



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

Created: 11/12/2015

Last updated: 11/20/2015

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)

TEACHING FIRMS OF AMERICA PROFESSIONAL PREP CHARTER (NYC CHANCELLOR) 331600860975

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 16

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	616 Quincy Street	718-285-3787	718-919-0486	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rafiq Kalam Id-Din
Title	Managing Partner
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.tfoaprofessionalprep.org

6. DATE OF INITIAL CHARTER

2010-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 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.

328

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4
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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)	616 Quincy Street	7182853787	CSD 16	K-5	Yes	DOE space
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
------	------------	-----------------	---------------

School Leader	Rafiq Kalam Id-Din II, Esq.			
Operational Leader	Nilda Arias			
Compliance Contact	Nilda Arias			
Complaint Contact				

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A permanent siting	No		No		Yes
Site 2						
Site 3						

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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	Change in admissions/enrollment policy	preference for students who qualify for free and reduced priced lunch	9-24-14	3-15-15
2	Other	preference for students from CSD 16 & CSD 13 who qualify for free and reduced priced lunch	9-24-14	3-15-15
3	Change in Maximum Approved Enrollment	enrollment max: 396	9-24-14	3-15-15
4				
5				

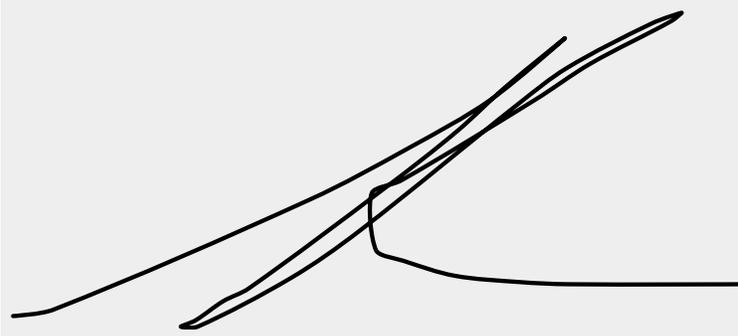
15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

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 in black ink on a light gray background. The signature is stylized, starting with a long horizontal stroke on the left, followed by a series of overlapping loops and curves that rise and then level off to the right.

Signature, President of the Board of Trustees

Thank you.



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

Last updated: 11/20/2015

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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=800000067236>



Appendix A: Progress Toward Goals

Last updated: 11/20/2015

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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=800000067236>

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
Academic Goal 1	60% of students who have been enrolled for two or more years will perform at or above Level 3 on the New York State ELA and Math examinations.	NYS ELA and Math examinations	Met? No. Grade 3: ELA: 33.8%; Math: 22.5%. Grade 4: ELA: 46.9%; Math: 22.5%	
Academic Goal 2	Students performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of the community school district.	NYS ELA and Math examinations	Met? Yes. Grade 3: ELA: 33.8%; Math: 22.5%. Grade 4: ELA: 46.9%; Math: 22.5%. CSD 16: ELA: 17%; Math: 16.5%	

Academic Goal 3	SWD performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of SWD for New York City.	NYS ELA and Math examinations	Met? No. ELA: 0%; Math: 0%. NYC: ELA 6.9%; Math: 11.3%	
Academic Goal 4	ELL performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of ELL for New York City.	NYS ELA and Math examinations	Met? Partially Met. ELA: 50%; Math: 0%. NYC: ELA 4.4%; Math: 14.6%	
Academic Goal 5	Each year, the percent of students performing at or above Level 3 on the State ELA and Math exams in each tested grade will place the school in the top quartile of all similar schools.	NYS ELA and Math examinations	Met? Partially Met. ELA performance is in the top quartile.	
Academic Goal 6	Grade-level cohorts of the same students (i.e. students who are in the school for two years in a row), will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA and Math exams and 75 percent at or above Level 3 on the current year's State ELA exam.	NYS ELA and Math examinations	Met? Partially Met. Grade 4 students ELA proficiency rates grew 240% over SY2013-14 proficiency rates. Math proficiency rates fell from 28.2% to 22.5%.	
Academic Goal 7	Each year, TFOA will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide Progress Report.	NYC DOE Survey	Met? Yes.	
Academic Goal 8				

2a1. Do have more academic goals to add?

(No response)

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				
Academic Goal 10				
Academic Goal 11				
Academic Goal 12				

Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

(No response)

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

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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 a daily student attendance rate of at least 90%.	Attendance records	Met? Yes. Daily attendance rate: 92.3%	

Org Goal 2	Each year, student enrollment will be within 15% of full enrollment.	Attendance and enrollment records	Met? Yes.	
Org Goal 3	Each year, at least 90 percent of all students enrolled during the course of the year will return the following September	Attendance and enrollment records	Met? Yes.	
Org Goal 4	TFOA's leadership will be formally reviewed on an annual basis by the Board.	Board meeting minutes	Met? Yes.	
Org Goal 5	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.	Audit report	Met? Yes.	

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	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Audit report and board minutes	Met? Yes.	
Org Goal 7	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	NYC DOE Annual Survey	Met? Yes. 73% participation rate with a 96% satisfaction rating.	

Org Goal 8	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 an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	NYC DOE Annual Survey	Met? Yes. 91% participation rate with a 92% satisfaction rating.	
Org Goal 9	DOE Survey we will receive an average score of 7.5 or higher in each of the four survey domains.	NYC DOE Annual Survey	Met? Yes. Average of 92% satisfaction rating.	
Org Goal 10				
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				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 11/20/2015

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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	5210310
Line 2: Year End Per Pupil Count	326
Line 3: Divide Line 1 by Line 2	15983

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)	284538
Line 2: Management and General Cost (Column)	188955
Line 3: Sum of Line 1 and Line 2	473493
Line 4: Year End Per Pupil Count	326
Line 5: Divide Line 3 by the Year End Per Pupil Count	1452

Thank you.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

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

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

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KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue

New York, NY 10001

(212) 631-0700 FAX (212) 631-0109

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Teaching Firms of America Professional Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Teaching Firms of America Professional Preparatory Charter School, 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 Teaching Firms of America Professional Preparatory Charter School 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 Teaching Firms of America Professional Preparatory Charter School's 2014 financial statements, and our report dated October 29, 2014 expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of 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 29, 2015, on our consideration of Teaching Firms of America Professional Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on 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 Teaching Firms of America Professional Preparatory Charter School's internal control over financial reporting and compliance.

New York, New York
October 29, 2015

Koch Group + Company, LLP
Certified Public Accountants

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(With Comparative Totals as of June 30, 2014)

ASSETS

	2015	2014
CURRENT ASSETS		
Cash and cash equivalents	\$ 1,348,859	\$ 607,531
Restricted cash	75,064	75,044
Grants and contracts receivable	264,473	163,795
Prepaid expenses	3,952	99,886
Total Current Assets	1,692,348	946,256
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation	369,497	423,935
Total Assets	\$ 2,061,845	\$ 1,370,191

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	\$ 28,946	\$ 44,361
Accrued expenses	724,969	556,466
Refundable advances	3,045	-
Total Liabilities	756,960	600,827
NET ASSETS - UNRESTRICTED	1,304,885	769,364
Total Liabilities and Net Assets	\$ 2,061,845	\$ 1,370,191

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2015

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

	2015	2014
OPERATING REVENUE AND OTHER SUPPORT		
State and local per pupil	\$ 5,390,954	\$ 4,292,743
Grants and Contracts		
State and local	25,059	23,270
Federal	242,318	189,212
In-kind legal	70,958	-
Contributions	1,650	-
Interest and other income	14,892	5,094
	<u>5,745,831</u>	<u>4,510,319</u>
 EXPENSES		
Program Expenses		
Regular education	3,701,467	3,269,191
Special education	976,173	752,872
	<u>4,677,640</u>	<u>4,022,063</u>
Supporting Services		
Management and general	473,493	409,926
Fundraising	59,177	25,386
	<u>5,210,310</u>	<u>4,457,375</u>
 CHANGE IN NET ASSETS	 535,521	 52,944
 UNRESTRICTED NET ASSETS		
Beginning of year	<u>769,364</u>	<u>716,420</u>
End of year	<u>\$ 1,304,885</u>	<u>\$ 769,364</u>

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

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		
Change in Net Assets	\$ 535,521	\$ 52,944
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation and amortization	152,270	139,455
Gain (loss) on disposal of equipment	(81)	1,067
Changes in Assets and Liabilities		
Restricted cash	(20)	(25,023)
Grants and contracts receivable	(100,678)	(124,271)
Prepaid expenses	95,934	(68,139)
Accounts payable	(15,415)	2,913
Accrued expenses	168,503	324,662
Refundable advances	3,045	-
Net cash provided by operating activities	839,079	303,608
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of fixed assets	(97,751)	(187,716)
Net cash used in investing activities	(97,751)	(187,716)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan payable	-	(17,310)
Net cash provided by (used in) financing activities	-	(17,310)
NET INCREASE IN CASH AND CASH EQUIVALENTS	741,328	98,582
CASH AND CASH EQUIVALENTS		
Beginning of year	607,531	508,949
End of year	\$ 1,348,859	\$ 607,531
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	\$ -	\$ 75

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015

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

	Regular Education	Special Education	Total Programs	Management & General	Fundraising	Total 2015	Total 2014
<u>Personnel Expenses</u>							
Salaries and wages	\$ 2,330,319	\$ 646,245	\$ 2,976,564	\$ 233,364	\$ 18,379	\$ 3,228,307	\$ 2,793,185
Payroll taxes and fringe benefits	511,011	141,714	652,725	51,174	4,030	707,929	736,177
Total Personnel Expenses	<u>2,841,330</u>	<u>787,959</u>	<u>3,629,289</u>	<u>284,538</u>	<u>22,409</u>	<u>3,936,236</u>	<u>3,529,362</u>
<u>Operating Expenses</u>							
Professional fees	-	-	-	11,400	-	11,400	13,500
Professional development	65,519	11,210	76,729	3,061	-	79,790	98,793
Outside services - consultants	152,576	34,247	186,823	40,401	18,033	245,257	108,315
Donated services	-	-	-	70,958	-	70,958	-
Student field trips	23,971	4,101	28,072	-	-	28,072	31,897
Office expenses and supplies	32,140	8,913	41,053	36,679	253	77,985	61,760
Food services	29,375	5,026	34,401	-	-	34,401	28,442
Information and technology	64,874	17,991	82,865	6,497	512	89,874	56,269
Telephone and internet	42,586	11,810	54,396	4,265	336	58,997	34,333
Insurance	27,608	7,656	35,264	2,765	218	38,247	30,933
Instructional materials	88,593	16,587	105,180	-	-	105,180	137,391
Furniture and equipment	20,835	3,565	24,400	-	-	24,400	40,296
Classroom supplies	18,297	3,131	21,428	-	-	21,428	35,731
Conferences	25,297	4,328	29,625	-	-	29,625	3,164
Postage and shipping	2,328	646	2,974	233	18	3,225	3,118
Repairs and maintenance	16,820	4,664	21,484	1,684	133	23,301	24,941
Licenses and permits	52	14	66	5	-	71	6,869
Advertising and recruiting	139,352	23,843	163,195	-	16,398	179,593	71,664
Loss on disposal of equipment	-	-	-	-	-	-	1,067
Interest expense	-	-	-	-	-	-	75
Depreciation and amortization	109,914	30,482	140,396	11,007	867	152,270	139,455
Total Operating Expenses	<u>860,137</u>	<u>188,214</u>	<u>1,048,351</u>	<u>188,955</u>	<u>36,768</u>	<u>1,274,074</u>	<u>928,013</u>
TOTAL EXPENSES	<u>\$ 3,701,467</u>	<u>\$ 976,173</u>	<u>\$ 4,677,640</u>	<u>\$ 473,493</u>	<u>\$ 59,177</u>	<u>\$ 5,210,310</u>	<u>\$ 4,457,375</u>

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

1. Organization

Teaching Firms of America Professional Preparatory Charter School (the “School”), a 501(c)(3) tax-exempt organization, is a public charter school located in Brooklyn, New York. The School was granted a five-year charter on January 12, 2010 and commenced operating classes for kindergarten and first grade in August 2011. Second, third and fourth grades were added in 2012, 2013 and 2014. On March 17, 2015, a charter renewal was granted for a term up through and including June 31, 2017. The School’s mission is to prepare students to become the future professionals (lawyer, doctors, scientists, entrepreneurs, etc) who will lead our global society in the 21st Century. The School’s vision is to provide a fun, “college-successful”, community-centered, culturally rich and relevant preparatory school experience to their students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

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 accounting principles generally accepted in the United States of America.

b) Financial Statement Presentation

The School reports 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 grant 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.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

b) Financial Statement Presentation (Continued)

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, The School is required to segregate program service expenses from support expenses.

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 cash equivalents.

For the purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a 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 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. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

f) In-Kind Contributions

The School receives contributed legal services that are an integral part of its operations. Such services are recorded as contributions in-kind, at their fair value, provided the services received create or enhance non-financial assets, require specified skills provided by individuals possessing those skills, and typically need to be purchased if not provided by donation. For the year ended June 30, 2015, donated services received \$70,958 was reflected as donated services as both income and expense in the accompanying financial statements.

g) 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.

h) 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 \$1,500. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 10 years.

i) Income Taxes

On February 1, 2012 Teaching Firms of America Professional Preparatory Charter School filed and 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 School has no uncertain tax positions that would require financial statement recognition. The School 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.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

2. Summary of Significant Accounting Policies (Continued)

j) 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.

k) Estimates

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

l) Advertising

Advertising costs are expensed as incurred.

3. Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur. Per the School's authorizer, an escrow account of \$75,000 was required to be funded over a 3-year period.

4. 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.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

5. Accrued Expenses

Accrued expenses consist of employee bonuses and payroll taxes. Employees are eligible to receive a bonus based on a performance evaluation. For the year ended June 30, 2015, employee bonuses were \$610,632.

6. Retirement Plan

The School offers a 401(k) plan for all qualifying employees. Under the plan, the school will matches employee contributions up to 5% of annual compensation. The amount charged for matching contributions to the plan for the year ended June 30, 2015 was \$26,262.

7. Property and Equipment

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

	<u>2015</u>	<u>2014</u>	<u>Estimated Useful Life</u>
Building improvements	\$422,580	\$350,834	3-10 years
Furniture and fixtures	60,381	48,431	7 years
Computer equipment	119,554	112,133	3 years
Office and telephone equipment	160,790	154,944	3 - 7 years
Software	<u>56,432</u>	<u>56,432</u>	3 years
	819,737	722,774	
Less: Accumulated depreciation	<u>(450,240)</u>	<u>(298,839)</u>	
Total	<u>\$369,497</u>	<u>\$423,935</u>	

Depreciation expense for the years ended June 30, 2015 and 2014 was \$152,270 and \$139,455, respectively.

8. Revenue Concentration

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.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

9. Food Services

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

10. 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.

11. School Facility

The School shares space with a New York City public school. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than the security related to the School's programs that take place outside the district's school day.

12. Subsequent Events

Management has evaluated subsequent events through October 29, 2015, the date that the 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
CERTIFIED PUBLIC ACCOUNTANTS
333 Seventh Avenue
New York, NY 10001
(212) 631-0700 FAX (212) 631-0109

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
Teaching Firms of America Professional Preparatory Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Teaching Firms of America Professional Preparatory Charter School, 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, and have issued our report thereon dated October 29, 2015.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Teaching Firms of America Professional Preparatory Charter School's financial statements are free of 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 audits, 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 organization'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 organization'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 29, 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 accomodate 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.

Teaching Firms of America - Professional Preparatory Charter School

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	5,527,402	58,698	-	-	-	5,586,100
Total Expenses	2,839,023	2,708,297	-	-	-	5,547,320
Net Income	2,688,379	(2,649,599)	-	-	-	38,780
Actual Student Enrollment	396	-	-	-	-	-
Total Paid Student Enrollment	396	-	-	-	-	396

PROGRAM SERVICES SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$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)

Teaching Firms of America - Professional Preparatory Charter School

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	5,527,402	58,698	-	-	-	5,586,100
Total Expenses	2,839,023	2,708,297	-	-	-	5,547,320
Net Income	2,688,379	(2,649,599)	-	-	-	38,780
Actual Student Enrollment	396	-	-	-	-	-
Total Paid Student Enrollment	396	-	-	-	-	396

PROGRAM SERVICES

SUPPORT SERVICES

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

FACILITY OPERATION & MAINTENANCE

Insurance	50,674	-	-	-	-	50,674
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	66,650	-	-	-	-	66,650
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-

TOTAL FACILITY OPERATION & MAINTENANCE	117,324	-	-	-	-	117,324
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DEPRECIATION & AMORTIZATION

DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
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DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
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TOTAL EXPENSES	2,839,023	2,708,297	-	-	-	5,547,320
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NET INCOME	2,688,379	(2,649,599)	-	-	-	38,780
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	396	-	396
School District 2 (Enter Name)	-	-	-
School District 3 (Enter Name)	-	-	-
School District 4 (Enter Name)	-	-	-
School District 5 (Enter Name)	-	-	-
TOTAL ENROLLMENT	396	-	396

REVENUE PER PUPIL	13,958	-	-
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EXPENSES PER PUPIL	7,169	-	-
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Appendix E: Disclosure of Financial Interest Form

Last updated: 11/20/2015

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: 11/20/2015

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	Shahidah Kalam Id-Din		Chair/Board President	Yes	Educator	3 two-year terms (elected Nov 2007; re-election date: August 2013; terms are renewable)
2	Latoya Massey		Chair/Board President	Yes	Educator	3 two-year terms (elected: Feb 2009; resigned as of Oct 2015)
3	Tadashi "Todd" Dumas		Treasurer	Yes	Law, Finance	3 two-year terms (elected: Feb 2009; terms are renewable)
4	Tamecca Tillard		Trustee/Member	Yes	Community development and leadership	2.5 two-year terms (elected Oct 2010; terms are renewable)
5	Daniel Reynolds		Secretary	Yes	Law, Real Estate Development, Community development financing	1 two-year term (elected Aug 2013; terms are renewable)
6	Harry "Hank" Simmons III		Trustee/Member	Yes	Finance, organizational leadership, consulting	1 two-year term (elected Aug 2013; terms are renewable)
7	Renee LaRoche-Morris		Trustee/Member	Yes	Finance, organizational leadership,	1 two-year term (elected Aug 2014; terms are renewable)
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

0

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?

none

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

11

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

11

Thank you.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
July 29, 2014

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair Daniel Reynolds Harry Simmons Todd Dumas	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Shahidah Kalam Id-Din, Co-Chair Renee LaRoche-Morris Tamecca Tillard	

Meeting called by: Latoya Massey	Quorum? yes	Prior minutes approved? yes
---	--------------------	------------------------------------

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • Community Innovation Campus Project • Partner Annual Performance Review process 		
Action:		
<i>Approved Resolution (Partner Bonus; see attached)</i>		

Executive Session

Next meeting August 13, 2014.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
September 24, 2014

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair Daniel Reynolds Harry Simmons	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Shahidah Kalam Id-Din, Co-Chair	

Meeting called by: Latoya Massey	Quorum? yes	Prior minutes approved? yes
---	--------------------	------------------------------------

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • Resolution to the Board of Trustees: Charter Renewal & Expansion (See attached Resolution) • Discussion: Charter Renewal Process • Discussion: Commitment to and Expansion of "No Test Prep" Policy (eliminating out of school program for the spring) 		
Action:		
<i>Approved Resolution (see attached)</i>		

Executive Session

Next meeting October 15, 2014.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
October 15, 2014

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair Todd Dumas Tamecca Tillard Harry Simmons	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Shahidah Kalam Id-Din, Co-Chair Renee La-Rouche Morris	

Meeting called by: Latoya Massey	Quorum? yes	Prior minutes approved? yes
---	--------------------	------------------------------------

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion: <ul style="list-style-type: none"> • Follow-up to Questions brought up in previous Board Meeting • Discussion: Response of Staff Members to the "No Test Prep" Policy • Discussion: Getting Clinical Supervision Hours for Dean & Social Worker and Creating School-Based Mental Health Services at TFOA 		

Executive Session

Next meeting November 12, 2014.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
November 12, 2014

Attendees:

Board Members:

Others:

<i>In person</i>	
Via Video chat: Harry Simmons Renee La-Rouche Morris Dan Reynolds	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner

Meeting called by:	Shahida Kalam Id-Din	Quorum?	yes	Prior minutes approved?	yes
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Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • Discussion: Special Education Funding And Overcoming Obstacles • Discussion: Current Status Of The Charter Renewal Process • Discussion: Outcome Of Q1 IA's and IMAP Presentations. • Discussion: Update On Campus Project 		

Executive Session

Next meeting December 10, 2014.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
December 10, 2014

Attendees:

Board Members:

Others:

<i>In person</i>	
Todd Dumas Tamecca Tillard	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Harry Simmons Shahidah Kalam Id-Din, Co-Chair LaToya Massey, Co-Chair	

Meeting called by: Latoya Massey	Quorum? yes	Prior minutes approved? yes
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Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion: <ul style="list-style-type: none"> • Follow-up to Questions brought up in previous Board Meeting • Quarterly Information/Financial Data/Academic Data • Discussion: Attendance Concerns • Discussion: Charter Renewal Process • DOE Recommendation/Plan of action 		

Executive Session

Next meeting January 14, 2014.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
January 14th, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
None	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner Ardnas Rashid, Senior Associate
Via Video chat: Tamecca Tillard Dan Reynolds Shahidah Kalam Id-Din, Co-Chair LaToya Massey, Co-Chair Harry Simmons, III	

Meeting called by: Tamecca Tillard	Quorum? yes	Prior minutes approved? yes
---	--------------------	------------------------------------

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion: <ul style="list-style-type: none"> • Follow-up to Questions brought up in previous Board Meeting • Discussion: Charter Renewal Process Update – Renewal & Expansion Vote Rescheduled • Advocacy/Outreach measures/Board inclusion • Professional Development focus/Self-Assessment/Action Research/Failure 		

Executive Session

Next meeting February 11th, 2015.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
February 11, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
Dan Reynolds, Secretary	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Todd Dumas, Treasurer Shahidah Kalam Id-Din, Co-Chair LaToya Massey, Co-Chair Harry Simmons, General Member	

Meeting called by:	LaToya Massey & Shahidah Kalam Id-Din	Quorum?	Yes	Prior minutes approved?	Yes
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Announcements/Discussion	Presenter:	Rafiq, Damien
<p>Discussion:</p> <ul style="list-style-type: none"> • Charter Renewal & Expansion Update • Upcoming dates/ Board Members Retreat / Board Members visiting our school • Lottery Date- April 2 • Letter of Intent to open the middle school • Q2 IA Data- Next Meeting • Still working on Holistic Mental Health Clinic • Applying for grants for afterschool program 		

Executive Session

Next meeting March 11th, 2015.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
March 11th, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
Dan Reynolds- Secretary	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner Demetria Giles, Senior Associate Saadia Muhaimin, Senior Associate
Via Video chat: Ranae La-Rousche Morris LaToya Massey, Co-Chair Harry Simmons, III Tamecca Tillard Shahidah-Kalam Id-Din Co-Chair	

Meeting called by:	Latoya Massey and Shahidah-Kalam Id-Din	Quorum?	yes	Prior minutes approved?	yes
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Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • Follow-up to Questions brought up in previous Board Meeting • Discussion: Financial reports for Q4 fiscal year 14-15 • Discussion: Academic data reported for 2nd quarter 		

Executive Session

Next meeting April 15, 2015

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
April 23, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat:	Demetria Giles, Senior Associate Arndas, Senior Associate
Renee LaRoche-Morris	
Harry Simmons, III	
Tamecca Tillard	
Shahidah-Kalam Id-Din Co-Chair	
Dan Reynolds- Secretary	

Meeting called by:	Latoya Massey and Shahidah-Kalam Id-Din	Quorum?	yes	Prior minutes approved?	yes
---------------------------	---	----------------	-----	--------------------------------	-----

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • Follow-up to Questions brought up in previous Board Meeting • Discussion: internal self eval and scoring of open response portion of our state exams • Discussion: Busing and the significant reduction in bus suspensions 		

Executive Session

Next meeting May 13, 2015

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
May 13, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat:	Demetria Giles, Lead Teacher Alexandra Duran, Senior Operations Associate
Dan Raynolds, Secretary	
Shahidah Kalam Id-Din, Co-Chair	
Renee La-Rouche Morris	
Harry Simmons, General Member	

Meeting called by:	LaToya Massey & Shahidah Kalam Id-Din	Quorum?	Yes	Prior minutes approved?	Yes
---------------------------	---------------------------------------	----------------	-----	--------------------------------	-----

Announcements/Discussion	Presenter:	Rafiq, Damien
<p>Discussion:</p> <ul style="list-style-type: none"> • Annual Budget Presentation for FY 2015-2016; Board unanimously approved budget. • School-wide Q3 Data Presentation. • Dates need to be established for FY 2015-2016 Board meetings. 		

Executive Session

Next meeting June 19th, 2015.

**Teaching Firms of America
Professional Preparatory Charter School
Board of Trustees - Monthly Board Meeting Minutes**

TFOA Professional Preparatory Charter School
616 Quincy St
Brooklyn, NY
June 19, 2015

Attendees:

Board Members:

Others:

<i>In person</i>	
LaToya Massey, Co-Chair Daniel Reynolds	Rafiq Kalam Id-Din, Managing Partner Damian Dunkley, Stakeholder Partner
Via Video chat: Shahidah Kalam Id-Din, Co-Chair Todd Dumas	

Meeting called by: Latoya Massey	Quorum? yes	Prior minutes approved? yes
---	--------------------	------------------------------------

Announcements/Discussion	Presenter:	Rafiq, Damien
Discussion:		
<ul style="list-style-type: none"> • End of Year Celebration • Upcoming Staff Summer PD Schedule 		
Action:		
<i>None</i>		

Executive Session

Next meeting July 29, 2015.



Appendix H

2014-15 Enrollment & Retention

As we were highly successful in our recruitment and retention in 2014-2015, we implemented the same strategies and approach for the 2013-2014 school year. To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy:

We circulated over 25,000 application-and-info sheets via direct mail, tabling and drop-offs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities. We also ensured that our outreach teams were bilingual, with a particular emphasis on Spanish-speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two-highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities (outlined in more detail below).

Retention

Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused-instruction. We make every effort to ensure that our students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, we work with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. We also employ a modified Response to Intervention (RTI) process, that positions us to differentiate





to students' needs and proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel. In addition to the efforts of our classroom teachers, our Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services. Our learning specialist team is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

Results and Forward Strategy for SY2015-16

Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2015-6 school year: 14% students with IEPs; 11% English Language Learners; and 88% FRPL. We anticipate that these percentages will grow next school year 2016-17. Our retention of these students in each of these categories was greater than 90%. We will use the attached detailed report to continue on our outreach efforts to inform and improve our recruitment and retention efforts in these areas.



Teaching Firms of America
Field Recruitment Report: January – March 2014
Submitted by Oma S. Holloway
April 11, 2014

Summary

On January 8, 2014, Teaching Firms of America (TFOA) retained the consulting services of ADENA Consulting Group, headed by Oma S. Holloway to assist the TFOA staff with their outreach and recruitment plan to attain applications for Professional Preparatory Charter School 's upcoming lottery for open slots for Kindergarten, 1st and 2nd Grade classes. The contract period was January 8, 2014 to March 31, 2014 and anticipated deliverables were as follows:

- Contact at least 60 organizations in School Districts 13, 16, 17, 32 including: Head Start programs, daycare centers, community centers, community centers, shelters, churches, libraries, and other CBOs that serve rising kindergarteners, 1st and 2nd graders.
- Continue to develop relationships with Site Directors and Key Personnel.
- Drop off TFOA applications and informational literature.
- Schedule and execute tablings.
- Promote open house.
- Execute storefront visibility campaign – hang 30 – 40 posters with tabs.
- Determine whether there are opportunities for TFOA school leadership to speak with large numbers of parents, and if so, schedule appointments (minimal).
- Create Google Documents of findings.

TFOA assigned Raquel Isles, TFOA Operations Associate, as the primary contact for the coordination of the outreach initiatives. Former consultant to TFOA, Jordan Thomas, provided the outline and list of contacts from his 2013-2014 outreach efforts.

During the contract period, over 60 daycare centers and community based organizations in School Districts 13, 16, 17, and 32 that serve children in pre-Kindergarten, Kindergarten and/or 1st grade were contacted. The community based organizations contacted included Beacon and Cornerstone Centers (NYCHA Housing), shelters, libraries, community development and/or resource centers, preventive services centers, and WIC office centers. The contact list was updated and new organizations were added to the spreadsheet. For new contacts, applications were dropped off and/or scheduling/tabling was scheduled.

There was an effort to identify centers or organizations that provide early childhood services for children with special needs. Adaptive Solutions is a new contact that specializes in providing early childhood learning and support services to pre-school children with IEPs.

Posters and palm cards promoting the open house for Professional Preparatory Charter School were displayed at local grocery stores, community centers in NYCHA housing, Brooklyn Public Libraries in Bedford Stuyvesant and Bushwick communities, Laundromats, cash station centers, Community Board 3 office (and meetings in February and March), churches and a few local merchants on Fulton Avenue, Gates and Lewis Avenues.

In addition to dissemination of application materials, posters, and fliers, TFOA Managing Director had an opportunity to participate on an Education Forum panel on March 13th. The Education Forum was sponsored by the Education and Youth Community of the Community Board 3. In January 2014, TFOA staff presented and

tabled at the Transition to Kindergarten event sponsored by the Bedford Stuyvesant Early Childhood Development Center (HEAD START) and attended parent meetings to outreach to parents. Tabling was conducted at numerous sites. At a few sites, tabling was done twice to cover the morning and afternoon. This was done to maximum touch point with parents and guardians dropping off and/or picking up their children.

There were requests from sites, and individuals, for applications sent electronically. When appropriate, an electronic copy was sent with the link to the TFOA website to encourage online submission of the application. In March, an article on the DNA blog profiling Professional Preparatory Charter School was sent electronically to all sites that provided email addresses. During the final weeks of the recruitment period, messages and reminders to submit applications to TFOA were placed on FACEBOOK.

The contact list of sites visited last year had to be updated. There were numerous changes with regards to ownership of daycare centers and key staff members. Relationship building and ascertaining the key staff member (decision maker) at the Centers required numerous contacts (at least 2-3 calls and 1 visit). However, a good relationship as established with key representatives and clustered centers such as Adrianna McNeil, Director, Bedford Stuyvesant ECDC and Jorge Ortiz, Bushwick United. Other connections were made with Lutheran Services and Brooklyn Kindergarten Society.

Key Positive Recruitment Points

- Parents did recognize the school application/brand and acknowledged that they received the application at home and/or picked it up at the center or another location.
- “Looping” and teachers living in the community resonates with parents.
- Positive co-location.
- Services provided and welcoming environment for children with IEPs
- Emphasis on culture and curriculum
- Two teacher in each class; all administrators teach a class

Frequently Asked Questions

- What is the relationship with the public school?
- How are the test scores?
- Do you provide bus service?
- Do you have after school programming? Is it free?
- Do you accept siblings?
- (in response to recent news accounts) Will the charter school be kicked out?
- What if we live in a shelter?
- Will you have a Middle School?
- Do I live in the District that will have priority in the lottery?

Challenges

- **Increment Weather.** During this recruitment period, there were a record number of snowstorms that tremendously impacted the number of presentations and tabling opportunities. As a result, there were numerous cancellations and rescheduling.
- **Scheduling for Key Parent Meeting Dates:** Most of the larger daycare centers schedule parent meetings or “transition” meetings early in January (some in December) and/or during the first week of the months – January through March. Charter schools like Uncommon, Leadership Prep, Success Academy start early, booking these key dates and table a few times during the months of January - March. It appears

that the strategy is to make presentations at these coordinated transition meetings then attend regularly scheduled parent meetings. As more charters start recruiting at these sites, it is imperative to get on the calendar as soon as possible.

- **Spanish Speaker for Tabling and Presentations.** For most tabling events, especially in Bushwick (District 17, 32), it is imperative to have a Spanish speaker available for tabling and presentation. Fortunately, the TFOA application in both English and Spanish was very helpful in situations where a TFOA representative was not available.
- **Identifying the “right” staff person.** Change in staff can become a challenge when setting up appointments. In most cases, the Director is the sole decision maker and contact person for scheduling presentations and tabling. For many sites, it is the Family Advocate, School Readiness Coordinator, or Administrative Assistant. To be avoided: Interns and front desk/receptionist.
- **Anti-Charter School sentiment:** Due to the recent Mayoral election, the issue of Charter schools “versus” traditional Public Schools was at the forefront of many discussions with parents and many providers. There are daycare centers like Nelwark, Joyful Minda, and Albany Avenue that are hostile to charter schools and direct their parents to enroll in neighboring Public Schools. For many parents and providers, all Charter schools are associated with Success Academy or Achievement First. Messages is critical to inform parents that TFOA is an independent Charter School and it is a public charter school.
- **Myths about the enrollment process.** Some of the comments about Charter Schools:
 - Charter Schools require students to take a test.*
 - Charter Schools do not accept children with IEPs/ special needs.*
 - Charter Schools are stealing space and resources for public schools/students*
 - Charter Schools have no PTAs and do not want parents involved.*
 - Charter Schools are exclusive and do not want diversity.*
 - Charter Schools are private schools.*
- **Paper versus Online Application:** Parents received applications and information from various touch points: via mail, daycare centers and other CBOs, email, etc. More parents are considering applying online and some representatives from other schools have strongly encouraged parents to apply online only. There are advantages and disadvantages to this approach but it should be noted that supporting parents to apply online should be encouraged during some tabling events.

Recommendations and What Went Well

- **TFOIA Staff Liaison:** Raquel Isles was an excellent contact person and liaison. It was extremely important to have a designated person at TFOA who is accessible, professional, and organized as a partner to achieve the outreach and recruitment goals. The weekly tally of applications submitted was very helpful to evaluate and redeploy outreach efforts.
- **Materials to reflect diversity.** The pictures of Professional Preparatory students should be updated to capture the diversity of the population especially since there was a concerted effort to outreach to predominately Hispanic communities. However, the application in Spanish and English was well received.

- **Social Media and Email Marketing.** Utilizing social media and email marketing that includes the application to daycare centers and prospective parents should be included in the outreach strategy. There were a few centers that requested information via email or wanted links to TFOA website before setting an appointment.
- **Outreach Early.** Many centers are setting their calendars a month in advance. Since Public Schools have an earlier application enrollment date, Centers are hosting “transition to kindergarten” orientations and meetings in December or early January. In addition, it can take numerous calls and/or visits to reach the right contact person to confirm a date. At the centers with at least 2 UPK classes, it is strongly recommended to do on site tabling as a follow up. Ask site staff what time is best for tabling – morning or evening. Other venues for outreach and recruitment should include local churches, NYCHA community centers, ACS and resource centers such as Brooklyn Movement Center, Brooklyn Perinatal Network, health centers, and Community Education Councils.
- **Charter School Fair.** The Charter School Center did not host a Charter School Fair in Brooklyn this year. As the Coalition for Independent Charter Schools becomes more cohesive as a network, hosting Charter School Fairs may be a good opportunity to reach out to parents. This may be imperative as the UPK expands in Public Schools. For UPK programs in Public Schools, Charter Schools are not usually welcomed to outreach to parents. TFOA will need to use partnerships in the community to reach those parents and participate in more community events that highlight TFOA or Charter Schools could be an alternative.
- **Relationship Building with Daycare Center Clusters.** Target outreach to key centers that have over 25 UPK classes or part of “daycare” clusters (Head Start) early and often. These include the Bedford Stuyvesant Early Childhood Development Centers, Bushwick United, New Life Development Center, ACE Integration, Lutheran Services, New Life Development Centers, and Brooklyn Kindergarten Society.



Appendix I: Teacher and Administrator Attrition

Last updated: 11/20/2015

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
	24	6	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
	6	0	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 11/20/2015

"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.

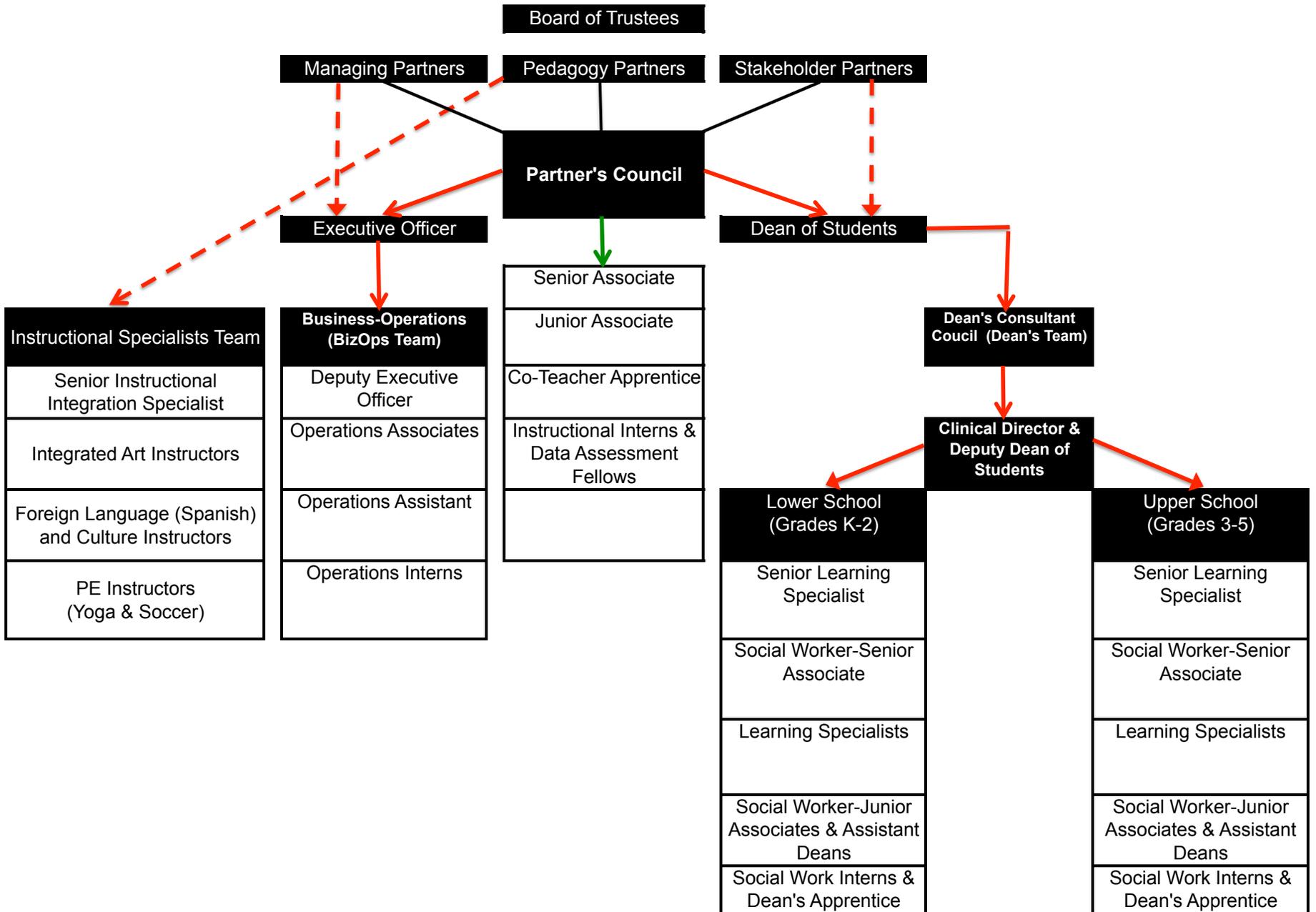
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals 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	
Total	5.0

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

25

Thank you.

Teaching Firms of America-
 Professional Preparatory Charter School
 Projected Max Single Site Org Chart



MISSION AND KEY DESIGN SUMMARY (SY2014-15)

Teaching Firms of America-Professional Preparatory Charter School (TFOA-Professional Prep) was issued its charter in January 2010, and provisionally renewed on March 15, 2015 for 2.5 years. After an initial planning year, TFOA-Professional Prep launched full time operations on July 1, 2011. Earlier that year in January 2011, the Board of Regents officially adopted the Common Core State Standards (the “Common Core”), portending a significant and meaningful shift in the accountability tools the state would use to evaluate student academic progress. It is important to note that such a shift was NOT contemplated in our original charter (thus rendering the student achievement predictions outlined therein misaligned and invalid). Nevertheless, we embraced the instructional shifts contemplated by the move to the Common Core, and midway through our first year of operation began working to translate these shifts through the prism of our innovative organizational structure and the progressive pedagogy through which we deploy the teaching craft. To accommodate this shift we made several tactical adjustments in the choice of instructional and assessment tools (outlined in more detail below), that necessarily differed from the proposed instructional and assessment tools highlighted in our charter. While these tactical adjustments (discussed in more detailed below in the appropriate sections of this renewal application), did not constitute material changes to our charter, they have nonetheless played a meaningful role in helping us progress down the path towards a more perfect alignment with the kind of thinking and learning the Common Core seeks to engender.

Mission

Our mission is to prepare our students to become highly intelligent, creative and critically thinking young citizen leaders and future professionals (lawyers, doctors, scientists, educators, engineers, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

To accomplish our mission, we will continue to provide a preparatory school experience that is fun, holistic, ‘college-successful’, career-ready, community-centered, culturally rich and relevant. We are committed to creating an instructional environment that is nurturing, creative, innovative, student centered, data driven and mastery focused, where every teaching professional holds themselves and each other accountable for the school’s most important outcome: high student achievement.

Key Design Elements

Grade span: K-5, co-ed

Communities Served: we serve the most historically and socioeconomically underserved children of the Bedford Stuyvesant-Central Brooklyn community, offering an admission preference for students who qualify for free and reduced price lunch (to the extent permitted by law). Bedford Stuyvesant remains an overwhelming Black and Latino community, and these populations continue to be beset with high poverty, unemployment, violence, obesity and other negative physical and mental health indicators. Black and Latino children in Bedford Stuyvesant are some of the poorest in the nation and in large measure remain disconnected from high quality, holistic and comprehensive education options.

Organizational Structure: The Teaching Firm: our leadership, management and instructional staff design operates using our existing and highly innovative “Teaching Firm” org model. The Teaching Firm is a unique teacher-led model inspired by the professional partnership management and leadership models of law firms, designed to transform and elevate the teaching profession by placing currently practicing master teachers at the helm of school organizations, dramatically improving compensation and empowering them to lead directly from the classroom.

Curriculum & Instructional Features: we employ a progressive pedagogical approach driven by a commitment to developing strong student self efficacy and extraordinary habits of mind, operationalized through teacher constructed curricula and formative assessment tools. This approach includes, but is not limited to the following instructional and pedagogical features:

- Self Efficacy & Social Emotional Development
- Mindfulness and Meditation (Restorative Justice Practice)
- Neuropedagogy
- Looping
- Culturally Relevant & Economically Relevant Pedagogy
- Socratic Questioning and Design Thinking
- Critical Thinking and Executive Functioning Skills
- Integrated Instruction
- Data Driven Analysis
- Community-based Staff (teachers required to live in community)
- Staff Reflects Community Diversity

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

Created Friday, November 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/47b90d2cad758ce50>

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	Harry	Simmons III

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.

TEACHING FIRMS OF AMERICA PROFESSIONAL PREP CHARTER (NYC CHANCELLOR) 331600860975

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

(check all that apply)

(No response)

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

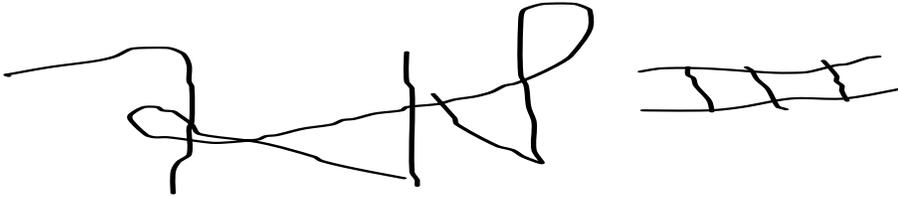
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

The image shows two handwritten signatures. The first signature on the left is a cursive-style signature that appears to be 'J. H. [unclear]'. The second signature on the right is a stylized signature consisting of three vertical lines connected by horizontal lines, resembling a series of parallel strokes.

Thank you.

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

Created Friday, November 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7b5faf968f7affaba41>

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	Daniel	Reynolds

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.

TEACHING FIRMS OF AMERICA PROFESSIONAL PREP CHARTER (NYC CHANCELLOR) 331600860975

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

(check all that apply)

-
- Secretary
-

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

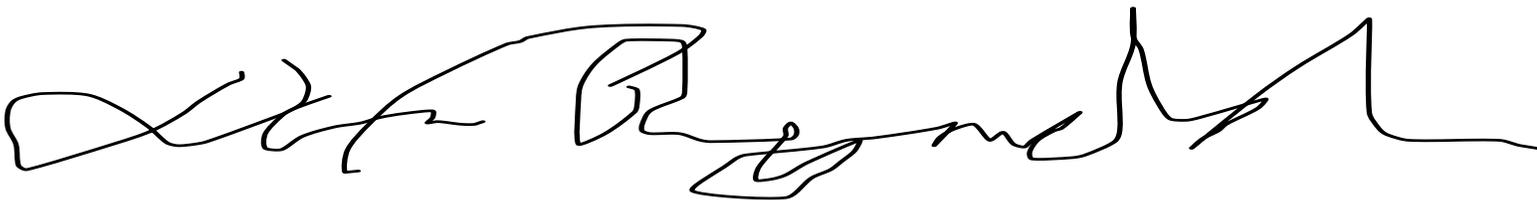
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

(No response)

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee



Thank you.

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

Created Wednesday, November 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/3f69e4aad0933ae695>

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	Shahidah	Kalam Id-Din

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.

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

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

<i>TEACHING FIRMS OF AMERICA PROFESSIONAL PREP CHARTER (NYC CHANCELLOR) 331600860975</i>
--

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

(check all that apply)

-
- Other, please specify...: co-chair
-

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?

Yes

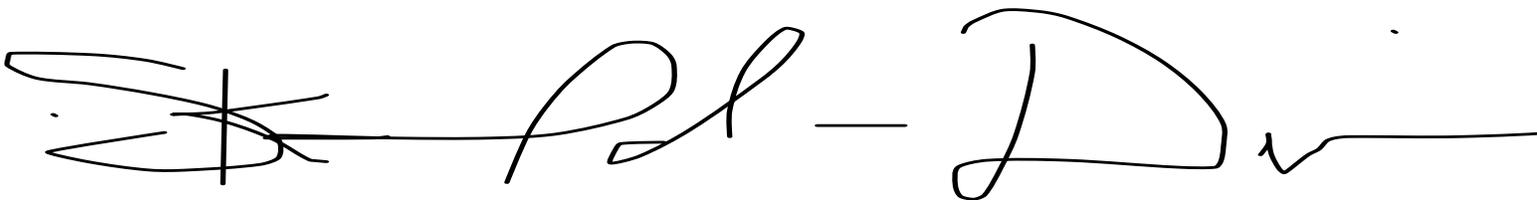
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	7/2013-present	a managing partner of the school	Made relationship known to all board members	Rafiq Kalam Id-Din sibling
2				
3				
4				
5				

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 Thursday, November 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f35c7ec1f004d1949e>

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	Renee	

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.

TEACHING FIRMS OF AMERICA PROFESSIONAL PREP CHARTER (NYC CHANCELLOR) 331600860975

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

(check all that apply)

(No response)

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 be 'R. J. ...', written in a cursive style.

Thank you.