



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

Created: 07/07/2015

Last updated: 07/20/2015

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.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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 30

4. SCHOOL INFORMATION

| | PRIMARY ADDRESS | PHONE NUMBER | FAX NUMBER | EMAIL ADDRESS |
|--|---|--------------|--------------|---------------|
| | 35-59 81 Street Jackson Heights, NY 11372 | 718-803-0060 | 718-803-3785 | |

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

| | |
|---------------------------------------|-----------------|
| Contact Name | Stacey Gauthier |
| Title | Principal |
| Emergency Phone Number (###-###-####) | |

5. SCHOOL WEB ADDRESS (URL)

www.renaissancecharter.org

6. DATE OF INITIAL CHARTER

2004-05-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

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

548

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

| | |
|---------------|--|
| Grades Served | K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
|---------------|--|

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

| | Yes/No | Name of CMO/EMO |
|--|--------|-----------------|
| | No | |

Page 2

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) | 35-59 81 Street Jackson Heights, NY 11372 | 718-803-0060 | CSD 30 | K-12 | 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 | Stacey Gauthier | | | |
| Operational Leader | Denise Hur | | | |
| Compliance Contact | Denise Hur | | | |
| Complaint Contact | Stacey Gauthier | | | |

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 | No | | No | | Yes |
| Site 2 | | | | | | |
| Site 3 | | | | | | |

Page 3

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).

No

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

Stacey Gauthier, Principal; Rebekah Oakes, Director of Development & Partnerships; Denise Hur, Director of Operations

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, consisting of a series of loops and curves, is positioned in the top left corner of a light gray rectangular box.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a series of loops and curves, is positioned in the top left corner of a light gray rectangular box.

Thank you.



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

Created: 07/07/2015

Last updated: 07/20/2015

Page 1

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=800000042221>



Appendix A: Progress Toward Goals

Created: 07/20/2015

Last updated: 10/29/2015

Page 1

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=800000042221>

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 | 1) Each year, 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA. | NYS 3rd–8th grade ELA examination results. | Not met. | Please refer to our charter, http://www.renaissancecharter.org/about/charter , for actions being taken to support our students achievement in literacy. |

| | | | | |
|-----------------|--|--|--|---|
| Academic Goal 2 | 2) Each year, 75 percent of 3 through 8 graders who have been enrolled at the school on Beds day for least two consecutive years will perform at or above Level 3 on the New York Mathematics examination. | NYS 3rd–8th grade ELA examination results. | Not met. | Please refer to our charter, http://www.renaissancecharter.org/about/charter , for actions being taken to support our students achievement in Math. |
| Academic Goal 3 | 3) Each year, 75 percent of 4 and 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination. | 4th and 8th grade NYS Science examination results. | Goal Met: 86% of 4th graders were proficient, and 77% of 8th graders were proficient. | |
| Academic Goal 4 | 4) Each year, 75 percent of 5 and 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination. | N/A | N/A | |
| Academic Goal 5 | 5) By the end of the year, 80% of kindergarten students who were enrolled at the School on BEDS day will perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient. | Kindergarten F&P assessment results. | Goal Met. 100% of students performed at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient. | |
| Academic Goal 6 | 6) By the end of the year, 80% of first grade students who were enrolled at the School on BEDS day for two consecutive years will perform at or above a Level G on the Fountas and Pinnell A-Z Text Gradient. | 1st Grade F&P assessment results. | Goal Met. 88% of students performed at or above Level G on the Fountas and Pinnell A-Z Text Level Gradient. | |

| | | | | |
|-----------------|--|--|---|---|
| Academic Goal 7 | 7) By the end of the year, 80% of the second grade students who were enrolled at the School on BEDS day for at least two consecutive years will perform at or above a Level K on the Fountas and Pinnell A-Z Text Level Gradient. | 2nd Grade F&P assessment results. | Goal Met. 95.7% of students performed at or above Level K on the Fountas and Pinnell A-Z Text Level Gradient. | |
| Academic Goal 8 | 8) Each grade-level cohort 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 exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceed 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75%) in the current year. | NYS 3rd–8th grade ELA examination results. | Not met. | Please refer to our charter, http://www.renaissancecharter.org/about/charter , for actions being taken to support our students achievement in literacy. |

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met | If Not Met, Describe Efforts School Will Take |
|--|-----------------------------------|---|---|---|
|--|-----------------------------------|---|---|---|

| | | | | |
|------------------|--|--|-----------|---|
| Academic Goal 9 | 9) Each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year. | NYS 3rd–8th grade Mathematics examination results. | Not met. | Please refer to our charter, http://www.renaissancecharter.org/about/charter , for actions being taken to support our students achievement in Math. |
| Academic Goal 10 | 10) Kindergarten will serve as the baseline year for value-added goals for students in First and Second Grades. Utilizing The Fountas & Pinnell Benchmark Assessment System, at least 80% of First and Second Grade students will demonstrate growth from the Fall to the Spring of at least one (1) reading level on the Fountas & Pinnell A-Z Text Gradient. | Kindergarten F&P Assessment System | Goal Met. | |
| Academic Goal 11 | 11) Each year, 75 percent of the 9th grade cohort, (cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school) will have scored at least 65 on the New York NYS Regents examination scores in ELA. | NY State Regents examinations in ELA. | Goal Met. | |
| Academic Goal 12 | 12) Each year, 75 percent of the 9th grade cohort (cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the students enters the charter school) will have scored at least 65 on a New York State Regents examination in Math. | NY State Regents examinations in Math. | Goal Met. | |

| | | | | |
|------------------|--|--|---|--|
| Academic Goal 13 | 13) Each year, 75 percent of the 9th grade cohort (cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school) will have scored at least 65 on the New York State Regents examination in Global Studies. | NY State Regents examinations in Global Studies. | Not met. | 13 out of 55 students were students with IEPs, but 11 out of those 13 got 55+%, enabling them to graduate. We will continue to support the study of Global History through the work in our Dissemination Grant, Writing Workshop, and Global Labs. |
| Academic Goal 14 | 14) Each year, 75 percent of the 9th grade cohort (cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school) will have scored at least 65 on the New York State Regents examination in Science. | NY State Regents examinations in Science. | Goal Met. | |
| Academic Goal 15 | 15) Each year, at least 80 percent of each 9th grade cohort will graduate within four years. | Number of graduates. | Goal Met. 84% of the 2015 cohort graduated within four years, as compared with 66% graduated from NYC Community School District 30 schools. | |
| Academic Goal 16 | 16) Each year, the school will meet Adequate Yearly Progress graduation rate targets. | NYSTART AYP results. | Goal Met. | |

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

| Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | 2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met | If Not Met, Describe Efforts School Will Take |
|-----------------------------------|---|--|---|
|-----------------------------------|---|--|---|

| | | | | |
|------------------|--|---|--|---|
| Academic Goal 17 | 17) Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. | NYS ELA examination results for Renaissance and CSD 30. | Not met. | Please refer to our charter, http://www.renaissancecharter.org/about/charter , for actions being taken to support our students achievement in literacy. |
| Academic Goal 18 | 18) Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. | NYS Math examination results for Renaissance and CSD 30. | Goal Met. | |
| Academic Goal 19 | 19) Each year, the school will receive a "B" or higher on the Student Progress Section of the NYCDOE Progress Report. | N/A; the NYC DOE has determined they will not assign letter grades. | N/A | |
| Academic Goal 20 | 20) Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. | 2014-15 NYS ELA Regents examination data for Renaissance and 2013-2014 NYS ELA Regents examination data for CSD 30. | Goal Met. 90% of TRCS students in the accountability cohort passed with a 65% or higher, as compared with 73% of CSD 30 students in the accountability cohort. | |

| | | | | |
|------------------|---|---|--|--|
| Academic Goal 21 | 21) Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. | 2014-15 NYS Math Regents examination data for Renaissance and 2013-2014 NYS Math Regents examination data for CSD 30. | Goal Met. 93% of TRCS students in the accountability cohort passed with a 65% or higher, as compared with 75% of CSD 30 students in the accountability cohort. | |
| Academic Goal 22 | 22) Each year, the school will be deemed "In Good Standing" on the NYS Report Card. | NYS Report Card. | Goal Met. | |
| Academic Goal 23 | | | | |
| Academic Goal 24 | | | | |
| Academic Goal 25 | | | | |
| Academic Goal 26 | | | | |
| Academic Goal 27 | | | | |
| Academic Goal 28 | | | | |
| Academic Goal 29 | | | | |
| Academic Goal 30 | | | | |

Page 2

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 | 1) Each year, the school will have an average daily student attendance rate of at least 95 percent, as measured using the methodology set out in the New York City Department of Education Attendance template. | ATS Attendance | Goal Met (95.65%) | |

| | | | | |
|------------|---|--|-----------|--|
| Org Goal 2 | 2) Each year, 95 percent of all students enrolled on the last day of the school year who do not move (and who, after 8th grade, do not choose to apply for and gain admission to specialized or private high schools), will return the following September. | ATS Student Discharge Data. | Goal Met. | |
| Org Goal 3 | 3) Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act. | | Goal Met. | |
| Org Goal 4 | 4) The Collaborative School Governance committee, consisting of elected parents, students, teachers and staff, will develop an annual Charter Comprehensive Education Plan which guides the school's priorities for the following year. The committee will either meet nine times per year as a whole group or if it has formulated working committees, these committees will meet on a regular basis to address the priorities as set forth in the Charter Comprehensive Education Plan. | Attendance and minutes from CSG meetings and/or retreat. | Goal Met. | |
| Org Goal 5 | 5) Each year, the Collaborative School Governance committee will meet or make substantial progress towards meeting the leadership, student leadership and governance goals in the school's Comprehension Education Plan. | Minutes from CSG meetings. | Goal Met. | |

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 | 6) Each year, the school will be "proficient or "well developed" in at least 70 percent of the leadership, governance and management-related. Quality statements on the annual Quality School Review. | Annual Site Visit Report from NYCDOE. | Goal Met. | |
| Org Goal 7 | 7) Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS. | ATS Student enrollment and charter contract. | Goal Met. | |
| Org Goal 8 | 8) Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more families participate in the survey. | NYCDOE Learning Environment Survey | N/A | |
| Org Goal 9 | 9) Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey. | NYCDOE Learning Environment Survey | N/A | |

| | | | | |
|-------------|--|------------------------------------|-----------|--|
| Org Goal 10 | 10) Each year, teachers will express satisfaction with their job by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring. | Teacher attrition rate. | Goal met. | |
| Org Goal 11 | 11) Each year, students in grades 6 through 12, will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey. | NYCDOE Learning Environment Survey | N/A | |
| 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 | 1) Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing or reckless conduct which seriously jeopardizes the continued operation of the school). | Certified Financial Audit for fiscal year 2015. | Goal met. | |

| | | | | |
|------------------|---|--|-----------|--|
| Financial Goal 2 | 2) Each year, the school will operate on a balanced budget (a budget will be considered "balanced" if revenues equal or exceed expenditures and maintain a stable cash flow). | Certified Financial Audit and Working Budget for fiscal year 2015. | Goal met. | The school has operated on its annual budget, and has created a reserve to access as needed. |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/21/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

| | |
|----------------------------------|----------|
| Line 1: Total Expenditures | 10684551 |
| Line 2: Year End Per Pupil Count | 548 |
| Line 3: Divide Line 1 by Line 2 | 19479 |

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).

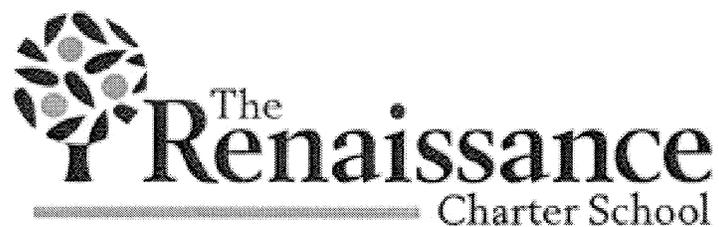
To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

| | |
|---|--------|
| Line 1: Relevant Personnel Services Cost (Row) | 588511 |
| Line 2: Management and General Cost (Column) | 239809 |
| Line 3: Sum of Line 1 and Line 2 | 828320 |
| Line 4: Year End Per Pupil Count | 548 |
| Line 5: Divide Line 3 by the Year End Per Pupil Count | 1510 |

Thank you.



IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA



Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2015

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfARB.com

THE RENAISSANCE CHARTER SCHOOL

Table of Contents

| | <u>Page</u> |
|---|-------------|
| Independent Auditors' Report | 1 - 2 |
| Statement of Financial Position | 3 |
| Statement of Activities | 4 |
| Statement of Functional Expenses | 5 |
| Statement of Cash Flows | 6 |
| Notes to Financial Statements | 7 - 10 |
| Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> | 11 - 12 |
| Schedule of Findings and Responses | 13 |



INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
The Renaissance Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of The Renaissance Charter School (the "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.

Auditors' 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 auditors' 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 organization'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 organization'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 The Renaissance 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.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 30, 2015

**THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2015**

Assets

| | |
|---|---------------------------|
| Cash and cash equivalents | \$2,109,277 |
| Restricted cash (Note 3) | 75,009 |
| Grant receivable - New York City (Note 4) | 12 |
| Government grants receivable | 485,321 |
| Pledges receivable | 6,956 |
| Prepaid expenses and other assets | 91,419 |
| Fixed assets, net (Note 5) | <u>194,113</u> |
| Total assets | <u><u>\$2,962,107</u></u> |

Liabilities and Net Assets

| | |
|---------------------------------------|---------------------------|
| Liabilities: | |
| Accounts payable and accrued expenses | <u>\$1,849,937</u> |
| Total liabilities | <u>1,849,937</u> |
| Net Assets: | |
| Unrestricted | <u>1,112,170</u> |
| Total net assets | <u>1,112,170</u> |
| Total liabilities and net assets | <u><u>\$2,962,107</u></u> |

*The attached notes and auditors' report
are an integral part of these financial statements.*

**THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015**

Unrestricted:

Public Support and Revenue:

| | |
|--|--------------------------|
| Public school district: | |
| Revenue - resident student enrollment | \$7,556,161 |
| Revenue - students with special education services | 1,221,206 |
| Subtotal - public school district revenue | <u>8,777,367</u> |
| Federal grants | 716,179 |
| State and city grants | 250,631 |
| Food program grants | 374,589 |
| Contributions | 38,592 |
| Program fees | 32,881 |
| Interest and other income | <u>9,810</u> |
| Total public support and revenue | <u><u>10,200,049</u></u> |

Expenses:

| | |
|---------------------------|---------------------------|
| Program services: | |
| Regular education | 6,527,773 |
| Special education | 1,914,572 |
| Pre-kindergarten | 211,365 |
| Food program | 689,625 |
| Total program services | <u>9,343,335</u> |
| Supporting services: | |
| Management and general | 1,136,485 |
| Fundraising | 126,392 |
| Total supporting services | <u>1,262,877</u> |
| Total expenses | <u><u>10,606,212</u></u> |
| Change in net assets | (406,163) |
| Net assets - beginning | <u>1,518,333</u> |
| Net assets - ending | <u><u>\$1,112,170</u></u> |

*The attached notes and auditors' report
are an integral part of these financial statements.*

**THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2015**

| | Program Services | | | | | Supporting Services | | | |
|-------------------------------------|-------------------|-------------------|------------------|--------------|------------------------|------------------------|-----------|---------------------------|--------------|
| | Regular Education | Special Education | Pre-Kindergarten | Food Program | Total Program Services | Management and General | | Total Supporting Services | |
| | | | | | | Fundraising | Expenses | | |
| Salaries | \$3,935,120 | \$1,216,744 | \$134,018 | \$262,118 | \$5,548,000 | \$633,510 | \$86,883 | \$720,393 | \$6,268,393 |
| Employee benefits and payroll taxes | 974,741 | 301,391 | 33,197 | 64,927 | 1,374,256 | 156,922 | 21,521 | 178,443 | 1,552,699 |
| Pension contributions | 580,288 | 179,426 | 19,763 | 38,653 | 818,130 | 93,419 | 12,812 | 106,231 | 924,361 |
| Total personnel costs | 5,490,149 | 1,697,561 | 186,978 | 365,698 | 7,740,386 | 883,851 | 121,216 | 1,005,067 | 8,745,453 |
| Professional fees | 208,374 | 37,494 | | 76,520 | 322,388 | 205,684 | | 205,684 | 528,072 |
| Repairs and maintenance | | | | 7,675 | 7,675 | | | 0 | 7,675 |
| Curriculum and classroom expenses | 594,808 | 107,028 | 16,402 | | 718,238 | | | 0 | 718,238 |
| Professional development | 91,021 | 28,144 | 3,100 | 6,063 | 128,328 | 14,652 | 2,010 | 16,662 | 144,990 |
| Equipment and furnishings | 16,708 | 5,166 | 569 | 11,499 | 33,942 | 6,675 | 369 | 7,044 | 40,986 |
| Office expenses | 28,057 | 8,675 | 956 | 1,869 | 39,557 | 8,667 | 619 | 9,286 | 48,843 |
| Food services | | | | 213,730 | 213,730 | | | 0 | 213,730 |
| Technology | 20,525 | 6,346 | 699 | 1,367 | 28,937 | 3,305 | 453 | 3,758 | 32,695 |
| Marketing and recruitment | | | | | 0 | 1,072 | | 1,072 | 1,072 |
| Insurance | 41,408 | 12,803 | 1,410 | 2,758 | 58,379 | 6,667 | 914 | 7,581 | 65,960 |
| Depreciation | 36,723 | 11,355 | 1,251 | 2,446 | 51,775 | 5,912 | 811 | 6,723 | 58,498 |
| Total other than personnel costs | 1,037,624 | 217,011 | 24,387 | 323,927 | 1,602,949 | 252,634 | 5,176 | 257,810 | 1,860,759 |
| Total expenses | \$6,527,773 | \$1,914,572 | \$211,365 | \$689,625 | \$9,343,335 | \$1,136,485 | \$126,392 | \$1,262,877 | \$10,606,212 |

*The attached notes and auditors' report
are an integral part of these financial statements.*

**THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015**

| | |
|---|---------------------------|
| Cash Flows from Operating Activities: | |
| Change in net assets | (\$406,163) |
| Adjustments to reconcile change in net assets to net cash used for operating activities: | |
| Depreciation | 58,498 |
| Changes in assets and liabilities: | |
| Restricted cash | 58 |
| Grant receivable - New York City | 7,791 |
| Government grants receivable | (184,581) |
| Pledges receivable | (1,956) |
| Prepaid expenses and other assets | (83,508) |
| Accounts payable and accrued expenses | 440,083 |
| Total adjustments | <u>236,385</u> |
| Net cash used for operating activities | <u>(169,778)</u> |
| Cash Flows from Investing Activities: | |
| Purchase of furniture and equipment | <u>(29,284)</u> |
| Net cash used for investing activities | <u>(29,284)</u> |
| Net decrease in cash and cash equivalents | (199,062) |
| Cash and cash equivalents - beginning | <u>2,308,339</u> |
| Cash and cash equivalents - ending | <u><u>\$2,109,277</u></u> |
| Supplemental disclosures: | |
| Interest paid | <u>\$0</u> |
| Taxes paid | <u>\$0</u> |

*The attached notes and auditors' report
are an integral part of these financial statements.*

**THE RENAISSANCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Note 1 - Organization and Nature of Activities

The Renaissance Charter School (the "School") is a PK-12 public charter school located in Jackson Heights, Queens, New York. Our mission is to foster educated, responsible young leaders who through their own personal growth will spark a renaissance in New York. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"), and subject to certain administrative requirements. The School was originally granted its charter in May 2000 and its most recent charter renewal expires on June 30, 2019. During the year ended June 30, 2015, the School started its first full day pre-kindergarten class.

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted. The School did not have any temporary restricted net assets at June 30, 2015.
- *Permanently restricted* – accounts for activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2015.

b. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

c. Concentration of Credit

Financial instruments which potentially subject the School to concentration of credit risk consist of cash, money market accounts, and a certificate of deposit which have been

placed with a financial institution that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year-end there was a significant uninsured balance; however, the School has not experienced any losses due to bank failure.

d. Capitalization Policy

Property and equipment that exceed pre-determined amounts and have a useful life of greater than one year are capitalized at cost or at the fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, as follows:

Furniture and equipment – *5 to 10 year life*

Building improvements – *10 year life*

e. Revenue – Public School District and Government Grants

The School receives grants from the New York State Education Department (“NYSED”) and NYCDOE to carry out its operations. Program revenues are recognized based on rates established by the School’s funding sources and the amount realizable on the accrual basis in the period during which services are provided.

The terms of each government grant are reviewed to determine if they contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they are similar in nature to contracts for service. The difference between cash received and revenue earned is reflected as grants receivable or refundable advances.

f. Contributions

Contributions are recorded as revenue upon the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for general use in support of the School’s mission, unless specifically restricted by the donor, in which case they are recorded in one of the restricted classes of net assets, depending on the nature of the restriction.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discount rate. Conditional contributions received are recognized as income when the conditions have been substantially met. All receivables at year-end are due to be collected within one year.

g. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of tasks that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs

have been allocated among the programs and supporting services benefited.

i. Use of 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 the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

j. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

k. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2012 and later are subject to examination by applicable taxing authorities.

l. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 30, 2015, the date the financial statements were available to be issued.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of the Board of Regents of the State of New York. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Grant Receivable – New York City Department of Education

| | |
|----------------------------------|--------------------|
| Beginning grant receivable | \$7,803 |
| Funding based on allowable FTE's | 8,777,367 |
| Advances received | <u>(8,785,158)</u> |
| Ending grant receivable | <u>\$12</u> |

Note 5 - Fixed Assets

At June 30, 2015, fixed assets consisted of the following:

| | |
|--------------------------------|------------------|
| Furniture and equipment | \$430,776 |
| Building improvements | <u>377,847</u> |
| | 808,623 |
| Less: accumulated depreciation | <u>(614,510)</u> |
| Furniture and equipment, net | <u>\$194,113</u> |

Note 6 – Significant Concentrations

The School is dependent upon grants from NYSED and NYCDOE to carry out its operations. For the year ending June 30, 2015, approximately 86% of the School's total public support and revenue was received from NYCDOE. If NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 7- Donated Space

The School is co-located with PS 255Q, a district 75 program, in a New York City Department of Education facility and utilizes approximately 62,000 square feet at no charge. The School was unable to determine a value for this service.

Note 8 - Multi-Employer Benefit Plan

The School participates in two multi-employer plans that provide defined benefits to certain contract labor covered by collective bargaining agreements. During the year ended June 30, 2015, the School contributed a total of \$924,362 to both plans. The School's participation in these plans for the annual period ended June 30, 2015 is outlined below. The "EIN" column provides the Employer Identification Number ("EIN") of the plan. The Pension Protection Act ("PPA") zone status is not applicable because they are government plans.

Teachers' Retirement System of the City of New York Pension Plan as of June 30, 2015 consisted of the following:

| <u>EIN</u> | <u>Plan End Date</u> | <u>PPA Zone Status</u> | <u>Collective Bargaining Agreement Expiration Date</u> | <u>Contribution</u> |
|------------|--------------------------|----------------------------|--|---------------------|
| 90-0584726 | 6/30/15 | N/A | 10/31/2018 | <u>\$902,618</u> |

Board of Education Retirement System Pension Plan as of June 30, 2015 consisted of the following:

| <u>EIN</u> | <u>Plan End Date</u> | <u>PPA Zone Status</u> | <u>Collective Bargaining Agreement Expiration Date</u> | <u>Contribution</u> |
|------------|--------------------------|----------------------------|--|---------------------|
| 13-3370714 | 6/30/15 | N/A | various | <u>\$21,743</u> |



**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
The Renaissance Charter School

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School (the "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 30, 2015.

Internal Control over Financial Reporting

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

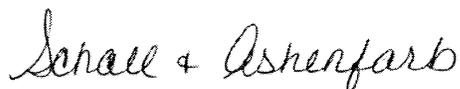
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during 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 the 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 audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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



Schall & Ashenfarb
Certified Public Accountants, LLC

October 30, 2015

**THE RENAISSANCE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2015**

Current Year:

None

Prior Year:

2014-001 - This matter has been corrected.

2014-002 - This matter has been corrected.

2014-003 - This matter has been corrected.



Communication with Those Charged with Governance

To the Board of Trustees of
The Renaissance Charter School

We have audited the financial statements of The Renaissance Charter School (“the School”), for the year ended June 30, 2015, and have issued our report thereon dated October 30, 2015. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated March 10, 2015, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements.

In addition, there is one unrecorded transaction that we want to inform you of. Not-for-profit organizations are required to record in-kind contributions for rent received without charge. As you are aware, the School operates out of a public school building leased by New York City. Management has not recorded an adjustment for in-kind rent. It is fairly common practice for charter schools not to record in-kind rent because the value is impractical to determine. While this conflicts with generally accepted accounting principles, we feel the impact on the financial statements is not material because the same amount of revenue and expense is recorded; therefore there is no impact on the change in net assets or the balance sheet.

We did not note any other transactions entered into during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates used in preparing the financial statements were as follows:

- allocation of expenses into program, management and fundraising categories.
- useful lives of fixed assets and depreciation methods
- collectability of receivables from government agencies

We evaluated the key factors and assumptions used to develop the above estimates in determining that they are reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments

For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. See attached schedule C for a listing of the adjustments posted Other than the adjustment passed on relating to in-kind space referred to earlier, there were no other known adjustments that have not been recorded.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit

There were no significant difficulties encountered in performing the audit

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Industry updates

There are several new regulations that impact the nonprofit sector that we want you to be aware of. Some relate to changes that should be implemented as soon as possible and others that are still in the draft stage. To summarize:

Uniform Guidance on Federal Awards is in effect for 2015

In late December 2013, the U.S. Office of Management and Budget (OMB) took a major step to issuing its long awaited final grant reform rules in a document entitled Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Final regulations were posted in the Federal Register on December 26, 2013. Many changes were made to cost principles and **they are effective for new federal awards issued in 2015**. The changes to the audit requirements are effective for those entities with a year end of December 31, 2015 and later. It is possible that nonprofit organizations can have grants that follow the older rules and the newer rules, in the same fiscal year. That makes understanding the new rules that much more important. The following describes some of the key areas of change:

Streamlining of Related Circulars and Guidance

The eight existing OMB Circulars have been combined into one document including Circular A-133 and the various Cost Principles. Additionally, the cost principles have been incorporated into a single document with limited variations by type of entity. This new document supersedes the following OMB Circulars:

- A-21, Cost Principles for Educational Institutions
- A-87, Cost Principles for State, Local, and Indian Tribal Governments
- A-89, Federal Domestic Assistance Program Information
- A-102, Awards and Cooperative Agreements with State and Local Governments
- A-110, Uniform Administrative Requirements for Awards and Other Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations
- A-122, Cost Principles for Non-Profit Organizations
- A-133, Audits of States, Local Governments and Non-Profit Organizations
- It will also supersede those sections of A-50, Audit Follow-Up, related to Single Audits

Procurement

We are finding this to be the most difficult and time consuming new process to implement. That is because the guidance on procurement is more consistent with the older regulations that applied to states and local governments rather than nonprofit organizations. Therefore, major changes have been made to how nonprofits procure goods and services:

There are several new methods that must be followed:

- Micro purchases which applies to goods and services less than \$3,000 and does not require competitive quotes but does require attempts at equitable distribution to avoid all purchases from the same vendor.
- Small purchases which apply to goods and services below the Simplified Acquisition Threshold (\$150,000) and requires multiple rate quotes from qualified sources.
- Sealed bids when services are above the \$150,000 level and which are most applicable for construction.

- Competitive proposals to be used when sealed bids are not practical.

Documentation which includes the detail of the purchase transaction must be maintained that includes support of the procurement method used and the basis of the award and price.

Indirect Costs

A *de minimis* 10% rate is allowed for those organizations that do not have a negotiated rate with the federal government or cognizant agency. This applies to sub-recipients as well.

Time and Effort Reporting

A number of changes are included in the documents which provides for more flexibility for entities in how they document time and effort. The key is having a strong system of internal control to capture how employees perform tasks related to grants on an after-the fact basis. Budgets are still not permitted, although guidance has loosened to allow interim costs to be charged based on budgets if it is representative of best estimates and can be adjusted to reflect actual results periodically. Current systems that meet the old requirements of OMB Circular A-122 (timesheets) will still be permitted.

Auditors will make note of the following changes to the single audit:

Single Audit Threshold for Audit Increased to \$750,000

Entities that expend less than \$750,000 in federal awards would not be required to undergo a single audit. This would represent an increase from the current \$500,000 threshold for single audits which was established in 2003. Any entity that falls below the \$750,000 threshold must make records available for review or audit by appropriate officials of the Federal agency, pass-through entity, and the Government Accountability Office.

For more information on this, please view an archived version of a webinar that we did on this topic that is saved on our website.

FASB issues exposure draft

The Financial Accounting Standards Board (FASB) has issued an exposure draft that is being touted as a once in a generation project. This statement, once passed, will have a major impact on the display of financial statements for all nonprofit organizations. As with all new FASB statements, this is still in the public comment period and there will be changes to the final regulation, however the following summary represents some of the objectives of the new regulations:

- The streamlining of net assets classes to two; net assets that contain donor restrictions and net assets that do not contain donor restrictions. This will have a major impact on organizations with endowments as the financial statements will no longer have a permanently restricted class of net assets. There will also be a change to how underwater endowments will be treated.
- Making financial statements more comparable between different entities, a defined measure of operations will become standard.
- Disclosures on liquidity will become more prominent, which will include allowing management to self define what they consider to be assets available for expenditure.
- The direct method of reporting cash flows will be required to enhance the understanding and usability of this statement. This should help the reader by having the statement of cash flows be more intuitive and provide more transparency on liquidity.

- Creating a 4 step process to help determine when revenue should be recognized that is based on the deliverable of goods and services. This would apply to membership, tuition, program fees, but would exclude contributions.

We will keep you notified of when these new changes become finalized.

Internal Controls - COSO Updates Integrated Framework

This new framework, which is recognized as the leading guidance for designing, implementing, and conducting a system of internal control, was updated to ensure its continued relevance. Nonprofits should begin utilizing the new framework in evaluating the effectiveness of its internal controls because this is an area their auditors will be focusing on.

Board Governance

- Overhead Myth - The three major watchdog groups have put out a call to action for donors to focus more on what a charity has done to meet its mission as opposed to how much money it spends on programmatic activity. We are seeing a shift of donations that are tied to achievement of milestones as opposed to funding general, non-specific areas.
- Nonprofit Revitalization Act - Became effective in 2014 and put what had previously been considered best practice into the nonprofit corporate law. The primary areas impact conflicts of interest (having policies that outline how a charity should review and approve transactions with board members, officers, their families and businesses and making sure that these transactions are in the best interest of the charity), monitoring of the independent audit, including establishing an audit committee of members of the board of directors (or having the full board of directors itself) that meet with the independent auditors regularly, establish whistleblower policies to provide employees with a method to report to the board any suspected fraud within the organization, and other administrative matters.

Independence Issues

Schall & Ashenfarb, CPA's, LLC is not aware of any relationships that our firm, or any employees thereof, has with The Renaissance Charter School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of The Renaissance Charter School.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 30, 2015



Observations and Recommendations

To Management of
The Renaissance Charter School (“the School”)

As a result of our audits for the years ending June 30, 2015 and June 30, 2014, we want to provide recommendations to strengthen controls, advise on best practices and provide follow-up comments to the issues raised related to the 2014 audit, which was performed simultaneous to 2015:

Payroll Processing

Payroll is one of the School’s largest expenses. As such, it’s important to establish internal control processes to help management identify errors and irregularities throughout the year. The Director of Operations and Finance is responsible for calling in the payroll to the payroll company and recording it in the accounting system. We recommend that a person with no other payroll responsibilities review the payroll registers to ensure that amounts paid are proper. This review can be performed by the Principal and can be documented by initialing the final payroll register.

Management informed us that the Principal started performing this review subsequent to year-end. We’ll revisit this issue during next year’s audit.

Compensation of Management

The form 990 contains a question about whether there is a formal process in place to determine compensation of the CEO, executive director, top management official and key employees. The question asks whether there is a review and approval by independent persons, based on comparability data, and if that process was contemporaneously documented. The process needs to be described in an attached schedule.

Management informed us that the School’s employees are paid according to their union contracts and bonuses are determined according to meeting certain milestones. In order to provide transparency, we recommend that the School document the decision making process for executive compensation in its board meeting minutes. The documentation should include the type of comparable study used, information about the deliberations and the decision making process. The documentation should take place within 60 days of the decision or before the next board meeting, whichever comes first.

Operating Reserve Policy

During our review of the School’s policies and procedures, we noted that the School does not currently have a written policy for operating reserves. The New York State Education Department (“NYSDOE”) has recently indicated that Schools should have a viable operating reserve with a board

approved policy about the purpose and use of operating reserves. The purpose of the policy is to define and set goals for reserve funds, clearly describe authorization for use of reserves and outline requirements for reporting and monitoring. We recommend that the School consider adopting such a policy.

FY14 Findings Resolved in FY15

The audit for the year ended June 30, 2014 had several material weaknesses that were resolved for the fiscal year ended June 30, 2015:

- Prior period adjustments - there were none to the June 30, 2015 financial statements
- Account analysis for significant balance sheet accounts - these analysis were performed for the fiscal 2015 audit.
- Timeliness and completeness of audited financial statements submitted to funding sources - the audit fieldwork was completed in late October, prior to the November 1 submission deadline.

This communication is intended solely for the information and use of management, the board of trustees, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 30, 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. |

The Renaissance Charter School

PROJECTED BUDGET FOR 2015-2016

| PROJECTED BUDGET FOR 2015-2016 | | | | | | | Assumptions |
|--|-------------------|-------------------|----------|------------------|----------------------|-------------------|---|
| July 1, 2015 to June 30, 2016 | | | | | | | DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable |
| Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10. | | | | | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Total Revenue | 10,286,006 | - | - | - | - | 10,286,006 | |
| Total Expenses | 10,285,992 | - | - | - | - | 10,285,992 | |
| Net Income | 14 | - | - | - | - | 14 | |
| Actual Student Enrollment | 550 | - | - | - | - | - | |
| Total Paid Student Enrollment | 550 | - | - | - | - | 550 | |
| | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| REVENUE | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | | |
| District of Location | \$13,877.00 | | | | | | |
| School District 2 (Enter Name) | 7,632,350 | - | - | - | - | 7,632,350 | |
| School District 3 (Enter Name) | - | - | - | - | - | - | |
| School District 4 (Enter Name) | - | - | - | - | - | - | |
| School District 5 (Enter Name) | - | - | - | - | - | - | |
| | 7,632,350 | - | - | - | - | 7,632,350 | |
| Special Education Revenue | 1,307,445 | - | - | - | - | 1,307,445 | |
| Grants | | | | | | | |
| Stimulus | - | - | - | - | - | - | |
| Other | 150,000 | - | - | - | - | 150,000 | |
| Other State Revenue | 123,750 | - | - | - | - | 123,750 | Senate Appropriation |
| TOTAL REVENUE FROM STATE SOURCES | 9,213,545 | - | - | - | - | 9,213,545 | |
| REVENUE FROM FEDERAL FUNDING | | | | | | | |
| IDEA Special Needs | 58,000 | - | - | - | - | 58,000 | Based on previous year's figure |
| Title I | 136,401 | - | - | - | - | 136,401 | |
| Title Funding - Other | 35,776 | - | - | - | - | 35,776 | Title IIA |
| School Food Service (Free Lunch) | 377,000 | - | - | - | - | 377,000 | |
| Grants | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | |
| Other Federal Revenue | 115,100 | - | - | - | - | 115,100 | PEP, Dissemination, Project Aware |
| TOTAL REVENUE FROM FEDERAL SOURCES | 722,277 | - | - | - | - | 722,277 | |
| LOCAL and OTHER REVENUE | | | | | | | |
| Contributions and Donations, Fundraising | 2,500 | - | - | - | - | 2,500 | PTA Gift to School |
| Erate Reimbursement | 92,571 | - | - | - | - | 92,571 | |
| Interest Income, Earnings on Investments, | 3,000 | - | - | - | - | 3,000 | |
| NYC-DYCD (Department of Youth and Community Developmt.) | 10,000 | - | - | - | - | 10,000 | |
| Food Service (Income from meals) | 10,000 | - | - | - | - | 10,000 | |
| Text Book | 42,853 | - | - | - | - | 42,853 | NYSTL Money based on last year's figure |
| Other Local Revenue | 189,260 | - | - | - | - | 189,260 | \$9,260: DOE Reimbursement (Proportionate Share Agreement) |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 350,184 | - | - | - | - | 350,184 | |
| TOTAL REVENUE | 10,286,006 | - | - | - | - | 10,286,006 | |
| EXPENSES | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | |
| | No. of Positions | | | | | | List exact titles and staff FTE's (Full time equivalent) |
| Executive Management | 1.00 | 149,603 | - | - | - | 149,603 | Principal |
| Instructional Management | 2.00 | 233,620 | - | - | - | 233,620 | 2 Teaching & Learning Directors |
| Deans, Directors & Coordinators | 6.00 | 624,231 | - | - | - | 624,231 | 1 Director of Development, 1 Director of Data & Accountability and 4 Educational Administrators |
| CFO / Director of Finance | 1.00 | 116,810 | - | - | - | 116,810 | 1 Director of Operations and Finance |
| Operation / Business Manager | - | - | - | - | - | - | |
| Administrative Staff | 14.41 | 576,300 | - | - | - | 576,300 | 11.41 School Aides, 1 Intern Coordinator, 1 Parent Outreach, 1 Student Support Assistant |
| TOTAL ADMINISTRATIVE STAFF | 24 | 1,700,564 | - | - | - | 1,700,564 | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Teachers - Regular | 29.40 | 2,364,624 | - | - | - | 2,364,624 | |
| Teachers - SPED | 5.00 | 350,092 | - | - | - | 350,092 | |
| Substitute Teachers | - | 150,000 | - | - | - | 150,000 | School Professionals |
| Teaching Assistants | 4.00 | 146,401 | - | - | - | 146,401 | 4 Paraprofessionals |

The Renaissance Charter School

PROJECTED BUDGET FOR 2015-2016

| PROJECTED BUDGET FOR 2015-2016 | | | | | | | Assumptions |
|--|-------------------|-------------------|----------|------------------|----------------------|------------------|---|
| July 1, 2015 to June 30, 2016 | | | | | | | DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable |
| Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10. | | | | | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Total Revenue | 10,286,006 | - | - | - | - | 10,286,006 | |
| Total Expenses | 10,285,992 | - | - | - | - | 10,285,992 | |
| Net Income | 14 | - | - | - | - | 14 | |
| Actual Student Enrollment | 550 | - | - | - | - | - | |
| Total Paid Student Enrollment | 550 | - | - | - | - | 550 | |
| | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Specialty Teachers | 10.80 | 881,014 | - | - | - | 881,014 | |
| Aides | - | - | - | - | - | - | |
| Therapists & Counselors | 3.00 | 273,491 | - | - | - | 273,491 | |
| Other | - | - | - | - | - | - | |
| TOTAL INSTRUCTIONAL | 52 | 4,165,622 | - | - | - | 4,165,622 | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Nurse | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | |
| Custodian | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | |
| Other | - | 432,100 | - | - | - | 432,100 | \$179,600 in Per Session, \$100,000 in Retro Pay, \$137,500 in CSA bonuses, \$10,000 in |
| TOTAL NON-INSTRUCTIONAL | - | 432,100 | - | - | - | 432,100 | |
| SUBTOTAL PERSONNEL SERVICE COSTS | 77 | 6,298,286 | - | - | - | 6,298,286 | |
| PAYROLL TAXES AND BENEFITS | | | | | | | |
| Payroll Taxes | - | 582,510 | - | - | - | 582,510 | |
| Fringe / Employee Benefits | - | 1,119,154 | - | - | - | 1,119,154 | |
| Retirement / Pension | - | 850,000 | - | - | - | 850,000 | |
| TOTAL PAYROLL TAXES AND BENEFITS | - | 2,551,664 | - | - | - | 2,551,664 | |
| TOTAL PERSONNEL SERVICE COSTS | - | 8,849,950 | - | - | - | 8,849,950 | |
| CONTRACTED SERVICES | | | | | | | |
| Accounting / Audit | - | 69,500 | - | - | - | 69,500 | |
| Legal | - | 90,000 | - | - | - | 90,000 | |
| Management Company Fee | - | - | - | - | - | - | |
| Nurse Services | - | - | - | - | - | - | |
| Food Service / School Lunch | - | 50,000 | - | - | - | 50,000 | |
| Payroll Services | - | 17,000 | - | - | - | 17,000 | |
| Special Ed Services | - | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | - | 2,500 | - | - | - | 2,500 | |
| Other Purchased / Professional / Consulting | - | 134,500 | - | - | - | 134,500 | |
| TOTAL CONTRACTED SERVICES | - | 363,500 | - | - | - | 363,500 | |
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | - | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | - | 8,800 | - | - | - | 8,800 | |
| Special Ed Supplies & Materials | - | 1,000 | - | - | - | 1,000 | |
| Textbooks / Workbooks | - | 45,000 | - | - | - | 45,000 | |
| Supplies & Materials other | - | 45,000 | - | - | - | 45,000 | |
| Equipment / Furniture | - | 25,000 | - | - | - | 25,000 | |
| Telephone | - | 1,100 | - | - | - | 1,100 | |
| Technology | - | 117,571 | - | - | - | 117,571 | |
| Student Testing & Assessment | - | 7,000 | - | - | - | 7,000 | |
| Field Trips | - | 22,000 | - | - | - | 22,000 | |
| Transportation (student) | - | 5,000 | - | - | - | 5,000 | School Trips |
| Student Services - other | - | - | - | - | - | - | |
| Office Expense | - | 35,000 | - | - | - | 35,000 | |
| Staff Development | - | 28,000 | - | - | - | 28,000 | |
| Staff Recruitment | - | 500 | - | - | - | 500 | |
| Student Recruitment / Marketing | - | - | - | - | - | - | |
| School Meals / Lunch | - | 387,000 | - | - | - | 387,000 | |
| Travel (Staff) | - | 5,000 | - | - | - | 5,000 | |
| Fundraising | - | - | - | - | - | - | |

The Renaissance Charter School

PROJECTED BUDGET FOR 2015-2016

| PROJECTED BUDGET FOR 2015-2016 | | | | | | | Assumptions |
|--|--------------------------|--------------------------|-----------------------|------------------|----------------------|-------------------|--|
| July 1, 2015 to June 30, 2016 | | | | | | | DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable |
| Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10. | | | | | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Total Revenue | 10,286,006 | - | - | - | - | 10,286,006 | |
| Total Expenses | 10,285,992 | - | - | - | - | 10,285,992 | |
| Net Income | 14 | - | - | - | - | 14 | |
| Actual Student Enrollment | 550 | - | - | - | - | - | |
| Total Paid Student Enrollment | 550 | - | - | - | - | 550 | |
| | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Other | 180,000 | - | - | - | - | 180,000 | PreK |
| TOTAL SCHOOL OPERATIONS | 912,971 | - | - | - | - | 912,971 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | 100,000 | - | - | - | - | 100,000 | |
| Janitorial | - | - | - | - | - | - | |
| Building and Land Rent / Lease | - | - | - | - | - | - | |
| Repairs & Maintenance | - | - | - | - | - | - | |
| Equipment / Furniture | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | |
| Utilities | - | - | - | - | - | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 100,000 | - | - | - | - | 100,000 | |
| DEPRECIATION & AMORTIZATION | 59,571 | - | - | - | - | 59,571 | |
| DISSOLUTION ESCROW & RESERVES / CONTIGENCY | | | | | | | |
| TOTAL EXPENSES | 10,285,992 | - | - | - | - | 10,285,992 | |
| NET INCOME | 14 | - | - | - | - | 14 | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | REGULAR EDUCATION | SPECIAL EDUCATION | TOTAL ENROLLED | | | | |
| District of Location | | | - | | | | |
| School District 2 (Enter Name) | | | - | | | | |
| School District 3 (Enter Name) | | | - | | | | |
| School District 4 (Enter Name) | | | - | | | | |
| School District 5 (Enter Name) | | | - | | | | |
| TOTAL ENROLLMENT | - | - | - | | | | |
| REVENUE PER PUPIL | - | - | - | | | | |
| EXPENSES PER PUPIL | - | - | - | | | | |



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

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

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

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

| | Yes/No |
|---|----------------|
| Report on Compliance | No |
| Report on Internal Control over Financial Reporting | No |
| Single Audit | Not Applicable |
| CSP Agreed Upon Procedures Report | Not Applicable |
| Management Letter | No |

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 07/07/2015

Last updated: 07/20/2015

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 has received a link to the Disclosure of Financial Interest Form.

No

Thank you.



Appendix F: BOT Membership Table

Created: 07/07/2015

Last updated: 07/20/2015

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 | Sandra Geyer | | Chair/Board President | Yes | retired educator, school founder | 9/2013 - 9/2015 |
| 2 | Dr. Monte Joffee | | Vice Chair/Vice President | Yes | retired educator, school founder | 9/2013 - 9/2015 |
| 3 | Everett Boyd | | Secretary | Yes | staff member, teacher | 9/2013 - 9/2015 |
| 4 | Stacey Gauthier | | Trustee/Member | No | principal | 9/2013 - 9/2015 |
| 5 | Justin Ginsburgh | | Trustee/Member | Yes | community member | 9/2013 - 9/2015 |
| 6 | Chester Hicks | | Parent Representative | Yes | community member, parent | 9/2013 - 9/2015 |
| 7 | Maggie Martinez-DeLuca | | Trustee/Member | Yes | community member, educator | 10/2014 - 10/2016 |
| 8 | Francine Smith | | Trustee/Member | Yes | founding parent, staff member | 9/2013 - 9/2015 |
| 9 | Helen Zumaeta | | Trustee/Member | Yes | teacher representative, staff member | 9/2013 - 9/2015 |
| 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?

25

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

5

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

5

Thank you.

Enrollment and Retention Efforts

Good Faith Efforts to Meet Enrollment Targets

The Renaissance Charter School (TRCS) actively seeks to recruit students with disabilities, English Language Learners and students who come from households qualifying for free and reduced meals.

- 1) We hold five open houses a year which are held during the school day and in the evening. Spanish translation is provided. Other language translations are provided when possible. Children are permitted at our open houses to help alleviate child care concerns.
- 2) Notifications of our open houses and that we are accepting applications for the upcoming school year are sent to local newspapers and posted on our school website.
- 3) TRCS participates in The New York City Charter School Center's common application.
- 4) Signs regarding our application process are posted on our front door.
- 5) Applications, which are translated into multiple languages, are available at the school, online and via fax.
- 6) During the school year, we work to advertise our programs and get press coverage, so that our school can be known to the greater community.
- 7) We have a dedicated Admissions Coordinator who is available to answer any questions and support parents in this process.
- 8) TRCS sent representatives to various school fairs and open houses.
- 9) We have expanded our Special Education program to include Integrated Collaborative Teaching as well as Special Education Teacher Support Services which has allowed us to better service Students with Disabilities who have higher support needs.
- 10) We have expanded our K-8 literacy staff to provide more support to students whose reading levels need improvement.
- 11) We work closely with several elected officials and community organizations and partners who service families and students in the outreach groups.

- 12) We have free, comprehensive Middle School and High School After-school programs until 6:00 PM every day.
- 13) Renaissance has become a school food authority, providing a high-quality school meal program which includes breakfast, lunch, snack and supper.



Appendix I: Teacher and Administrator Attrition

Created: 07/07/2015

Last updated: 07/27/2015

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 |
|--|-------------------------------|---|---|
| | 42.8 | 7.2 | 6 |

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 |
|--|--|--|---|
| | 7 | 0 | 0 |

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/27/2015

"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 | 0 |
| (ii) individuals who are tenured or tenure track college faculty | 0 |
| (iii) individuals with two years satisfactory experience through Teach for America | 0 |
| (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience | 0 |
| FTE count of uncertified teachers who do not fit into any of the four statutory categories | 1 |
| Total | 1.0 |

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

44

Thank you.

School Management Team

Directors report to and collaborate with the Principal.

Principal

Director of Teaching and Learning K-5

Director of Teaching and Learning 6-12

Director of Data and Accountability

Director of Operations and Finance

Director of Development and Partnerships

Education Administrators

Reports directly to the Principal and the SMT.

Administrator for School Culture & Student Support

Teaching and Learning Coordinators

Teacher Coordinators report to the Directors of Teaching and Learning and collaborate with the teaching staff in clusters.

Cluster 1 (K-5) – Co-Coordinators

Cluster 2 (6-8) – Co-Coordinators

Cluster 3 (9-12) – Co-Coordinators

Teaching Staff

Teachers and Paraprofessionals report to Principal and Directors of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 1 – Grades Pre-K-5

Pre-K Teacher

Pre-K Paraprofessional

Kindergarten

Kindergarten Education Paraprofessional

Grade 1

Grade 1 Education Paraprofessional

Grade 2

Grade 3

Grade 4

Grade 5 Math & Science

Grade 5 Humanities

K-5 Spanish, Student Support, PE

K-5 Science

K-5 Reading Specialist

K-5 Reading Teacher

K-4 Dance

K-5 Instructional Support

K-12 ELL

Teaching Staff

Teachers and Paraprofessionals report to Principal and Directors of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 2 – Grades 6-8

Grade 6 Humanities
Grade 6 Math & Science
MS/HS Earth Science
Grade 7-8 Math
MS/HS Math
MS/HS ELA (2)
Grade 7-8 Social Studies
MS Spanish
MS Foss Science and PE
MS Reading Specialist
6-8 Music, 6-8 Art, 7-8 Drama

Teaching Staff

Teachers and Paraprofessionals report to Principal and Directors of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 3 – Grades 9-12

9th -10th Grade ELA
11th-12th Grade ELA
11th ELA, Honors ELA & AP English Literature & Composition
HS ELA ICT
Grade 9 Global History and Geography/Humanities, AP Human Geography
Grade 10 Global History and Geography, AP World History
Grade 11 US History/AP US History
MS/HS Social Studies ICT
HS Math ICT
HS Geometry, Algebra II
HS Algebra, Pre-Calculus
HS Living Environment, Agriculture
HS Physics
HS Chemistry, AP Biology
MS/HS Science ICT
9-11 Music, 9-11 Art, 9-11 Theatre
6th-12th Grade Physical Education
HS/Elementary Spanish
HS/MS Spanish
College Bound and Guidance
College Bound
TLC (The Learning Center) Paraprofessional
TLC (The Learning Center) Paraprofessional

Guidance Staff

Social Worker and Guidance Counselors report to Principal and Directors of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Social Worker, member of Cluster 3
College Guidance Counselor, member of Cluster 3
Guidance Counselor, member of Cluster 1

Other Administrative Staff

Other Administrative Staff report to Principal and Directors of Development and Operation, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Development Associate and Parent Outreach
Leadership and Community Service Coordinator
Student Support Associate

Administrative Support Staff

Support Staff report to Principal and Director of Operations and to Directors of Teaching and Learning.

Recess/Sports (2)
HS Registrar/Parent Outreach
Pupil Personnel
Cafeteria Supervisor
Office Staff/Transportation
Office Staff/Human Resources
Office Staff/Cafeteria (2)
PK Support/Operations/Cafeteria
Admissions/Sports
Operations/MS Media Center

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax)

Charter School

APPENDIX L – MISSION AND KEY DESIGN ELEMENTS

TRCS’ instructional philosophy is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to provide effective and innovative instruction to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

Towards accomplishing this goal, TRCS has built a culture of community, cooperation, and collaboration. Its core belief is that a dynamic learning community which prizes friendship and deep respect will open both the hearts and minds of students. The school integrates a strong emphasis on college preparatory study, experiential learning and project-based learning experiences—including internships and other learning experiences that occur outside of the school building—to create highly-engaged, holistic and life-long learners. In this type of environment students will meet all academic standards as a matter of course.

In the small, village-like atmosphere, teachers collaborate closely, classes are arranged in clusters, and parents play a central role. Students in grades K-3 stay with the same dedicated teachers for two years, providing stability and enabling each student to feel cared for and well-known. Indeed, TRCS reflects the spectrum of the different ethnic backgrounds, talents, and abilities that exists in New York City.

The study of New York is woven appropriately into various subjects, and teachers at all grade levels are encouraged to use New York City as a teaching resource. Rooted in their community, as they advance, students engage in community involvement activities and work on individual and small group projects to prepare them for the work world of the 21st century.

TRCS is committed to graduating individuals who are competent, powerful thinkers, engaged citizens, and life-long learners who will create and support the renaissance of New York. Through learning experiences ranging from internships to peer-tutoring to project-based classroom activities, students are encouraged and supported in assuming leadership roles and in working collaboratively with others. At TRCS, the spirit of leadership and collaboration is also transmitted through example. On an ongoing and systematic basis, TRCS staff members model collaborative leadership, which is characterized by compassion and responsible dialogue. Through this process wise, informed and shared decision-making emerges.

TRCS has a “three-tiered curriculum” consisting of core studies, project-based and experiential learning and community involvement. Each tier is valued as a significant pathway for student learning and preparation for college and careers.

“Developing Leaders for the Renaissance of New York”

Project-based and Experiential Learning—TRCS has embedded project-based and experiential learning throughout its curriculum. Multidisciplinary project-based learning is emphasized at all grade levels. Since the arts play such a vital role in the culture of New York, Renaissance places an important emphasis on arts education. K-4 students have classes in Creative Dance, and regular instruction in Vocal and Instrumental Music, Fine Arts, or Drama throughout the K-12 spectrum. Multi-disciplinary projects use the various art forms to help students learn about important topics in Science, Social Studies and other subjects. Experiential learning at TRCS is best exemplified by its groundbreaking Rensizzle Week program—i.e. one week each year in which regular classes are suspended and students engage in non-traditional learning experiences based on the educational philosophy of Joseph Renzulli, an American educational psychologist who touted the immersion experience. Since its introduction more than a decade ago, it has grown to an average of 20 groups of 7th-12th grade students who spend the week engaged in in-depth exploration of one subject, with an emphasis on its' relation to New York.

College Preparation—TRCS has always been committed to preparing its students for entry into and success in college, which it views as an important step in becoming self-sufficient adults, leaders and committed global citizens. From its early years, it has integrated college preparatory programming and supports for students and their families into its academic programs, and it has long-standing College Office with staff dedicated to supporting TRCS students in gaining entry into and succeeding in college.

Community Involvement—Renaissance employs an Advisory Program for students in grades 7-12, to support students' social-emotional development, support academic goals, and promoting community service. In the community service component, students and advisors brainstorm around various issues, such as the environment, the elderly, etc. and come to consensus about a single issue to focus on or an organization to volunteer for. Students then research a topic and share their presentations or projects at the spring Advisory Community Service Fair. In addition to advisory, the high-school Leadership Program is designed to motivate students to find their own answers to two essential questions directly related to TRCS' mission—i.e. “how can I make the world a better place?” and “how do I want to contribute to the world when I am older?” All students in grades 9-12 are required to participate in a leadership, volunteer or internship program each semester of high school.

Core Academic Studies—TRCS is committed to promoting the academic success of all students. To this end, TRCS respects each student's individual learning style and treats all students, staff and parents with dignity, respect and the support of a caring community. Students are assessed at an early age and repeatedly through their education so that their specific needs can be quickly identified and met. More comprehensive evaluations are provided when necessary.

Teachers at TRCS are able to meet each student's needs because of the school's commitment to teacher empowerment, along with a curriculum with clear outcomes, differentiated instruction, and ongoing professional development. The Collaborative School Governance committee, composed of staff, parents, and students, reviews the quality of the academic program on an ongoing basis to ensure that the needs of all learners are being addressed.

The motto of TRCS is “Developing Leaders for the Renaissance of New York,” and a critical belief is that humanism, social awareness and leadership can be emphasized along with—and in a way that is supportive of—high academic standards. Leaders take responsibility—full

“Developing Leaders for the Renaissance of New York”

responsibility—for themselves and their environment, never confining themselves to the limitations of what is commonly perceived as possible. This includes work with at-risk students. Three core beliefs that guide this work at TRCS are that (1) everyone has capabilities that can be tapped and harnessed, (2) the collective work of individuals is necessary to accomplish this goal, and (3) the development of the internal capacity of the staff results in higher student achievement. To assist students at risk to succeed, TRCS provides:

- A high quality IS program, headed by a Coordinator of Special Education Compliance/IS, that includes a certified guidance counselor, special education teachers, an ELL teacher, a certified social worker, related service providers, and paraprofessionals. The IS program provides case management and instruction for students with IEPs, at-risk students, and English Language Learners. TRCS also has Integrated Co-Teaching classrooms in which classroom teachers and Special Education teachers work together in the classroom to support all students.
- The Learning Center (TLC), a program for high school learners who require long and short-term support through differentiated instruction and small group and individualized instruction.
- Support for at-risk students and their teachers through an Intervention Team whose members identify students who are not meeting standards and a Student Support Team whose members study and discuss students who are in crisis or exhibit persistent behaviors that prevent them from meeting learning standards;
- A Professional Learning Community (PLC) professional development program that through reflective practice fine tunes instruction and insures that it is aligned to assessments and standards;
- A Title One Reading Remediation Program for K-8 students who need academic support;
- An extended day program to provide students with additional support through afterschool tutoring in addition to extracurricular activities.

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

Created Monday, August 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/12d33d24deffb00188>

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 | Chester | Hicks |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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, reading "Foster Hicks". The signature is written in a cursive style with a large, stylized initial "F" and "H".

Thank you.

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

Created Monday, August 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/13706612aa6766b58>

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 | Margaret | Martinez-DeLuca |

2. *Your Home Address:

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

3. *Your Business Address

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| 3. *Your Business Address Street Address | | |
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4. *Daytime Phone Number:

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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.

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

-
- Other, please specify...: Community Member, Education Support committee
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Margaret Martinez Deluca". The signature is written in a cursive style with a large initial 'M' and a long horizontal stroke at the end.

Thank you.

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

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/483593fea6fffd6256>

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 | Stacey | Gauthier |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

- Secretary
- Other, please specify...: Non-voting trustee

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

| | |
|---|------------------------|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held | Principal |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities | School Leader |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary | \$149,603 (base) |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date | July 2007 as principal |

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

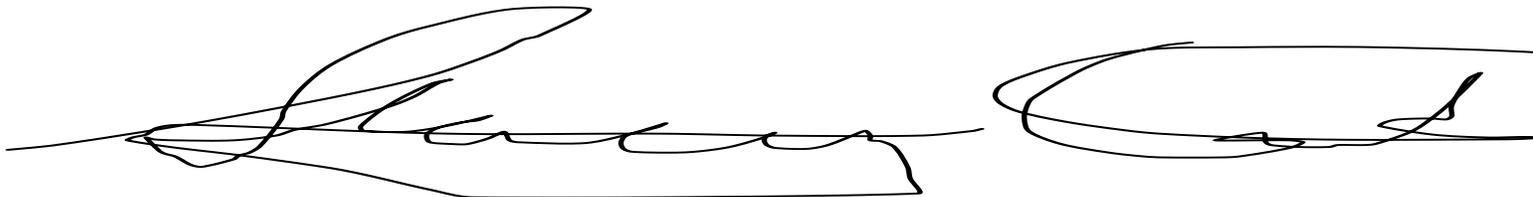
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to 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 | 2012-2013 | substitute teacher, clerical support | I did not directly supervise him. I am also a non-voting member of the board. | Samuel A. Gauthier, son |
| 2 | September 2014-January 2015 | Office clerical support | I did not directly supervise her. I am also a non-voting member of the board. | Sabrina Gauthier, daughter |
| 3 | | | | |
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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 in black ink. The signature on the left is more complex and stylized, while the signature on the right is simpler and more legible.

Thank you.

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

Created Tuesday, September 01, 2015

Updated Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f43a48125f405ea24>

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 | Francine | Smith |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

- Parent Representative

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

| | |
|---|------------------------|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held | Supervising School Aid |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities | Admissions, Permits |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary | 45,000 |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date | February 5, 2005 |

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

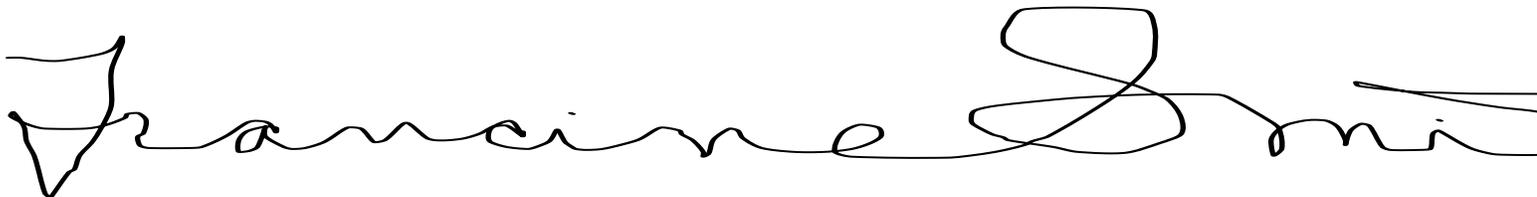
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to 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 | last time over 5 years ago | Home catering at events | did not vote | Wayne Smith |
| 2 | still employed | Employed at the school | did not vote | Alexander Smith |
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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 Friday, September 11, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e409310bdf41f1962>

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 | Sandra | Geyer |

2. *Your Home Address:

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

3. *Your Business Address

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| 3. *Your Business Address Street Address | |
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4. *Daytime Phone Number:

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

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

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

| |
|---|
| <i>RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822</i> |
|---|

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

(check all that apply)

-
- Chair/President
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "Dennis K. [unclear]", written across the line.

Thank you.

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

Created Tuesday, September 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2f0a1627c4e4b19087>

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 | Helen | Zumaeta |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

- Other, please specify...: Teacher Representative

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

| | |
|---|-------------------------|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held | Spanish Teacher |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities | Teach 6 to 8 gd Spanish |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary | 76,000 |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date | 09/01/2001 |

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

Yes

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

| | |
|---|------------------------|
| [cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held | Spanish Teacher |
| [cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities | Teach 6 to 8gd Spanish |
| [cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary | 76,000 |
| [cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date | 09/01/2001 |

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

No

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

No

Signature of Trustee



Thank you.

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

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f6b0fc242ab32f817a>

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 | Justin | Ginsburgh |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

-
- Other, please specify...: Finance committee member
-

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

No

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

No

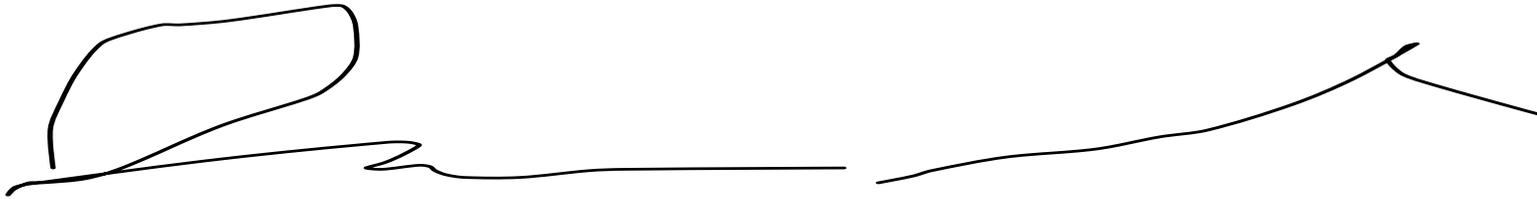
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, rounded initial followed by a long, horizontal stroke that tapers to the right.

Thank you.

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

Created Wednesday, September 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/88eae151f963734553>

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 | Everett | Boyd |

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.

RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822

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

(check all that apply)

- Chair/President
- Vice Chair/Vice President
- Secretary
- Other, please specify...: Teacher Representative

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

| | |
|---|--------------------------------------|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held | Education Administrator |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities | School Culture and Family Engagement |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary | \$109,142 |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date | September 1, 2015 |

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

No

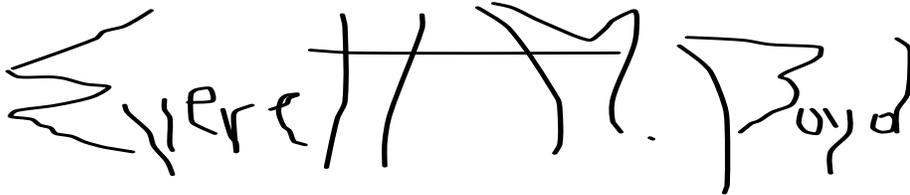
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Everett M. Boyd". The signature is written in a cursive style with a horizontal line through the middle of the name.

Thank you.

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

Created Thursday, October 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/346293ab0db408395>

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 | Monte | Joffe |

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

| |
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5. *E-mail Address:

| |
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| |
|--|

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

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

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

| |
|---|
| <i>RENAISSANCE CS (THE) (NYC CHANCELLOR) 343000860822</i> |
|---|

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

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

Yes

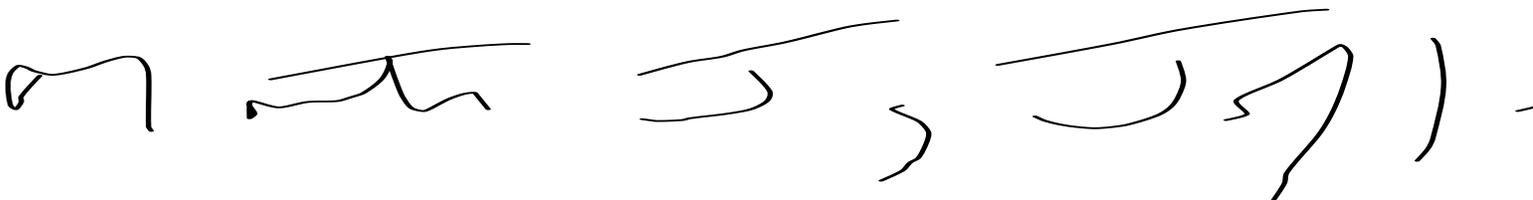
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to 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 | May-June, 2013 | Daughter worked as substitute teacher | I did not hire or evaluate | Emily Joffee, daughter |
| 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



The image shows four distinct handwritten signatures in black ink, arranged horizontally. The first signature is a simple, stylized 'M' shape. The second is a more complex, cursive signature. The third is a signature with a long horizontal stroke and a curved underline. The fourth is a highly stylized signature with multiple loops and a long horizontal top stroke.

Thank you.