<u>1,775,068.53</u>	<u>(58.60)</u>
	300 - PURCHASED PROFESSIONAL SERVICES			
	Technology	50,420.77	39,854.56	10,566.21
	Special Education	12,509.70	28,586.68	(16,076.98)
8.	Other	89,486.89	61,641.82	27,845.07
	Total 300 - PURCHASED PROFESSIONAL	<u>152,417.36</u>	<u>130,083.06</u>	<u>22,334.30</u>

EDSYS, INC.
Profit/Loss With Previous Year Comparison
July 2020 through September 2020

	<u>Jul '20-Sept '20</u>	<u>Jul '19-Sept '19</u>	<u>Difference</u>
Expense			
400 - PURCHASED PROPERTY SERVICES			
Repair & Maint - Bldgs & Tech	288.00	4,000.64	(3,712.64)
9. Utilities	24,821.84	34,708.59	(9,886.75)
9. Rental - Land & Bldgs	386,546.10	345,549.99	40,996.11
Rental - Equipment	18,244.10	22,849.96	(4,605.86)
Total 400 - PURCHASED PROPERTY SERV.	<u>429,900.04</u>	<u>407,109.18</u>	<u>22,790.86</u>
500 - OTHER PURCHASED SERVICES			
13. Student Transportation	8,805.31	26,395.74	(17,590.43)
Insurance	63,776.44	61,359.77	2,416.67
8. Communications & Advertising	38,343.40	6,947.75	31,395.65
14. Other Purchased Services	21,422.21	36,636.08	(15,213.87)
Total 500 - OTHER PURCHASED SERVICES	<u>132,347.36</u>	<u>131,339.34</u>	<u>1,008.02</u>
600 - SUPPLIES			
17. General Supplies	55,905.47	74,858.99	(18,953.52)
Lunches, School Store, Refreshments	686.03	37,786.21	(37,100.18)
Books, Periodicals, Software	52,683.82	36,275.01	16,408.81
Total 600 - SUPPLIES	<u>109,275.32</u>	<u>148,920.21</u>	<u>(39,644.89)</u>
700 - PROPERTY			
16. Technical Equipment	2,823.78	11,724.38	(8,900.60)
10. Depreciation Expense	57,776.57	60,042.13	(2,265.56)
Total 700 - PROPERTY	<u>60,600.35</u>	<u>71,766.51</u>	<u>(11,166.16)</u>
800 - OTHER			
Dues and Fees	50.00	531.52	(481.52)
Student Awards	0.00	0.00	0.00
Total 800 - OTHER	<u>50.00</u>	<u>531.52</u>	<u>(481.52)</u>
Total Expense	<u>2,659,600.36</u>	<u>2,664,818.35</u>	<u>(5,217.99)</u>
Net Income (Loss)	<u><u>(153,387.61)</u></u>	<u><u>(107,824.08)</u></u>	<u><u>(45,563.53)</u></u>

EDSYS, INC.
Profit/Loss With Budget Comparison
July 2020 through September 2020

	<u>Jul '20-Sept '20</u>	<u>Fiscal 20/21 Budget</u>	<u>YTD Remaining</u>
Income			
6000 - REVENUE/LOCAL SOURCES			
1.	Foundation Grants	0.00	64,000.00
2.	Tuition - Regular	1,907,718.57	9,003,420.00
2.	Tuition - Special Education	507,865.60	2,459,306.00
	School Lunch Proceeds	0.00	75,000.00
	School Store Proceeds	0.00	15,000.00
	Dell/Lenovo Reimbursements	0.00	0.00
	Total 6000 - REVENUE/LOCAL SOURCES	<u>2,415,584.17</u>	<u>11,616,726.00</u>
3.	7000 - REV FROM STATE SOURCES		
	Special Ed Reimbursement	0.00	100,000.00
	Lease Reimbursements	0.00	45,000.00
	Covid-19 Health and Safety Grant	0.00	0.00
	PASmart Grant	0.00	0.00
	Nurse Reimbursement	0.00	10,000.00
	Ready to Learn Block Grant	0.00	30,000.00
	Total 7000 - REV FROM STATE SOURCES	<u>0.00</u>	<u>185,000.00</u>
4.	8000 - REV FROM FEDERAL SOURCES		
	ERATE Revenue	1,367.42	10,000.00
	Title I, II, and IV Revenue	77,035.59	300,000.00
	Lunch/Milk Subsidies	0.00	170,000.00
	Total 8000 - REV FROM FEDERAL SOURCES	<u>78,403.01</u>	<u>480,000.00</u>
	9000 - OTHER FINANCING SOURCES		
5.	Other Financing Sources	1,555.57	20,000.00
6.	Miscellaneous Receipts	10,670.00	50,000.00
	Total 9000 - OTHER FINANCING SOURCES	<u>12,225.57</u>	<u>70,000.00</u>
	Total Income	<u>2,506,212.75</u>	<u>12,351,726.00</u>
	Gross Profit	<u>2,506,212.75</u>	<u>9,845,513.25</u>
Expense			
7.	100/200 - PERSONNEL SERVICES		
	Salaries	1,454,969.56	5,675,700.00
	Benefits	320,040.37	2,713,368.00
	Total 100/200 - PERSONNEL SERVICES	<u>1,775,009.93</u>	<u>8,389,068.00</u>
	300 - PURCHASED PROFESSIONAL SERVICES		
	Technology	50,420.77	60,000.00
	Special Education	12,509.70	310,000.00
8.	Other	89,486.89	280,000.00
	Total 300 - PURCHASED PROFESSIONAL	<u>152,417.36</u>	<u>650,000.00</u>

EDSYS, INC.
Profit/Loss With Budget Comparison
July 2020 through September 2020

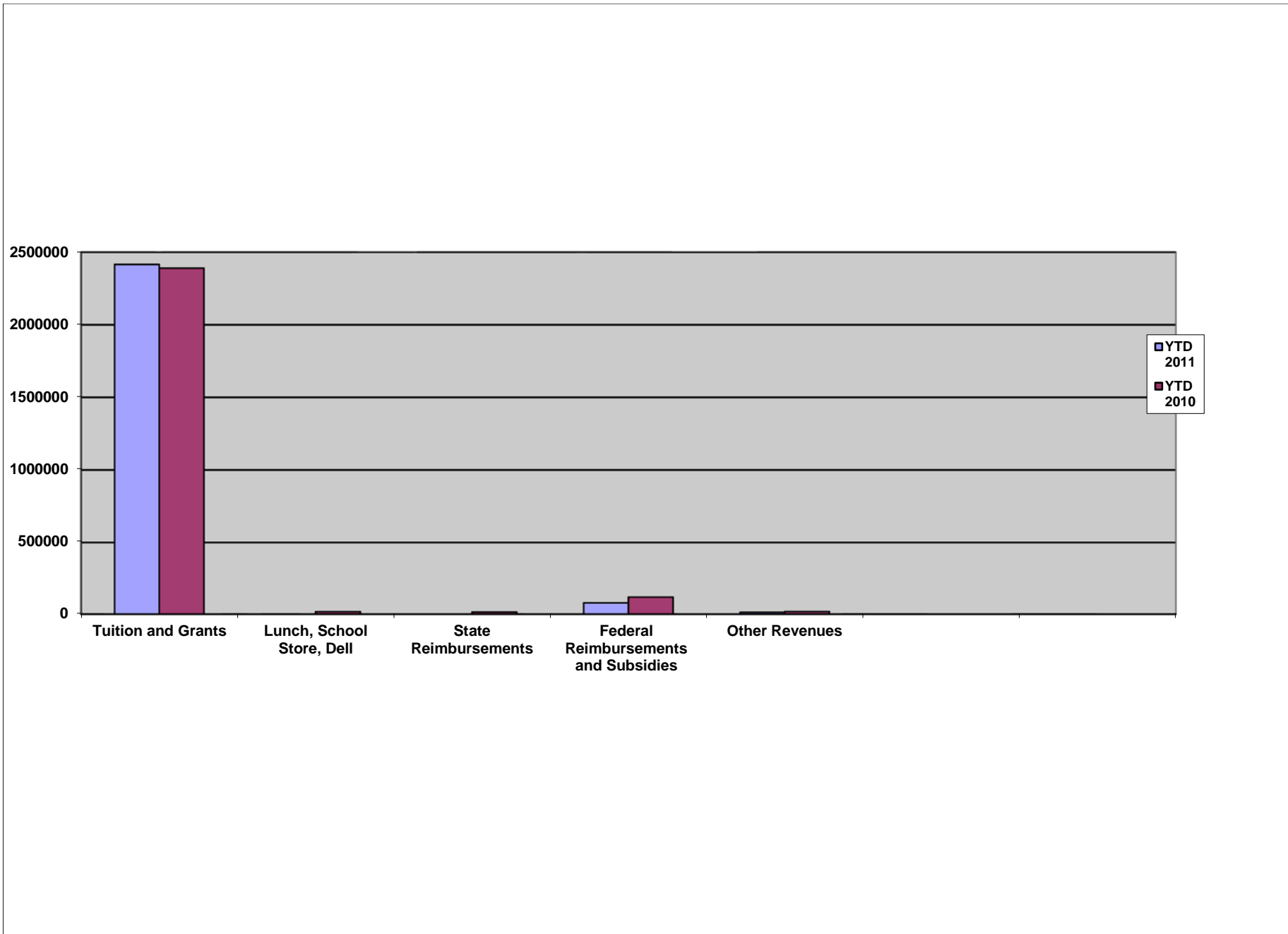
	<u>Jul '20-Sept '20</u>	<u>Fiscal 20/21 Budget</u>	<u>YTD Remaining</u>
Expense			
400 - PURCHASED PROPERTY SERVICES			
Repair & Maint - Bldgs & Tech	288.00	4,500.00	4,212.00
9. Utilities	24,821.84	200,000.00	175,178.16
9. Rental - Land & Bldgs	386,546.10	1,437,192.00	1,050,645.90
Rental - Equipment	18,244.10	85,000.00	66,755.90
Total 400 - PURCHASED PROPERTY SERV.	<u>429,900.04</u>	<u>1,726,692.00</u>	<u>1,296,791.96</u>
500 - OTHER PURCHASED SERVICES			
13. Student Transportation	8,805.31	290,000.00	281,194.69
Insurance	63,776.44	65,000.00	1,223.56
Communications & Advertising	38,343.40	155,000.00	116,656.60
14. Other Purchased Services	21,422.21	140,000.00	118,577.79
Total 500 - OTHER PURCHASED SERVICES	<u>132,347.36</u>	<u>650,000.00</u>	<u>517,652.64</u>
600 - SUPPLIES			
17. General Supplies	55,905.47	176,000.00	120,094.53
Lunches, School Store, Refreshments	686.03	170,000.00	169,313.97
Books, Periodicals, Software	52,683.82	65,000.00	12,316.18
Total 600 - SUPPLIES	<u>109,275.32</u>	<u>411,000.00</u>	<u>301,724.68</u>
700 - PROPERTY			
16. Technical Equipment	2,823.78	40,000.00	37,176.22
10. Depreciation Expense	57,776.57	242,200.00	184,423.43
Total 700 - PROPERTY	<u>60,600.35</u>	<u>282,200.00</u>	<u>221,599.65</u>
800 - OTHER			
Dues and Fees	50.00	2,500.00	2,450.00
Student Awards	0.00	50,000.00	50,000.00
Total 800 - OTHER	<u>50.00</u>	<u>52,500.00</u>	<u>52,450.00</u>
Total Expense	<u>2,659,600.36</u>	<u>12,161,460.00</u>	<u>9,501,859.64</u>
Net Income (Loss)	<u>(153,387.61)</u>	<u>190,266.00</u>	<u>343,653.61</u>
Carryforward from 19/20		<u>4,300,000.00</u>	
Carryforward to 21/22		<u>4,490,266.00</u>	

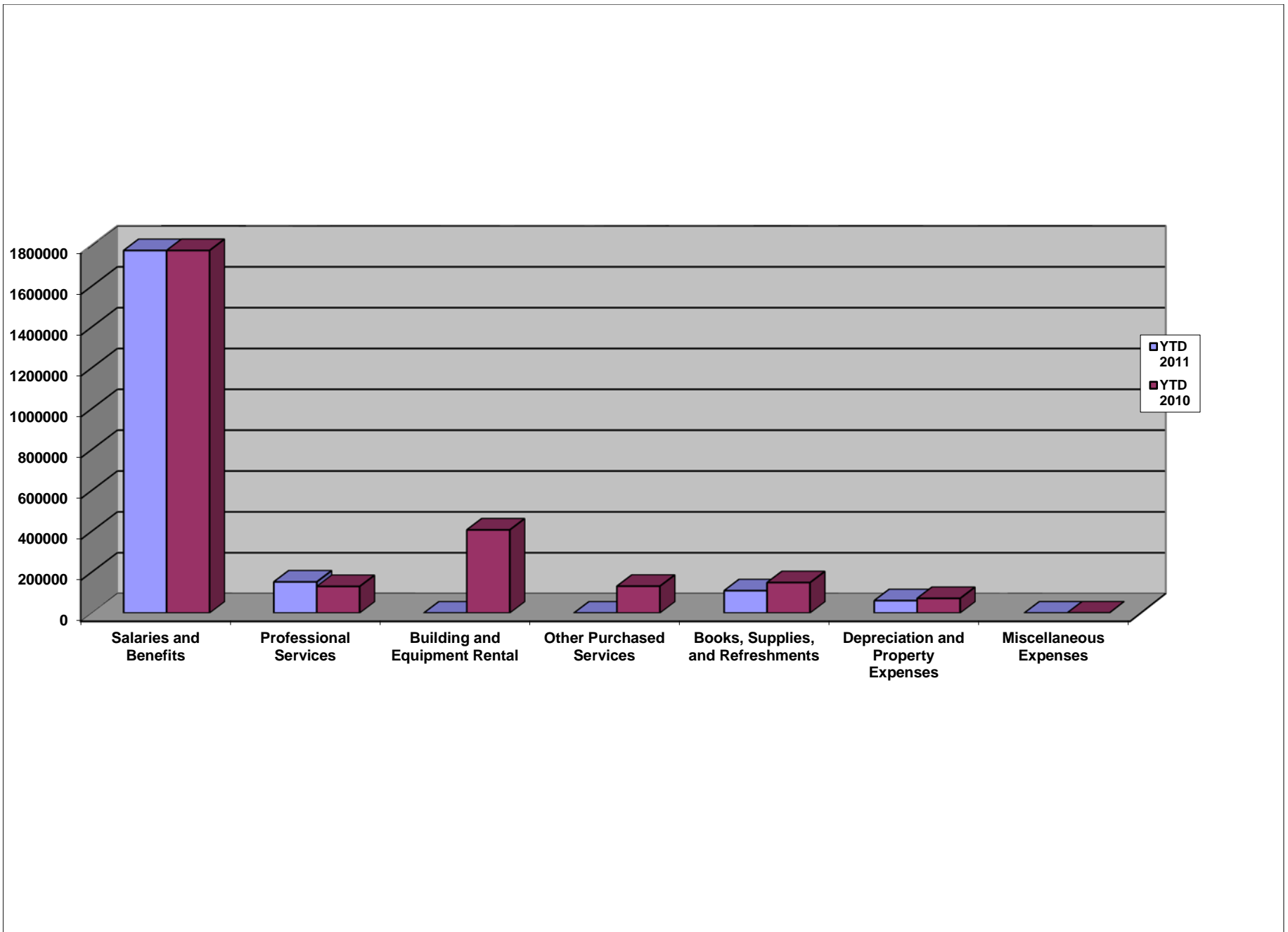
EDSYS, INC.
Cash Flow Forecast
July 2020 through June 2021

	<u>Cash In</u>	<u>Cash Out</u>	<u>Net In/(Out)</u>	<u>Balance</u>
Beginning Balance 07-01-20	4,351,701.72 A	0.00 A	4,351,701.72 A	4,351,701.72
July 2020	996,498.64 A	993,844.61 A	2,654.03 A	4,354,355.75
August 2020	854,764.40 A	838,215.89 A	16,548.51 A	4,370,904.26
September 2020	904,895.17 A	804,859.06 A	100,036.11 A	4,470,940.37
October 2020	1,000,000.00 E	1,400,000.00 E	(400,000.00) E	4,070,940.37
November 2020	0.00 E	0.00 E	0.00 E	4,070,940.37
December 2020	0.00 E	0.00 E	0.00 E	4,070,940.37
January 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
February 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
March 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
April 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
May 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
June 2021	0.00 E	0.00 E	0.00 E	4,070,940.37
Ending Balance	<u>3,756,158.21</u> *	<u>4,036,919.56</u>	<u>(280,761.35)</u>	<u>4,070,940.37</u>
Budget 20-21	12,351,726.00 *	12,161,460.00	190,266.00	4,490,266.00 **

A = Actual
E = Estimate

* Excludes Beg. Cash Balance
** Represents Ending Cash Balance as Budgeted





As of:	Balance Sheet		Tuition Receivable	Accounts Payable
	Cash Balance	Current Ratio*		
September 30, 2020	\$4,470,940	\$16 to \$1	\$670,265	\$43,491
June 30, 2020	\$4,351,702	\$12 to \$1	\$803,521	\$9,284

*Current Ratio = Current Assets/Current Liabilities

	Tuition Receivable Aging Schedule				
	Total	Current	>30	>60	>90
September 30, 2020	\$670,265	\$123,272	\$0	\$0	\$546,993
June 30, 2020	\$803,521	\$213,875	\$449,389	\$0	\$140,257

For the 3 Mos. Ended September:	Income Statement			
	Total Revenue	Total Expense	Revenue Per Student*	Expense Per Student*
2020	\$2,506,213	\$2,659,600	\$4,649.75	\$4,934.32
20/21 Budget	\$12,351,726	\$12,161,460	\$22,873.57	\$22,521.22
% of Budget	20.29%	21.87%	20.33%	21.91%
2019	\$2,556,994	\$2,664,818	\$4,549.81	\$4,741.67

Comments:

Revenue is slightly lower in 20/21 than 19/20 due to lower enrollment numbers (especially new Freshmen) and lower food service revenue due to the virtual learning environment. Other factors affecting the comparison of YTD revenue through September 2020 are the PMC grant in 19/20 of \$50,000 and the PASmart Grant of ~\$14,000, neither of which are received in fiscal 20/21, as well as lower interest income. Offsetting this are higher Miscellaneous receipts YTD in 20/21 due to partial refund of deposits paid for the 19/20 Costa Rica trip that was ultimately cancelled.

YTD Expenses in 20/21 are slightly lower than 19/20 due to lower transportation costs and lower food service costs in 20/21. Offsetting this is rent escalation of ~\$35K paid in August 2020, higher advertising and other professional services costs.

See below for benefit expense discussion.

***Average Student Enrollment** assumed as follows:

20/21 Budget:	540 students	
August 2020	521 students	(YTD Average)
August 2019	560 students	(YTD Average)

Concerns:

Total Revenue is slightly lower YTD in fiscal 20/21 than 19/20 due to the lower tuition revenue as a result of lower enrollment to begin the 20/21 school year.

Enrollment is down 39 students early in the 20/21 school year as compared to the same time in the 19/20 school year.

(521 vs 560). This is primarily due to the new Freshman Class. The fiscal 20/21 budget was built based on average enrollment of 540 students.

In addition, there continues to be a loss of interest earnings due to decrease in interest rates (Covid-19 related).

Note that City High realized a total savings of ~\$550,000 in fiscal 17/18 thru 19/20, by implementing the new 401K plan for new hires effective 7/1/17.

As of 9/31/20, 32 employees are participating in the 401K plan rather than PSERS. This represents over 30% of the workforce. Savings will continue to grow each fiscal year as employee turnover occurs and new hires join the 401K plan rather than PSERS.

City Charter High School
List of Depository Institutions
As of September 30, 2020

MMAX Account: (Placed Through Huntington Bank)

Issuer Name	FDIC #	City, State	Amount
Branch Banking and Trust Company	9846	Winston Salem, NC	\$247,000.00
CIT Bank National Association	58978	Pasadena, CA	\$247,000.00
Customers Bank	34444	Phoenixville, PA	\$247,000.00
First-Citizens Bank & Trust Company	11063	Raleigh, NC	\$247,000.00
Hanmi Bank	24170	Los Angeles, CA	\$247,000.00
International Finance Bank	24823	Miami, FL	\$247,000.00
JPMorgan Chase Bank N.A.	628	Columbus, OH	\$247,000.00
Origin Bank	12614	Choudrant, LA	\$247,000.00
Prosperity Bank	16835	El Campo, TX	\$47,799.97
Republic Bank	27332	Philadelphia, PA	\$247,000.00
SpiritBank	4048	Tulsa, OK	\$247,000.00
The First National Bank of South Miami	17093	South Miami, FL	\$247,000.00
Third Coast Bank SSB	58716	Humble, TX	\$247,000.00
Total Portfolio (Interest - .2%)			<u>\$3,011,799.97</u>

Certificates of Deposit: (Placed Through PNC Investments, Inc.)

Issuer Name/Cusip No.	Effective Date	Maturity Date	Interest Rate	Amount
Beal Bank, Plano, TX/07370X6G4	5/20/2020	8/19/2020	0.15%	\$250,000.00
Customers Bank, Phoenixville, PA/23204HJL3	5/29/2020	8/31/2020	0.20%	\$250,000.00
Flushing Bank, New York, NY/34387AEC9	5/18/2020	8/18/2020	0.15%	\$250,000.00
Key Bank National Assoc, Ohio/49306SF76	5/20/2020	8/20/2020	0.15%	\$250,000.00
Total Portfolio				<u>\$1,000,000.00</u>

NOTE: Each Certificate of Deposit issued under a specific Cusip Number is a separate and distinct entity

with respect to FDIC insurance coverage, regardless of issuing bank.

Funds from matured investments are being held at PNC awaiting reinvestment into new 6 month CD's.

CITY HIGH ANNUAL INDICATORS 2019-20

Catherine Awsumb Nelson, Ph.D.

City High Board Report: October 21, 2020



REPORT CONTEXT

- Shut-down of in-person learning near end of 2nd trimester
- Decision to refocus spring surveys on actionable data for online learning design
- Some indicators not available
 - State tests
 - College admissions tests
- Others only available for part of year or under radically different conditions, making comparisons invalid
 - Student grades
 - Tardy rate

STRUCTURE OF THIS YEAR'S ANNUAL REPORT

Learning from distance learning

- Deep dive on distance learning model and components
- Presented to school leadership and board in July
- Used to re-shape instructional model for Fall

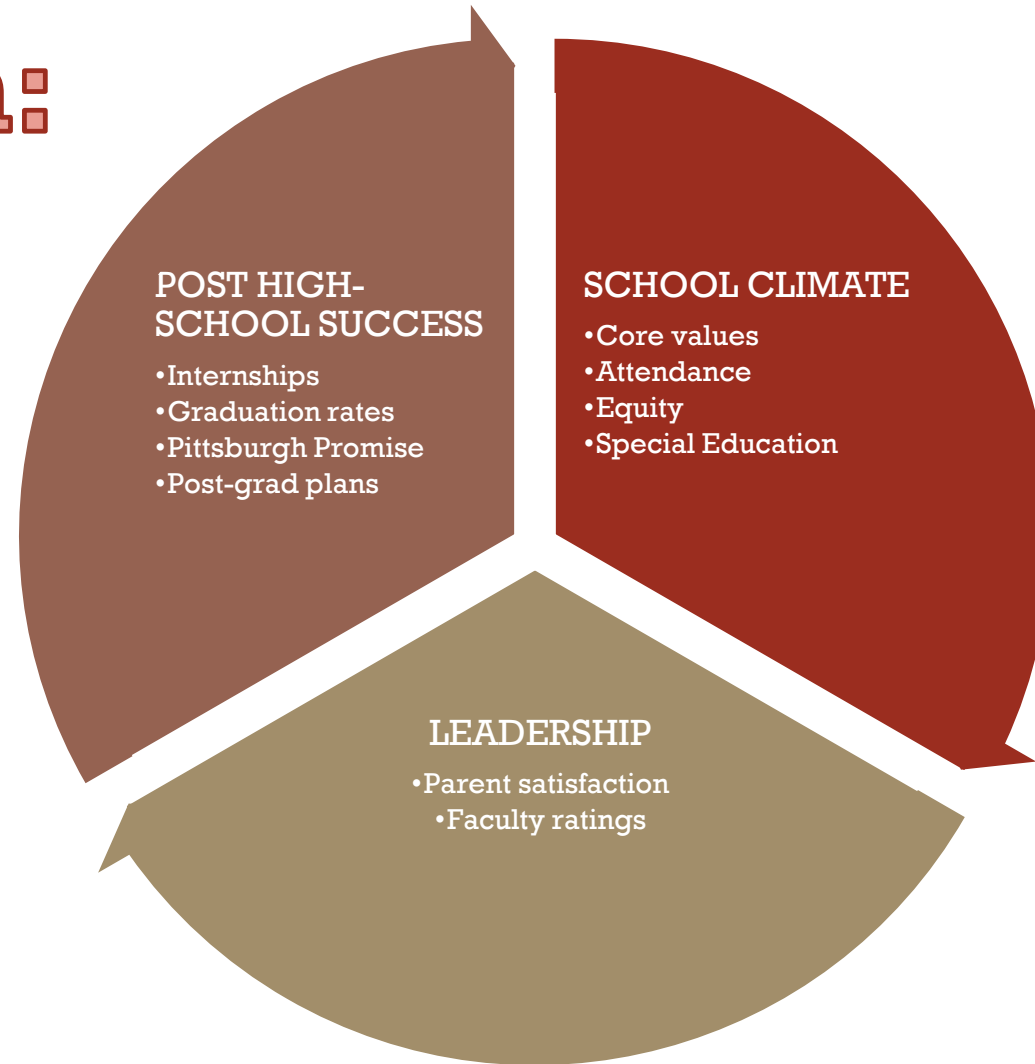
Measuring the mission

- Subset of critical long-term trend indicators
- Focus for today's presentation

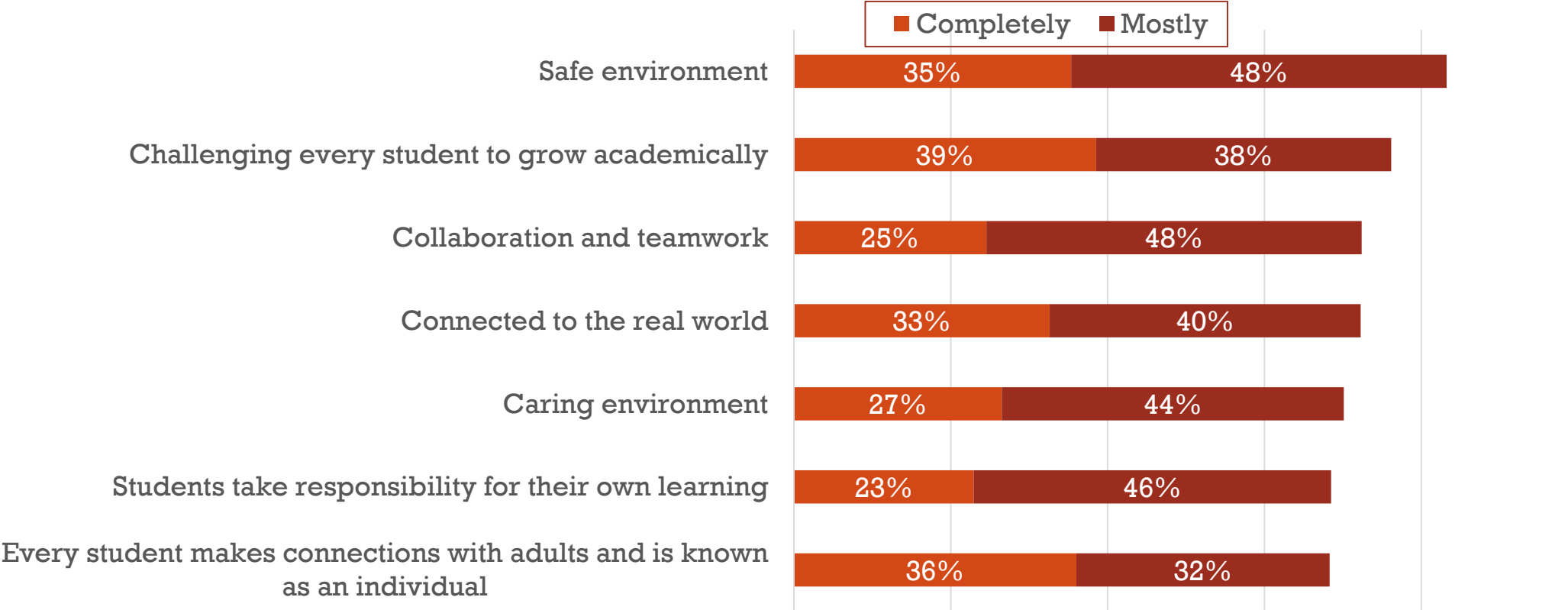
SURVEY RESPONSE RATES

	RESPOND- ENTS	TOTAL	RESPONSE RATE
Faculty	53	59	90%
Staff	16	20	80%
Students			
<i>9th</i>	85	156	54%
<i>10th</i>	99	155	64%
<i>11th</i>	67	93	72%
<i>12th</i>	84	118	71%
TOTAL	335	522	64%
Parents			
<i>February</i>	109	473	23%
<i>June</i>	70	473	15%

Measuring the Mission: Critical Success Indicators

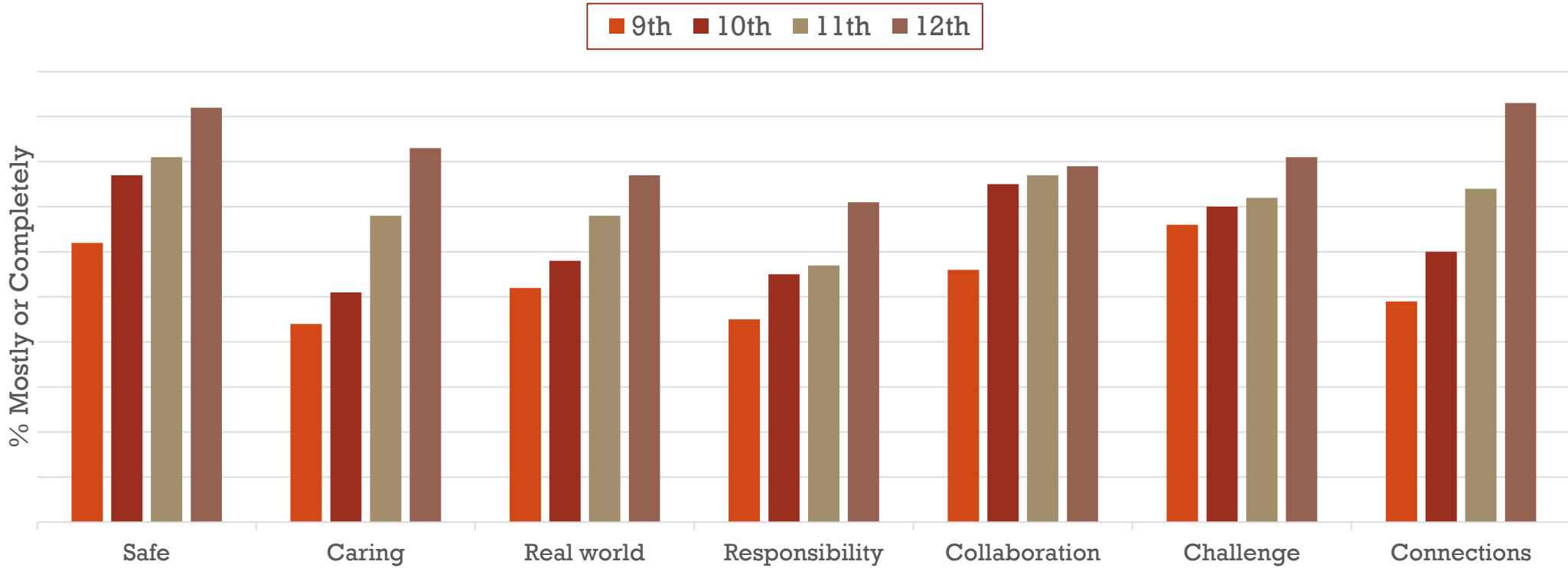


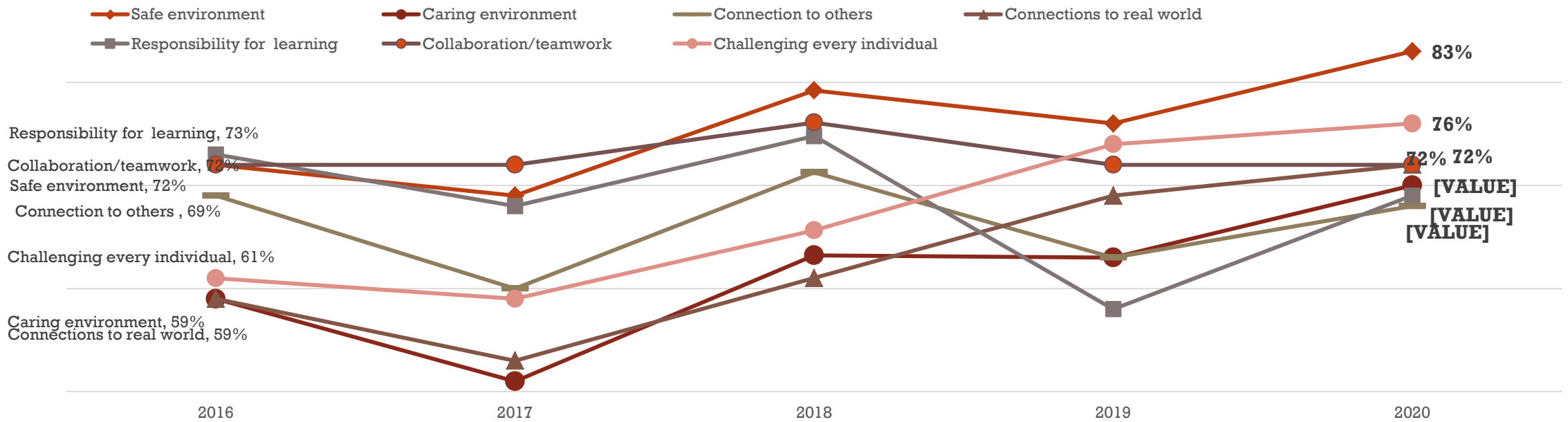
STRONG MAJORITIES OF STUDENTS CONTINUE TO REPORT THEIR EXPERIENCE LIVES UP TO SCHOOL'S CORE VALUES



EXPERIENCE OF CORE VALUES BUILDS THROUGH LOOPING

Class of 2020 4-year trajectory



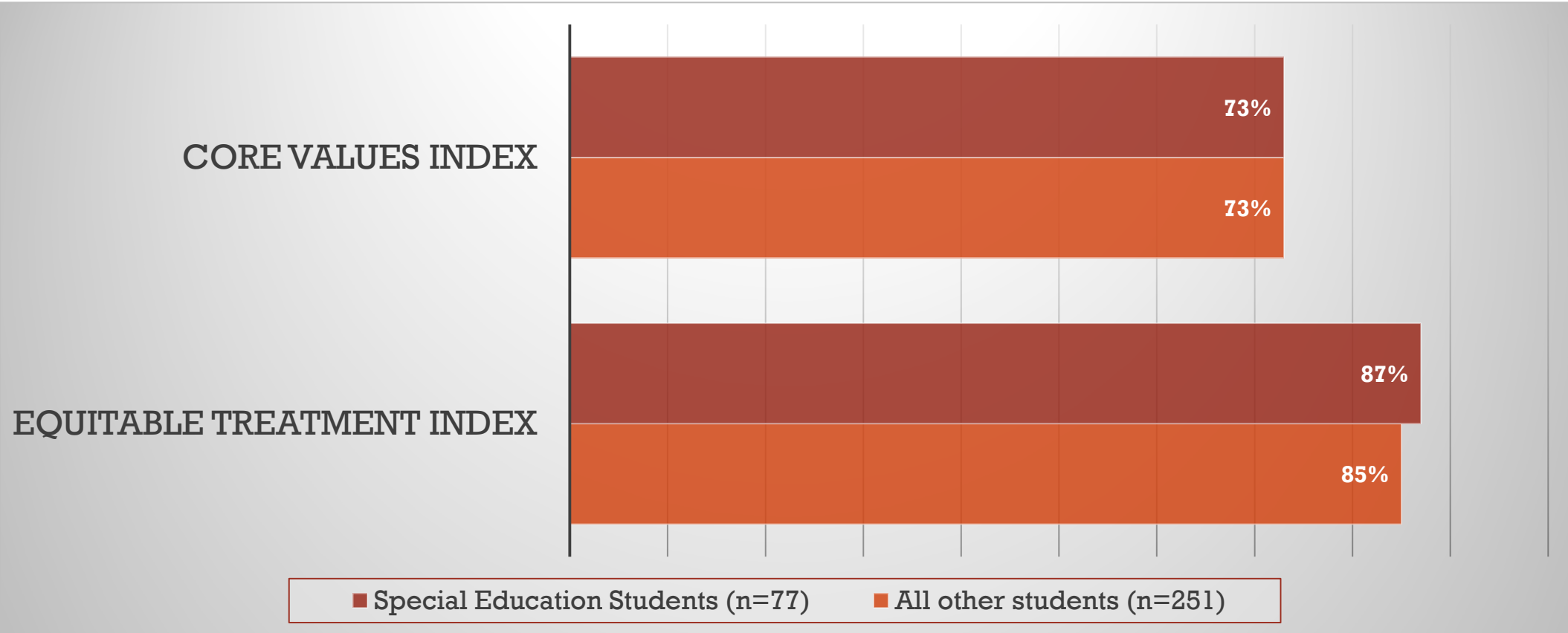


CORE VALUES INDEX AT 5-YEAR HIGH, UNDER DIFFICULT CIRCUMSTANCES

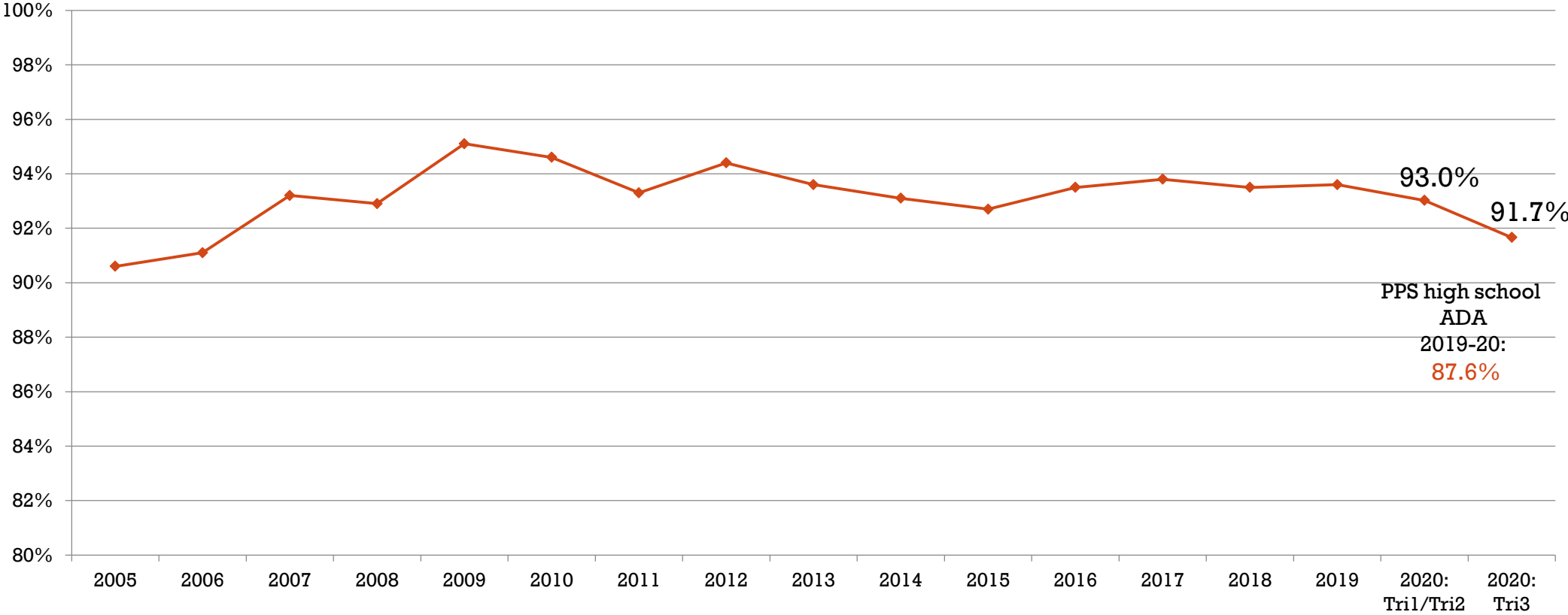
CITY HIGH STUDENTS ARE CONSISTENTLY AND SUBSTANTIALLY MORE LIKELY THAN THE NATIONAL AVERAGE TO REPORT EXPERIENCING EQUITABLE TREATMENT

	% agree, City High Students 2020	Difference from national average
People of different cultural backgrounds, races, or ethnicities get along well at this school.	94%	+17%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	88%	+13%
All students are treated the same, regardless of whether their parents are rich or poor.	90%	+30%
Boys and girls are treated equally well.	79%	+17%
Adults working at this school treat all students respectfully.	80%	+21%
When it comes to discipline, students are treated equally regardless of their race, gender, or identity.	83%	NA
Teachers here have the same high expectations for students regardless of race, gender, or identity.	90%	NA
Teachers here understand my background and community.	79%	NA

SPECIAL EDUCATION STUDENTS CONTINUE TO EXPERIENCE THE SCHOOL'S CULTURE EQUALLY

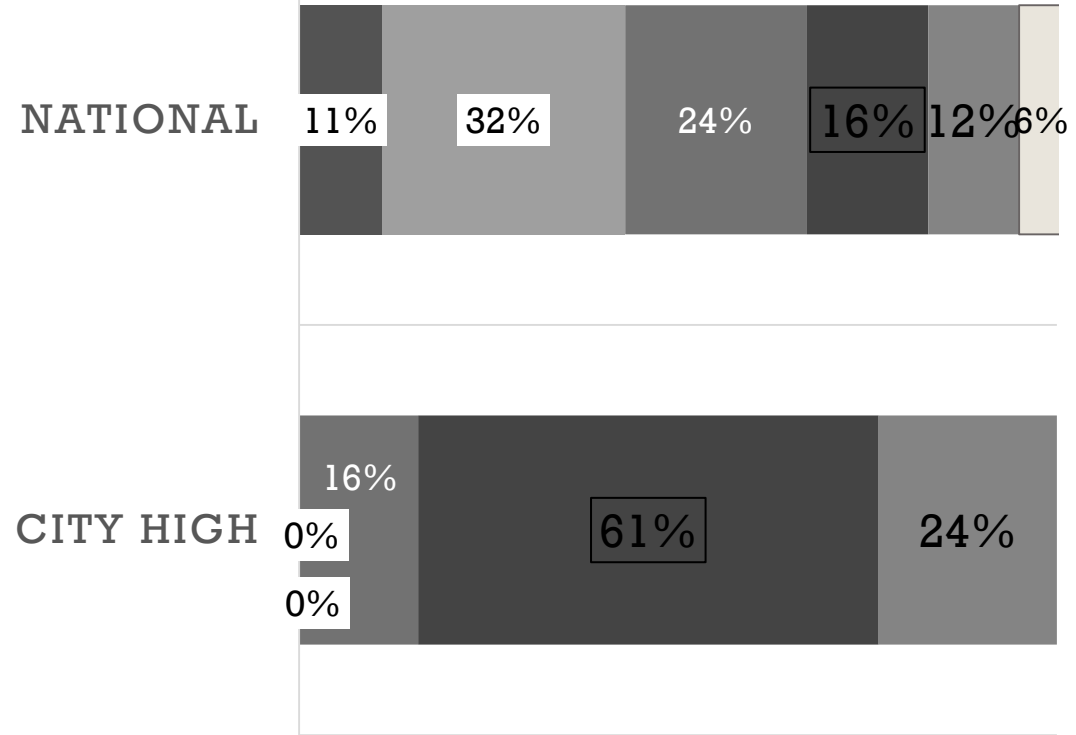
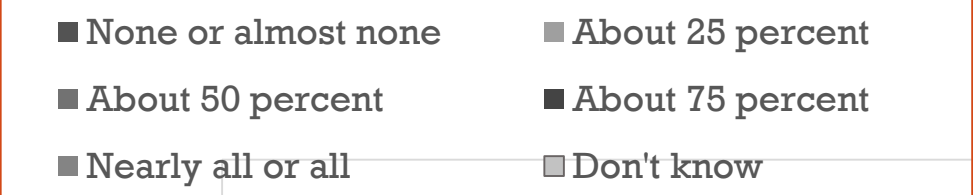


ATTENDANCE OVER 90% MAINTAINED



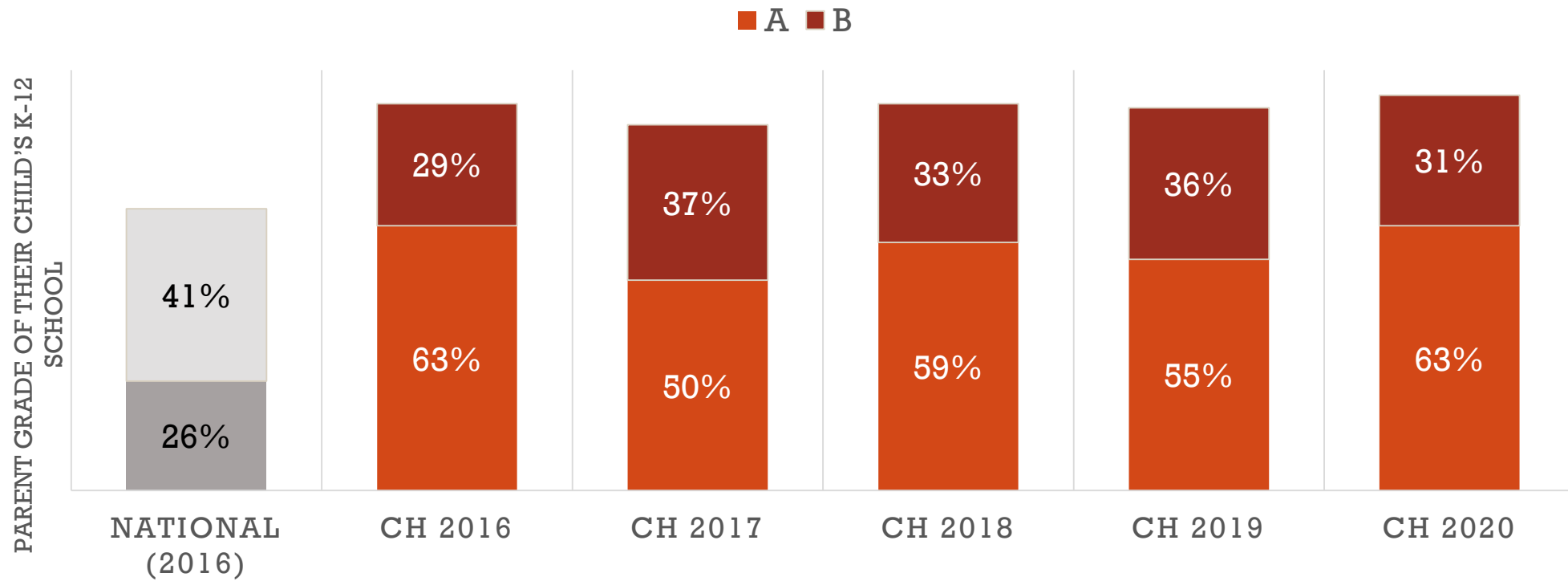
Spring Attendance in Context

IN A TYPICAL WEEK, APPROXIMATELY WHAT PERCENTAGE OF YOUR STUDENTS ARE COMPLETING THE DISTANCE LEARNING ACTIVITIES YOU ARE PROVIDING?

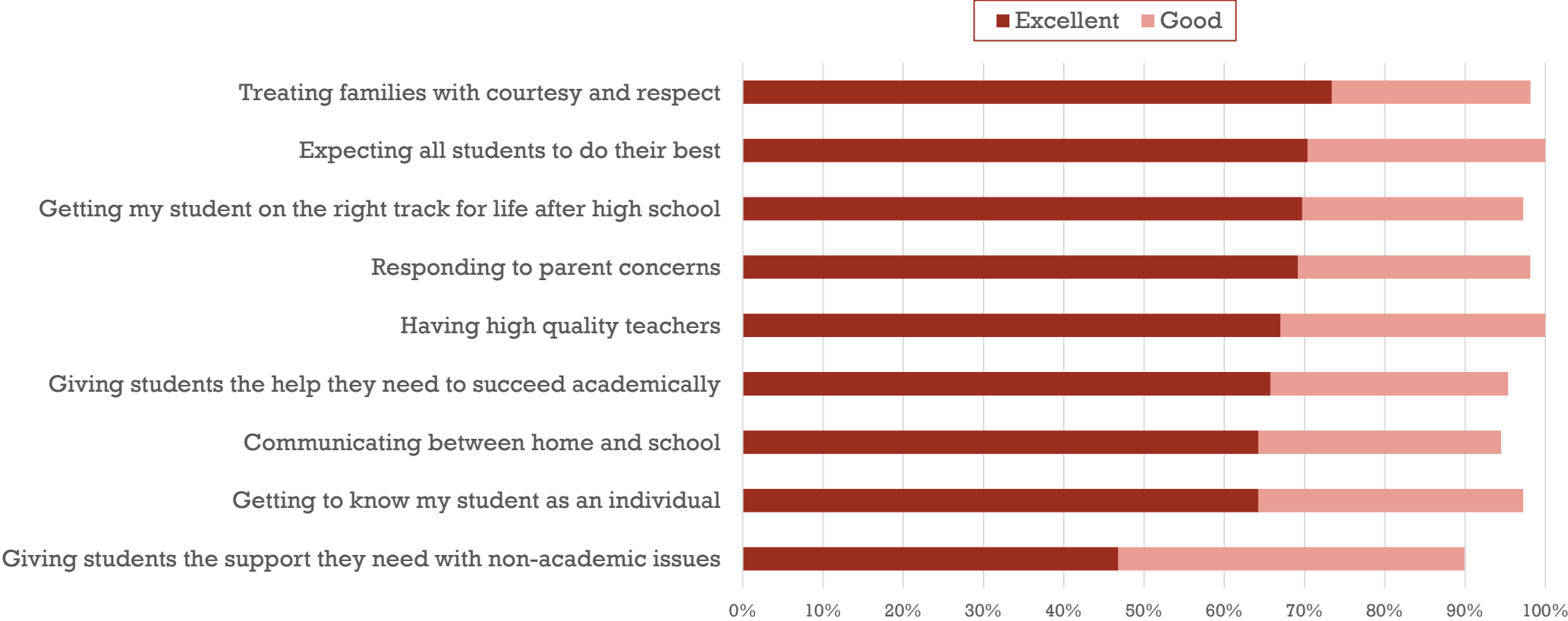


Source for national data:
 COVID-19 and the State of K–12 Schools: Results and Technical Documentation from the Spring 2020 American Educator Panels COVID-19 Surveys.
 Creative Commons Attribution 4.0 International Public License, 2020.
https://www.rand.org/pubs/research_reports/RRA168-1.html.

PARENT SATISFACTION CONSISTENTLY MUCH HIGHER THAN NATIONAL BENCHMARK

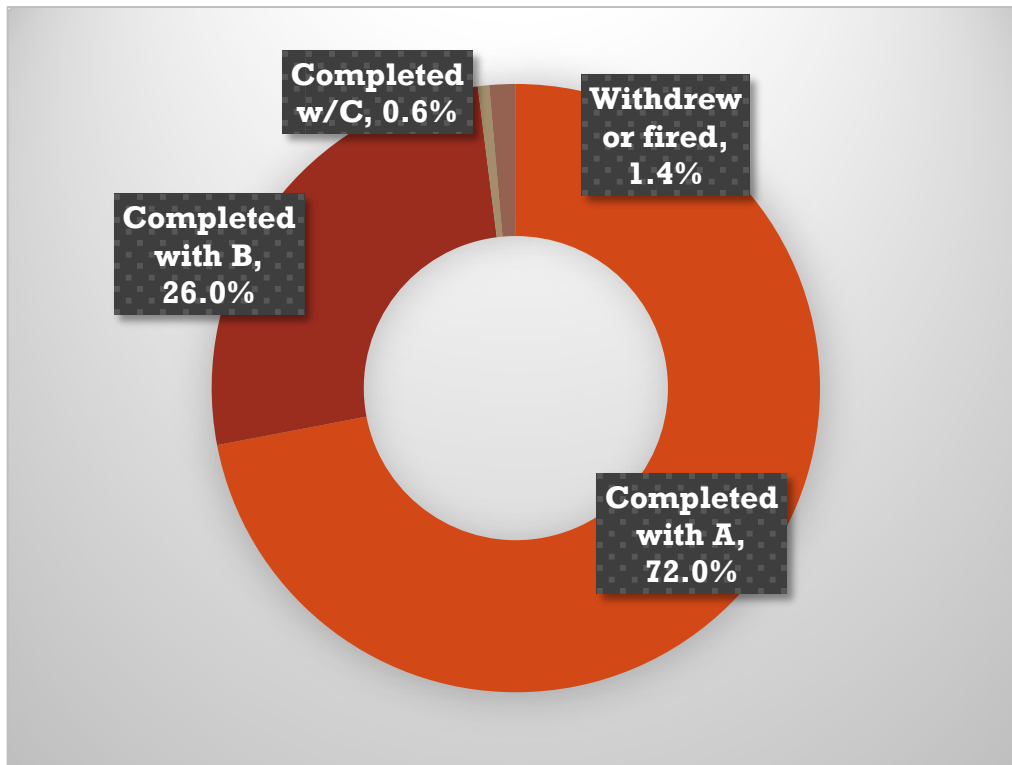


WHAT IS CITY HIGH DOING TO EARN THOSE GRADES?

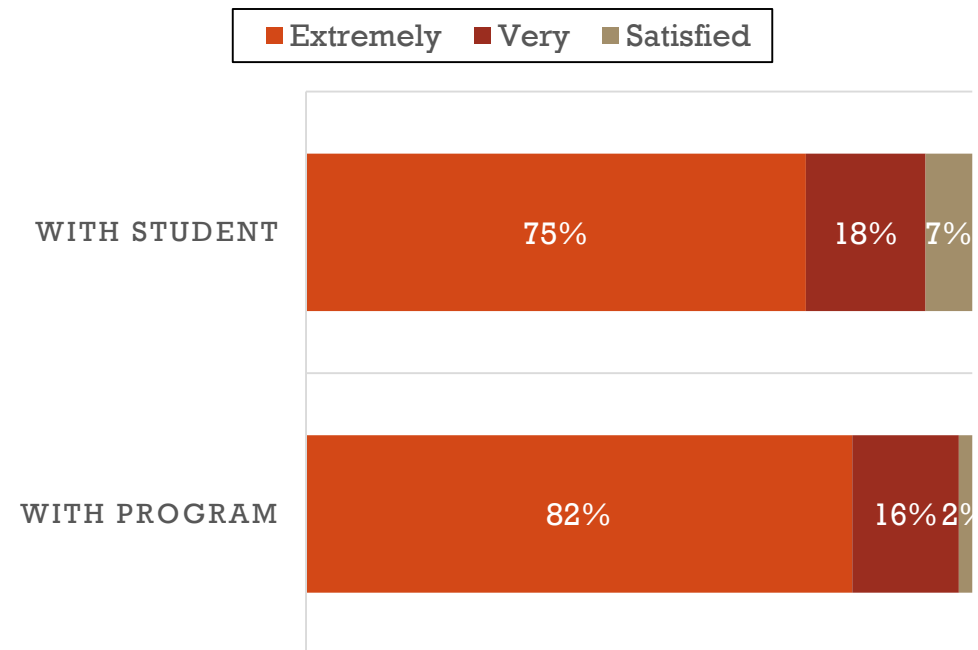


CONTINUED STRENGTH IN INTERNSHIP PROGRAM

130-hour internship completion



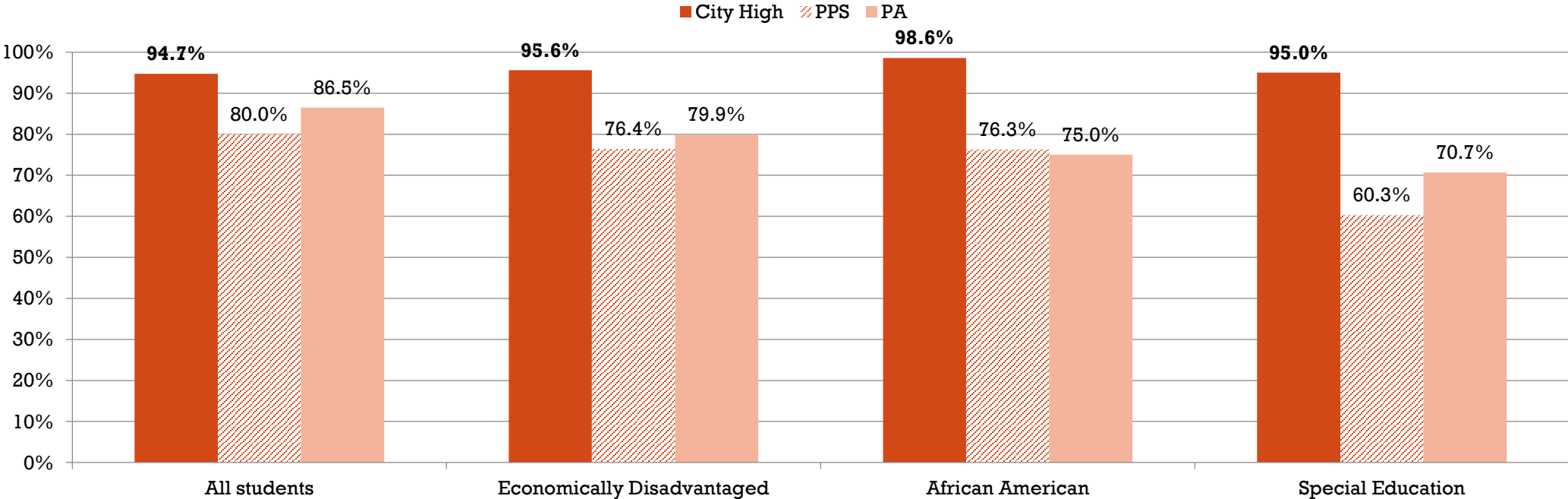
Mentor/Host Satisfaction



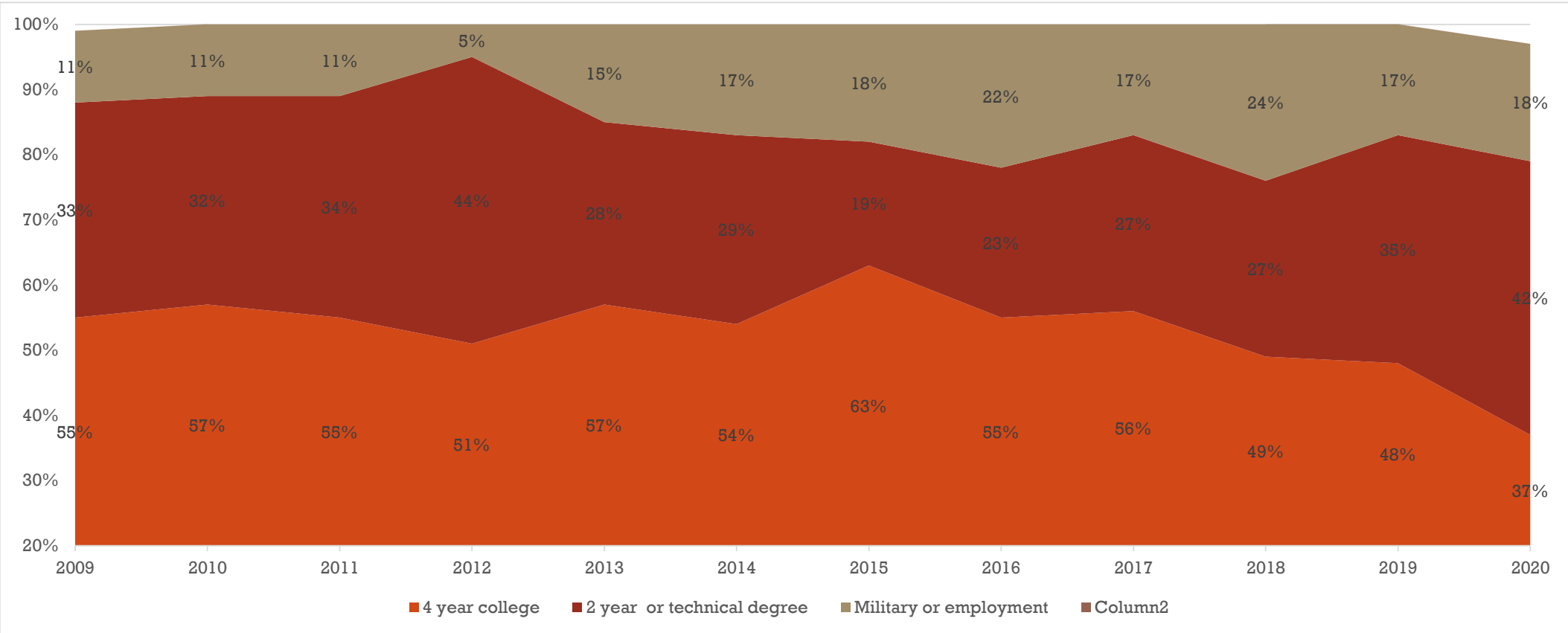
* No hosts selected "Less than satisfied" or "Completely dissatisfied"

COHORT GRADUATION RATE REMAINS STRONG

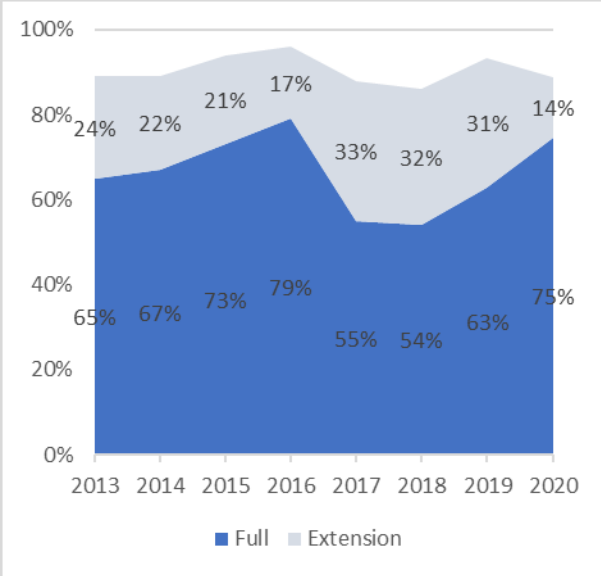
City High Grad Rates Compared to Pittsburgh and State (2019)



TRENDS IN POST-GRADUATION PLANS

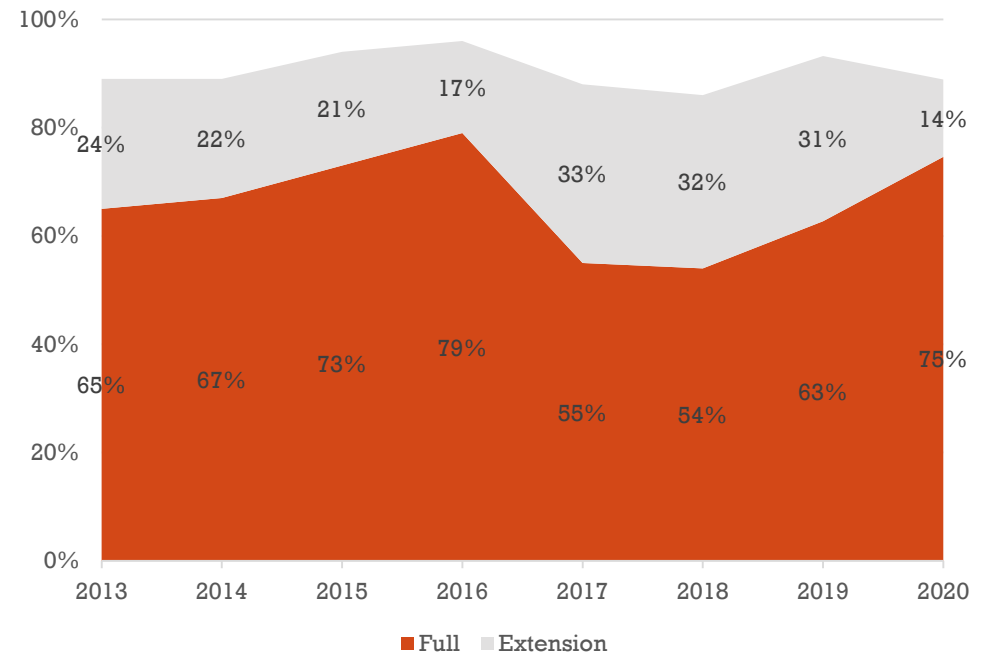
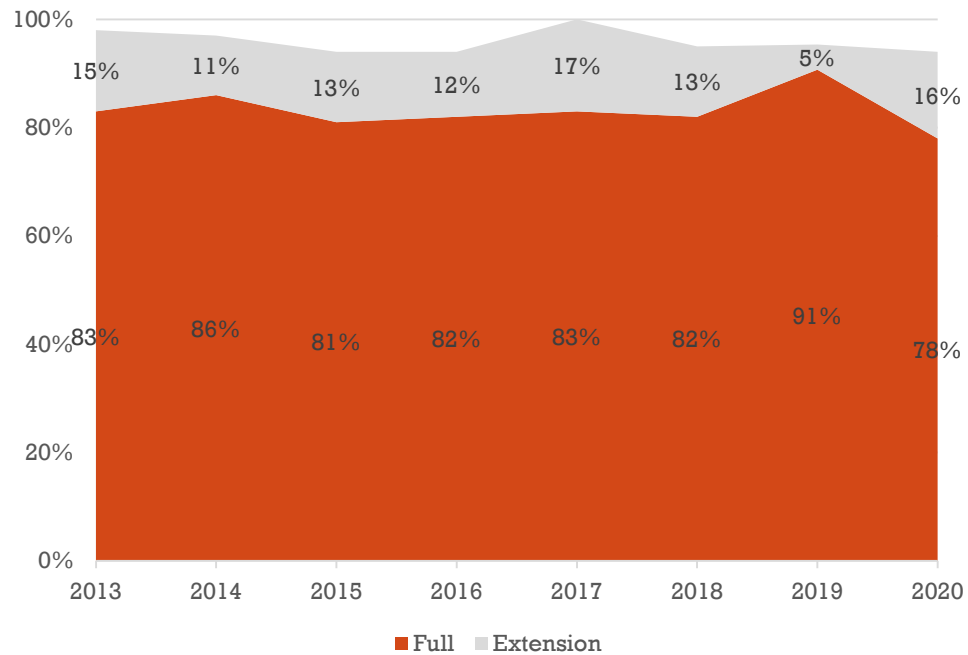


QUALITY FOR PITTSBURGH PROMISE

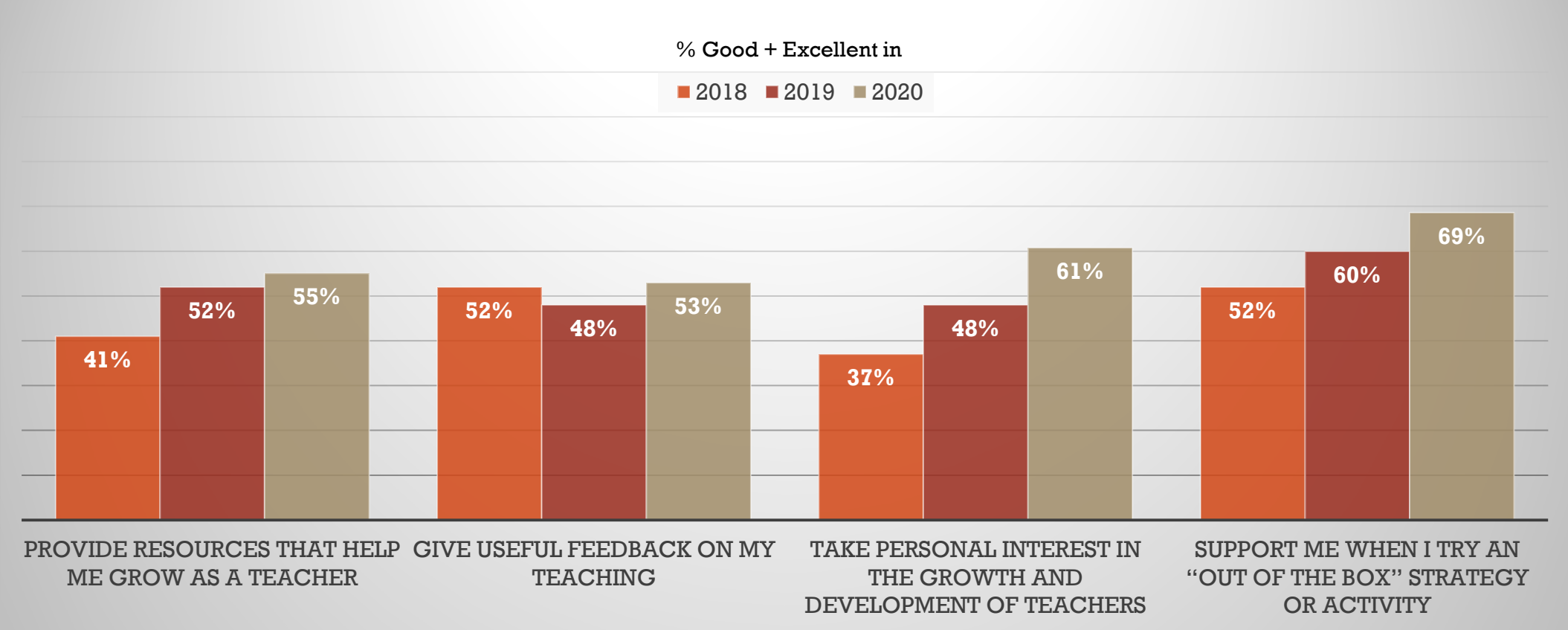


White Graduates

City High's African American and Multi-Racial Graduates

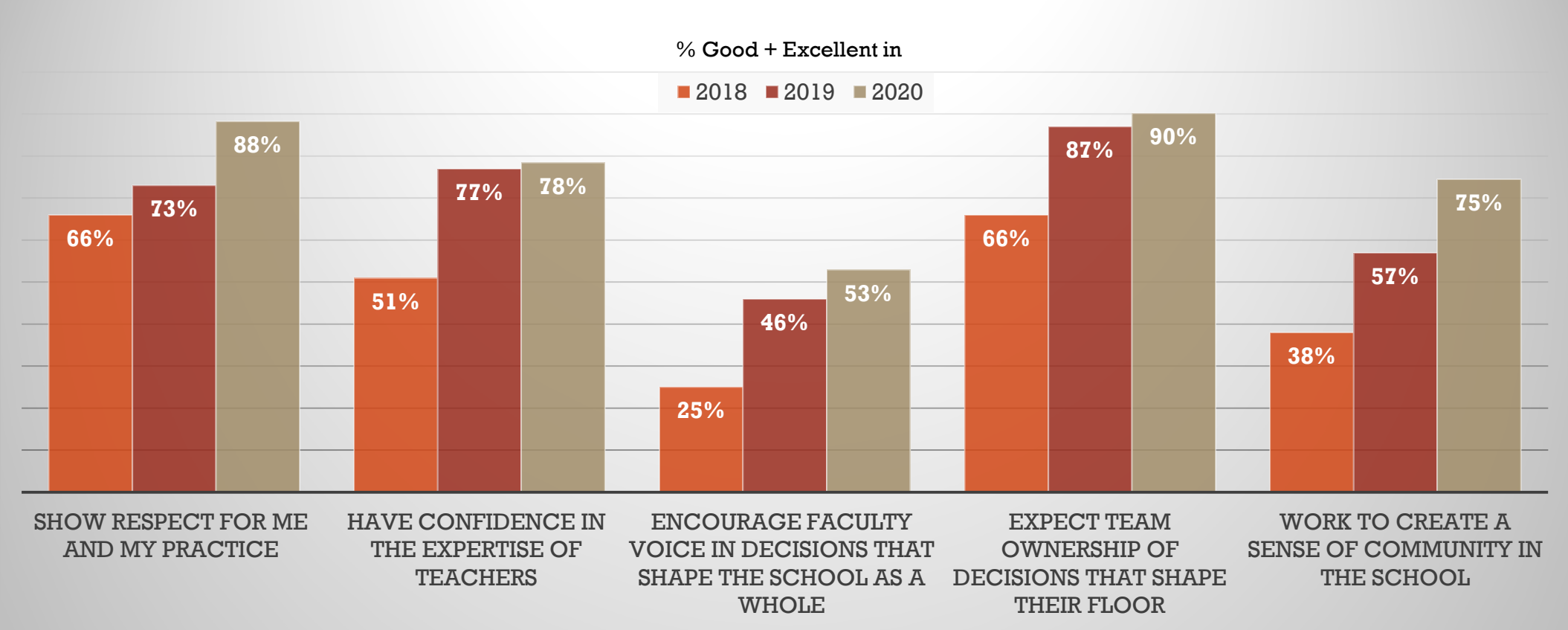


FACULTY VIEWS ON SCHOOL LEADERSHIP: INSTRUCTIONAL LEADERSHIP

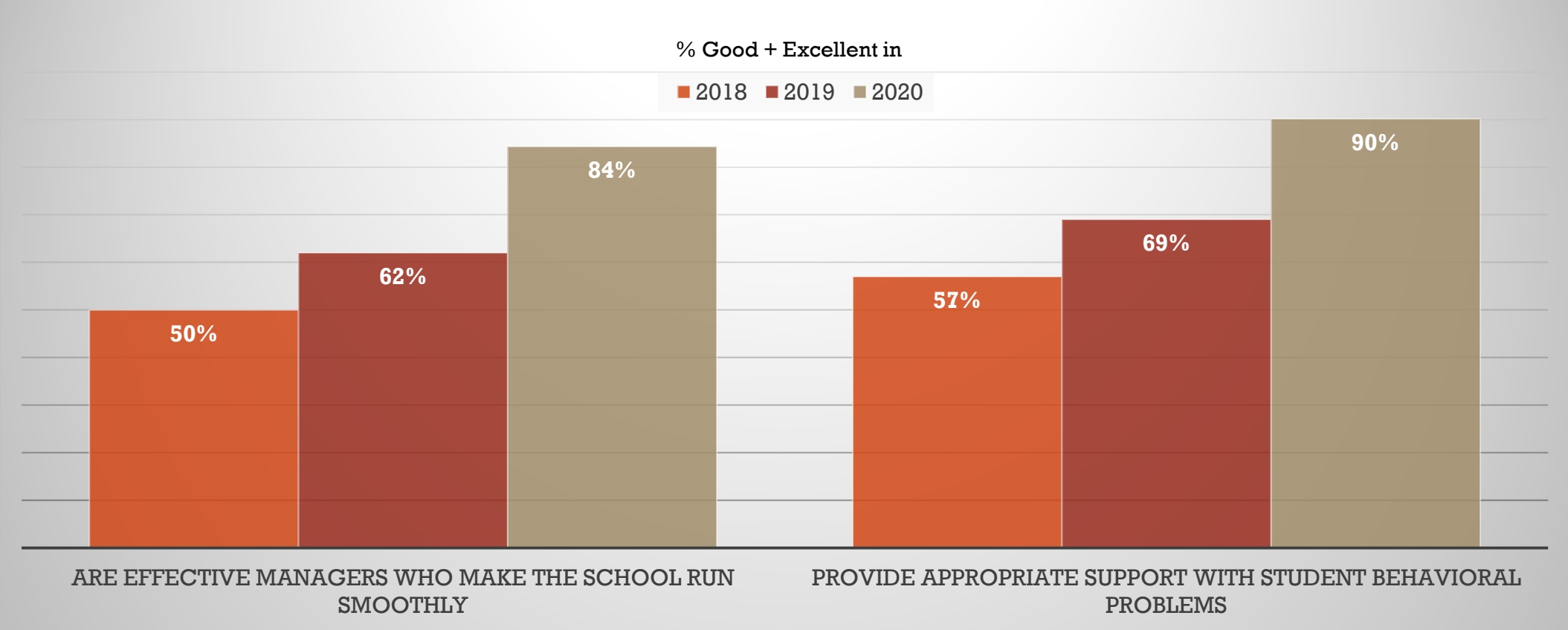


FACULTY VIEWS ON SCHOOL LEADERSHIP:

CULTURAL LEADERSHIP/SUPPORT



FACULTY VIEWS ON SCHOOL LEADERSHIP: ADMINISTRATIVE LEADERSHIP



CITY CHS

201 Stanwix Street

Schoolwide Title 1 School Plan | 2020 - 2021

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lou Tamler	Teacher Coach	City Charter High School	tamler@cityhigh.org
Cristine Watson-Smith	Reading Specialist	City Charter High School	watson-smith@cityhigh.org
Angela Welch	Ed Manager/Asst. Principal	City Charter High School	welch@cityhigh.org
David Lehman	Board Chair	City Charter High School/Board	david.lehman@klgates.com
Holly Ickes	Social Worker	City Charter High School/Wellness	ickes@cityhigh.org
Jocelyn Zuniga	Counselor	City Charter High School/Wellness	zuniga@cityhigh.org
Valerie Njie	Board	City Charter High School	val68njie@yahoo.com
Dr. Cynthia Tananis	Board	City Charter High School/Board	tananis@pitt.edu
Melissa Curry	Board/Parent Rep	City Charter High School/Board	healthcoachhrn@yahoo.com
Larry Hailsham	Board/Alumni	City Charter High School/Board	larrykhailsham@gmail.com
Dara Ware Allen	CEO/Principal	City Charter High School	dwallen@cityhigh.org

LEA Profile

City Charter High School is well established and is ranked among the top three highest performing public high schools in the City of Pittsburgh. Founded in 2002 by teachers from Pittsburgh Public Schools, City High has ranked among US News and world Report's list of highest performing urban schools in recent years. Please see www.cityhigh.org for more information under the Governance or Research tabs.

The six core beliefs of City High are:

- Connections to the real world. A career-focused experience convinces students that what they do at City High impacts their future.
- Individual responsibility for learning. Academic success is dependent on students taking an active role in their learning.
- Safe and caring environment is essential to active classroom engagement.
- Continuous challenge. A curriculum constructed with multiple levels best meets the academic needs of individual students.
- Personal academic connections. Success relies strongly on each student feeling connected to one or more adults at City High.
- Collaboration. A student's ability to collaborate is essential in today's work environment.

Students take four years of math, science, English language arts, social studies and a world language grouped into four clusters – scientific literacy, cultural literacy, work-skills literacy and wellness literacy. City High's orientation is serious preparation for the workforce, and all students must complete one 13-week internship as a graduation requirement. All students receive laptop computers and have since the school's founding, so City High has known that technology is essential to learning long before the current pandemic mandated it. Best practices include project-based learning, full inclusion in all classes of students with disabilities, team teaching, teacher-student continuity (looping) and job-embedded staff development. There are four levels of teacher competence that determine pay and promotion in a progressive, sequential manner from Apprentice to Journeyman to Expert and finally to Educational Leader. City High offers year-round classes with school breaks occurring in April, August and December. It's an exciting place to be!

City High has approximately 550 students in grades 9 – 12. It employs a range of 60-70 committed teachers and approximately 25 passionate non-instructional staff. Seventy-six percent of enrolled students are City of Pittsburgh residents with the other 24% from 23 surrounding districts. The student population is approximately 52% African-American, 33% Caucasian, 10% multi-racial, and the remainder of students identify as having another ethnicity. Sixty to sixty-five percent are eligible for free/reduced price lunch, and 23% are students with disabilities. City High has received Title 1 state awards as a "distinguished school" for either high achievement or growth over the last five years. It is accredited by the Middle States Commission on Secondary Schools and was granted a new seven-year accreditation in 2014.

The budget of approximately \$12 million comes from resident school district per-pupil tuition funds and from external grants. A Board of Trustees of nine members holds the charter and is responsible for ensuring the school's organizational viability, determination to forge new ground in academic success, and faithfulness to the terms of its charter.

Mission and Vision

Mission

To graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education, training, or employment. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

Vision

City High envisions a future where its graduates are equipped to make informed choices about their respective futures that lead to post-high school success. Developing the following core beliefs are essential to this preparation: Connections to the real world: A career focused experience convinces students that what they do at City High impacts their future. Continuous challenge: A curriculum constructed with multiple levels best meets the academic needs of individual students. Individual responsibility for learning: Academic success is dependent on students taking an active role in their learning. Personal academic connections: Success relies strongly on each student feeling connected to one or more adults at City High. Safe and caring environment: Essential to active classroom engagement. Collaboration: A student's ability to collaborate is essential in today's work environment.

Educational Value Statements

Students

Student accountability is a core value of City High's educational model. We involve students as learning partners. We engage students in metacognition to reflect on and become intentional about their contribution to their learning. One of our Middle States goals regarding independent learning is an integral part of City High's school design. Twice per week, students also complete a self-assessment, whereby they rate their effort in class and decide whether they will work towards a Needs Improvement, Proficient or Advanced competency grade in school. Students also benefit from having a teacher Advisor, who serves as a sounding board and guide for students as they complete their studies and consider their post-high school prospects.

Staff

City High chiefly meets its mission through the quality of staff it employs to carry out the school's design and mission. City High's design relies on the accountability of staff to demonstrate their autonomy to customize their teaching and develop a community of learners through structures at the school such as team teaching, grade-level teams, content teams, Advisory, Wellness, and post-high school planning.

Administration

The Administration (Admin) has the responsibility of assuring that students have the resources they need to learn and to assure that staff have the resources to effectively teach and support their students. Admin are an active member of their respective grade-level teams and through this participation, they provide timely coaching and help to resolve and solve problems that arise. Admin also play a critical role in leveraging its teacher leaders through weekly Ed Leader meetings. Admin are also responsible for developing and updating policies to assure that City High meets state and local mandates, it is responsible to review of its practices to suggest and make updates that are student-centered and advance student learning and progress. Last but not least, Admin must be accessible to students and staff for coaching and in building relationships, which strengthens belonging to our school community.

Parents

Parents are treated as partners in their children's learning. Parent have regular and on-going contact with their child's Advisor. Admin also works to have proactive and responsive communication with parents. We know that parents often are the biggest influence over their children and we work to leverage their influence and support to help assure growth and learning among our City High students. Having parents feel valued and welcomed as a part of our school community is a goal we work to cultivate. We are looking for more opportunities to include City High parents.

Community

The community plays an integral role within City High's educational model. Through grades 9th-12th, the community serves as essential partners in implementing the curriculum and assuring critical experiences, which require partnerships with the community across sectors. Community engagement examples include career speakers, business roundtable volunteers, grad project partners, internship hosts, and service learning partners across all grade levels.

Other (Optional)

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
PVAAS data continue to show that City High exceeds growth for students for a three-year period with one exception for one year of Literature, where students still met the Proficiency standard even though growth lagged that year.	Yes
Percent Four-Year Cohort Graduation: All Student Group Meets 2030 Statewide Goal	Yes
Percent Regular Attendance: All Student Group Meets Performance Standard	Yes
Percent Meets Career Standard: All Student Group Meets Performance Standard (provides relevance for students)	Yes
Percent Proficient/Advanced in English Language Arts/Literature: All Student Group Meets Interim Goal/Improvement Target	Yes
All City High students are taught in heterogeneous classrooms by teams of teachers. Teachers need to be provided support to be successful with diverse learners in inclusive settings as well as with the co-teaching model.	Yes
City High students have exceeded the growth measure for Algebra 1	Yes
Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth -Students achieved 100% in exceeding growth	Yes
Looping at City High allows students and teachers to build relationships. In particular, it enables teachers to know their students as learners, which plays an integral role in helping vulnerable student groups to reach their full potential.	Yes
City High conduct an annual survey of key metrics related to academics, climate, and post-high school are assessed through an independent evaluator. The following are a few statistics from our 2020 Annual Report that underscore that we are continuing in the right direction to meet the needs of our students including our intentional work to provide equitable services to our vulnerable students: 90% agreed that at City High teachers have the same high academic expectations for all students. 73% said it was mostly or completely true that City High lives up to its core values (including providing a safe and caring environment, connecting to the real world, and challenging every student to grow) 80% agree that adults at City High treat all students respectfully. 73% of our student body responded to the survey.	Yes
As noted above, our flexible staffing, team teaching, and looping provide an invaluable foundation for assuring timely and adequate supports for students that help ensure their learning growth.	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes

Identify and address individual student learning needs	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Collectively shape the vision for continuous improvement of teaching and learning	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No

Challenges

Challenge	Consideration In Plan
Percent Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target	Yes
Academic Growth Expectations in English Language Arts/Literatures: All Student Group Did Not Meet the Standard Demonstrating Growth	Yes
Percent Proficient/Advanced in Science/Biology: All Student Group Did Not Meet Interim Goal/Improvement Target	Yes
PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19.	Yes
For the first time in the history of City High there was a significant difference when considering growth between different demographic groups. According to the Future Ready Index for the Class of 2019, Black students had an Academic Growth Score of 69, while Caucasian students had an Academic Growth Score of 92. Historically, at City High, both these numbers are usually 100. While we have experienced a trend of lower incoming skills which is demonstrated by analyzing PVAAS indicators of probabilities of success on Keystones, this fact contributes to a decline in overall numbers of proficient or advanced students and should not contribute to a decline in growth. Both the dip in overall scores and the disparity by demographic groups were analyzed, in part to determine whether the numbers for this particular cohort are a "one off" or whether they represent a trend. According to the Future Ready Index for the Class of 2020, Black students had an Academic Growth Score of 81 while Caucasian students had an Academic Growth Score of 87 which significantly improves the disparity. However, we would like to continue to monitor this for another year to determine next steps.	Yes

<p>All students at City High are taught in heterogeneous settings. In addition, most classes are team taught, often with 3 or 4 adults in the room for large classes, including one or more core subject area teachers, special education teachers and teaching associates. Maximizing the effectiveness of this structure is a continuous challenge in regards to ensuring that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past year, City High has been focusing on designing programs to provide more support in these areas. This is going to be increasingly important to keep sight of this year as our teachers tackle the virtual learning model.</p>	<p>Yes</p>
<p>We did not have any sections that were Not Yet Evident or Emerging</p>	<p>No</p>
	<p>No</p>
	<p>No</p>
	<p>No</p>
	<p>No</p>

Most Notable Observations/Patterns

Overall, City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness. PVAAS and STAR scores indicate that our current sophomore and junior classes continue the trend of having significantly more students with low academic skills than we have had in earlier years. PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>PVAAS data continue to show that City High exceeds growth for students for a three-year period with one exception for one year of Literature, where students still met the Proficiency standard even though growth lagged that year.</p>	<p>Our core educational design plays an extremely important role in growing students as learners. Looping, team teacher, and flexible staffing enables City High to meet students' needs in a timely and effective manner.</p>
<p>Percent Four-Year Cohort Graduation: All Student Group Meets 2030 Statewide Goal</p>	<p>In addition to our core educational model as noted above, the role of career development helps to engage students in moving toward a longer term career goal beyond high school.</p>
<p>Percent Regular Attendance: All Student Group Meets Performance Standard</p>	<p>Particularly amidst the pandemic, which has led us to offer a virtual educational model, City High's relationships have helped to stem disengagement including student absences. This has helped to underscore the power of relationships. This has presented a challenge for our new students with whom we are mutually still getting to know.</p>
<p>Percent Meets Career Standard: All Student Group Meets Performance Standard (provides relevance for students)</p>	<p>In addition to our core educational model as noted above, the role of career development helps to engage students in moving toward a longer term career goal beyond high school.</p>
<p>Percent Proficient/Advanced in English Language Arts/Literature: All Student Group Meets Interim Goal/Improvement Target</p>	<p>City High's educational model includes block scheduling and integrated curriculum. Our Cultural Literacy class, Information Literacy, and Integrated Math Program curriculum exposes students to extensive ELA and critical thinking skills. These skills are well developed at City High and has enabled us to regularly equip the majority of students to perform at the proficient or advanced level.</p>
<p>All City High students are taught in heterogeneous classrooms by teams of teachers. Teachers need to be provided support to be successful with diverse learners in inclusive settings as well as with the co-teaching model.</p>	<p>Heterogeneous grouping has its challenges but reflects the values of our school that all students deserve a high quality education with the necessary differentiation to address their learning support needs. Our looping, team teaching, and flexible staffing allow us to effectively support heterogeneous groups.</p>

<p>City High students have exceeded the growth measure for Algebra 1</p>	<p>Students come to us at different proficiency levels and we grow them as learners. So while a majority of students have not achieved proficiency or advanced in math, we are close, and we consistently help students to exceed growth.</p>
<p>Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth -Students achieved 100% in exceeding growth</p>	<p>Students come to us at different proficiency levels and we grow them as learners. So while a majority of students have not achieved proficiency or advanced in science, we consistently help students to exceed growth. 100% of all students tested exceeded growth expectations for Science at City High.</p>
<p>Looping at City High allows students and teachers to build relationships. In particular, it enables teachers to know their students as learners, which plays an integral role in helping vulnerable student groups to reach their full potential.</p>	<p>All students deserve a high quality education with the necessary differentiation to address their learning support needs. Our core educational design plays an extremely important role in growing students as learners. Looping, team teaching, and flexible staffing enables City High to meet students' needs in a timely and effective manner.</p>
<p>City High conduct an annual survey of key metrics related to academics, climate, and post-high school are assessed through an independent evaluator. The following are a few statistics from our 2020 Annual Report that underscore that we are continuing in the right direction to meet the needs of our students including our intentional work to provide equitable services to our vulnerable students: 90% agreed that at City High teachers have the same high academic expectations for all students. 73% said it was mostly or completely true that City High lives up to its core values (including providing a safe and caring environment, connecting to the real world, and challenging every student to grow) 80% agree that adults at City High treat all students respectfully. 73% of our student body responded to the survey.</p>	<p>The annual survey that informs our Annual Report is a best practice that enables us to be transparent about where we are experiencing successes and where we have challenges. We are fortunate that the survey results validate core aspects of our educational model.</p>
<p>As noted above, our flexible staffing, team teaching, and looping provide an invaluable foundation for assuring timely and adequate supports for students that help ensure their learning growth.</p>	<p>All students deserve a high quality education with the necessary differentiation to address their learning support needs. Our core educational design plays an extremely important role in growing students as learners. Looping, team teaching, and flexible staffing enables City High to meet students' needs in a timely and effective</p>

	manner.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Essential structures at City are leveraged to help students grow as learners. In particular, grade level teams that loop together through a class's graduation enables collaborative planning for instruction that is coordinated, aligned, and evidence-based. Our grade level teams assure coverage for staff vacancies, which eliminates our reliance on substitutes, thus helping to assure continuity in learning. Additionally, content teams plan together to provide big picture continuity of lessons and units.
Identify and address individual student learning needs	As noted above, City High's core model that is inclusive of looping, team teaching, and flexible staffing enables City High to build relationships with students and develop knowledge of students' learning needs. Learning support teachers that are integrated within every grade level team are also essential to identifying and addressing student learning needs.
Provide frequent, timely, and systematic feedback and support on instructional practices	City High has a designated teacher coach as well as the Admin team, which conducts weekly observations. As an example, City High completed close to 300 teacher observations in a year, which includes debrief meetings and written feedback.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Percent Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target	City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness. PVAAS and STAR scores indicate that our current sophomore and	Yes	City High needs to continue to monitor the effect of allocating more time and resources to address its instructional priority of raising student achievement in mathematics. For the first time in the history of City High there was a

	<p>junior classes continue the trend of having significantly more students with low academic skills than we have had in earlier years. PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19.</p>		<p>significant difference when considering growth between different demographic groups. According to the Future Ready Index for the Class of 2019, Black students had an Academic Growth Score of 69, while Caucasian students had an Academic Growth Score of 92. Historically, at City High, both these numbers are usually 100. While we have experienced a trend of lower incoming skills which is demonstrated by analyzing PVAAS indicators of probabilities of success on Keystones, this fact contributes to a decline in overall numbers of proficient or advanced students and should not contribute to a decline in growth. Both the dip in overall scores and the disparity by demographic groups were analyzed, in part to determine whether the numbers for this particular cohort are a "one off" or whether they represent a trend. According to the Future Ready Index for the Class of 2020, Black students had an Academic Growth Score of 81 while Caucasian students had an Academic Growth Score of 87 which significantly improves the disparity. However, we would like to continue to monitor this for another year to determine next steps.</p>
<p>Academic Growth Expectations in English Language Arts/Literatures: All Student Group Did Not Meet the Standard Demonstrating Growth</p>	<p>City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring</p>	<p>Yes</p>	<p>City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring</p>

	<p>effectiveness. PVAAS and STAR scores indicate that our current sophomore and junior classes continue the trend of having significantly more students with low academic skills than we have had in earlier years. PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19. Additionally, indicators point to the teacher in the cohort and relationships (student/teacher) not fully realized or leveraged as in other cohorts or the cohort during our 19-20 school year.</p>		<p>effectiveness. PVAAS and STAR scores indicate that our current sophomore and junior classes continue the trend of having significantly more students with low academic skills than we have had in earlier years. PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19.</p>
Percent Proficient/Advanced in Science/Biology: All Student Group Did Not Meet Interim Goal/Improvement Target		No	
PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered	City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness.	Yes	City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness.

necessary by COVID-19.			
<p>For the first time in the history of City High there was a significant difference when considering growth between different demographic groups. According to the Future Ready Index for the Class of 2019, Black students had an Academic Growth Score of 69, while Caucasian students had an Academic Growth Score of 92. Historically, at City High, both these numbers are usually 100. While we have experienced a trend of lower incoming skills which is demonstrated by analyzing PVAAS indicators of probabilities of success on Keystones, this fact contributes to a decline in overall numbers of proficient or advanced students and should not contribute to a decline in growth. Both the dip in overall scores and the disparity by demographic groups were analyzed, in part to determine whether the numbers for this particular cohort are a "one off" or whether they represent a trend. According to the Future Ready Index for the Class of 2020, Black students had an Academic Growth Score of 81 while Caucasian students had an Academic Growth Score of 87 which significantly improves the disparity. However, we would like to continue to monitor this for another year to determine next steps.</p>	<p>In conducting further analysis, indicators point to the teacher in the cohort and relationships (student/teacher) not fully realized or leveraged as in other cohorts or the cohort during our 19-20 school year.</p>	Yes	<p>City High needs to improve its system for supporting African American students with an intervention system that increases culturally relevant teaching practices and has procedures for monitoring effectiveness of said practices.</p>
<p>All students at City High are taught in heterogeneous settings. In addition, most classes are team taught, often with 3 or 4 adults in the room for large classes, including</p>		No	

<p>one or more core subject area teachers, special education teachers and teaching associates. Maximizing the effectiveness of this structure is a continuous challenge in regards to ensuring that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past year, City High has been focusing on designing programs to provide more support in these areas. This is going to be increasingly important to keep sight of this year as our teachers tackle the virtual learning model.</p>			
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Goal Setting

Priority: City High needs to continue to monitor the effect of allocating more time and resources to address its instructional priority of raising student achievement in mathematics. For the first time in the history of City High there was a significant difference when considering growth between different demographic groups. According to the Future Ready Index for the Class of 2019, Black students had an Academic Growth Score of 69, while Caucasian students had an Academic Growth Score of 92. Historically, at City High, both these numbers are usually 100. While we have experienced a trend of lower incoming skills which is demonstrated by analyzing PVAAS indicators of probabilities of success on Keystones, this fact contributes to a decline in overall numbers of proficient or advanced students and should not contribute to a decline in growth. Both the dip in overall scores and the disparity by demographic groups were analyzed, in part to determine whether the numbers for this particular cohort are a "one off" or whether they represent a trend. According to the Future Ready Index for the Class of 2020, Black students had an Academic Growth Score of 81 while Caucasian students had an Academic Growth Score of 87 which significantly improves the disparity. However, we would like to continue to monitor this for another year to determine next steps.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	City High will strengthen its systems for improving students' mathematics skills as measured on formative and summative assessments (i.e. Unit exams; the STAR exam; and Keystone exams).	Improving mathematics proficiency among students	City High identifies and implements additional time and customized resources allocated toward mathematics instruction for teachers and support for students.	City High will track increases in additional time and resources allocated and pinpoint the outputs of these investments.	City High will strengthen its systems for improving students' mathematics skills as measured on formative and summative assessments (i.e. Unit exams; the STAR exam; and Keystone exams).	Replace math teacher vacancy with an Expert level teacher to deepen expertise within a young math department.	Teacher coaching for mathematics teaching is prioritized. Team teaching collaborations are documented. Math content team, teacher coach, & Ed Manager monitor progress.	Culturally relevant enhancements to targeted curriculum units are identified and developed.	City High identifies and implements additional time and customized resources allocated toward mathematics instruction for teachers and support for students.

Priority: City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness. PVAAS and STAR scores indicate that our current sophomore and junior classes continue the trend of having significantly more students with low academic skills than we have had in earlier years. PVAAS scores and STAR data are not yet available for our current freshman class, but the Class of 2023's results are similar to the Class of 2022's. In short, our younger cohorts have been coming to us with lower academic skills and these students will continue to need an increased level of support. This is especially important for us to focus on this year with the complexities of distance learning rendered necessary by COVID-19.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Other	City High will strengthen its systems for improving students' literacy skills as measured on formative and summative assessments (i.e. Unit exams; the STAR exam; and Keystone exams).	Improving literacy proficiency among students	City High identifies and implements additional time and customized resources allocated toward literacy instruction for teachers and support for students.	City High will track increases in additional time and resources allocated and pinpoint the outputs of these investments.	City High will strengthen its systems for improving students' literacy skills as measured on formative and summative assessments (i.e. Unit exams; the STAR exam; and Keystone exams).	City High will make necessary adjustments to its active reading strategy to be implemented in a virtual environment.	City High's Reading Specialist will push into non-ELA classes to provide support for students in reading in different content areas.	Targeted Apprentice and Journeyman teachers will receive targeted coaching on the delivery of differentiated instruction.	City High identifies and implements additional time and customized resources allocated toward literacy instruction for teachers and support for students.

Priority: City High needs to improve its system for supporting underachieving and at risk students with an intervention system that has procedures for monitoring effectiveness.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Other	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Use of school-wide data to drive school improvement and academic outcomes	In addition to team level meetings that review student data weekly, incorporate trimester data dives into school-wide data and plan relevant interventions.	Develop graphic visualization options and provide training to staff on Student Information System for pulling user friendly data reports.	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Review Annual Report of 19-20 data regarding key metrics for assessing the health of City High.	Plan and convene data dives among Ed Leader group at the end/beginning of each trimester.	Plan trainings for staff to learn ways to pull reports from City High's Student Information System; Develop new queries for customizing data reports; begin researching graphic visualization options.	In addition to team level meetings that review student data weekly, incorporate trimester data dives into school-wide data and plan relevant interventions.

Priority: City High needs to improve its system for supporting African American students with an intervention system that increases culturally relevant teaching practices and has procedures for monitoring effectiveness of said practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	City High acknowledges, responds to, celebrates, and recognizes the importance of including students' cultural references in all aspects of learning, with the goals of: bridging cultural gap between students and teachers; centering issues that impact students' lives and communities; drawing upon and including students' cultures in the school, and -building a culture around the joy of learning.	Building City High's competence in implementing culturally relevant teaching/practices (CRT) for supporting African American student growth	Draw upon Pitt's Center for Urban Education and other organizations to help teachers "workshop" units, lessons, strategies to strengthen CRT professional learning at City High	Design and re-design PD opportunities for staff around CRT	City High acknowledges, responds to, celebrates, and recognizes the importance of including students' cultural references in all aspects of learning, with the goals of: -bridging cultural gap between students and teachers, - centering issues that impact students' lives and communities, - drawing upon and including students' cultures in the school, and -building a culture around the joy of learning.	Finalize goals and objectives	Build formal partnership with the University of Pittsburgh; secure an intern	Issue an inventory among staff to develop a baseline of current CRT practices at City High.	Draw upon Pitt's Center for Urban Education and other organizations to help teachers "workshop" units, lessons, strategies to strengthen CRT professional learning at City High

Action Plan

Action Plan for: Active reading support

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Improving literacy proficiency among students 		<p>Active Reading is a research based best practice for improving literacy. Teachers will be able to use Active Reading as a tool for supporting student understanding and comprehension across the curriculum. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. For school or LEA administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Training Format: Series of Workshops Participant Roles: Classroom teachers Principals / Asst. Principals Paraprofessional New Staff</p>		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data</p>		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>City High's Reading Specialist is our in-house expert on this strategy. The Reading Specialist provides multiple workshops over the course of the year to teachers with various levels of expertise, and provides in class support to ensure that that the strategy is being effectively implemented.</p>	09/05/2020	07/30/2021	Cristine Watson-Smith	<p>Time for professional development and joint planning Samples of student work</p>	Yes	Yes

Action Plan for: Improving data analysis systems

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Use of school-wide data to drive school improvement and academic outcomes 		Expanded use of school-wide data and reports to better pinpoint school-wide trends and relevant student interventions.			Expanded use of school-wide data and reports to better pinpoint school-wide trends and relevant student interventions. Institutionalized practices within Ed Leader meetings of regularly reviewed data metrics	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Periodic and final reports will be delivered regarding progress made in addressing the needs of underachieving students. These reports, shared with the leadership, can be oral or written but must be documented. A multi-year strategy needs to be developed based on an analysis of these reports. School-wide data dives are established at the end/beginning of each trimester as a part of Ed Leader meetings Graphic visualization tools will be explored to increase the ease of accessing user-friendly reports that inform student-driven decisions	09/05/2020	07/30/2021	Lou Tamler	Training on the reports Time for data analysis meetings	Yes	No

Action Plan for: CRT as a strategy for increased African American student success

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Building City High's competence in implementing culturally relevant teaching/practices (CRT) for supporting African American student growth 		City High builds its competence to acknowledge, respond to, celebrate, and recognize the importance of including students' cultural references in all aspects of learning, with the goals of: -bridging cultural gap between students and teachers, -centering issues that impact students' lives and communities, -drawing upon and including students' cultures in the school, and -building a culture around the joy of learning.			Indicators will be developed to track progress for a multi-faceted goal	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Build formal partnership with the University of Pittsburgh's Center for Urban Education (CUE) and other organizations to help teachers "workshop" units, lessons, strategies Design and re-design PD opportunities for staff around CRT	10/05/2020	07/30/2021	Dara Ware Allen, CEO/Principal	Books Articles Time for professional development Time for partnership development	Yes	Yes

Action Plan for: Expanding depth of mathematics expertise and learning of the math content team to improve instruction

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Improving mathematics proficiency among students 		Updated targeted math units that are more culturally responsive			NSF grant goals and objectives; attainment of goals and objectives if NSF grant not secured	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Hiring experienced math teacher familiar with Integrated Math Program (IMP) Provide targeted coaching to Teaching Associates and assure focused content meetings Develop partnership with University of Pittsburgh through NSF grant to receive coaching and hands-on support in implementing social justice math enhancements	10/05/2020	07/30/2021	Lou Tamler, Teacher Coach	Coaching from university partner Time for professional learning and collaboration Student work	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Active reading support	<ul style="list-style-type: none"> City High's Reading Specialist is our in-house expert on this strategy. The Reading Specialist provides multiple workshops over the course of the year to teachers with various levels of expertise, and provides in class support to ensure that that the strategy is being effectively implemented.
Improving data analysis systems	<ul style="list-style-type: none"> Periodic and final reports will be delivered regarding progress made in addressing the needs of underachieving students. These reports, shared with the leadership, can be oral or written but must be documented. A multi-year strategy needs to be developed based on an analysis of these reports. School-wide data dives are established at the end/beginning of each trimester as a part of Ed Leader meetings Graphic visualization tools will be explored to increase the ease of accessing user-friendly reports that inform student-driven decisions
CRT as a strategy for increased African American student success	<ul style="list-style-type: none"> Build formal partnership with the University of Pittsburgh's Center for Urban Education (CUE) and other organizations to help teachers “workshop” units, lessons, strategies Design and re-design PD opportunities for staff around CRT
Expanding depth of mathematics expertise and learning of the math content team to improve instruction	<ul style="list-style-type: none"> Hiring experienced math teacher familiar with Integrated Math Program (IMP) Provide targeted coaching to Teaching Associates and assure focused content meetings Develop partnership with University of Pittsburgh through NSF grant to receive coaching and hands-on support in implementing social justice math enhancements

Professional Development Activities

Active Reading Workshop						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Classroom teachers Principals / Asst. Principals Paraprofessional	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Teachers will develop deeper understandings regarding how to meet the needs of all students in the inclusive classrooms that students encounter throughout their experience at City High.	Cristine Watson-Smith, Reading Specialist	10/05/2020	07/30/2021
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	On-going				Language and Literacy Acquisition for All Students	

Participation in university partnership PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	City High teachers and staff	Continuum of CRT practices Simplified ways to integrate CRT concepts into instruction and planning "Diagnostic" tool - how to "audit" a unit or lesson with CRT lens Build culture of collaboration and dialogue around CRT	CRT is more evident in teacher lessons and in interactions Academic and school/culture climate responses to City High's Annual Survey by students	Dara Ware Allen, CEO/Principal	10/05/2020	07/30/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going		Teaching Diverse Learners in an Inclusive Setting

Data dives and system for analyzing school-wide data

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Ed Leaders Teachers	Accessing data reports and developing queries	Expanded use by teachers/school staff Expanded interventions informed by school-wide data dives	Dara Ware Allen, CEO/Principal	10/05/2020	07/30/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	On-going		

Enhancing math instructional strategies for math content team

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	City High math teachers	Social justice math IMP unit upgrades Grade-level math data dives	Expanded knowledge and expertise of math teachers Consistent student progress on formative and summative assessments	Lou Tamler, Teacher Coach	10/05/2020	07/30/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	On-going		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Active reading support	<ul style="list-style-type: none">• City High's Reading Specialist is our in-house expert on this strategy. The Reading Specialist provides multiple workshops over the course of the year to teachers with various levels of expertise, and provides in class support to ensure that that the strategy is being effectively implemented.
CRT as a strategy for increased African American student success	<ul style="list-style-type: none">• Build formal partnership with the University of Pittsburgh's Center for Urban Education (CUE) and other organizations to help teachers “workshop” units, lessons, strategies Design and re-design PD opportunities for staff around CRT

Communications Activities

Build school-wide awareness of active reading strategy

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All City High staff members	Literacy Night Accessing Newsela Ways to promote active reading	Cristine Watson-Smith	09/05/2020	07/30/2021
Communications					
Type of Communication			Frequency		
Email			Targeted throughout the year		

Promoting professional learning opportunities through targeted university partnerships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All City High teachers and staff	Center for Urban Education (CUE) symposium/workshop sessions CUESEF Summer Conference Customized topics once partnership is solidified	Dara Ware Allen, CEO/Principal	10/05/2020	07/30/2021
Communications					
Type of Communication			Frequency		
Email			Targeted throughout the year as sessions are offered and planned		