



Entry 1 School Information

Created: 07/26/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

SOUTH BRONX CS-INTER CULTURES AND ARTS (NYC CHANCELLOR) 32070086088

b. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 7

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	164 Bruckner Blvd., Bronx, NY 10454	718-2 2-5737	718-2 2-1202	ehey@sbcnica.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Evelyn Hey
Title	Principal

Emergency Phone Number (###-###-####) [REDACTED]

e. SCHOOL WEB ADDRESS (URL)

www.sbcsica.org

f. DATE OF INITIAL CHARTER

05/2005

g. DATE FIRST OPENED FOR INSTRUCTION

0 /2005

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

In an effort to represent the community's prestige, the South Bronx Charter School for International Cultures and the Arts is a model of excellence providing its youngster with a constructivist and child-centered curriculum. Our intellectually challenging and standards based curriculum is enriched by our international perspective, the arts, and our dual language program. Our students receive a well-rounded education that uses the arts to promote excellence in all areas: cognitive, social, emotional, and moral. Our school meets or exceeds New York State Learning Standards, aligns student learning to those standards and supports teachers with professional development opportunities. Our community, our parents, and staff are empowered to participate meaningfully in our school to strengthen its potential for success. Measuring Outcomes Against Goals

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

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description)

Variable 1	<p>Measuring Outcomes Against Goals</p> <p>As previously stated, the Board of Trustees is the final authority for policies and operational decisions at the school. That said it is one of the board’s primary responsibilities to self-reflect and examine practice based on outcomes against goals. To this end, the board, and specifically the board’s academic subcommittee, monitors the effectiveness of the educational program and educational outcomes of the school.</p>
Variable 2	<p>New York State Standards and Common Core Curriculum</p> <p>Teachers work collegially, both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level. The horizontal team meets for a variety of purposes, such as pacing of the curriculum, student achievement, planning based on assessment data, interdisciplinary unit/project planning, dual language approach, and to monitor student developmental and social growth. In the vertical teaming model, teachers meet in smaller teams within each content area. The vertical team meets for a variety of purposes, such as monitoring the scope and sequence, revising the alignment of content to state standards, sharing of best practices, checking on skill development and student achievement, planning based on assessment data, aligning the content taught in English and Spanish, and designing interdisciplinary units/projects.</p> <p>SBCSICA uses data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions in instruction, SBCSICA utilizes a comprehensive assessment system, which includes Periodic and Interim assessments that provides feedback on an on-going basis and supports teaching and learning. To that end, SBCSICA administers periodic standardized norm-referenced exams (NRT), and Interim Diagnostic & Predictive assessments coupled with Constructed Response items. Based on the results from interim assessments, teachers proactively identify areas to grow and have the ability to customize and generate instructional materials.</p>

More specifically, the periodic reading inventory assessment is given in English and Spanish. Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL) are administered on a consistent basis and as needed. As a Dual Language school, the EDL helps us to measure language acquisition for native and non-native Spanish language speakers. Tasks measured by the DRA and EDL tests are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic awareness are tested in the phonemic awareness section. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication are tested in the alphabetic principle/phonics portions. Oral reading fluency or words per minute for contextual reading are tested under fluency. Vocabulary, comprehension, and reading engagement skills are also measured in these tests. Once the test is scored and evaluated, the teacher gains a comprehensive understanding of those areas of strength and weakness and can assign a numeric and or alphanumeric reading level. This process empowers student's reading engagement because they understand and can easily identify a "just right book" by choosing a book with the corresponding DRA and EDL level.

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

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

	<p>standards, and will allow teachers to determine what skills need to be re-taught and practiced.</p> <p>Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation during grade level planning meetings. Project based assignments are also used as a meaningful form of assessment. Teachers review student work at various times including planning meetings as items may be used as teaching points in grade level performance and development. Grade and subject specific team meetings allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board. Teachers and school leaders alike have high expectations of student work and assessment across the grades. The continuum of analysis teachers to design meaningful lessons, which move students toward mastery.</p>
Variable 3	<p>Remediation and Acceleration SBCS schedules at least 45-minutes per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school’s mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCS employs several Title I teachers who, in addition to designing and implementing the Title I Program, provide remediation for students falling behind in any aspect of the curriculum.</p>
Variable 4	<p>Students with Special Needs SBCS strongly believes that all students should have access to the core curriculum, and there are clear procedures for identifying special populations and meeting their needs. In fact, the DOE’s 2012 site visit report noted that, “school adequately addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students.” Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCS provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource room setting, the school directly</p>

provides these special education services. SBCS asks the student's district of location to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student's school district of residence or a private provider.

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

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

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

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

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

SBCS ensures that teacher(s) of a student with a disability participate in meetings of the Committee on Special Education, and have access to and understand their responsibility to implement the IEP. To achieve this end, the regular education teacher

will participate in the CSE meeting. Also, the special education teacher/coordinator is responsible for attending each CSE meeting and ensuring that other special education providers, if appropriate and parents attend the CSE meeting.

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

- (i) communicating on a regular basis with the CSE of each student's district of residence;
- (ii) coordinating special education referrals to the CSE;
- (iii) ensuring that the appropriate school staff members and parents participate in CSE meetings;
- (iv) reporting to the CSE regarding student's progress toward meeting IEP goals;
- (v) reviewing all students' IEPs;
- (vi) collecting student records from the CSE;
- (vii) maintaining and securing in a locked cabinet all confidential files; and
- (viii) coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's classroom and special education teacher(s), as appropriate.

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

Finally, in an effort to provide general information about special education, the special education/coordinator provides pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the

importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.

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

Response to Intervention

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

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

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

In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also,

this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

Pupil Personnel Team (PPT)

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

Other Supports

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

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

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

Variable 5

Interim Assessment

With regards to academic performance, the board's Academic and Personnel Committee will regularly review student assessment data from state and interim assessments to inform conversations with the principal and review the overall academic progress of the school.

	<p>The school will use diagnostic interim assessments developed in-house and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge (e.g., multiplying fractions, phonemic awareness, historical facts, etc.). Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.</p>
<p>Variable 6</p>	<p>Improved Classroom Instruction SBCS uses data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning. To that end, the school administers a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.</p> <p>Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal. Teachers review student work at various times throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal is responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings allow for</p>

more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

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

Variable 7

School Schedule

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

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

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

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

	the day, children will be actively engaged.
	Language instruction takes place throughout the day and integrated into content areas through full immersion in the target language. Teachers instruct students in the target language on alternate weeks, as depicted below, and will employ a variety of methods to teach basic language skills including read-aloud, writer's workshop, word walls, and think, pair and share. Teachers focus on developing students' vocabulary in both languages so that students master concepts and are able to read, write, listen and speak about them in English and Spanish.
Variable 8	(No response)
Variable	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2016

416

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

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l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	164 Bruckner Blvd., Bronx, NY 10454	718-2 2-5737	CSD 7	K-5	Yes	Own
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				

m1. Is the school or are the school sites co-located?

No

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

Evelyn Hey, Principal

p. 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is a single, continuous, fluid stroke that starts high on the left, curves down and across, and ends with a small hook on the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is a single, continuous, fluid stroke that starts high on the left, dips down, rises to a peak, and ends with a vertical line on the right.

Date

2016/07/30

Thank you.



Entry 2 Link

Last updated: 07/26/2016

Page 1

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).

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



Entry 3 Progress

Created: 10/09/2016

Last updated: 11/01/2016

Page 1

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, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
	Each year, 75% of students in each assessed grade who have been continuously enrolled at the		Evidence: Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >=	Although the 75% Goal was not met, our students made significant gains this year and we outperformed District 7, NYC and NY State. SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. The program is being used daily and weekly. Additionally, professional

Academic Goal 1	school for at least two consecutive calendar years will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.	New York State English Language Arts (ELA) Exam	75%) Charter School Students in at Least 2nd Year: 3 - 47.8% 4 - 56.1% 5 - 61.2% All - 55.2%	development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade the qualities of thinking and writing with their students. 2 Teachers have been identified as Thinking Based Learning Coaches to work with teachers K-5 on specific inquiry teaching strategies & TBL skills with their students.
Academic Goal 2	Each year, 75% of students in each assessed in grades K-2 will perform at or above level 3 on the Checklist Assessment Analysis	Checklist Assessment Analysis results - ELA	Evidence: K - 39% 1 - 50% 2 - 54.7% Total - 46.6%	The goal was not met. However we have identified 2 ELA Coaches to work intensively with K-2 & Grade 2-5 teachers providing in class support including modeling & coaching and follow-up planning meetings. Coaches also provide academic intervention (AIS) to small groups of students on a daily weekly basis. 2 teacher assistants have been identified to work with small groups in K-2 to support reading. We have also made changes in staffing. SBCSICA is using the Fountas & Pinnell intervention

				<p>program for all eligible students. The program is being used daily and weekly.</p> <p>Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade the qualities of thinking and writing with their students.</p>
Academic Goal 3	<p>Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State ELA Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.</p>	New York State English Language Arts (ELA) Exam	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >= 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3rd Grade (2014-15) 25.8% > 4th Grade (2015-16) 56.1%</p> <p>4th Grade (2014-15) 29.6% > 5th Grade (2015-16) 61.2%</p>	Goal was met.
	<p>Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the ITBS</p>		<p>Evidence:</p> <p>The school no longer uses the Terra Nova assessment. As a</p>	

<p>Academic Goal 4</p>	<p>Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.</p> <p>We no longer administer standardized assessments to children in grades K-2.</p>	<p>Early Childhood Checklist results – Reading & Math</p>	<p>result, this goal cannot be measured. In upcoming reports, the school will compare its year-to-year performance based on the Early Childhood checklist assessments in Reading & Math</p>	<p>N/A</p>
<p>Academic Goal 5</p>	<p>Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>New York State Mathematics Exam</p>	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3 – 14.5% 4 – 56.9% 5 – 57.1% All – 43.9%</p>	<p>Goal was not met, however students in Grades 4 & 5 made significant gains and outperformed District 7 and NYC in mathematics.</p> <p>This year mathematics will be taught 90 minutes a day in the early childhood grades and 120 minutes in grades 3-5. Early childhood grades will continue with TERC Investigations mathematics curriculum helping all children understand the fundamental ideas of number and operations in explicit ways. In grades 3-5 the Math block follows the workshop model with the first hour focusing on new content and the second hour designated for enrichment and</p>

				further practice of skills/content.
Academic Goal 6	Each year, 75% of students in each assessed in grades K-2 will perform at or above level 3 on the Checklist Assessment Exam.	Checklist Assessment Exam results - Mathematics	<p>Evidence:</p> <p>K - 55%</p> <p>1 - 56%</p> <p>2 - 11.3%</p> <p>Total - 46.2%</p>	<p>Goal was not met. This year the focus will be ensuring that Grade 2 Critical Content for Major Clusters is secured and that the 2 hour Math block is being implemented to best meet students' needs; reinforcement of content, re-teaching and/or advancing new content</p> <p>Maintain growth in Grades K- 1 through appropriate implementation of TERC Investigations curriculum to ensure Critical Content/Major Clusters are met & continue with appropriate use of 90 min Math block</p>
Academic Goal 7	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State	New York State Mathematics Exam	<p>Evidence:</p> <p>Grade percent of students at levels 3 and 4 (mathematics measure 2 comparative data)</p> <p>Charter school Students in at least 2nd year of enrollment outperformed the average of Community School District 7.</p> <p>3rd Grade - 14.5%</p>	<p>Goal was partially met.</p> <p>Focus for Grade 3 will be ensuring appropriate implementation of My Math curriculum, that Critical Content for Major Clusters is secured and the 2 hour Math block is being implemented to best meet students' needs; reinforcement of content, re-</p>

	Mathematics exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.		(SBCSICA) < 24% (CSD 7) 4th Grade - 56.9% (SBCSICA) > 23% (CSD 7) 5th Grade - 57.1% (SBCSICA) > 16% (CSD 7) Total - 43.9% (SBCSICA) > 21% (CSD 7)	teaching and/or advancing new content. Maintain growth in Grades 4 & 5 through appropriate implementation of My Math curriculum that reflects Critical Content of Major Clusters & continue with format for 2 hour Math block.
Academic Goal 8	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State Mathematics Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	New York State Mathematics Exam	Evidence: Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 >= 75%) Charter School Students in at Least 2nd Year: 3rd Grade (2014-15) 18.7% > 4th Grade (2015-16) 56.9% 4th Grade (2014-15) 29.6% > 5th Grade (2015-16) 57.1%	The goal was not met. Significant growth for Grades 4 & 5 The baseline performance of 3rd graders now in fourth grade increased by 38.2% The baseline performance of 4th graders now in fifth grade increased by 28% Maintain growth increase for Grades 4 & 5 through appropriate implementation of My Math curriculum that reflects Critical Content of Major Clusters & continue with format for 2 hour Math block to meet student needs.

2. Do have more academic goals to add?

(No response)

2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the ITBS Mathematics Assessment.	Terra Nova results - Mathematics	Evidence: The school no longer uses Terra Nova assessment exams. As a result, this goal cannot be measured. In upcoming reports, the school will compare its year-to-year performance on the checklist assessment exams.	N/A
Academic Goal 10	Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Science Assessment.	New York State Science Exam	Evidence: Percentage of Students at Levels 3 and 4 (State Science Measure 1 >=75%) Charter school students in at least 2nd year. 4th Grade - 100%	The goal was met.
Academic Goal 11	Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Social Studies Assessment.	New York Social Studies Exam	New York has discontinued the social studies assessment exam	N/A
	Each year, the school will be designated in		Based on the 2015-	

Academic Goal 12	“Good Standing” under the Federal Title I component of the state’s “school accountability system.”	NCLB accountability system	16 data the school has been designated in “Good Standing”	Goal was met.
Academic Goal 13	The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.	NYCDOE Progress Report	SBCSICA’s 2015-16 Progress Report has not been released at the time of this writing.	N/A
Academic Goal 14	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State ELA exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.	New York State English Language Arts (ELA) Exam	<p>Evidence:</p> <p>Grade percent of students at levels 3 and 4 (ELA measure 2 comparative data)</p> <p>Charter school Students in at least 2nd year of enrollment outperformed the average of Community School District 7.</p> <p>3rd Grade - 47.8% (SBCSICA) > 26% (CSD 7)</p> <p>4th Grade - 56.1% (SBCSICA) > 24% (CSD 7)</p> <p>5th Grade - % (SBCSICA) > 14% (CSD 7)</p> <p>Total - 55.3% (SBCSICA) > 21% (CSD 7)</p>	Goal was met.
Academic Goal 15				
Academic Goal 16				

3. Do have more academic goals to add?

Page 2**4. ORGANIZATIONAL GOALS****2015-16 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	NYCDOE Progress Report.	<p>The 2015-16 average daily student attendance at SBCS was below the 95% threshold.</p> <p>The 2015-16 average daily student attendance at SBCS was 92.56%.</p>	<p>Goal was not met</p> <p>In order to improve attendance the following will take place:</p> <ul style="list-style-type: none"> attendance recognition award assembly monthly pizza parties attendance trophies parent outreach teacher accountability monthly graph tracking
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	School attendance records	<p>The percentage of students continuing to enroll at SBCSICA from the 2014-15 to the 2015-16 school year was below the 95% threshold.</p> <p>The percentage of students continuing enroll at SBCSICA from the 2014-15 school year to the 2015-16 school year was 93.3%.</p>	<p>The goal was not met.</p> <p>Our new school location continues to promote parent satisfaction and less student attrition due to everyone being located at one site instead of our previous two site model.</p>
	Each year, the			

Org Goal 3	<p>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.</p>	School records	The school is in Good Standing	Goal was met.
Org Goal 4	<p>Annually, the Academic Vision Team (consisting of school administrators, consultants, teachers and professional developers) will assess student data on a quarterly basis, bi-annual quality reviews, and bi-annual Victory walkthrough evaluations to create strategic goals to meet the academic and operational needs of the school through teacher improvement plans, and the school's comprehensive Education Plan/CEP.</p>	School records	<p>The Academic Vision Team consistently meets to discuss and assess student data. Monthly diagnostic and predictors were administered and data was disaggregated for instruction</p>	Goal was met.
	<p>Ten times per year, SBCS' Inquiry Team will meet to focus on areas of academic concern where</p>		<p>The team met regularly, conducted holistic scoring,</p>	

Org Goal 5	students perform below the 75% benchmark. The team will develop plans for 100% of the student students that fall below the 75% benchmark these plans will impact instruction and meet student individual needs.	School records	disaggregated information including item analysis to determine areas of need. Information was given to teachers to develop instructional plan to address targeted areas.	Goal was met.
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5. Do you have more organizational goals to add?

Yes

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	100% of teachers will analyze data, create individualized student plans, and plan for instruction using collected data	School records	All teachers routinely look at classroom data and interim assessment data to inform instruction. Student Learning Plans are established for each individual student. The student's learning plan is evaluated three times per academic year to monitor, promote, and establish new goals for student achievement. Teachers identify ways in which parents can help their children at home. Student and parent involvement is highly encouraged.	Goal was met.

Org Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	ATS	In the 2015-16 school year, SBCSICA's enrollment was within 12% of full enrollment (415/468)	The goal was met.
Org Goal 8	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Parent Satisfaction Surveys will be 75%.	NYC DOE School Survey	<p>Please note that the NYCDOE survey uses a different measuring device than when the goals were written.</p> <p>Evidence:</p> <p>SBCSICA 2015-16 Parents (79% participation):</p> <p>92% of the parents' survey results were positive.</p>	The goal was met.
Org Goal 9	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication,	NYC DOE School Survey	<p>Evidence:</p> <p>SBCSICA 2014-15 Teachers (100% participation): 85% of the teachers' survey results were positive.</p>	The goal was met.

	Engagement, and Safety and Respect. The expected participation percentage on the SBCS Staff Satisfaction Surveys will be 75%. Each year, the school will retain a minimum of 85% of its teachers.			
Org Goal 10	Each year, students in grade 5 will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Student Satisfaction Surveys will be 75%.	NYC DOE School Survey	5th Grade students were not surveyed. This measure could not be assessed.	N/A
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2015-16 Progress Toward Attainment of Financial Goals

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



Entry 4 Expenditures per Child

Last updated: 07/26/2016

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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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	6260167
Line 2: Year End FTE student enrollment	425
Line 3: Divide Line 1 by Line 2	14721

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	690530
Line 2: Management and General Cost (Column)	311097
Line 3: Sum of Line 1 and Line 2	1001627
Line 5: Divide Line 3 by the Year End FTE student enrollment	2355

Thank you.



Entry 6a Audited Statements

Created: 10/31/2016

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Evelyn Hey	[REDACTED]	[REDACTED]

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Kenneth Chan	[REDACTED]	[REDACTED]	8

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and**
- b. reports on internal controls over financial reporting and compliance**

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7105032-F7wWrRhE3/SBCS%20-%202016%20Audit%20Final.pdf>

**SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES AND THE ARTS**

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2016

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES
AND THE ARTS**

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KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of South Bronx Charter School for International Cultures and the Arts, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of South Bronx Charter School for International Cultures and the Arts as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited South Bronx Charter School for International Cultures and the Arts' June 30, 2015 financial statements, and our report dated October 28, 2015 expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2016, on our consideration of South Bronx Charter School for International Cultures and the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Bronx Charter School for International Cultures and the Arts' internal control over financial reporting and compliance.

Koch Group + Company, LLP
Certified Public Accountants

New York, New York
October 20, 2016

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF FINANCIAL POSITION
 JUNE 30, 2016
 (With Comparative Totals as of June 30, 2015)

ASSETS		
	2016	2015
CURRENT ASSETS		
Cash and cash equivalents	\$ 3,952,721	\$ 3,165,881
Construction cash	-	335,350
Grants and contracts receivable	324,762	284,252
Prepaid expenses	-	2,580
	4,277,483	3,788,063
PROPERTY AND EQUIPMENT, net	20,632,147	21,294,358
OTHER ASSETS		
Restricted cash and escrow reserves	1,740,749	1,735,448
Deferred expenses, net	624,248	647,440
Security deposits	28,830	28,830
	\$ 27,303,457	\$ 27,494,139
Total Assets	\$ 27,303,457	\$ 27,494,139
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Bond payable - current portion	\$ 430,000	\$ 405,000
Accounts payable and accrued expenses	236,293	150,865
Accrued payroll and benefits	269,013	240,549
Accrued interest payable	134,716	134,713
Construction costs payable	-	113,634
	1,070,022	1,044,761
Bonds payable, less current portion	21,435,000	21,865,000
Total liabilities	22,505,022	22,909,761
NET ASSETS - UNRESTRICTED	4,798,435	4,584,378
Total Liabilities and Net Assets	\$ 27,303,457	\$ 27,494,139

See notes to financial statements.

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF ACTIVITIES
 YEAR ENDED JUNE 30, 2016
 (With Summarized Totals for the Year Ended June 30, 2015)

UNRESTRICTED NET ASSETS

	<u>2016</u>	<u>2015</u>
REVENUE, GAINS AND OTHER SUPPORT		
Public School District		
Resident student enrollment	\$ 5,949,417	\$ 5,873,259
Grants and Contracts		
State and local	133,035	36,321
Federal - Title and IDEA	280,443	265,743
Contributions - Foundation/Individual/Corporation	-	14,563
Food Service/Child Nutrition Program	372,681	330,694
Interest and other income	8,829	129,257
	<u>6,744,405</u>	<u>6,649,837</u>
EXPENSES		
Program Expenses		
Regular education	4,670,596	4,640,350
Special education	389,847	397,215
Food service	592,460	422,410
	<u>5,652,903</u>	<u>5,459,975</u>
Supporting Services		
Management and general	877,445	1,063,475
	<u>877,445</u>	<u>1,063,475</u>
Total Expenses	<u>6,530,348</u>	<u>6,523,450</u>
Change in Net Assets	214,057	126,387
NET ASSETS		
Beginning of year	<u>4,584,378</u>	<u>4,457,991</u>
End of year	<u>\$ 4,798,435</u>	<u>\$ 4,584,378</u>

See notes to financial statements.

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2016
(With Summarized Totals for the Year Ended June 30, 2015)

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 214,057	\$ 126,387
ADJUSTMENTS TO RECONCILE CHANGE IN NET ASSETS TO NET CASH FROM OPERATING ACTIVITIES		
Depreciation	790,272	605,081
Amortization	23,192	23,191
Changes in Operating Assets and Liabilities		
Grants and contracts receivable	(40,510)	61,846
Prepaid expenses	2,580	14,930
Security deposits	-	(9,530)
Accounts payable and accrued expenses	85,428	(2,626)
Accrued payroll and benefits	28,464	(39,675)
Accrued interest payable	3	3
	<u>1,103,486</u>	<u>779,607</u>
Net cash from operating activities		
CASH FLOWS FROM INVESTING ACTIVITIES		
Construction cash	335,350	6,882,782
Restricted cash and escrow reserves	(5,301)	(68,841)
Capitalized assets	<u>(128,061)</u>	<u>(5,115,294)</u>
Net cash from investing activities	<u>201,988</u>	<u>1,698,647</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Bonds payable	(405,000)	-
Construction costs payable	(113,634)	(1,768,738)
Loan payable	-	(528,896)
Net cash from financing activities	<u>(518,634)</u>	<u>(2,297,634)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	786,840	180,620
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>3,165,881</u>	<u>2,985,261</u>
End of year	<u>\$ 3,952,721</u>	<u>\$ 3,165,881</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest paid	<u>\$ 1,077,681</u>	<u>\$ 1,100,023</u>

See notes to financial statements

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016

(With Summarized Totals for the Year Ended June 30, 2015)

	No. of Position	Regular Education	Special Education	Food Service	Total Programs	Management & General	Total 2016	Total 2015
Personnel Services Costs								
Administrative staff personnel	9	\$ 437,628	\$ 23,980	\$ -	\$ 461,608	\$ 137,883	\$ 599,491	\$ 690,530
Instructional personnel	27	1,276,644	96,092	-	1,372,736	-	1,372,736	1,425,379
Non-instructional personnel	12	149,152	11,932	201,767	362,851	137,220	500,071	464,212
Total Personnel Expenses		<u>1,863,424</u>	<u>132,004</u>	<u>201,767</u>	<u>2,197,195</u>	<u>275,103</u>	<u>2,472,298</u>	<u>2,580,121</u>
Operating Expenses								
Payroll taxes and fringe benefits		321,144	22,750	34,773	378,667	47,411	426,078	447,451
Retirement		60,131	4,260	6,511	70,902	8,877	79,779	68,105
Contracted services								
- financial and administrative		-	-	-	-	150,000	150,000	288,400
Administrative		11,306	801	1,224	13,331	1,670	15,000	19,518
Marketing and recruitment		7,574	537	820	8,931	1,118	10,049	11,878
Insurance		39,033	2,765	4,226	46,024	74,157	120,181	133,242
Legal and professional		66,450	4,708	7,194	78,352	9,813	88,165	70,576
Equipment leasing		55,507	3,933	6,010	65,449	8,197	73,646	75,763
Building and land rent and lease		12,054	854	1,305	14,213	1,780	15,993	9,623
Repairs and maintenance		19,479	1,380	2,109	22,968	2,876	25,844	61,331
Building security and maintenance		85,090	6,029	9,212	100,332	12,565	112,897	75,425
Office expense		-	-	-	-	17,663	17,663	14,277
Staff development		63,812	4,520	6,909	75,241	9,421	84,662	100,148
Student services		61,115	4,330	6,617	72,061	9,025	81,086	53,195
Supplies and instructional materials		106,163	7,521	11,495	125,179	15,673	140,852	76,471
Food costs		-	-	191,767	191,767	-	191,767	195,231
Transportation service		168,330	12,670	-	181,000	-	181,000	152,812
Telephone and internet services		26,204	1,856	2,837	30,897	3,869	34,766	63,860
Utilities		156,459	11,083	16,941	184,483	23,099	207,582	214,231
Interest expense		851,370	118,545	5,388	975,304	102,380	1,077,684	1,100,023
Other expenses		82,826	5,868	8,967	97,661	12,231	109,892	83,496
Depreciation and amortization		613,126	43,433	66,388	722,947	90,517	813,464	628,273
Total Operating Expenses		<u>2,807,172</u>	<u>257,843</u>	<u>390,693</u>	<u>3,455,708</u>	<u>602,342</u>	<u>4,058,050</u>	<u>3,943,329</u>
TOTAL EXPENSES		<u>\$ 4,670,596</u>	<u>\$ 389,847</u>	<u>\$ 592,460</u>	<u>\$ 5,652,903</u>	<u>\$ 877,445</u>	<u>\$ 6,530,348</u>	<u>\$ 6,523,450</u>

See notes to financial statements

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

1. **Organization**

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

2. **Summary of Significant Accounting Policies**

Basis of Presentation and Use of Estimates

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications

Certain accounts relating to the prior year have been reclassified to conform to the current year’s presentation.

Net Asset Presentation

Net assets, revenues, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Unrestricted amounts are those currently available at the discretion of the board for use in the operations of the School. Temporarily restricted amounts are restricted by donor imposed restrictions as to use or time restricted. When a restriction expires, temporarily restricted net assets are re-classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Permanently restricted amounts contain donor imposed restrictions to be maintained permanently by the School.

There are no temporarily or permanently restricted net assets at June 30, 2016.

Cash and Cash Equivalents

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

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

2. Summary of Significant Accounting Policies (Continued)

Revenue Recognition

Tuition revenue is from state and local government sources for student tuition and other school-related income. The School recognizes tuition and other school-related income as revenue during the applicable school year in which the revenue is earned.

Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as refundable advances. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

Grants Receivable

Grants receivable are recorded at net realizable value and do not bear interest. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. At June 30, 2016, there are no allowances recorded, as management believes all amounts are collectible.

Property and Equipment

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

Restricted Cash and Escrow Reserves

Restricted cash and escrow reserves relate to required reserve and escrow accounts that are required to be maintained by the School in accordance with the bond indenture and charter requirements.

Deferred Expenses

Closing costs consist of professional fees and costs related to the obtaining financing and are amortized on the interest method over the life of the related bonds. At June 30, 2016, accumulated amortization of bond issue costs was \$71,508.

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

2. Summary of Significant Accounting Policies (Continued)

Donated Goods and Services

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

Functional Allocation of Expenses

Expenses have been charged to program and supporting services, either directly when identifiable to a specific program, or indirectly based on management's estimate of the functional area benefited.

Income Taxes

In August 14, 2007 South Bronx Charter School for International Cultures and Arts received approval of its application for tax exempt status from the Internal Revenue Service under section 501 (c) (3) of the Internal Revenue Code and has been classified as a publicly supported organization as described in Internal Revenue Code section 509 (A) (1) and 170 (B) (1) (A) (II). Management has determined that the School had no uncertain tax positions that would require financial statement recognition. The School is no longer subject to income tax examination by federal, state or local tax authorities for years before June 30, 2012.

Prior Year Summarized Comparative Information

Information as of and for the year ended June 30, 2015 is presented for comparative purposes only. The notes to the financial statements and certain activity by net asset classification are not included in this report. Accordingly, such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements as of and for the year ended June 30, 2015, from which the summarized comparative information was derived.

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

2. Summary of Significant Accounting Policies (Continued)

Recently Issued Accounting Pronouncements

In April 2015, the Financial Accounting Standards Board ("FASB") issued ASU 2015-03, Interest—Imputation of Interest: Simplifying the Presentation of Debt Issuance Costs ("ASU-2015-03"). ASU 2015-03 requires companies to present debt issuance costs as a direct deduction from the carrying value of that debt liability. ASU 2015-03 is effective for fiscal years, beginning after December 15, 2015. Early adoption is allowed for financial statements that have not been previously issued. Entities would apply the new guidance retrospectively to all prior periods (i.e., the balance sheet for each period is adjusted). The standard requires retrospective application and represents a change in accounting principle. The School has not adopted ASU 2015-03.

Subsequent Events

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 20, 2016.

3. Property and Equipment

At June 30, 2016, property and equipment consisted of the following:

Furniture and fixtures	\$ 858,096
Computer equipment and software	1,631,458
Office equipment	115,999
Building	18,055,969
Land	<u>1,823,000</u>
	22,484,522
Less Accumulated depreciation	<u>1,852,376</u>
Total	<u>\$20,632,146</u>

4. Restricted Cash and Escrow Reserves

Restricted cash and escrow reserve accounts at June 30, 2016 consist of:

Interest reserve	\$ 248,871
Debt service	<u>1,491,878</u>
	<u>\$ 1,740,749</u>

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

5. Deferred Expense

Deferred expense consisted of the following:

Bond issuance costs	\$ 695,756
Less: Accumulated amortization	<u>(71,508)</u>
Net	<u>\$ 624,248</u>

6. Accrued Payroll and Benefits

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

7. Retirement Plan

The School offers a 401(k) plan for all employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. For the year ended June 30, 2016, the School's matching contributions were \$79,779. Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

8. Bonds Payable

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

**SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES AND THE ARTS**

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

8. Bonds Payable (Continued)

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

Year ended June 30,

2017	\$ 430,000
2018	450,000
2019	465,000
2020	480,000
2021	500,000
2022 and thereafter	<u>19,540,000</u>
Total	<u>\$ 21,865,000</u>

Debt Service Coverage Ratio

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

9. Concentration of Risk

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

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

10. Contingency

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



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue

New York, NY 10001

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

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of South Bronx Charter School for International Cultures and the Arts, which comprise the statement of financial position as of June 30, 2016, 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 20, 2016.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Koch Group & Company, LLP
Certified Public Accountants

New York, New York
October 20, 2016

New York State Education Department

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

2014-15 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.

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

Assumptions

July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

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

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Per Pupil Revenue							
New York City	\$13,877.00	6,300,158	-	-	-	-	6,300,158
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		6,300,158					6,300,158
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other State Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		6,300,158					6,300,158

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	6,328	-	-	-	6,328
Title I		313,173	-	-	-	-	313,173
Title Funding - Other		50,949	-	-	-	-	50,949
School Food Service (Free Lunch)		297,296	-	-	-	-	297,296
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		661,418	6,328				667,746

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		28,800	-	-	-	-	28,800
Interest Income, Earnings on Investments,		7,000	-	-	-	-	7,000
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		3,000	-	-	-	-	3,000
Text Book		39,266	-	-	-	-	39,266
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		78,066					78,066

TOTAL REVENUE

	7,039,642	6,328					7,045,970
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List exact titles and staff FTE's (Full time equivalent)

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	1.00	172,220	10,900	-	-	34,880	218,000
Instructional Management	1.00	105,000	-	-	-	-	105,000
Deans, Directors & Coordinators	4.00	219,627	-	-	-	-	219,627
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	78,000	78,000
Administrative Staff	1.00	-	-	-	-	73,200	73,200
TOTAL ADMINISTRATIVE STAFF	8	496,847	10,900			186,080	693,827

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	20.00	1,220,617	-	-	-	-	1,220,617
Teachers - SPED	1.00	-	54,731	-	-	-	54,731
Substitute Teachers	-	10,000	-	-	-	-	10,000
Teaching Assistants	1.00	32,000	-	-	-	-	32,000

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,039,642	6,328	-	-	-	7,045,970	
Total Expenses	5,309,357	238,349	-	-	1,384,102	6,931,809	
Net Income	1,730,285	(232,021)	-	-	(1,384,102)	114,161	
Actual Student Enrollment	454	-				-	
Total Paid Student Enrollment	454	-				454	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	5.00	310,414	-	-	-	310,414	
Aides	3.00	-	-	-	112,000	112,000	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	30	1,573,031	54,731		112,000	1,739,762	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	3.00	-	-	-	132,380	132,380	
Security	-	-	-	-	-	-	
Other	6.00	-	-	-	283,400	283,400	
TOTAL NON-INSTRUCTIONAL	9				415,780	415,780	
SUBTOTAL PERSONNEL SERVICE COSTS	47	2,069,878	65,631		713,860	2,849,369	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		206,988	6,563	-	71,386	284,937	
Fringe / Employee Benefits		302,618	9,595	-	104,367	416,580	
Retirement / Pension		51,747	1,641	-	17,846	71,234	
TOTAL PAYROLL TAXES AND BENEFITS		561,352	17,799		193,599	772,751	
TOTAL PERSONNEL SERVICE COSTS		2,631,230	83,430		907,459	3,622,120	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	20,000	20,000	
Legal		-	-	-	48,000	48,000	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		199,092	6,313	-	-	205,405	
Payroll Services		18,960	1,200	-	3,840	24,000	
Special Ed Services		-	8,000	-	-	8,000	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		185,883	11,765	-	37,647	235,295	
TOTAL CONTRACTED SERVICES		403,935	27,278		109,487	540,700	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	8,000	8,000	
Classroom / Teaching Supplies & Materials		-	-	-	-	-	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		71,984	2,282	-	-	74,266	
Supplies & Materials other		31,986	1,014	-	-	33,000	
Equipment / Furniture		4,740	300	-	960	6,000	
Telephone		14,220	900	-	2,880	18,000	
Technology		45,820	2,900	-	9,280	58,000	
Student Testing & Assessment		15,508	492	-	-	16,000	
Field Trips		9,693	307	-	-	10,000	
Transportation (student)		184,161	5,839	-	-	190,000	
Student Services - other		38,771	1,229	-	-	40,000	
Office Expense		77,420	4,900	-	15,680	98,000	
Staff Development		124,066	3,934	-	-	128,000	
Staff Recruitment		-	-	-	-	-	
Student Recruitment / Marketing		15,000	-	-	-	15,000	
School Meals / Lunch		15,800	1,000	-	3,200	20,000	
Travel (Staff)		7,110	450	-	1,440	9,000	
Fundraising		-	-	-	-	-	

South Bronx Charter School for International Culture and the Arts

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
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Net Income	1,730,285	(232,021)	-	-	(1,384,102)	114,161	
Actual Student Enrollment	454	-				-	
Total Paid Student Enrollment	454	-				454	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	13,643	557	-	-	800	15,000	
TOTAL SCHOOL OPERATIONS	669,920	26,106			42,240	738,266	
FACILITY OPERATION & MAINTENANCE							
Insurance	55,300	3,500	-	-	11,200	70,000	
Janitorial	47,400	3,000	-	-	9,600	60,000	
Building and Land Rent / Lease	877,471	55,536	-	-	177,716	1,110,723	
Repairs & Maintenance	7,900	500	-	-	1,600	10,000	
Equipment / Furniture	7,900	500	-	-	1,600	10,000	
Security	71,100	4,500	-	-	14,400	90,000	
Utilities	205,400	13,000	-	-	41,600	260,000	
TOTAL FACILITY OPERATION & MAINTENANCE	1,272,471	80,536			257,716	1,610,723	
DEPRECIATION & AMORTIZATION	331,800	21,000	-	-	67,200	420,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,309,357	238,349			1,384,102	6,931,809	
NET INCOME	1,730,285	(232,021)			(1,384,102)	114,161	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
New York City	454		454				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	454		454				
REVENUE PER PUPIL	15,506	-	-				
EXPENSES PER PUPIL	11,695	-	-				

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Priscilla Ocasio

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx Charter School for International Cultures and The Arts

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board of Trustee - Board member, Board Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

N/A

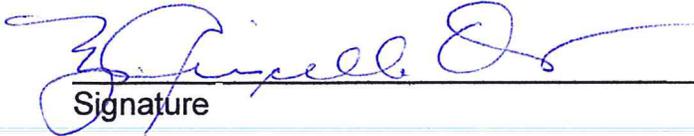
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

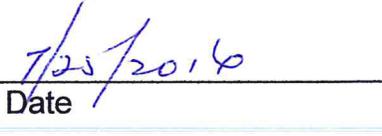
Please write "None" if applicable. Do not leave this space blank.

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

N/A

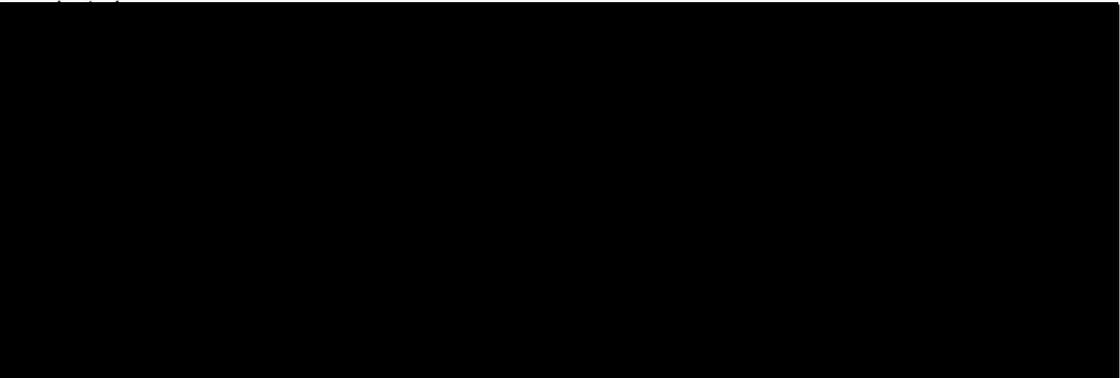
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				


Signature


Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:
Business Address:
E-mail Address:
Home Telephone:
Home Address:



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

JOHN R. POTAPCHUK

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL
CULTURES AND THE ARTS

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). BOARD MEMBER AND TREASURER

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Carmen Santos

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx charter school

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). member at large.

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc. NO

NONE

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A	N/A		

Please write "None" if applicable. Do not leave this space blank.

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NO	NO	NO	NO	NO

Signature *Carver Sart* Date *7-13-16*

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School * Education Corporation Trustee *

Trustee Name: **DONALD P. MATTSON**

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): **SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS**

1. *List all positions held on the education corporation board (e.g., president, treasurer, parent representative). **VICE CHAIRMAN, RECORDING SECRETARY**

2. *Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. *Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. *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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc. **NONE**

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>None Please write "None" if applicable. Do not leave this space blank.</i>				

Donald P. Mattson %
Signature %

July 27, 2016 %
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

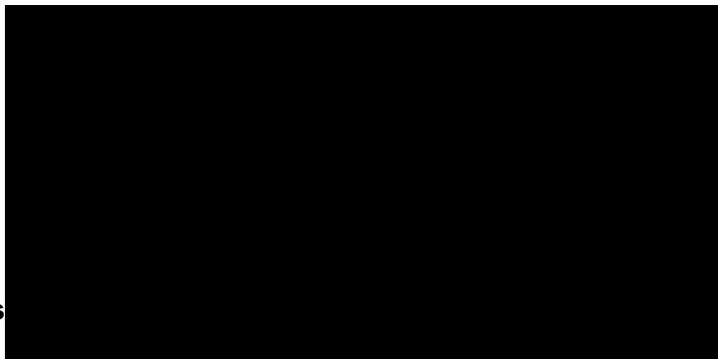
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Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Elvis J. Torres

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
South Bronx Charter School for International Cultures & The Arts

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Member
2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

Eli Dor

7/25/16

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

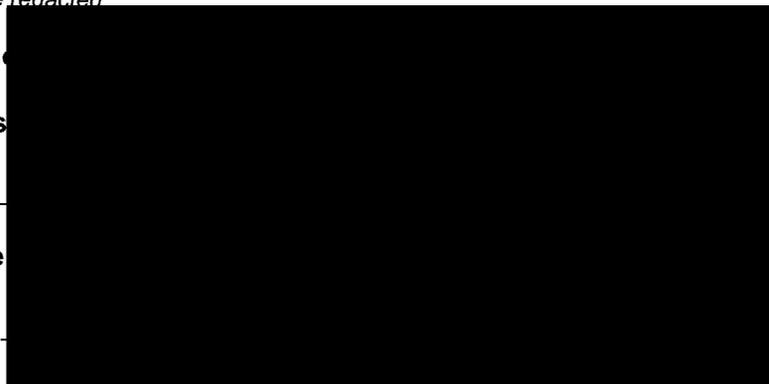
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:





Entry 9 BOT Table

Created: 07/26/2016

Last updated: 07/30/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Priscilla Ocasio	[REDACTED]	Chair/Board President	Executive, Academic, Personnel	Yes	Academic, Human Resources	1 term, 5 years
2	Carmen Santos	[REDACTED]	Trustee/Member	Finance, Personnel, and Academic	Yes	Finance, Academic, and Human Resources	2 terms, 5 years
3	Donald Mattson	[REDACTED]	Vice Chair/Vice President	Executive and Academic	Yes	Academic	1 term, 5 years
4	John Potapchuk	[REDACTED]	Treasurer	Executive and Finance	Yes	Finance and Accounting	1 term, 5 years
5	Elvis Torres	[REDACTED]	Trustee/Member	Finance and Personnel	Yes	Finance and Human Resources	1 term, 5 years
6							
7							
8							
9							
10							

11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

5

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

1

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

5

6. Number of Board Meetings Conducted in the 2015-16 School Year

10

7. Number of Board Meetings Scheduled for the 2016-17 School Year

Thank you.



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org **Meeting of the**

Board of Trustees
Thursday, September 17, 2015 - 4:30 p.m.

Board Meeting Minutes

Start Time: 5:05 PM

Board Members in Attendance

Donald Mattson
Priscilla Ocasio
John Potapchuk
Elvis Torres

Absent Board Members:

Carmen Santos
Dalia Peralta

Non-Board Members

Evelyn Hey
Stephanie Alves
Paul Augello
Robert McLaughlin

Minutes

Welcome - Priscilla welcomes the board members and attendees. Board members are asked to review the minutes from the June 2015 meeting.

Motion to approve the June 2015 Board of Trustees Minutes

Motioned by; **Priscilla Ocasio**, Seconded by; **John Potapchuk**, all in favor: **unanimous**

Motion passed

I. Operations Report- Stephanie Alves

- Bill payments procedure is in place and are now being paid and mailed through the school as of August.
- Per pupil billing projection was approved.
- We are still working on the audit and we are working on the requests.
 - Bob talks to the board about the remaining process of the audit and the documents remaining that needs to be completed.
- All of the state reporting has been submitted by Delia Gonzalez

Principal's Report- Evelyn Hey

Enrollment: 461

- The opening of the school year was very successful.
- We are still registering students to bring the enrollment up.
- Victory's contract – Mary Cordero is no longer with Victory. The Victory contract has been reduced by \$150K.
 - Priscilla asked who would be taking Mary's place and expresses concern about the board missing out on something important or assisting with compliance matters.
- Middle school application – needs to be submitted to the DOE by the first of November.
 - I also need to look for space. One option is an old MTA building on 139th Street. I am going to see the site tomorrow with the builder who built this building.
 - I will need to do a zoning analysis. It will need remediation.
 - My plan would be to incubate 6th graders at our current location for the 2016-2017.
- Setting up of the library is a tremendous undertaking. I met with different library vendors. I gave teachers a time slot where teachers can go in and order books.
- We had a conference call with the financiers – they asked about enrollment and speed bumps, this was the call for the 2014 audit. We basically spoke about the financials from 2014.
- The CO has not been signed off on. They are waiting for some papers from the electrician.

II. Victory Financial Reports – Paul Augello

- The June financials were sent to the board members, this is the year-end.
- We beat the projected budget and are in good standing.
- We came in \$92K under projected salaries.
- Summer school is fully funded by Title I.
- Paul reviews the financial report (Profit & Loss and balance sheet) in detail with the board.
- The food service is running very efficient and is practically paying for itself.
- Last page is the financial covenant – Paul reviews with board members.

Finance Committee Report – John Potapchuk

John and Paul met on Sunday for about two hours. During that meeting they went into great detail with regards to next year's budget. John informs the board members about the details discussed with Paul for the 2015-2016 school year. Members discuss the projected budget, utilities (fixed rate), and Victory loan payoff.

New Business – Priscilla

- Chancellor Fariña has invited board of trustees to a charter meeting. We get two tickets and I am asking Donald to accompany me as he has an education background.
- I have the resume of a person who is interested in becoming new board member.

Bob: There are two resolutions that get approved every year and need to be approved tonight. Bob passes out copies of the two policies for the board to review.

- Conflict of Interest policy
- Code of Ethics for 2015-2016

The SBCSICA Board of Trustees motions to adopt the Code of Ethics
Motion: **Donald Mattson**; Second; **Elvis Torres**; All in favor; **unanimous**
Motion passed
(See below for complete resolution)

The SBCSICA Board of Trustees motions to adopt Conflict of Interest
Motions: **Elvis Torres**; Second: **Donald Mattson**; All in favor: **unanimous**
Motion passed
(See below for complete resolution)

Old business:

Priscilla – Ten board meetings for the year will be fine.

I ask that the board committees meet after the board meetings and go forward with being active committees.

Bob- I would like to continue training every other month or third month. I don't think it is a necessary expenditure for every meeting unless the board feels that my services will be needed.

The board asked me to look into the real estate taxes and the liens that were in foreclosure. We will order a review and apply for the continuation of exemption. I would recommend that every September we file in the fifth year.

The city records still has the schools address as 90 Bruckner Blvd. – this is why you did not have any mail about the liens. The tax mail was going to the wrong address.

Evelyn requests executive session with the board members.

Motioned by: **Donald Mattson**

2nd by: **Elvis Torres**

Executive session start: 6:44 PM

End executive session: 7:42 PM

Motioned by: **Donald Mattson**

2nd by: **John Potapchuk**

Action taken

The Board of Trustees motions to approve a longevity increase, as such teachers, para-professionals and administrative staff will receive a one time only longevity bonus of one thousand dollars for tens years of tenure, and school aides will receive a one time only longevity bonus of \$ 500 for at ten years of service. The language for the longevity bonus is to be added to the personnel manual.

Motioned by: **Elvis Torres**

2nd by: **Donald Mattson**

Discussion: none

Votes for and against: all in favor

Motion passes: yes

VI. Adjournment:

Motion: **Elvis Torres**; Second: **John Potapchuk**; all in favor: **unanimous**

Upcoming meeting: Thursday, October 22, 2015

Meeting End: 7:45pm

**THE SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS
BOARD OF TRUSTEE MEETING - VOTES
September17, 2015**

Resolution: Adoption of June 2015 Board of Trustee Meeting Minutes

The Board of Trustees motions to approve the June 18, 2015 Board meeting minutes.

Motioned by: **Donald Mattson**

2nd by: **Carmen Santos**

Discussion: none

Votes for and against: **all in favor**

Motion passes: yes

Resolution: SBCSICA Code of Ethics Policy

Resolved: The SBCSICA Board of Trustees motions to adopt the Code of Ethics

Motioned by: **Donald Mattson;**

2nd by; **Elvis Torres;**

Votes for and against: **all in favor**

Motion passes: yes

(See below for complete resolution)

Resolution: SBCSICA Conflict of Interest Policy

The SBCSICA Board of Trustees motions to adopt Conflict of Interest

Motioned by: **Elvis Torres;**

2nd by: **Donald Mattson;**

Votes for and against: **all in favor**

Motion passes: yes

(See below for complete resolution)

Resolution: The Board of Trustees motions to approve a longevity increase, as such teachers, para-professionals and administrative staff will receive a one time only longevity bonus of one thousand dollars for tens years of tenure, and school aides will receive a one time only longevity bonus of five hundred dollars at ten years of service. The language for the longevity bonus is to be added to the personnel manual.

Motioned by: **Elvis Torres**

2nd by: **Donald Mattson**

Discussion: none

Votes for and against: all in favor

Motion passes: yes



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbsica.org | information@sbsica.org

Meeting of the Board of Trustees Thursday, December 17, 2015

Board Meeting Minutes

Start Time: 5:12 PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres
Carmen Santos

Absent Board Members:

Dalia Peralta

Non-Board Members:

Evelyn Hey Principal
Paul Augello
Robert McLaughlin

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

We will approve the October 2015 and November 2015 minutes at the next meeting.
Robert McLaughlin mentioned that the minutes should not reflect an agenda for executive session(s).

I. Director of Operations Report- tabled.

II. Principal's Report (Evelyn Hey)

- Evelyn Hey reported that the register is 442 and attendance is 94%
- She also reported that the middle school application has been filed and that they public hearing for the middle school was held. Fifty parents attended and there were nine speakers (bilingual) and all were in favor of the addition of a middle school. The state will inform the school by the end of January.
- A club program is now in effect for grades 3,4 and 5. The clubs are drama, art, music, story chasers, salsa dancing and hip hop. The clubs meet everyday.
- Ms. Hey showed and explained the school website.
- An inventory has been established for all items in the school.
- Board minutes for the last 3-5 years will be on the website.

- At this point, there was discussion concerning the “sign in” process at the front desk (entrance) to the school.
- Ms. Hey mentioned that school attendance is tracked using **POWERSCHOOL** rather than **ATS (Automate the Schools)**, which is the standard New York City attendance process.

Victory Financial Report-Paul J. Augello (report attached)

- Base Per-Pupil revenue is slightly below target.
- Government subsidies are slightly higher than budgeted.
- The audit meeting will be held on Monday, December 21st.

Open issues

- A Personnel Manual requires board approval which is not present in manual. Ms. Hey mentioned that Victory supplied the manual and that board approval was not required. The manual is too generic and general and, working with Delia, must be re-developed.
- Priscilla Ocasio questioned the procedure for payment approval. It was clarified that Ms. Hey approves payments up to \$25,000.
- Priscilla Ocasio mentioned that a page was missing from the Principals’ Agreement for 2014-2015. She also mentioned that there is a need for storage space in the school.

New Business

- It was clarified that the Principal is in charge of hiring. Since the Board does not see credentials, it is unknown how many uncertified teachers are hired. Ms. Hey stated that there are currently 7 uncertified teachers, not 14 (as indicated in the provisional audit report).
- Priscilla Ocasio mentioned that the Board is to be informed concerning terminations. (Protected classes-female, minority, over 50 years of age and religion.)
- We will all be getting copies of the Board by-laws.
- Dalia Peralta will be leaving the Board since she has been on for five years. Charter boards must have a parent member.
- Robert McLaughlin recommends hiring an arbitrage rebate consultant to make report every five years (to determine if school generates excess income from bond proceeds—which may become payable to the IRS. This report is not due until 2018, but the sooner made, the better.

John Potapchuck moved and **Elvis Torres** seconded that the Board go into Executive session at 7:28PM.

There was no action during the Executive Session.

John Potapchuk moved and Elvis Torres seconded that Executive Session end at 9:25PM.

The Board meeting was adjourned at 9:26PM.



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbsica.org | information@sbsica.org

Meeting of the Board of Trustees Thursday, October 22, 2015-4:30PM

Board Meeting Minutes

Start Time: 5:37 PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres
Dalia Peralta

Absent Board Members:

Carmen Santos

Non-Board Members:

Evelyn Hey (Principal)
Paul Augello
Robert McLaughlin
Stephanie Alves

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

Motion to approve the September 17, 2015 minutes (motioned by **D. Mattson**, Seconded by **E. Torres**, all in favor: unanimous, motion passed.)

Director of Operations Report- Stephanie Alves

- All vendor accounts are up to date.
- Per pupil billing/invoice for November 2015 are submitted.
- All requests concerning the Controller's audit have been complied with.
- All fire drills as required (8) have been completed.

Operations Report-Paul Augello

- Draft audit due to SE 11/2.
- Debt Coverage Ratio-year end financials, Title 1, Title 3-met year end ratios.
- Good cash position-revenue increased \$980,000.00
- There are presently 441 students enrolled.
- Full cost of the building depreciation will be over 39 years.
- Furniture and computers will be depreciated over 7 years.

Grand forms due 11/30.

See additional attachments for detailed information.

The RESOLUTION OF THE BOARD OF TRUSTEES OF THE SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS authorizing and approving the amendment to the renewal Charter (addition of grades 6-8) was submitted.

A motion was made by John Potapchuk and seconded by Elvis Torres to accept the resolution. All in favor: unanimous, motion passed.
(see attached)

Ms. Hey mentioned that she met with the architect to determine suitability of a building for possible expansion for grades 6-8. The building is 32,000 square feet. If plan for expansion to grades 6-8 are approved, but if a new building is not available, the DOE is obligated to find suitable space. If building (site) is to be leased, DOE pays 20% of lease terms.

Ms. Hey further mentioned that, if applicable, the sixth grade (2016-2017 school year) would be housed in the current building.

Principal's Report-Evelyn Hey

- Ms. Hey announced that the current enrollment is 441 and attendance is 95.5%.
- The Middle School Application is being developed.
- The Certificate of Occupancy has been granted.

PTO Report-Dalia Peralta

- Dalia Peralta presented the names of the PTO Executive Board Members for the 2015-2016 school year.
- The next PTO and monthly meeting (and Parent Book Club) will be on Thursday, November 19, 2015 at 9:00AM.

At 6:41PM the Board went into Executive Session
Motion made by **John Potapchuk**, seconded by **Elvis Torres**.

There were no actions taken during the executive session.

Executive Session ended at 7:55PM.
Motion made by **Elvis Torres**, seconded by **John Potapchuck**

Adjournment: 7:55PM
Motion made by **John Potapchuk**, seconded by **Elvis Torres**



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbsica.org | information@sbsica.org

Meeting of the Board of Trustees Thursday, January 21, 2016

Board Meeting Minutes

Start Time: 4:50PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres
Carmen Santos

Absent Board Members:

Due to five-year term limits, Dalia Peralta, is no longer serving on the Board.

Non-Board Members:

Evelyn Hey, Principal
Paul Augello
Robert McLaughlin
Stephanie Alves

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

The minutes from the October 2015, November 2015 were accepted as read. The minutes of December 2015 were amended as per the wording in section re: hiring an arbitrage rebate consultant, "if bond proceeds generate excess income which may become payable to the IRS."

Carmen Santos did not vote on the October 2015 minutes (absent from meeting)

I. Director of Operations Report- Stephanie Alves (report attached)

- A report was attached re: paid vendors (November 20, 2015-January 21, 2016. All vendors have been paid.
- The enrollment was approved and sent to the Bank of New York.
- Generator and Range Hood permits were approved by the Fire Department.

II. Principal's Report (Evelyn Hey)

- Evelyn Hey reported that the register is currently 432 and attendance is 92.8%.
- The Middle School Application has been sent to the Board of Regents. The school should be informed by February if expansion to the Middle School has been approved.
- Title One After School Programs will begin next week (week of 1/25). The afterschool program, which is remedial in design, will rotate students based on academic need. Students who are considered to be middle students will begin first, following those who have more significant academic need. Students will be moved out of the program or into other parts of the program based upon ongoing need.
- The Casa Grant (also starting next week (1/25), will offer programs in music, dance and story chasers (creative writing activities).

Victory Financial Report-Paul J. Augello (report attached)

- Base Per-Pupil revenue is slightly below target.
- Food Services is slightly higher.
- There are currently positions open for an Executive Assistant, a Title One Teacher and a music teacher. A consultant is currently supplying music instruction.
- (Evelyn Hey) One custodial worker is resigning and a school-aide will move to a maintenance position.

New Business: Robert McLaughlin (report attached)

- Robert McLaughlin announced that the audit has been completed. There were several recommendations for areas of improvement. A school response is due by February 1, 2016. Board members are requested to relay thoughts and ideas for responses to report no later than Tuesday, January 26th.
- A new manual needs to be in place by September 2016.
- An IRS penalty that should not have been paid will be reimbursed by Victory.
- A motion was made by **John Potapchuk** and seconded by **Carmen Santos** to give the Board financial committee and the Board Chair approval to respond to audit.

At 6:21PM, the Board went into Executive Session.

Motion was made by **John Potapchuk**, seconded by **Carmen Santos**.

At 9:49PM, the Executive Session ended.

Motion was made by **Carmen Santos** and seconded by **Elvis Torres**.

At 9:50PM, **Donald Mattson** moved and **Priscilla Ocasio** seconded that the Board meeting conclude.



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbsica.org | information@sbsica.org

Meeting of the Board of Trustees Thursday, February 25, 2016

Board Meeting Minutes

Start Time: 4:50PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres

Absent Board Members:

Carmen Santos

Non-Board Members:

Evelyn Hey Principal
Paul Augello
Robert McLaughlin

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

Ms. Hey explained RACL, admission and discharge policy and retroactivity of attendance.

I. Director of Operations Report- Stephanie Alves (none)
(Stephanie Alves absent)

II. Principal's Report (Evelyn Hey)—report attached

- Ms. Hey discussed school/District 7/Bronx/New York State test data (attached)
- The LED Lighting conversion is almost complete.
- State Assessments (Literacy)—April 5,6,7. Mathematics April 13,14,15. Science (Grade 4 only)—May.
- The afterschool program is three days a week, Tuesday, Wednesday and Thursday. The Casa Grant program (music and dance) will be on Monday so there is no conflict with the academic program(s) on Tuesday, Wednesday and Thursday.

Victory Financial Report-Paul J. Augello (report attached)

- Expenses are below budget.
- There is a reasonable amount of available cash in the bank.

- Bond Interest Certification is due in April.
- A BNY-Mellon Repair and Replacement fund will be created during the next year to hold reserve funds for future repairs.

New Business: Robert McLaughlin (report attached)

- The audit response was submitted in a timely fashion and the report will be published within the next several days, including a possible press release.
- The Real Estate Exemption needs to be filed every five years.
- He discussed the need for annual board training.

Old Business:

(By-law change)

Priscilla mentioned that there is a need for an additional trustee on the board. Parent(s) can be on the board as ex-officio members (without voting rights) as per a change in the by-lawd, Article II, Section 3.

John Potapchuk moved and **Elvis Torres** seconded to accept revised by-laws.

At 7:25PM, the Board went into Executive Session.

Motion was made by Elvis Torres, seconded by **John Potapchuk**.

At 9:10PM, the Executive Session ended.

Motion was made by **Elvis Torres** and seconded by **Donald Mattson**.

At 9:11PM, **Priscilla Ocasio** moved and **John Potapchuk** seconded that the Board meeting conclude.



South Bronx Charter School for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees Thursday, March 17, 2016

Board Meeting Minutes

Start Time: 5:17PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Carmen Santos

Absent Board Members:

Elvis Torres

Non-Board Members:

Evelyn Hey, Principal
Paul Augello
Delia Gonzalez
Stephanie Alves

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

- The minutes of the January meeting were approved. Motion made by **Carmen Santos**, seconded by **John Potapchuk**. Unanimous
- The minutes of the February meeting were approved. Motion made by **John Potapchuk**, seconded by **Priscilla Ocasio**. Unanimous Carmen Santos abstaining.

I. Director of Operations Report- Stephanie Alves (Report attached)

- Bronx Charter School Bill Payment List was reviewed.
- DOE enrollment/billing invoice for March 2016 was reviewed.
- The March benefit premium payment to Little Bird HR was reviewed and approved by the Board.
- Clarification on some paid items were requested, no further details needed.

II. Principal's Report (Evelyn Hey)—report attached

- Enrollment is currently 422. Attendance is 91%. Parents extend vacations, some students have moved (Peru) and some have gone to special placements in Public Schools.
- There was a transportation incident on March 9th. Bus turning corner, appeared to loose control, hit car, curb and side of building. There were 12 students on the bus, but none were injured. The Board was informed that the bus was a DOE bus and that the bus company is responsible for any potential damages or claims.
- A request was made for an ACR (Annual Comprehensive Review) visit. Date to be scheduled.
- The school hosted a visit last spring for charter school educators. Their feedback of the school was very positive. A request was made to the school to host a school learning tour (ELL) on Friday May 13.
- Ms. Hey has written to Chancellor Farina requesting her support for approval of the Middle School expansion.
- The afterschool program, which is three days a week, Tuesday, Wednesday and Thursday is in full operation.

Victory Financial Report-Paul J. Augello (report attached)

- Per-pupil is slightly below target for the YTD period.
- Employee salaries and payroll taxes are slightly below budget.
- Specific furniture, fixtures and computer equipment will have a built in seven-year depreciation that is less than the 39-year building depreciation.
- A conference call was held with bond investors, on April 10, 2016, to discuss concerns about the recent audit report and press release issued by the City Controller's Office. Mr. Augello, Ms. Hey and Mr. Potapchuk participated in the call on behalf of the school. Mr. Augello indicated that all issues and questions were addressed on the call.
- If the Middle School is approved, it will provide an additional \$50,000 to the school budget.

Old Business: None

New Business:

- There will be outreach to local colleges (Lehman and Boricua College) for possible teachers and student teachers.

At 7:25PM, the Board went into Executive Session.

Motion was made by **Carmen Santos**, seconded by **John Potapchuk**.

Action taken: Enrollment bonus was approved for each month the principal, Ms. Hey met the enrollment goal as per her contract. Documentation supported this action.

At 8:15PM, the Executive Session ended.

Motion was made by **Priscilla Ocasio** and seconded by **Donald Mattson**.

At 8:16PM, **Priscilla Ocasio** moved and **John Potapchuk** seconded that the Board meeting conclude.

The next Board meeting will be on **Tuesday, April 12th**.

**Meeting of the Board of Trustees
Tuesday, April 12, 2016**

Board Meeting Minutes

Start Time: 5:42PM

Board Members in Attendance:

Priscilla Ocasio (Board Chairperson)
Elvis Torres (serving as Recording Secretary)
John Potapchuk

Absent Board Members:

Donald Mattson
Carmen Santos

Non-Board Members:

Evelyn Hey, Principal
Delia Gonzalez
Stephanie Alves

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

- Approval of the minutes of the March meeting was postponed to the May meeting, as there was not quorum of members that attended the March meeting.

I. Director of Operations Report- Stephanie Alves (Report attached)

- Bronx Charter School Bill Payment List was reviewed.
- DOE enrollment/billing invoice for April 2016 was reviewed.
- NYSTL funds have been spent as textbooks, library books and workbooks were purchased.

II. Principal's Report (Evelyn Hey) – Report attached

- Enrollment is currently 417 and attendance is at 93%.
- A lottery for incoming students was conducted and parents have been coming in for registration for the next school year.
- State exams are presently being administered.
- The school is still awaiting a response on the Middle School Application.
- Evelyn Hey was honored at the Somos Conference recently held in Albany, NY.

- National Charter Schools Conference will be held June 26th-29th in Nashville, Tennessee.
- The new library system is being tested to determine if scanner functions correctly as the books have already been catalogued.

III. Victory Financial Report- John Potapchuk

- Paul Augello provided the report and was reviewed by John Potapchuk. A change was made correcting the March salary figures as it previously included April salary amounts.
- Per-pupil revenue is slightly below target for the YTD period but expenses are also below expected totals. Overall, actual operating income for the YTD period continues to exceed budget and the school's cash position is strong.

IV. New Business

- Follow-up to be done on outreach to local colleges (Lehman and Boricua College) for possible teachers and student teachers.

V. Old Business

- Follow-up on companies for HR services and seek different proposals for most advantageous quality and cost-effective services.
- Evelyn Hey reported that no further action was required by the school regarding the school bus accident.

At 7:09PM, the Board went into Executive Session.

Motion was made by **Elvis Torres**, seconded by **John Potapchuk**.

Action taken: Approval of Evelyn Hey, Principal, and Priscilla Ocasio, Board Chairperson, to attend the National Charter Schools Conference to be held June 26th-29th in Nashville, Tennessee.

At 8:04PM, the Executive Session ended.

Motion was made by **John Potapchuk**, seconded by **Elvis Torres**.

At 8:05PM, **Elvis Torres** moved and **John Potapchuk** seconded that the Board meeting conclude.

The next Board meeting will be held on **Thursday, May 12th 2016**.

Entry 11: Enrollment and Retention Efforts

Describe the efforts the charter school has utilized in 2015-2016 and a plan for efforts to be taken in 2016-2017 to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

The South Bronx Charter School for International Cultures and the Arts has a student population of which 95% are free and reduced lunch. The school has given ELL's a preference during the lottery selection making it possible to attract more families. Presently, our ELL population comprises 34% of the student body along with 7% of students with disabilities.



Entry 12 Teacher and Administrator Attrition

Created: 07/26/2016

Last updated: 07/30/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	18	1	0	0	18

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	6	1	0	0	5

Thank you



Entry 13 Uncertified Teachers

Created: 07/28/2016

Last updated: 07/30/2016

Page 1

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.

Staff Qualifications (June 30, 2016)

Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-16)	4
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	3
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	0

Thank you.



2015-2016 Organizational Sheet

Locations							
SBCSICA 164 Bruckner Bld. Bronx NY 10454				Contact Main Office 718 292 5737 Fax 718 292 1205 Main Lobby: 111			
Administration							
Evelyn Hey, Principal Ext.101							
Stephanie Alves, <i>Director of Operations Ext. 103</i>				Deborah Vila-Tricomi, <i>Assistant Principal of Curriculum Ext. 508</i>			
Christine Cormier, <i>Director of Data & Assessment Ext.409</i>				Delia Gonzalez, <i>Director of Human Resources Ext.102</i>			
John Veras <i>Executive Chef Ext. 108,109</i>				Evelyn Ramirez, <i>Director of Pupil Services Ext.106</i>			
Kindergarten				Second Grade			
K01	Ext. 302		Carmelia Rodriguez	Class	Ext		Teacher
K02	303		Blanca Rivas	201	404		Cindy Ordoñez
K03	304		Yanery Benedit	202	405		Stephany Perez
K04	301		Orfelina Jorge				
First Grade				Third Grade			
Class Code	Ext.		Teacher	Class	EXT.		
101	401		Jeannette Adon	301	504		Amanda Lugones
102	403		F Lora	302	506		Mariana Perez
103	402		Yahaira Castro				
104	406		Iraziry Urdaz				
				Fourth Grade			
Out of Classroom Staff				Class	Ext.		
Jaymie Mendez, Teacher Assistant Ext. 202				401	401		Johanna Alfonzo
Chess Room Ext. 306				402	402		Daniris Burgos
Empty Room Ext.305							
Art/Music/Drama				Fifth Grade			
Stephanie Cervantes		Ext. 205		Class	Ext.		
Seth		Ext.204		501	501		Azizi Madramootoo
Mary Matheson		Ext.203		502	502		Catherine Villaquiran
Reading Recovery				Title I			
Rosa Ext. 201				Elaine Kim Ext. 208			
Building Manager				Special Education Coordinator			
Frigge, Ext. 104				Sharri Parker Ext.202			
Out of Classroom Staff				Technology			
Carmen Aquino		Parent Coordinator Ext. 107		Noel Kellier, Technology Director, Ext. 206			
Lissette Caraballo		School Aide Ext. 307					
Yolanda Marrero		School Aide Supervisor Ext. 407					
TBA		School Aide Ext. 507		Nurse		Ext. 207	
Frank Flores		Building Manager Asst. Ext.104		Staff Lounge		Ext. 308	



2015-2016 School Year Calendar			
September	8	Tuesday	First Day of School for all students.
September	24	Thursday	Eid al-Adha (Schools Closed)
October	12	Monday	Columbus Day (Schools Closed)
November	3	Tuesday	Election Day (Professional Development) Students will not be in attendance
November	11	Wednesday	Veterans Day Observed (Schools Closed)
November	26-27	Thursday-Friday	Thanksgiving Recess (Schools Closed)
December January	23 1	Wednesday Friday	Winter Recess(Including Christmas and New Years's Day schools closed) Students return to school on Monday January 4, 2016
January	18	Monday	Dr. Martin Luther King Jr. Day Observed (Schools closed)
February	15-19	Monday-Friday	Midwinter Recess (Schools closed)
March	25	Friday	Good Friday (Schools Closed)
April	21-29	Thursday-Friday	Spring Recess (Schools closed)
May	30	Monday	Memorial Day Observed (Schools closed)
June	24	Friday	Last Day of School (Half Day)
* Some of these dates are subject to change			



Annual Financial Statement Audit Report

for NYCDoE Authorized Charter Schools

School Name:	South Bronx Charter School for Int'l Cultures and the Arts
Date (Report is due Nov. 1):	November 1, 2016
School Fiscal Contact Name:	Evelyn Hey
School Fiscal Contact Email:	Ehey@sbcscs.org
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Koch Group & Co, LLP
School Audit Contact Name:	Kenneth Chan
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2015-16
Prior Year:	2014-15

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	Extension
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Circular.

South Bronx Charter School for Int'l Cultures and the Arts
Statement of Financial Position
as of June 30

	<u>2016</u>	<u>2015</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	3952721	3165881
Grants and contracts receivable	324762	284252
Accounts receivables	0	0
Prepaid Expenses	0	2580
Contributions and other receivables	0	0
Other current assets	0	335350
TOTAL CURRENT ASSETS	4,277,483	3,788,063
<u>NON-CURRENT ASSETS</u>		
Property, Building and Equipment, net	20632147	21294358
Restricted Cash	1740749	1735448
Security Deposits	28830	28830
Other Non-Current Assets	624248	647440
TOTAL NON-CURRENT	23,025,974	23,706,076
TOTAL ASSETS	27,303,457	27,494,139
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	236293	150865
Accrued payroll, payroll taxes and benefits	269013	240549
Current Portion of Loan Payable	430000	405000
Due to Related Parties	0	0
Refundable Advances	0	0
Deferred Revenue	0	0
Other Current Liabilities	134716	248347
TOTAL CURRENT LIABILITIES	1,070,022	1,044,761
<u>LONG-TERM LIABILITIES</u>		
Loan Payable; Due in More than One Year	21435000	21865000
Deferred Rent	0	0
Due to Related Party	0	0
Other Long-Term Liabilities	0	0
TOTAL LONG-TERM	21,435,000	21,865,000
TOTAL LIABILITIES	<u>22,505,022</u>	<u>22,909,761</u>
<u>NET ASSETS</u>		
Unrestricted	4798435	4584378
Temporarily restricted	0	0
Permanently restricted	0	0
TOTAL NET ASSETS	<u>4,798,435</u>	<u>4,584,378</u>
TOTAL LIABILITIES AND NET ASSETS	27,303,457	27,494,139

South Bronx Charter School for Int'l Cultures and the Arts
Statement of Activities
as of June 30

	2016			2015
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	5949417	\$-	\$5,949,417	5873259
State and Local Per Pupil Revenue - SPED	0	-	-	0
State and Local Per Pupil Facilities Revenue	0	-	-	0
Federal Grants	280443	-	280,443	265743
State and City Grants	133035	-	133,035	36321
Other Operating Income	0	-	-	0
Food Service/Child Nutrition Program	372681	-	<u>372,681</u>	330694
TOTAL OPERATING REVENUE	6,735,576	-	6,735,576	6,506,017
EXPENSES				
Program Services				
Regular Education	4670597	\$-	\$4,670,597	4640350
Special Education	389846	-	389,846	397215
Other Programs	592460	-	<u>592,460</u>	422410
Total Program Services	5,652,903	-	5,652,903	5,459,975
Management and general	877445	-	877,445	1063475
Fundraising	0	-	-	0
TOTAL EXPENSES	6,530,348	-	6,530,348	6,523,450
SURPLUS / (DEFICIT) FROM OPERATIONS	205,228	-	205,228	(17,433)
SUPPORT AND OTHER REVENUE				
Interest and Other Income	8829	\$-	\$8,829	129257
Contributions and Grants	0	-	-	14563
Fundraising Support	0	-	-	0
Investments	0	-	-	0
Donated Services	0	-	-	0
Other Support and Revenue	0	-	-	0
TOTAL SUPPORT AND OTHER REVENUE	8,829	-	8,829	143,820
Net Assets Released from Restrictions / Loss on Disposal	0	\$-	\$-	0
CHANGE IN NET ASSETS	214,057	-	214,057	126,387
NET ASSETS - BEGINNING OF YEAR	4584378	\$-	\$4,584,378	4457991
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0
NET ASSETS - END OF YEAR	\$4,798,435	\$-	\$4,798,435	\$4,584,378

South Bronx Charter School for Int'l Cultures and the Arts
Statement of Cash Flows

as of June 30

	<u>2016</u>	<u>2015</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	214057	126387
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	813464	628272
Grants Receivable	-40510	61846
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	2580	14930
Accounts Payable	85428	-2626
Accrued Expenses	28464	-39675
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	3	3
Other	0	-9530
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$1,103,486	\$779,607
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	0	0
Other	201988	1698647
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$201,988	\$1,698,647
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-405000	-528896
Other	-113634	-1768738
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$(518,634)	\$(2,297,634)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$786,840	\$180,620
Cash at beginning of year	3165881	2985261
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$3,952,721	\$3,165,881

South Bronx Charter School for Int'l Cultures and the Arts
Statement of Functional Expenses
as of June 30

		2016						
		Program Services				Supporting Services		
No. of Positions		Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	
		\$	\$	\$	\$	\$	\$	
Personnel Services Costs								
	Administrative Staff Personnel	9	437,628	23,980	0	461,608	-	137,883
	Instructional Personnel	27	1,276,644	96,092	0	1,372,736	-	0
	Non-Instructional Personnel	12	149,152	11,932	201,767	362,851	-	137,220
	Total Salaries and Staff	48.00	1,863,424	132,004	201,767	2,197,195	-	275,103
	Fringe Benefits & Payroll Taxes		321,144	22,750	34,773	378,667	-	47,411
	Retirement		60,131	4,260	6,511	70,902	-	8,877
	Management Company Fees		0	0	0	-	-	150,000
	Legal Service		66,450	4,708	7,194	78,352	-	9,813
	Accounting / Audit Services		0	0	0	-	-	0
	Other Purchased / Professional / Consulting Services		96,396	6,830	10,436	113,662	-	14,235
	Building and Land Rent / Lease		863,424	119,399	6,693	989,516	-	104,160
	Repairs & Maintenance		19,479	1,380	2,109	22,968	-	2,876
	Insurance		39,033	2,765	4,226	46,024	-	74,157
	Utilities		156,459	11,083	16,941	184,483	-	23,099
	Supplies / Materials		106,163	7,521	11,495	125,179	-	15,673
	Equipment / Furnishings		55,507	3,933	6,010	65,450	-	8,197
	Staff Development		63,812	4,520	6,909	75,241	-	9,421
	Marketing / Recruitment		7,574	537	820	8,931	-	1,118
	Technology		26,204	1,856	2,837	30,897	-	3,869
	Food Service		0	0	191,767	191,767	-	0
	Student Services		229,445	17,000	6,617	253,062	-	9,025
	Office Expense		0	0	0	-	-	17,663
	Depreciation		613,126	43,433	66,388	722,947	-	90,517
	OTHER		82,826	5,868	8,967	97,661	-	12,231
	Total Expenses		\$4,670,597	\$389,847	\$592,460	\$5,652,904	\$-	\$877,445

		2015	
2014			
Total	Total		
\$	\$	\$	
137,883	599,491	690530	
-	1,372,736	1425379	
137,220	500,071	464212	
275,103	2,472,298	2,580,121	
47,411	426,078	447451	
8,877	79,779	68105	
150,000	150,000	288400	
9,813	88,165	70576	
-	-	0	
14,235	127,897		
		90425	
104,160	1,093,676	1109646	
2,876	25,844	61331	
74,157	120,181	133242	
23,099	207,582	214231	
15,673	140,852	76470	
8,197	73,647	75763	
9,421	84,662	100148	
1,118	10,049	11878	
3,869	34,766	63861	
-	191,767	195231	
9,025	262,087	206007	
17,663	17,663	14277	
90,517	813,464	628273	
<u>12,231</u>	<u>109,892</u>	88014	
\$877,445	\$6,530,349	\$6,523,450	