



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/08/2015

Last updated: 08/01/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	164 Bruckner Blvd. Bronx, NY 10454	718-292-5640	718-401-9219	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Evelyn Hey
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.sbcsica.org>

6. DATE OF INITIAL CHARTER

2005-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

418

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	164 Bruckner Blvd. Bronx, NY 10454	718-292-5640	CSD 7	K-5	Yes	Own
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Evelyn Hey			
Operational Leader	Stephanie Alves			
Compliance Contact	Evelyn Hey			
Complaint Contact	Delia Gonzalez			

13. Are the School sites co-located?

No

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14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1		Elimination of Terra Nova for students in K-2.		
2		Creation of an electronic early childhood checklist to be administered at the beginning and end of the school year to determine growth.		
3				
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

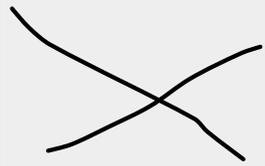
Evelyn Hey - Principal; Stephanie Alves; Delia Gonzalez; and Emily Ramirez

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

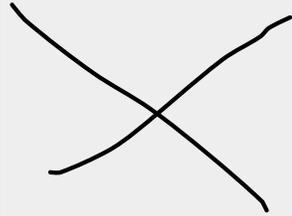
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature consisting of two intersecting curved lines, forming an 'X' shape, located within a light gray rectangular box.

Signature, President of the Board of Trustees

A handwritten signature consisting of two intersecting curved lines, forming an 'X' shape, located within a light gray rectangular box.

Thank you.



Appendix A: Link to the New York State School Report Card

Created: 07/08/2015

Last updated: 08/01/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000058885>



Appendix A: Progress Toward Goals

Created: 07/18/2015

Last updated: 10/30/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000058885>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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<p>Academic Goal 1</p>	<p>Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.</p>	<p>New York State English Language Arts (ELA) Exam</p>	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >= 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3 – 25.8% 4 – 34.6% 5 – 10.5% All – 23.6%</p>	<p>Goal was not met. Although 75% goal was not met, SBCSICA outperformed District 7 schools by 11.27 % SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. ELA reading block extended to 120 minutes daily. Increased use of Close Reading strategies to read and analyze a range of texts. More text dependent writing tasks structured around Common Core question stems. More consistent integration of Thinking Based Strategies into literacy. Stronger congruence between home assignments and in-class readings. An after-school clinic will be set up for a targeted group of students that provides specific strategies needed to ensure proficiency in the area of ELA.</p> <p>Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade the qualities of thinking and writing with their students.</p>
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Academic Goal 2	Each year, 75% of students in each assessed in grades K-2 will perform at or above grade on the Terra Nova Results-Reading.	Terra Nova Results-Reading	<p>Evidence:</p> <p>Where "Passing" is defined as .7 or greater out of a possible two points.</p> <p>K – 72% 1 – 65% 2 – 84.5% Total – 73.8%</p>	<p>The goal was not met. Although the goal was not met, 100%of the students improved although not to a level 3 and 4.</p> <p>SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. The program is being used during the day and in the after-school program. Extended ELA reading block for 120 minutes daily. An after-school clinic will be set up for a targeted group of students that provides specific strategies needed to ensure proficiency in the area of ELA. Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade the qualities of thinking and writing with their students.</p>
Academic Goal 3	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State ELA Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	New York State English Language Arts (ELA) Exam	<p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >= 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3rd Grade (2013-14) 39% > 4th Grade (2014-15) 29.6%</p> <p>4th Grade (2013-14) 15% > 5th Grade (2014-15) 10.5%</p>	<p>Goal was not met. Although goal was not met, an analysis of test data was conducted whose results show that 58% of fourth grade students showed growth between Spring 2014 to 2015 and 39% of fifth grade students showed growth between Spring 2014 and 2015.</p> <p>There is a major focus on students that have been identified as Title I eligible. All Title I and intervention teachers will be working with small groups, differentiating instruction and addressing students needs.</p>
Academic Goal 4	Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State Mathematics examination.	New York State Mathematics Exam	<p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >= 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>Kindergarten (2013-14) 58.3% > 1st Grade (2014-15) 65%</p> <p>1st Grade (2013-14) 74.2% > 2nd Grade (2014-15) 84.5%</p>	<p>Goal was partially met. All students improved. However, the 75% growth in levels 3 and 4 were not met.</p> <p>Measures described in Goal 1 will be employed to improve results.</p>

Academic Goal 5	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State Mathematics exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.	New York State Mathematics Exam	<p>Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3 – 18.7% 4 – 29.6% 5 – 12.2% All – 20.7%</p>	<p>Goal was not met. Although the goal was not met, we out-performed District 7 by 2.53%. This year mathematics will be taught at least 120 minutes a day. More hands on mathematics whereby children will be able to conceptualize and understand the process.</p>
Academic Goal 6	Each year, 75% of students in each assessed in grades K-2 will perform at or above grade level Using Early Childhood Checklist Assessment (Math).	Mathematics	<p>Where "Passing" is defined as .7 or greater out of a possible two points.</p> <p>K – 65 % 1 – 69 % 2 – 93 % Total – 75.1 %</p>	Goal was met.
Academic Goal 7	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State Mathematics exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.	New York State Mathematics Exam	<p>Grade percent of students at levels 3 and 4 (mathematics measure 2 comparative data)</p> <p>Charter school Students in at least 2nd year of enrollment outperformed the average of Community School District 7.</p> <p>3rd Grade – 18.7% (SBCSICA) < 19.9% (CSD 7) 4th Grade – 29.6% (SBCSICA) > 16.1% (CSD 7) 5th Grade – 12.2% (SBCSICA) > 16.9% (CSD 7) Total – 20.7% (SBCSICA) > 17.6% (CSD 7)</p>	<p>Goal was partially met. Measures described in Goal 8 will be employed to improve results.</p>

Academic Goal 8	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State Mathematics Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	New York State Mathematics Exam	<p>Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3rd Grade (2013-14) 51% > 4th Grade (2014-15) 29.6%</p> <p>4th Grade (2013-14) 15% > 5th Grade (2014-15) 12.2%</p>	<p>The goal was not met.</p> <p>Math Period extended to 120 minutes daily</p> <p>On-going Math Professional Development to Enhance Conceptual Understanding of Content Using current Math Program, align Common Core Standards and Major Math Clusters for Critical Content to Develop a Math Scope and Sequence by Grade Level</p> <p>Re-organize Math Units & lessons</p> <p>Monthly Math formative assessments to determine target areas of need for students</p> <p>Early identification of areas in need through until tests. The information will be disaggregated and differentiation will take place. A new math program has been purchased that is in keeping with the math standards and is more comprehensive.</p>
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2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on Mathematics Assessment.	Mathematics	<p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>Kindergarten (2013-14) 84.5% > 1st Grade (2014-15) %</p> <p>1st Grade (2013-14) 72% > 2nd Grade (2014-15) %</p>	The goal was met.

Academic Goal 10	Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Science Assessment.	New York State Science Exam	Percentage of Students at Levels 3 and 4 (State Science Measure 1 >=75%) Charter school students in at least 2nd year. 4th Grade – 92.3%	The goal was met.
Academic Goal 11	Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Social Studies Assessment.	New York Social Studies Exam	New York has discontinued the social studies assessment exam	N/A
Academic Goal 12	Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”	NCLB accountability system	Based on the 2014-15 data the school has been designated in “Good Standing”	Goal was met.
Academic Goal 13	The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.	NYCDOE Progress Report	SBCSICA’s 2014-15 Progress Report has not been released at the time of this writing.	N/A
Academic Goal 14	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State ELA exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.	New York State English Language Arts (ELA) Exam	Grade percent of students at levels 3 and 4 (ELA measure 2 comparative data) Charter school Students in at least 2nd year of enrollment outperformed the average of Community School District 7. 3rd Grade – 25.8% (SBCSICA) > 15% (CSD 7) 4th Grade – 29.6% (SBCSICA) > 11.9% (CSD 7) 5th Grade – 10.5% (SBCSICA) > 10.2% (CSD 7) Total – 23.3% (SBCSICA) > 12.4% (CSD 7)	Goal was met.
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	NYCDOE Progress Report.	<p>The 2014-15 average daily student attendance at SBCS was below the 95% threshold.</p> <p>The 2014-15 average daily student attendance at SBCS was 91.8%.</p>	<p>Goal was not met</p> <p>In order to improve attendance the following will take place:</p> <ul style="list-style-type: none"> • attendance awards assembly • monthly pizza parties • attendance trophies • parent outreach • teacher accountability • monthly graphs tracking
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	School attendance records	<p>The percentage of students continuing to enroll at SBCSICA from the 2013-14 to the 2014-15 school year was below the 95% threshold.</p> <p>The percentage of students continuing enroll at SBCSICA from the 2013-14 school year to the 2014-15 school year was 86.5%.</p>	<p>The goal was not met.</p> <p>Our new school location will guarantee parent satisfaction and less student attrition since everyone will be located at one site instead of our previous two site model.</p>
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	School records	The school is in Good Standing	Goal was met.
Org Goal 4	Annually, the Academic Vision Team (consisting of school administrators, consultants, teachers and professional developers) will assess student data on a quarterly basis.	School records	The Academic Vision Team consistently meets to discuss and assess student data. Monthly diagnostic and predictors were administered and data was disaggregated for instruction	Goal was met.

Org Goal 5	Ten times per year, SBCS' Inquiry Team will meet to focus on areas of academic concern where students perform below the 75% benchmark. The team will develop plans for 100% of the student that fall below the 75% benchmark these plans will impact instruction and meet student individual needs.	School records	The team met regularly, conducted holistic scoring, disaggregated information including item analysis to determine areas of need. Information was given to teachers to develop instructional plan to address targeted areas.	Goal was met.
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2b.1 Do you have more organizational goals to add?

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	100% of teachers will analyze data, create individualized student plans, and plan for instruction using collected data	School records	All teachers routinely look at classroom data and interim assessment data to inform instruction. Student Learning Plans are established for each individual student. The student's learning plan is evaluated three times per academic year to monitor, promote, and establish new goals for student achievement. Teachers identify ways in which parents can help their children at home. Student and parent involvement is highly encouraged.	Goal was met.
Org Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	ATS	In the 2014-15 school year, SBCSICA's enrollment was within 6% of full enrollment (440/468)	The goal was met.

Org Goal 8	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Parent Satisfaction Surveys will be 75%.	NYC DOE School Survey	Please note that the NYCDOE survey uses a different measuring device than when the goals were written. Evidence: SBCSICA 2014-15 Parents (84% participation): 93% of the parents' survey results were positive.	The goal was met.
Org Goal 9	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Staff Satisfaction Surveys will be 75%. Each year, the school will retain a minimum of 85% of its teachers.	NYC DOE School Survey	SBCSICA 2014-15 Teachers (53% participation): 88% of the teachers' survey results were positive.	Last year we were unable to alter spreadsheet with our staff members' name. Therefore, just 53% completed the survey. This year we revised a spreadsheet & submitted, therefore everyone should be accounted for.
Org Goal 10	Each year, students in grade 5 will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Student Satisfaction Surveys will be 75%.	NYC DOE School Survey	5th Grade students were not surveyed. This measure could not be assessed.	N/A
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	School financial audit	The school has undergone an independent financial audit annually and to date no major findings have resulted	Goal was met.
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	School financial records	SBCS has a budget surplus as well as healthy and stable cash flow.	Goal was met.
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/22/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	6260167
Line 2: Year End Per Pupil Count	425
Line 3: Divide Line 1 by Line 2	14721

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	690530
Line 2: Management and General Cost (Column)	311097
Line 3: Sum of Line 1 and Line 2	1001627
Line 4: Year End Per Pupil Count	425
Line 5: Divide Line 3 by the Year End Per Pupil Count	2355

Thank you.

SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES AND THE ARTS

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2015
(With Comparative Totals as of June 30, 2014)

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES
AND THE ARTS

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KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

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New York, NY 10001

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
South Bronx Charter School for
International Cultures and the Arts

Report on the Financial Statements

We have audited the accompanying financial statements of South Bronx Charter School for International Cultures and the Arts, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of South Bronx Charter School for International Cultures and the Arts as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited South Bronx Charter School for International Cultures and the Arts' 2014 financial statements, and our report dated October 30, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2015 on our consideration of South Bronx Charter School for International Cultures and the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Bronx Charter School for International Cultures and the Arts' internal control over financial reporting and compliance.

New York, New York
October 28, 2015

Koch Group + Company, LLP
Certified Public Accountants

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(With Comparative Totals as of June 30, 2014)

	2015	2014
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 3,165,881	\$ 2,985,261
Construction cash	335,350	7,218,132
Grants and contracts receivable	284,252	346,098
Prepaid expenses	2,580	17,510
Total Current Assets	3,788,063	10,567,001
PROPERTY AND EQUIPMENT,		
at cost, less accumulated depreciation	21,294,358	16,784,145
OTHER ASSETS		
Debt service escrow	1,488,047	1,486,908
Capitalized interest reserve	247,401	179,699
Deferred expenses, net of accumulated amortization	647,440	670,631
Security deposits	28,830	19,300
Total Assets	\$ 27,494,139	\$ 29,707,684
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Bond payable - current portion	\$ 405,000	\$ -
Accounts payable	105,928	108,554
Accrued payroll and benefits	285,486	325,161
Accrued interest payable	134,713	134,710
Construction costs payable	113,634	1,882,372
Loan payable	-	129,524
Total Current Liabilities	1,044,761	2,580,321
Loan payable	-	399,372
Bonds payable, less current portion	21,865,000	22,270,000
Total liabilities	22,909,761	25,249,693
NET ASSETS - UNRESTRICTED	4,584,378	4,457,991
Total Liabilities and Net Assets	\$ 27,494,139	\$ 29,707,684

See notes to financial statements.

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2015

(With Comparative Totals for the year ended June 30, 2014)

UNRESTRICTED NET ASSETS

	2015	2014
REVENUE, GAINS AND OTHER SUPPORT		
Public School District		
Resident student enrollment	\$ 5,873,259	\$ 5,212,061
Grants and Contracts		
State and local	158,766	32,427
Federal - Title and IDEA	269,965	285,291
Interest and other income	6,812	17,062
Contributions - Foundation/Individual/Corporation	10,341	1,597
Food Service/Child Nutrition Program	330,694	125,284
Total Public Support and Revenue	6,649,837	5,673,722
EXPENSES		
Program Expenses		
Regular education	4,640,350	3,202,822
Special education	397,215	194,093
Food service	422,410	-
	5,459,975	3,396,915
Supporting Services		
Management and general	1,063,475	806,674
Total Expenses	6,523,450	4,203,589
Change in Unrestricted Net Assets	126,387	1,470,133
NET ASSETS		
Beginning of year	4,457,991	2,987,858
End of year	\$4,584,378	\$4,457,991

See notes to financial statements.

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2015

(With Comparative Totals for the year ended June 30, 2014)

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in Net Assets	\$ 126,387	\$ 1,470,133
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation	605,081	41,543
Amortization	23,191	23,205
Changes in Assets and Liabilities		
Grants and contracts receivable	61,846	(121,053)
Prepaid expenses	14,930	18,622
Security deposits	(9,530)	(19,300)
Accrued interest payable	3	89,807
Accounts payable	(2,626)	(61,989)
Accrued payroll and benefits	(39,675)	25,288
Net cash provided by operating activities	779,607	1,466,256
CASH FLOWS FROM INVESTING ACTIVITIES		
Construction cash	6,882,782	10,343,649
Capitalized interest reserve	(67,702)	191,502
Debt service escrow	(1,139)	(839)
Capitalized assets	(5,115,294)	(12,695,975)
Net cash provided by (used in) investing activities	1,698,647	(2,161,663)
CASH FLOWS FROM FINANCING ACTIVITIES		
Construction costs payable	(1,768,738)	1,288,367
Loan payable	(528,896)	(123,067)
Deferred expenses	-	(4,500)
Net cash provided by (used in) financing activities	(2,297,634)	1,160,800
NET INCREASE IN CASH AND CASH EQUIVALENTS	180,620	465,393
CASH AND CASH EQUIVALENTS		
Beginning of year	2,985,261	2,519,868
End of year	\$ 3,165,881	\$ 2,985,261
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest paid - expensed	\$1,100,023	\$ 30,549

See notes to financial statements.

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for the year ended June 30, 2014)

	Regular Education	Special Education	Food Service	Total Programs	Management & General	Total 2015	Total 2014
Personnel Expenses							
Salaries and wages	\$ 1,844,852	\$ 112,236	\$ 200,023	\$ 2,157,111	\$ 423,010	\$ 2,580,121	\$ 2,358,042
Payroll taxes and fringe benefits	319,939	19,464	-	339,403	108,048	447,451	435,418
Retirement	48,696	2,963	-	51,659	16,446	68,105	57,178
Total Personnel Expenses	2,213,487	134,663	200,023	2,548,173	547,504	3,095,677	2,850,638
Operating Expenses							
Contracted services							
- financial and administrative	196,112	11,536	4,038	211,686	76,714	288,400	280,000
Administrative	10,208	621	172	11,001	3,276	14,277	34,042
Marketing and recruitment	8,493	517	143	9,153	2,725	11,878	4,677
Insurance	105,261	14,657	666	120,584	12,658	133,242	95,910
Legal and professional	-	-	3,529	3,529	67,047	70,576	43,569
Equipment and furnishings	69,743	4,243	1,178	75,164	22,375	97,539	83,247
Building and land rent/lease	6,880	419	116	7,415	2,208	9,623	34,195
Repairs and maintenance	25,987	1,581	439	28,007	8,337	36,344	6,468
Building security	31,619	1,924	534	34,077	10,144	44,221	-
Supplies	40,178	2,444	678	43,300	12,891	56,191	5,083
Staff development	71,609	4,356	1,209	77,174	22,974	100,148	105,388
Student services	7,158	436	-	7,594	-	7,594	8,775
Supplies and instructional materials	54,678	3,326	923	58,927	17,543	76,470	121,601
Food service	-	-	195,231	195,231	-	195,231	127,697
Transportation service	144,048	8,764	-	152,812	-	152,812	119,738
Telephone and internet services	45,662	2,778	771	49,211	14,650	63,861	64,628
Utilities	153,181	9,319	2,587	165,087	49,144	214,231	5,000
Interest expense	869,018	121,003	5,500	995,521	104,502	1,100,023	30,549
Other expenses	90,693	5,518	1,531	97,742	29,097	126,839	117,636
Depreciation and amortization	496,335	69,110	3,141	568,586	59,687	628,273	64,748
Total Operating Expenses	2,426,863	262,552	222,387	2,911,802	515,971	3,427,773	1,352,951
TOTAL EXPENSES	\$ 4,640,350	\$ 397,215	\$ 422,410	\$ 5,459,975	\$ 1,063,475	\$ 6,523,450	\$ 4,203,589

See independent auditor's report.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

1. Organization

South Bronx Charter School for International Cultures and the Arts (the “School”), a 501(c)(3) tax-exempt organization, is a public charter school located in The Bronx, New York. The School opened in 2005 and currently operates classes from kindergarten to fifth grade. The School’s charter was renewed in 2013 for an additional five years. The school provides scientifically research-proven standards-based educational programs, with an emphasis on international cultures, the arts, and mastery of a second language.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

The accompanying financial statements are prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

b) Financial Statement Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

- i) Unrestricted net assets – Net assets that are not subject to grantor or donor-imposed stipulations.
- ii) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There are no temporarily restricted net assets at June 30, 2015.
- iii) Permanently restricted net assets – Net assets subject to grantor or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2015.

Furthermore, information is required to segregate program service expenses from support expenses.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

c) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and equivalents.

For purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with maturity of three months or less to be cash equivalents.

d) Grants and Contributions Receivable

Unconditional promises to give that are expected to be collected within one year are recorded as grants and contribution receivable at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Conditional promises to give are not included as support until the conditions are substantially met.

e) Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions.

f) Functional Allocation of Expenses

Costs and expenses of various programs and other activities have been analyzed on a functional basis. Accordingly, all costs and expenses incurred have been allocated among the programs and supporting services benefited

g) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$1,000. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 7 years for equipment, furniture and fixtures, and 39 years for the building.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

h) Revenue Recognition

Revenue from the state and local government resulting from its charter school status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position

i) Income Taxes

In August 14, 2007 South Bronx Charter School for International Cultures and Arts received approval of its application for tax exempt status from the internal revenue service under section 501 (c) (3) of the internal revenue code and has been classified as a publicly supported organization as described in internal revenue code section 509 (A) (1) and 170 (B) (1) (A) (II).

Management has determined that the Organization had no uncertain tax positions that would require financial statement recognition. The Organization is no longer subject to income tax examination by federal, state or local tax authorities for years before 2011, which is the standard statute of limitations look-back period.

j) Estimates

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

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

k) Comparative Financial Information

The June 30, 2015 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2014 are presented. As a result, the June 30, 2014 comparative information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such June 30, 2014 information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

l) Deferred Expenses

Closing costs are amortized on the straight-line method over the life of the related bonds as indicated in note 7.

m) Donated Services

The School receives donated services from unpaid volunteers. No amounts have been recognized in the statement of activities since the services do not meet the specialized skill criteria for recognition under generally accepted accounting principles.

3. Reclassifications

Certain accounts relating to the prior year have been reclassified to conform to the current year's presentation. These reclassifications have no effect on changes in unrestricted net assets as previously reported.

4. Accrued Payroll and Benefits

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid out over the summer months.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

5. Retirement Plan

The School offers a 401(k) plan for all employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. The employer contribution recognized in the statement of activities was \$68,105 and \$57,178 for the years ended June 30, 2015 and 2014. Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

6. Property and Equipment

At June 30, 2015 and 2014, property and equipment consisted of the following:

	<u>2015</u>	<u>2014</u>	Estimated Useful Life
Furniture and fixtures	\$ 858,096	\$ 207,502	7 years
Computer equipment	1,611,759	234,266	3 years
Office equipment	115,999	93,790	3 years
Building	17,947,608	-	39 years
Construction in progress	-	14,882,610	
Land	<u>1,823,000</u>	<u>1,823,000</u>	
	22,356,462	17,241,168	
Less Accumulated depreciation	<u>1,062,104</u>	<u>457,023</u>	
Total	<u>\$21,294,358</u>	<u>\$16,784,145</u>	

Depreciation expense for the years ended June 30, 2015 and 2014 was \$605,081 and \$41,543.

7. Loan Payable

Loan payable to Victory Education Partners in the amount of \$1,200,000 bears interest at 5% per annum. The loan requires monthly principal and interest payment of \$12,801, with a final principal payment and interest due in June 2020. In June 2015, the School paid the entire loan balance.

For the year ended June 30, 2015, interest expense on the loan was \$22,339.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

8. Deferred Expense

Deferred expense consists of the following:

	<u>2015</u>	<u>2014</u>	<u>Amortization</u> <u>Period</u>
Bond issuance costs	\$695,756	\$695,756	30 years
Less: Accumulated amortization	<u>(48,316)</u>	<u>(25,125)</u>	
Total	<u>\$647,440</u>	<u>\$670,631</u>	

9. Bonds Payable

On June 11, 2013, Build NYC Resource Corporation provided construction and permanent financing through the issuance of \$21,650,000 in Tax-Exempt Revenue Bonds (the “Series 2013A Bonds”), bearing interest at 2.75 to 5% per annum with principal due at varying amounts annually through maturity on April 15, 2043, and \$620,000 in Taxable Revenue Bonds (the “Series 2013B Bonds”), bearing interest rate at 6% per annum with principal due at varying amounts annually through maturity on April 15, 2017. The proceeds of the bonds were used to construct a five-story building, at 164-166 Bruckner Boulevard, Bronx NY 10454, to be used as classroom, cafeteria, kitchen, art, music room and administrative space.

For the year ended June 30, 2015, interest expense was \$1,077,684.

Future minimum principal payments for the next five years are as follow:

Year ended June 30,

2016	\$	405,000
2017		430,000
2018		450,000
2019		465,000
2020		480,000
2021 and after		<u>20,040,000</u>
Total		<u>\$22,270,000</u>

a) Debt Service Escrow

The bond indenture agreements provide for the creation of a debt service escrow which funded by bond proceeds. The balance being held by the trustee at June 30, 2015 was \$1,488,047.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

9. Bonds Payable (Continued)

b) Capitalized Interest Reserve

A capitalized interest reserve was funded by bond proceeds in the original amount of \$371,201 to pay interest during construction. At June 30, 2015, the balance in the account was \$247,401.

c) Debt Service Coverage Ratio

Pursuant to the loan agreement, The School is required to maintain ongoing debt service coverage ratio greater than 1.0.

10. Concentration of Risk

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues the School's finances could be materially adversely affected.

11. School Facility

Prior to the construction of the new facility, The School shared space with a New York City public school. The School was not responsible for rent, custodial services, and maintenance and school safety services other than the security needed after public school hours.

12. Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

13. Construction Contract

The School entered into a Construction Contract Agreement in the amount of \$14,680,437, including changes orders, to construct a school facility. At June 30, 2015, the construction was completed.

14. Subsequent Events

Management has evaluated subsequent events through October 28, 2015, the date that financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.



KOCH GROUP & COMPANY, LLP

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

To the Board of Trustees of
South Bronx Charter School for
International Cultures and the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of South Bronx Charter School for International Cultures and the Arts, which comprise the balance sheet as of June 30, 2015, and the related statements of income and expense, changes in partner's capital, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2015.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Bronx Charter School for International Cultures and the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

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

Koch Group & Company, LLP
Certified Public Accountants

New York, New York
October 28, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,039,642	6,328	-	-	-	7,045,970
Total Expenses	5,309,357	238,349	-	-	1,384,102	6,931,809
Net Income	1,730,285	(232,021)	-	-	(1,384,102)	114,161
Actual Student Enrollment	454	-	-	-	-	-
Total Paid Student Enrollment	454	-	-	-	-	454

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-------------------	-------------------	-------	-------------	----------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

New York City

\$13,877.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

TOTAL ADMINISTRATIVE STAFF

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

List exact titles and staff FTE's (Full time equiivalent)

Executive Management	1.00	172,220	10,900	-	-	34,880	218,000
Instructional Management	1.00	105,000	-	-	-	-	105,000
Deans, Directors & Coordinators	4.00	219,627	-	-	-	-	219,627
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	78,000	78,000
Administrative Staff	1.00	-	-	-	-	73,200	73,200
TOTAL ADMINISTRATIVE STAFF	8	496,847	10,900	-	-	186,080	693,827
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	20.00	1,220,617	-	-	-	-	1,220,617
Teachers - SPED	1.00	-	54,731	-	-	-	54,731
Substitute Teachers	-	10,000	-	-	-	-	10,000
Teaching Assistants	1.00	32,000	-	-	-	-	32,000
Specialty Teachers	5.00	310,414	-	-	-	-	310,414

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,039,642	6,328	-	-	-	7,045,970
Total Expenses	5,309,357	238,349	-	-	1,384,102	6,931,809
Net Income	1,730,285	(232,021)	-	-	(1,384,102)	114,161
Actual Student Enrollment	454	-	-	-	-	-
Total Paid Student Enrollment	454	-	-	-	-	454

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
--	-------------------	-------------------	-------	-------------	----------------------	-------

Aides	3.00	-	-	-	-	112,000	112,000
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	30	1,573,031	54,731	-	-	112,000	1,739,762
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	3.00	-	-	-	-	132,380	132,380
Security	-	-	-	-	-	-	-
Other	6.00	-	-	-	-	283,400	283,400
TOTAL NON-INSTRUCTIONAL	9	-	-	-	-	415,780	415,780
SUBTOTAL PERSONNEL SERVICE COSTS	47	2,069,878	65,631	-	-	713,860	2,849,369
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	206,988	6,563	-	-	71,386	284,937
Fringe / Employee Benefits	-	302,618	9,595	-	-	104,367	416,580
Retirement / Pension	-	51,747	1,641	-	-	17,846	71,234
TOTAL PAYROLL TAXES AND BENEFITS	-	561,352	17,799	-	-	193,599	772,751
TOTAL PERSONNEL SERVICE COSTS	-	2,631,230	83,430	-	-	907,459	3,622,120
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	20,000	20,000
Legal	-	-	-	-	-	48,000	48,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	199,092	6,313	-	-	-	205,405
Payroll Services	-	18,960	1,200	-	-	3,840	24,000
Special Ed Services	-	-	8,000	-	-	-	8,000
Titement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	185,883	11,765	-	-	37,647	235,295
TOTAL CONTRACTED SERVICES	-	403,935	27,278	-	-	109,487	540,700
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	8,000	8,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	71,984	2,282	-	-	-	74,266
Supplies & Materials other	-	31,986	1,014	-	-	-	33,000
Equipment / Furniture	-	4,740	300	-	-	960	6,000
Telephone	-	14,220	900	-	-	2,880	18,000
Technology	-	45,820	2,900	-	-	9,280	58,000
Student Testing & Assessment	-	15,508	492	-	-	-	16,000
Field Trips	-	9,693	307	-	-	-	10,000
Transportation (student)	-	184,161	5,839	-	-	-	190,000
Student Services - other	-	38,771	1,229	-	-	-	40,000
Office Expense	-	77,420	4,900	-	-	15,680	98,000
Staff Development	-	124,066	3,934	-	-	-	128,000
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	15,000	-	-	-	-	15,000
School Meals / Lunch	-	15,800	1,000	-	-	3,200	20,000
Travel (Staff)	-	7,110	450	-	-	1,440	9,000
Fundraising	-	-	-	-	-	-	-
Other	-	13,643	557	-	-	800	15,000
TOTAL SCHOOL OPERATIONS	-	669,920	26,106	-	-	42,240	738,266

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,039,642	6,328	-	-	-	7,045,970	
Total Expenses	5,309,357	238,349	-	-	1,384,102	6,931,809	
Net Income	1,730,285	(232,021)	-	-	(1,384,102)	114,161	
Actual Student Enrollment	454	-	-	-	-	-	
Total Paid Student Enrollment	454	-	-	-	-	454	
PROGRAM SERVICES				SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
FACILITY OPERATION & MAINTENANCE							
Insurance	55,300	3,500	-	-	11,200	70,000	
Janitorial	47,400	3,000	-	-	9,600	60,000	
Building and Land Rent / Lease	877,471	55,536	-	-	177,716	1,110,723	
Repairs & Maintenance	7,900	500	-	-	1,600	10,000	
Equipment / Furniture	7,900	500	-	-	1,600	10,000	
Security	71,100	4,500	-	-	14,400	90,000	
Utilities	205,400	13,000	-	-	41,600	260,000	
TOTAL FACILITY OPERATION & MAINTENANCE	1,272,471	80,536	-	-	257,716	1,610,723	
DEPRECIATION & AMORTIZATION	331,800	21,000	-	-	67,200	420,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,309,357	238,349	-	-	1,384,102	6,931,809	
NET INCOME	1,730,285	(232,021)	-	-	(1,384,102)	114,161	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
New York City	454	-	454				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	454	-	454				
REVENUE PER PUPIL	15,506	-	-				
EXPENSES PER PUPIL	11,695	-	-				



Audited Financial Statement Checklist

Created: 07/08/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 07/18/2015

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). **The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.**

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/18/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Priscilla Ocasio		Chair/Board President	Yes	Executive Committee Academic Committee Personnel Committee	April 11, 2013; expires April 2018
2	Dalia Peralta		Secretary	Yes	Executive Committee Personnel Committee	December 2010; expires December 2015
3	Carman Santos		Trustee/Member	Yes	Finance Committee Academic Committee Personnel Committee	Oct 2011; expires October 2016
4	Donald P Mattson		Vice Chair/Vice President	Yes	Executive Committee Academic Committee -Chair	Feb 2013; expires Feb. 2018
5	John Potapchuk		Treasurer	Yes	Executive Committee Finance Committee-Chair	June 2014; expires June 2019
6	Elvis Torres		Trustee/Member	Yes	Finance Committee Personnel Committee	September 2014; expires September 2019
7						
8						
9						
10						
11						
12						
13						
14						

15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

9

5. How many times did the Board meet during the 2014-15 school year?

10

6. How many times will the Board meet during the 2015-16 school year?

10

Thank you.

Appendix H: Enrollment and Retention Efforts

Describe the efforts the charter school has utilized in 2014-2015 and a plan for efforts to be taken in 2015-2016 to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

The South Bronx Charter School for International Cultures and the Arts has a student population of which 95% are free and reduced lunch. The school has given ELL's a preference during the lottery selection making it possible to attract more families. Presently, our ELL population comprises 28% of the student body along with 7% of students with disabilities.



Appendix I: Teacher and Administrator Attrition

Last updated: 07/08/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	21	17	4

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	2	2	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/21/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	1
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	
FTE count of uncertified teachers who do not fit into any of the four statutory categories	6
Total	7.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

15

Thank you.



South Bronx Charter School for International Cultures and the Arts
2014-2015

Administration							
<i>Evelyn Hey, Principal</i>				<i>Deborah Vila-Tricomi, Asst. Principal Curriculum</i>			
<i>Delia Gonzalez, Director of Human Resources</i>				<i>Stephanie Alves Director of Operations</i>			
<i>Christine Cormier, Director of Data & Assessment</i>				<i>Evelyn Ramirez, Director of Pupil Services</i>			
<i>Noel M. Kellier, Director of Technology/Media Specialist</i>							
Kin KKindergartenKIKKK				Second Grade			
			Teacher	Class Code	Class Name	Rm	Teacher
K01		304	Yanery Benedit				
K02		302	Carmelia Rodriguez	201		404	Cindy Ordoñez
K03		303	Blanca Rivas	202		405	Erica Torres
K04		306	Jessenia Caro				
First Grade				Third Grade			
Class Code	Class Name	Rm	Teacher	Class Code	Class Name	Rm	Teacher
101		301	Jeannette Adon	301		504	Amanda Lugones
102		401	Nancy Levier	302		506	Miriana Perez
103		402	Yahaira Castro				
104		403	Fiordalisa Lora				
Out of Classroom Staff				Fourth Grade			
Name		Position		Class Code	Class Name	Rm	Teacher
Anthony Torres		Technology Assistant		401		503	Johanna Alfonso
Mary Matheson		Drama Teacher		402		505	Daniris Burgos
Iris Quinones		Reading Recovery (PT)					
Rosa Garcia-Morett		Reading Recovery (PT)					
				Fifth Grade			
Alexandra Loverro		Art Teacher		Class Code	Class Name	Rm	Teacher
Melissa Rich-Capuder		Music Teacher		501		501	Azizi Madramootoo
Sharri Parker		Special Ed Teacher		502		502	Eric Diaz
Elaine Kim		Title I					
Jaymie Mendez		Teacher Assistant					
				Food Services			
Frigg St. Helen		Building Manager		Name		Position	
Derek Rollins		Maintenance		John Varas		Executive Chef	
Luis Barcelo		Maintenance					
Shabeena Ali		Board of Health Nurse		Jason Ortiz		Chef Assistant	
Yolanda Marrero		School Aide Supervisor		Maria Wilson King		Food Services Aide	
Lissette Caraballo		School Aide		Luz Herrera		Food Services Aide	
Frank Flores		School Aide		Luz Herrera		Food Services Aide	

Mission Statement and Key Design Elements

Mission

Established in 2005, the South Bronx Charter School for International Cultures and the Arts (SBCSICA) is a dual language elementary school located in the South Bronx. SBCS provides an exceptional education in a technology rich environment, which builds on cultural heritage to foster leadership characteristics and strong values. In the school's eight years of operation, our students have experienced remarkable academic and personal growth. Since the school's opening, SBCSICA's staff members succeeded in closing the achievement gap for the traditionally underserved population that makes up SBCSICA's student population.

Key Design Elements

Measuring Outcomes Against Goals

As previously stated, the Board of Trustees is the final authority for policies and operational decisions at the school. That said it is one of the board's primary responsibilities to self-reflect and examine practice based on outcomes against goals. To this end, the board, and specifically the board's academic subcommittee, monitors the effectiveness of the educational program and educational outcomes of the school. On a micro level, the board's academic subcommittee monitors the school's progress in achieving the instructional program's implementation and student outcomes.

New York State Standards and Common Core Curriculum

Teachers work collegially, both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level. The horizontal team meets for a variety of purposes, such as pacing of the curriculum, student achievement, planning based on assessment data, interdisciplinary unit/project planning, dual language approach, and to monitor student developmental and social growth. In the vertical teaming model, teachers meet in smaller teams within each content area. The vertical team meets for a variety of purposes, such as monitoring the scope and sequence, revising the alignment of content to state standards, sharing of best practices, checking on skill development and student achievement, planning based on assessment data, aligning the content taught in English and Spanish, and designing interdisciplinary units/projects.

SBCSICA uses data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions in instruction, SBCSICA utilizes a comprehensive assessment system, which includes Periodic and Interim assessments that provides feedback on an on-going basis and supports teaching and learning. To that end, SBCSICA administers periodic standardized norm-referenced exams (NRT), and Interim Diagnostic & Predictive assessments coupled with Constructed Response items. Based on the results from interim assessments, teachers proactively identify areas to grow and have the ability to customize and generate instructional materials.

More specifically, the periodic reading inventory assessment is given in English and Spanish. Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL) are administered on a consistent basis and as needed. As a Dual Language school, the EDL helps us to measure language acquisition for native and non-native Spanish language speakers. Tasks measured by the DRA and EDL tests are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic awareness are tested in the phonemic awareness section. Letter naming, word-list reading, spelling,

decoding, analogies, structural analysis, and syllabication are tested in the alphabetic principle/phonics portions. Oral reading fluency or words per minute for contextual reading are tested under fluency. Vocabulary, comprehension, and reading engagement skills are also measured in these tests. Once the test is scored and evaluated, the teacher gains a comprehensive understanding of those areas of strength and weakness and can assign a numeric and or alphanumeric reading level. This process empowers student's reading engagement because they understand and can easily identify a "just right book" by choosing a book with the corresponding DRA and EDL level.

In addition to school assessments, SBCSICA employs Individualized Learning Plans (ILP) for each student. Individualized Learning Plans consist of specific, measurable, attainable, relevant, and time-bound (SMART) goals. Long-term and short-term learning goals are developed with the collective and continuous input from the parent/guardian, student and teachers. The plan outlines exactly what the student's goals are, how they will be measured and finally, the steps needed to take to meet them. Progress monitoring of goals is a key component and each ILP is reviewed a minimum of four times during the school year. Because different goals require different amounts of time to reach, the progress monitoring process may be on a different schedule for different students.

Teachers develop a deeper understanding of expectations for student work and means of assessment in a variety of different formats. Regular professional development sessions allow teachers to engage in dialogue that creates a common frame of reference. Teachers share, review, and discuss actual samples of student work and best teaching practices. Specific assessment rubrics have been developed and are used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.

Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation during grade level planning meetings. Project based assignments are also used as a meaningful form of assessment. Teachers review student work at various times including planning meetings as items may be used as teaching points in grade level performance and development. Grade and subject specific team meetings allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board. Teachers and school leaders alike have high expectations of student work and assessment across the grades. The continuum of analysis teachers to design meaningful lessons, which move students toward mastery.

Remediation and Acceleration

SBCS schedules at least 45-minutes per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school's mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCS employs several Title I teachers who, in addition to designing and implementing the Title I Program, provide remediation for students falling behind in any aspect of the curriculum.

Students with Special Needs

SBCS strongly believes that all students should have access to the core curriculum, and there are clear procedures for identifying special populations and meeting their needs. In fact, the DOE's 2012 site visit report noted that, "school adequately addresses the academic and nonacademic needs of students in need

of remediation, students with disabilities, students with interrupted formal education, and gifted students.” Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCS provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource room setting, the school directly provides these special education services. SBCS asks the student’s district of location to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student’s school district of residence or a private provider.

Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified.

All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help her master the material presented in the classroom.

A student who continues to struggle is referred to the Pupil Personnel Team (PPT). The PPT develops a plan to employ more intensive, individualized interventions that will be provided in addition to what the student was provided in Tiers I and II. These interventions are closely monitored to assess the level of support required for the student. A student who requires intensive individualized interventions to make any progress will be referred to the CSE for further evaluation.

This referral will include the four-page CSE Referral Form as well as all the data collected at Tiers I & II. Teachers will provide a progress report based on student performance and samples of student work. Conference results from meetings with the parent/ PPT will also be included in the referral.

Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education coordinator and expenses associated with the related special education services.

SBCS ensures that teacher(s) of a student with a disability participate in meetings of the Committee on Special Education, and have access to and understand their responsibility to implement the IEP. To achieve this end, the regular education teacher will participate in the CSE meeting. Also, the special education teacher/coordinator is responsible for attending each CSE meeting and ensuring that other special education providers, if appropriate and parents attends the CSE meeting.

To ensure that teacher(s) of a student with a disability have access to and understand their responsibility to implement the IEP, SBCS designates a special education teacher/coordinator to oversee the provision of special education services in accordance with each child’s IEP. The special education teacher/coordinator position will be responsible for the following:

- (i) communicating on a regular basis with the CSE of each student’s district of residence;
- (ii) coordinating special education referrals to the CSE;
- (iii) ensuring that the appropriate school staff members and parents participate in

CSE meetings;

- (iv) reporting to the CSE regarding student's progress toward meeting IEP goals;
- (v) reviewing all students' IEPs;
- (vi) collecting student records from the CSE;
- (vii) maintaining and securing in a locked cabinet all confidential files; and
- (viii) coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's classroom and special education teacher(s), as appropriate.

The special education/coordinator ensures that each regular education teacher and any related service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In addition, the school requires that the copy remain confidential and that it cannot be re-disclosed to any other person, in compliance with IDEA and FERPA. Moreover, prior to the implementation of the child's IEP, the special education/coordinator informs each teacher and assistant of his or her responsibility relating to the implementation of the IEP with respect to the accommodations, modifications, and supports required as described by the IEP.

Finally, in an effort to provide general information about special education, the special education/coordinator provides pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.

SBCS has several structures in place to assure that special education students of all levels are given appropriate instructional support. Further, SBCS uses Response to Intervention ("RTI") and Pupil Personnel Teams to support our students.

Response to Intervention

In SBCS's general education classrooms teachers will differentiate instruction to address different modalities of learners (RTI Tier I). Teachers screen students on a periodic basis and make accommodations that target student differences, which may include manipulatives in all subjects, small group instruction, adding visual resources during verbal lessons, or stations in social studies or science classes.

For struggling learners who need additional support and who are not making adequate progress in the core curriculum and skills, SBCS will use small group instruction, push-in/pull-out, Title I services, and alternative supplies and materials. These Tier II interventions are targeted to their needs based on their levels of performance and will be available to all students who need them, including students with IEPs.

RTI Tier III is remedial and intensive in nature. At this level of intervention, both students who have IEPs that mandate pull-out SETSS (NYC)/Resource Room and general education students identified as needing additional support based on their student assessments receive intensive interventions that target the skill deficit of the student. The goal of tier 3 is for remediation of existing problems and prevention of more severe problems. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, SBCS will recommend that the

student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming.

In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

Pupil Personnel Team (PPT)

Any SBCS student who is having trouble at Tier I, regardless of whether or not they have an IEP, is referred to the PPT. The PPT discusses strategies and interventions with the general education teacher and they come up with a plan of intervention (Tier III) for behavior or academics. This plan is monitored and a progress report must be presented to the PPT.

Other Supports

Students who have IEPs for related services such as counseling, speech, occupational therapy, or physical therapy will not be excluded from appropriate interventions. In addition, if a child is pulled out for several services and SETTS, SBCS will work to make sure the child still accesses the general education curriculum.

The Title 1 teacher will be available during the school day to provide push-in and pull-out services for English language learners. Given that SBCS is a dual language school, students who are fluent in a language other than English maintain fluency in their native language while gaining proficiency in English. In addition to this in-class support, the remediation/enrichment period will be used as an opportunity for the Title 1 teacher to work with students struggling with language acquisition on vocabulary development and literacy skills so that all students are comfortable reading, writing, listening and speaking in English and Spanish.

For purposes of ensuring the adequacy of programs for ELL students, SBCS will assess the progress of all ELL students on an ongoing basis. All ELL students will annually take the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their English proficiency. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services.

Interim Assessment

With regards to academic performance, the board's Academic and Personnel Committee will regularly review student assessment data from state and interim assessments to inform conversations with the principal and monitor the overall academic progress of the school. If improvement is not noted in cohorts of students and/or over the course of the year the SBCS Academic and Personnel Committee will have conversations regarding revisions to the curriculum and instructional program or additional professional development with the principal and Assistant Principal of Curriculum.

The school will use diagnostic interim assessments developed in-house and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge (e.g., multiplying fractions, phonemic awareness, historical facts, etc.). Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

Improved Classroom Instruction

SBCS uses data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning. To that end, the school administers a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.

Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal. Teachers review student work at various times throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal is responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The principal will discuss the content and format of the exams to ensure the teachers have a clear and common understanding of the student learning standards, and the format in which they will be tested. This understanding of the assessments allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

School Schedule

The goals of the daily schedule are to devote significant instructional time blocks to master the core content subjects and meaningfully explore topics and acquiring a language, and meet/exceed all of the New York State Learning Standards.

SBCS employs an extended school day to ensure sufficient time for proper implementation of its educational program. The duration of the school day will be 8 hours as compared to the typical public school day of 6 hours. This represents approximately a 25% increase in the school day. The school day will begin at 8:00am, with an optional breakfast starting at 7:40am, and end at 4:00pm.

Our classrooms engage students and promote active learning throughout the day. Students are not sitting at desks for hours on end. In fact, every aspect of the school day right down to classroom set-up is designed to encourage physical movement of our students.

In addition, our curriculum and instructional methods promote engagement through inquiry-based learning, manipulatives, and hands-on activities that bring the curriculum to life. The school's Social Studies curriculum, is specially designed to channel young children's energy into *active* learning activities across subject areas. Our curriculum involves heavy dance, movement, and song and "act-out" components. Moreover, the cultural components that support the dual language focus of our school encourage students to express themselves through artistic means, such as song, dance, and spoken word. In every lesson throughout the day, children will be actively engaged.

Language instruction takes place throughout the day and integrated into content areas through full immersion in the target language. Teachers instruct students in the target language on alternate weeks, as depicted below, and will employ a variety of methods to teach basic language skills including read-aloud, writer's workshop, word walls, and think, pair and share. Teachers focus on developing students' vocabulary in both languages so that students master concepts and are able to read, write, listen and speak about them in English and Spanish.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, September 19, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/08b6b92822e02f6a9a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Elvis	Torres

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board Member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

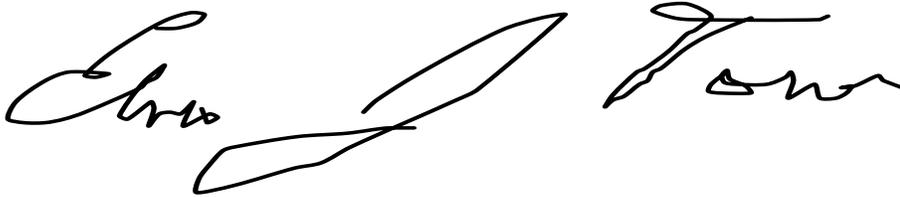
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Chris Jones", written in a cursive style.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ac6f5e6ec9bc4bd47d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Potapchuk

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

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5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Istvan R. Astapchuk". The signature is written in a cursive style with a large, prominent 'I' and 'A'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/9e5b39a5c2f373f7ab>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Donald	Mattson

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

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5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/847355b3797a75211>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Priscilla	Ocasio

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Ms. Susella Kase". The signature is written in a cursive style with a large, looped initial "M" and a long horizontal stroke at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5ec941b1d9fc745d97>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Carmen	Santos

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

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5. *E-mail Address:

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6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: board member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

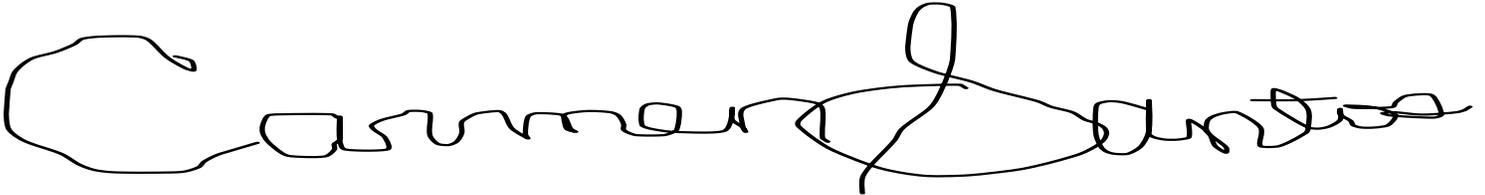
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "C. J. [unclear] [unclear]". The signature is written in a cursive style with a large initial "C" and a prominent loop.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a44eceb32555b64fe6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Dalia	Peralta

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

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5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 320700860889

8. Select all positions you have held on the Board:

(check all that apply)

- Secretary
 - Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

(No response)

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	(No response)
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	(No response)
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	(No response)
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	(No response)

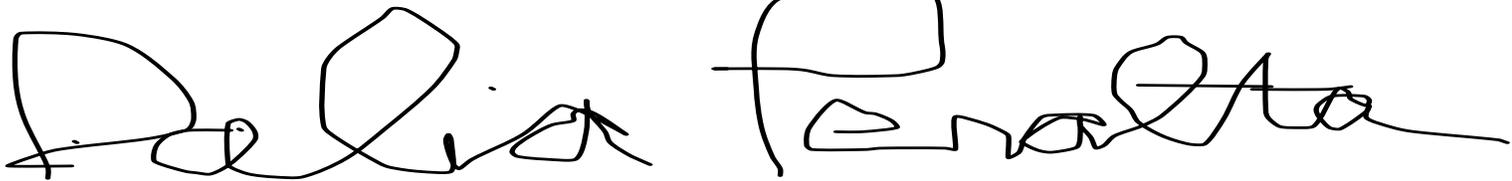
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.