

Application: South Bronx Early College Academy Charter School

Merrill Kazanjian - mkazanjian@sbecacs.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Sep 19 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL 320800861068

a1. Popular School Name

SBECA

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD # 8 - BRONX

d. DATE OF INITIAL CHARTER

12/2013

e. DATE FIRST OPENED FOR INSTRUCTION

8/2015

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

MISSION STATEMENT

The South Bronx Academy Mission Statement

The South Bronx Early College Academy Charter School will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State (NYS) Common Core standards aligned curriculum. SBECA will establish a learning environment that emphasizes differentiation and personalization of instruction and a student centered and fully inclusive approach to teaching and learning. Students will graduate from SBECA prepared for success in college and for active and thoughtful citizenship.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

| | |
|-------|---|
| KDE 1 | Small School Culture & Extended Day/Year: A crucial aim at SBECA is that every student is known and appreciated. We currently have a student population of 330 scholars and a staff of over 50 talented and dedicated adults. Every scholar has an advocate and mentor through our advisory program. Our extended day program gives students the opportunity to participate in sports, the arts and homework help. We believe that extra and targeted repetitions will enhance the quality of our scholars education. |
| KDE 2 | Differentiated & Personalized Instruction: Our school collectively has an exciting culture and our scholars hail from 58 different countries! The worldliness of our student population and staff enriches our school but also is indicative of the readiness that is necessary to individualize culturally infused instruction. As soon as a scholar becomes a member of our community, we assess |

| | |
|-------|---|
| | <p>their math and reading levels. All data is shared with staff to set benchmarks for where individual growth starts so we could meet our students where they are and help them rise to new levels. Our planning and pedagogy are informed and individualized and our goal is for each scholar to grow exponentially!</p> |
| KDE 3 | <p>Use Of Research-based, Standards-aligned Curricula & Instructional Strategies: We use proven and tested educational models in our curricula and we supplement by bringing in educational scholars such as Kim Marshall, Dr. Peter MacFarlane, and Dr. Christopher Emdin to work with our staff regularly.</p> |
| KDE 4 | <p>Comprehensive Advisory & Classroom Support: Every scholar has an advocate and mentor through our advisory program. An advisor becomes our scholars go to person at the school, to coordinate with each scholar's parent/guardian.</p> |
| KDE 5 | <p>Comprehensive College Preparation & Opportunities For Early College: By eighth grade our students are on track to take three Regents track classes (Algebra 1, US History & Government, Living Environment). This gives our scholars an opportunity to go in to 9th grade with a majority of the regents requirement for a basic Regents Diploma. Our staff is eclectic and diverse, with a wide variety of talents. We try to showcase the staff's talents through programming and tune in our scholars to the possibilities of college through career days and guest lectures.</p> |
| KDE 6 | <p>Parent & Family Support: Our school employs a full time Family Coordinator to be a go to contact if there are concerns and questions. We partner with WhedCo, a community development organization that builds award-winning, sustainable, affordable homes and provides programming designed to enhance life in The Bronx. SBECA has a weekly news program for parents, students and the entire community and has a program called Parentsquare that keeps all families in the loop with what is going on in the classroom. We use a grading program called Gradelink which allows students</p> |

| | |
|--------|--------------------------------------|
| | and parents to check student grades. |
| KDE 7 | (No response) |
| KDE 8 | (No response) |
| KDE 9 | (No response) |
| KDE 10 | (No response) |

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://sbecacs.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

330

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

305

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

| | |
|---------------|---------|
| Grades Served | 6, 7, 8 |
|---------------|---------|

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

| |
|--------------------|
| No, just one site. |
|--------------------|

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

| | Physical Address | Phone Number | District/CSD | Grades to be Served at Site for coming year (K-5, 6-9, etc.) | Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No). |
|--------|------------------------------------|--------------|--------------|--|--|
| Site 1 | 801 E 156th Street Bronx, NY 10455 | 929-291-7700 | NYC CSD 8 | 6-8 | 6-8 |

m1a. Please provide the contact information for Site 1.

| | Name | Work Phone | Alternate Phone | Email Address |
|---|----------------|--------------|-----------------|--|
| School Leader | David Krulwich | 917-886-3564 | 929-291-7700 | dkrulwich@sbecacs.org |
| Operational Leader | Alysha Willis | 914-246-1605 | 929-291-7700 | awillis@sbecacs.org |
| Compliance Contact | David Krulwich | 917-886-3564 | 929-291-7700 | dkrulwich@sbecacs.org |
| Complaint Contact | Alysha Willis | 914-246-1605 | 929-291-7700 | awillis@sbecacs.org |
| DASA Coordinator | Kimberly Young | 914-563-1819 | 929-291-7700 | kyoung@sbecacs.org |
| Phone Contact for After Hours Emergencies | David Krulwich | 917-886-3564 | 929-291-7700 | dkrulwich@sbecacs.org |

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[Final C of O \(2\).pdf](#)

Filename: Final C of O (2).pdf **Size:** 182.5 kB

Site 1 Fire Inspection Report

[SBECA A106 August2021.pdf](#)

Filename: SBECA A106 August2021.pdf **Size:** 159.1 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

| | |
|-----------------|--|
| Name | Merrill Kazanjian |
| Position | Data/Technology Coordinator |
| Phone/Extension | 917-699-9329 |
| Email | kazanjianm@gmail.com |

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "J. Husel".

Date

Aug 2 2021

Thank you.



Entry 3 Progress Toward Goals

Completed Oct 31 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A". **Deadline is November 1, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2021.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2020-2021 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|--|--|---|---|---|
| | Absolute Measure 1: Each year, at least 75% of middle school | | | |

| | | | | |
|-----------------|---|------------------------|------------------|-----|
| Academic Goal 1 | students who have been continuously enrolled at the Early College Academy for two years will be proficient (i.e. score 3 or 4) on the NYS ELA and Math tests. | NYS ELA and Math exams | Unable to Assess | N/A |
| Academic Goal 2 | Absolute Measure 2: Each year, at least 75% of all accountability subgroups of middle school students who have been continuously enrolled for two years will be proficient on the NYS ELA and Math tests. | NYS ELA and Math exams | Unable to Assess | N/A |
| Academic Goal 3 | Absolute Measure 3: Each year, at least 85% of students in the high school Accountability Cohort will score at least 75 on NYS Regents exams in English and Algebra. | NYS Regents exams | Unable to Assess | N/A |
| Academic Goal 4 | Absolute Measure 4: Each year, the Early College Academy will achieve a score of "B" or better | NYS exams | Unable to Assess | N/A |

| | | | | |
|-----------------|--|-----------|------------------|-----|
| | for Student Performance (Attainment) on the NYC Progress Report. | | | |
| Academic Goal 5 | Comparative Measure 1: Each year, the percentage of the Early College Academy students who are proficient on the NYS ELA and math assessments will exceed the state and district averages. | NYS exams | Unable to Assess | N/A |
| Academic Goal 6 | Comparative Measure 2: Each year, the percentage of all accountability subgroups of students who are proficient on the NYS ELA and math assessments will exceed the state average. | NYS exams | Unable to Assess | N/A |
| Academic Goal 7 | Value-Added Growth Measure 1: Each year, the unadjusted Mean Growth Percentile (MGP) for all students on the NYS ELA and math assessments will exceed the state average. | NYS exams | Unable to Assess | N/A |

| | | | | |
|------------------|---|-----------|------------------|-----|
| Academic Goal 8 | Value-Added Growth Measure 2: Each year, the unadjusted MGP for all accountability subgroups of students on the NYS ELA and math assessments will exceed the state average | NYS exams | Unable to Assess | N/A |
| Academic Goal 9 | Value-Added Growth Measure 3: Each year, the number of students who are proficient on the NYS ELA and math assessments will increase by at least 5% | NYS exams | Unable to Assess | N/A |
| Academic Goal 10 | Value-Added Growth Measure 4: Each year, the number of students in all accountability subgroups who are proficient on the NYS ELA and math assessments will increase by at least 5%. | NYS exams | Unable to Assess | N/A |

2. Do have more academic goals to add?

Yes

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | 2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure |
|------------------|--|---|---|--|
| Academic Goal 11 | Value-Added Growth Measure 5: Each year, the Early College Academy will achieve a score of "B" or better for Student Progress (Growth) on the NYC Progress Report | NYC Progress Report (NYS exams) | Unable to Assess | N/A |
| Academic Goal 12 | Absolute Measure 1: Each year, at least 75% of middle school students who have been enrolled at the Early College Academy for one or more years will be proficient on the NYS Science test and the NYS Social Studies test (if offered). | NYS exams | Unable to Assess | N/A |
| | Absolute Measure 2: Each year, at least 75% of all accountability subgroups of middle school students who have | | | |

| | | | | |
|------------------|---|--------------------------------------|------------------|-----|
| Academic Goal 13 | been enrolled for one or more years will be proficient on the NYS Science and Social Studies assessments (if offered). | NYS exams | Unable to Assess | N/A |
| Academic Goal 14 | Absolute Measure 3: Each year, at least 85% of students in the high school Accountability Cohort will score at least 75 on a NYS Regents Science exam by the end of their fourth year in the cohort, and at least 75% will score at least 75 on the NYS Regents Global History exam by the end of their fourth year in the cohort | NYS Regents exams | Unable to Assess | N/A |
| Academic Goal 15 | Absolute Measure 4: Each year, at least 75% of students in grades 6-8 will be proficient in music and art, as defined by achieving rigorous school-established SLOs in each subject. | School-based music and art standards | Unable to Assess | N/A |
| | Comparative Measure 1: Each year, the | | | |

| | | | | |
|------------------|--|---------------------------------|------------------|---|
| Academic Goal 16 | percentage of the Early College Academy middle school students who are proficient on NYS Science and Social Studies assessments and the percentage of high school Accountability Cohort students who score a 75 or better on a NYS Regents Science and Regents Global History exam by the end of their fourth year in the cohort will exceed the state and district average. | NYS Regents exams | Unable to Assess | N/A |
| Academic Goal 17 | Absolute Measure 1: At least 75% of 8th grade students will pass a course and a related Regents exam that entitles them to high school credit | NYS Regents & HS course credits | Met | [note: Regents exam waivers were issued; exceeded goal for high school credits] |
| Academic Goal 18 | | | | |
| Academic Goal 19 | | | | |
| Academic Goal 20 | | | | |

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2020-2021 Progress Toward Attainment of Organization Goals

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------|---|---|--|---|
| Org Goal 1 | Creating an environment fostering exceptional teacher and staff retention | Teacher and staff retention rate over 90% | Met | |
| Org Goal 2 | | | | |
| Org Goal 3 | | | | |
| Org Goal 4 | | | | |
| Org Goal 5 | | | | |
| Org Goal 6 | | | | |
| Org Goal 7 | | | | |
| | | | | |

| | | | | |
|-------------|--|--|--|--|
| Org Goal 8 | | | | |
| Org Goal 9 | | | | |
| Org Goal 10 | | | | |
| Org Goal 11 | | | | |
| Org Goal 12 | | | | |
| Org Goal 13 | | | | |
| Org Goal 14 | | | | |
| Org Goal 15 | | | | |
| Org Goal 16 | | | | |
| Org Goal 17 | | | | |
| Org Goal 18 | | | | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|--|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | Operating successfully with balanced budget and strong cash flow | Financial statements | Met | |
| Financial Goal 2 | "Clean" audit from external auditors, with no adverse findings | Audit report | Met | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 28 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes

only.

[SBECA FINAL FIN STMTS 6-30-21](#)

Filename: SBECA FINAL FIN STMTS 6 30 21.pdf **Size:** 662.7 kB

Entry 4b - Audited Financial Report Template (BOR/NYC/BOE)

Completed Dec 20 2021

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the website at [2020-2021 Charter School Annual Report webpage](#). Upload the completed file in Excel format. **Due November 1, 2021.**

Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[South Bronx Early College Academy CS BEDS-320700861068 2020-21](#)

Filename: South Bronx Early College Academy 8uwbtCb.xlsx **Size:** 75.3 kB

Entry 4c - Additional Financial Documents

Completed Oct 28 2021

[Instructions - Regents, NYCDOE and Buffalo BOE authorized schools](#) must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[4-evidence of required escrow account](#)

Filename: 4 evidence of required escrow account.pdf **Size:** 318.2 kB

[Entry 4c--Additional Financial Documents](#)

Entry 4d - Financial Services Contact Information

Completed Oct 28 2021

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

| | School Based Fiscal Contact Name | School Based Fiscal Contact Email | School Based Fiscal Contact Phone |
|--|----------------------------------|-----------------------------------|-----------------------------------|
| | David Krulwich | [REDACTED] | [REDACTED] |

2. Audit Firm Contact Information

| | School Audit Contact Name | School Audit Contact Email | School Audit Contact Phone | Years Working With This Audit Firm |
|--|---------------------------|----------------------------|----------------------------|------------------------------------|
| | A Gary Aaronson CPA | [REDACTED] | [REDACTED] | 2 |

3. If applicable, please provide contact information for the school's outsourced financial services firm.

| | Firm Name | Contact Person | Mailing Address | Email | Phone | Years With Firm |
|--|----------------------|----------------|---|------------|------------|-----------------|
| | Accounting Solutions | Gagan Sembhi | 42 West 38th Street, 7th Floor New York, NY 10018 | [REDACTED] | [REDACTED] | 6 |

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 28 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[NYSED Budget Template FY2021-22](#)

Filename: NYSED Budget Template FY2021 22.xlsx **Size:** 38.1 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Sep 19 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

[Capers, Valerie](#)

Filename: Capers Valerie.pdf **Size:** 396.1 kB

[Biberman, Nancy](#)

Filename: Biberman Nancy.pdf **Size:** 288.2 kB

[Chemla, Lori 07](#)

Filename: Chemla Lori 07.29.21.pdf Size: 284.0 kB

[Hope King, Sabrina](#)

Filename: Hope King Sabrina.pdf Size: 390.7 kB

[Russell, Davon](#)

Filename: Russell Davon.pdf Size: 288.9 kB

[Schneider, Jodi](#)

Filename: Schneider Jodi.pdf Size: 391.3 kB

[Cohen, Andrea final](#)

Filename: Cohen Andrea final.pdf Size: 2.0 MB

[Franklin, Felicia](#)

Filename: Franklin Felicia.pdf Size: 8.0 MB

Entry 7 BOT Membership Table

Completed Sep 19 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

| Trustee Name | Trustee Email | Position on the | Commit tee | Voting Member | Number of Terms | Start Date of | End Date of | Board Meeting |
|--------------|---------------|-----------------|------------|---------------|-----------------|---------------|-------------|---------------|
|--------------|---------------|-----------------|------------|---------------|-----------------|---------------|-------------|---------------|

| | | Address | Board | Affiliations | Per By-Laws (Y/N) | Served | Current Term (MM/DD/YYYY) | Current Term (MM/DD/YYYY) | s Attended During 2020-2021 |
|---|------------------|---------|-----------|--|-------------------|--------|---------------------------|---------------------------|-----------------------------|
| 1 | Davon Russell | | Chair | Education Committee, Finance Committee, Personnel Committee, Executive Committee | Yes | 2 | 07/01/2021 | 06/30/2024 | 12 |
| 2 | Nancy Biberman | | Secretary | Executive Committee | Yes | 2 | 07/01/2021 | 06/30/2024 | 8 |
| 3 | Felicia Franklin | | Treasurer | Education Committee, Finance Committee, Personnel Committee, Executive Committee | Yes | 2 | 07/01/2020 | 06/30/2023 | 10 |

| | | | | | | | | | |
|---|-------------------------|--|----------------|--|-----|---|------------|------------|----|
| 4 | Valerie Capers | | Trustee/Member | Education Committee | Yes | 2 | 07/01/2020 | 06/30/2023 | 6 |
| 5 | Lori Chemla | | Trustee/Member | Personnel Committee, Finance Committee | Yes | 2 | 07/01/2021 | 06/30/2024 | 6 |
| 6 | Andrea Cohen | | Trustee/Member | Personnel Committee; Finance Committee | Yes | 2 | 07/01/2020 | 06/30/2023 | 11 |
| 7 | Sabrina Hope King | | Trustee/Member | Personnel Committee; Education Committee | Yes | | 11/26/2019 | 06/30/2022 | 7 |
| 8 | Jodi Benjamin Schneider | | Trustee/Member | Personnel Committee; Education Committee | Yes | 1 | 07/01/2019 | 06/30/2022 | 11 |
| 9 | | | | | | | | | |

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

| | |
|--|--------|
| a. Total Number of BOT Members on June 30, 2021 | 8 |
| b.Total Number of Members Added During 2020-2021 | 0 |
| c. Total Number of Members who Departed during 2020-2021 | 0 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 5 - 15 |

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Sep 19 2021

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

[2020-12-03 - SBECA Board Meeting Minutes](#)

Filename: 2020 12 03 SBECA Board Meeting Minutes.pdf **Size:** 539.0 kB

[2020-07-09 - SBECA Board Meeting Minutes](#)

Filename: 2020 07 09 SBECA Board Meeting Minutes.pdf **Size:** 458.6 kB

[2020-09-03 - SBECA Board Meeting Minutes](#)

Filename: 2020 09 03 SBECA Board Meeting Minutes.pdf **Size:** 469.5 kB

[2020-08-06 - SBECA Board Meeting Minutes](#)

Filename: 2020 08 06 SBECA Board Meeting Minutes.pdf **Size:** 462.0 kB

[2020-11-05 - SBECA Board Meeting Minutes](#)

Filename: 2020 11 05 SBECA Board Meeting Minutes.pdf **Size:** 469.7 kB

[2021-01-07 - SBECA Board Meeting Minutes](#)

Filename: 2021 01 07 SBECA Board Meeting Minutes.pdf **Size:** 542.3 kB

[2020-10-01 - SBECA Board Meeting Minutes](#)

Filename: 2020 10 01 SBECA Board Meeting Minutes.pdf **Size:** 599.5 kB

[2021-02-04 - SBECA Board Meeting Minutes](#)

Filename: 2021 02 04 SBECA Board Meeting Minutes.pdf **Size:** 558.9 kB

[2021-04-08 - SBECA Board Meeting Minutes](#)

Filename: 2021 04 08 SBECA Board Meeting Minutes.pdf **Size:** 523.0 kB

[2021-03-04 - SBECA Board Meeting Minutes](#)

Filename: 2021 03 04 SBECA Board Meeting Minutes.pdf **Size:** 543.9 kB

[2021-06-03 - SBECA Board Meeting Minutes](#)

Filename: 2021 06 03 SBECA Board Meeting Minutes.pdf **Size:** 693.2 kB

[2021-05-06 - SBECA Board Meeting Minutes](#)

Filename: 2021 05 06 SBECA Board Meeting Minutes.pdf **Size:** 674.0 kB

Entry 9 Enrollment & Retention

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

| | Describe Recruitment Efforts in 2020-2021 | Describe Recruitment Plans in 2021-2022 |
|--|---|--|
| | Given the geographic area in which SBECA sits, the majority of our students qualify for free and reduced lunch. The school sent mailings, posted flyers, held virtual open house sessions, and reached out to returning and alumni families to let them know we had open seats. We also connected with other schools, | Given the geographic area in which SBECA sits, the majority of our students qualify for free and reduced lunch. The school sends mailings, posts flyers, holds open house sessions, and reaches out to returning and alumni families to let them know we have open seats. We also connect with other schools, both DOE and Charter, to encourage local families to |

| | | |
|-----------------------------------|---|---|
| <p>Economically Disadvantaged</p> | <p>both DOE and Charter, to encourage local families to apply. We engaged Schola to help with targeted recruitment to help meet our enrollment deficits experienced during the pandemic. We provide snack, free school supplies, and social services and family support, which are a draw for families. During the pandemic, we also provided grocery store gift cards to high need families in our school community, in collaboration with WHEDco. Further, we provided every student free technology to support remote and school-family connections throughout the 2020 - 2021 school year.</p> | <p>apply. We continue to engage Schola to help with targeted recruitment to help meet our enrollment deficits first experienced during the pandemic. We provide snack, free uniforms to eligible families, free school supplies, and wraparound social services and family support. We will continue to provide food support to high need families in our school community, in collaboration with WHEDco. We continue to bridge the technology gap by integrating technology into our curriculum, whether delivering in-person or remote instruction. Although we plan to operate fully in-person for the 2021 - 2022 school year, SBECA's connection to technology for each student is a draw and a major support for our community.</p> |
| <p>English Language Learners</p> | <p>SBECA improved its ELL enrollment in the 2020 - 2021 school year by expanding our typical outreach to include locations where the community regularly gathers. We did outreach via salons, community centers, churches and local businesses to more effectively recruit ELLs. We provide all of our messaging in both English and Spanish, including having many bi-lingual staff members and staff members who are dedicated to supporting students with translation in the classroom. We also offer French translation for students and families who need it. For the 2020 - 2021 school year, we served 33 current ELLs</p> | <p>SBECA will continue its revised strategy for recruiting ELLs to ensure that we continue to approach or meet the District averages. We will continue to monitor our progress and explore a lottery preference with the authorizer, should we determine that we are failing to meet this requirement through the evolving strategies deployed to date. We believe that the supportive environment that we continue to provide for our ELL population will continue to help build our reputation in the community and organically draw more families via word of mouth, which would</p> |

| | | |
|----------------------------|---|--|
| | and six former ELLs, who had tested out within the past two years and were entitled to our services (39 total). | eliminate the need to implement a preference down the line. |
| Students with Disabilities | <p>The school sent mailings, posted flyers, held virtual open house sessions, and reached out to returning and alumni families to let them know we had open seats. We also connected with other schools, both DOE and Charter, to encourage local families to apply. SBECA uses an integrated co-teaching model and believes in inclusion and scaffolded instruction to address diverse needs in each classroom. Throughout the 2020 - 2021 school year, we used breakout rooms, virtual office hours, and Individualized Learning Time (ILT) blocks to support SWDs while offering remote instruction. When we deemed it safe to do so, we identified a group of students of concern, prioritizing SWDs, to receive additional learning support in the building. SBECA also offers a Saturday Academy, which appeals to families whose children need additional support.</p> | <p>The school sends mailings, posts flyers, holds open house sessions, and reaches out to returning and alumni families to let them know we have open seats. We also connect with other schools, both DOE and Charter, to encourage local families to apply. SBECA uses an integrated co-teaching model and believes in inclusion and scaffolded instruction to address diverse needs in each classroom. As an accommodation for the remote learning environment implemented throughout the majority of the 2020 - 2021 school year, SBECA offered students who failed two core classes the opportunity to recuperate those credits during our Summer Academy, helping to prepare them for success in the upcoming school year. We will continue to enhance our ILT work to deepen our impact outside of our core classes.</p> |

Retention Efforts Toward Meeting Targets

| | Describe Retention Efforts in 2020-2021 | Describe Retention Plans in 2021-2022 |
|--|--|---------------------------------------|
| | In addition to SBECA's faculty, who connect with students and families regularly, SBECA's structure fosters whole family and social-emotional support. A | |

Economically Disadvantaged

Family Engagement Coordinator manages school-wide communication to families and hosts three weekly family huddles, including a watch party for Spartan News. The School Culture team facilitates regular events for our students and families. In the final few months of the 2020 - 2021 school year alone, despite remote learning, we were able to host a virtual poetry slam, a talent show and a Juneteenth Celebration. In December, we hosted a community grieving event to acknowledge the collective loss brought on by COVID-19. Our Family Support team, led by a WHEDco social worker who has been at the school since it opened in 2015, provides counseling to students and families and helps guide school-wide social-emotional learning activities, including through Advisory, one of SBECA's key design elements, such as the consistent use of the "Mood Meter" across the school. These wide-reaching activities help create a positive school culture that addresses the dynamic needs of students beyond the classroom to help them succeed academically.

Returning to in-person instruction this fall will help us with our retention work, following a challenging year of remote learning. We look forward to having our pre-pandemic attendance, which will help us support students in a deeper way.

In addition to the strong work that is already happening at SBECA to recruit and retain our students, SBECA's track record with helping students gain admission into high performing high schools is a tremendous asset and will continue to build SBECA's reputation in the community. In the 2020 - 2021 school year, 74% of our graduating eighth grade students were accepted to high schools with a graduation rate of 80% or higher. Given that most of our students are economically disadvantaged, this statistic represents the overall success for this population. We are deeply proud of this achievement and will continue to promote this work within our community.

In addition to SBECA's faculty, who connect with students and families regularly, SBECA's structure fosters whole family and social-emotional support. A Family Engagement Coordinator manages school-wide

English Language Learners

communication to families and hosts three weekly family huddles, including a watch party for Spartan News. The School Culture team facilitates regular events for our students and families. In the final few months of the 2020 - 2021 school year alone, despite remote learning, we were able to host a virtual poetry slam, a talent show and a Juneteenth Celebration. In December, we hosted a community grieving event to acknowledge the collective loss brought on by COVID-19. Our Family Support team, led by a WHEDco social worker who has been at the school since it opened in 2015, provides counseling and helps guide other social-emotional learning activities for students, including through Advisory, one of SBECA's key design elements, such as the consistent use of the "Mood Meter" across the school. These wide-reaching activities help create a positive school culture that addresses the dynamic needs of students beyond the classroom to help them succeed academically.

SBECA's Bi-lingual staff across the school, including many members of our Faculty, our Family Engagement Coordinator and Social Work team, ensure that mono-lingual Spanish speaking families can access the information they need to fully engage with and support their children's learning.

Returning to in-person instruction this fall will help us with our retention work, following a challenging year of remote learning. We look forward to having our pre-pandemic attendance, which will help us support students in a deeper way.

In addition to the strong work that is already happening at SBECA to recruit and retain our students, SBECA's track record with helping students gain admission into high performing high schools is a tremendous asset and will continue to build SBECA's reputation in the community. This year, 100% of our graduating eighth grade ELLs were accepted to high schools with a graduation rate of 80% or higher; of those, 90% were accepted into high schools with graduation rates of 90% or higher. We are deeply proud of this achievement and will continue to promote this work within our community.

Students with Disabilities

In addition to SBECA's faculty, who connect with students and families regularly, SBECA's structure fosters whole family and social-emotional support. A Family Engagement Coordinator manages school-wide communication to families and hosts three weekly family huddles, including a watch party for Spartan News. The School Culture team facilitates regular events for our students and families. In the final few months of the 2020 - 2021 school year alone, despite remote learning, we were able to host a virtual poetry slam, a talent show and a Juneteenth Celebration. In December, we hosted a community grieving event to acknowledge the collective loss brought on by COVID-19. Our Family Support team, led by a WHEDco social worker who has been at the school since it opened in 2015, helps guide other social-emotional learning activities for students, including through Advisory, one of SBECA's key design elements, such as the consistent use of the "Mood Meter" across the school. These wide-reaching activities help create a positive school culture that addresses the dynamic needs of students beyond the classroom to help them succeed academically.

SBECA's Co-Directors of Student Support Services continue to ensure that families can participate in IEP meetings to fully engage in and support their

Returning to in-person instruction this fall will help us with our retention work, following a challenging year of remote learning. We look forward to having our pre-pandemic attendance, which will help us support students in a deeper way.

In addition to the strong work that is already happening at SBECA to recruit and retain our students, SBECA's track record with helping students gain admission into high performing high schools is a tremendous asset and will continue to build SBECA's reputation in the community. This year, 68% of our graduating eighth grade SWDs were accepted to high schools with a graduation rate of 80% or higher. We are deeply proud of this achievement and will continue to promote this work within our community.

| |
|--|
| children's learning and feel empowered to advocate for their children. |
|--|

Entry 10 - Teacher and Administrator Attrition

Completed Sep 19 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed Sep 19 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

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.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

| | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021) | 5 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | 0 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | 0 |
| Total Category A: 5 or 30% whichever is less | 5.0 |

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

| | FTE Count |
|--|------------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021) | 0 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | 0 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | 5 |
| Total Category B: not to exceed 5 | 5.0 |

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

| | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021) | 2 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | 0 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | 0 |
| Total Category C: not to exceed 5 | 2.0 |

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

| | FTE Count |
|------------------|-----------|
| Total Category D | 0 |

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

| | FTE Count |
|------------------|-----------|
| Total Category E | 21 |

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

| | FTE Count |
|------------------|-----------|
| Total Category F | 33 |



Thank you.

Entry 12 Organization Chart

Completed Sep 19 2021

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

[SBECA Org Chart 5_6_21](#)

Filename: SBECA Org Chart 5 6 21.pdf Size: 519.4 kB

Entry 13 School Calendar

Completed Sep 20 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[SBECA Calendar for 2021 2022](#)

Filename: SBECA Calendar for 2021 2022.pdf **Size:** 214.4 kB

Entry 14 Links to Critical Documents on School Website

Completed Sep 19 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: South Bronx Early College Academy Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

| | Link to Documents |
|--|---|
| 1. Most Recent Annual Report (i.e., 2019-20) | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 2. Most recent board meeting notice, documents to be discussed at the meeting (if any) | https://sbecacs.org/apps/pages/index.jsp?dir=/&uREC_ID=476363&type=d&termREC_ID=&pREC_ID=924635&leftDir=3 |
| 2a. Webcast of Board Meetings (per Governor's Executive Order) | https://sbecacs.org/apps/pages/index.jsp?dir=/&uREC_ID=476363&type=d&termREC_ID=&pREC_ID=924635&leftDir=3 |
| 3. Link to NYS School Report Card | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 4. Lottery Notice announcing date of lottery | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476369&type=d |
| 5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY); | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 6. District-wide Safety Plan | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 7. Authorizer-Approved FOIL Policy | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |
| 8. Subject matter list of FOIL records | https://sbecacs.org/apps/pages/index.jsp?uREC_ID=476362&type=d |

Thank you.



SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2021 AND 2020

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
JUNE 30, 2021 and 2020**

C O N T E N T S

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| Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> | 21 |

Independent Auditor's Report

Board of Trustees
South Bronx Early College Academy Charter School
Bronx, New York

I have audited the accompanying financial statements of South Bronx Early College Academy Charter School, which comprise the statements of financial position as of June 30, 2021 and 2020 and the related statements of activities, functional expenses and cash flows for the years 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

My responsibility is to express an opinion on these financial statements based on my audits. I conducted my audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that I 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, I 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.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of South Bronx Early College Academy Charter School, as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Supplementary Information

My audits were performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information within the statements of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In my opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, I have also issued my report dated October 15, 2021, on my consideration of South Bronx Early College Academy Charter School's internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of South Bronx Early College Academy Charter School's 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 Early College Academy Charter School's internal control over financial reporting and compliance.

A handwritten signature in black ink, appearing to read "A. J. [unclear] [unclear]". The signature is fluid and cursive, with a large initial 'A' and 'J'.

New York, New York
October 15, 2021

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2021 AND 2020**

ASSETS

| | <u>2021</u> | <u>2020</u> |
|--|---------------------|---------------------|
| Current Assets: | | |
| Cash | \$ 2,920,963 | \$ 2,242,513 |
| Certificates of deposit | - | 320,056 |
| Grants and contracts receivable | 83,137 | 183,007 |
| Prepaid expenses and other receivables | <u>243,325</u> | <u>78,338</u> |
| Total Current Assets | 3,247,425 | 2,823,914 |
| Property and equipment, net | 641,645 | 703,928 |
| Other Assets: | | |
| Cash - Reserve | 100,190 | 100,171 |
| Security deposits | <u>170,750</u> | <u>170,750</u> |
| Total Other Assets | <u>270,940</u> | <u>270,921</u> |
| TOTAL ASSETS | <u>\$ 4,160,010</u> | <u>\$ 3,798,763</u> |

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2021 AND 2020**

LIABILITIES AND NET ASSETS

| | <u>2021</u> | <u>2020</u> |
|--|----------------------------|----------------------------|
| Current Liabilities: | | |
| Accounts payable and accrued expenses | \$ 138,478 | \$ 110,431 |
| Accrued salaries and related liabilities | 909,686 | 916,814 |
| Loan payable - PPP | <u>1,014,168</u> | <u>1,014,168</u> |
| Total Current Liabilities | 2,062,332 | 2,041,413 |
| Long - Term Liabilities: | | |
| Deferred rent | 1,301,220 | 1,065,706 |
| Interest payable | <u>-</u> | <u>1,690</u> |
| Total Long-Term Liabilities | <u>1,301,220</u> | <u>1,067,396</u> |
| Total Liabilities | 3,363,552 | 3,108,809 |
| Net Assets: | | |
| Without donor restrictions | 760,747 | 654,243 |
| With donor restrictions | <u>35,711</u> | <u>35,711</u> |
| Total Net Assets | <u>796,458</u> | <u>689,954</u> |
| TOTAL LIABILITIES AND NET ASSETS | <u>\$ 4,160,010</u> | <u>\$ 3,798,763</u> |

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

| | <u>Net Assets Without Donor Restrictions</u> | <u>Net Assets With Donor Restrictions</u> | <u>Total</u> |
|---|--|---|-----------------------|
| Operating Revenues and other support | | | |
| State and local per pupil | | | |
| Operating Revenues | | | |
| Resident Student Enrollment | \$ 4,894,943 | \$ - | \$ 4,894,943 |
| Students with Disabilities | 1,330,094 | - | 1,330,094 |
| Government Grants | 1,881,055 | - | 1,881,055 |
| Other Revenues | <u>4,689</u> | <u>-</u> | <u>4,689</u> |
| Total Revenues and Other Support | <u>8,110,781</u> | <u>-</u> | <u>8,110,781</u> |
| Expenses | | | |
| Program services | | | |
| Education | 3,576,770 | - | 3,576,770 |
| Special Education | <u>2,910,060</u> | <u>-</u> | <u>2,910,060</u> |
| Total Program Services | <u>6,486,830</u> | <u>-</u> | <u>6,486,830</u> |
| Supporting Services | | | |
| Management and Administrative | 1,499,659 | - | 1,499,659 |
| Fund-raising | <u>17,788</u> | <u>-</u> | <u>17,788</u> |
| Total Supporting Services | <u>1,517,447</u> | <u>-</u> | <u>1,517,447</u> |
| Total Expenses | <u>8,004,277</u> | <u>-</u> | <u>8,004,277</u> |
| Changes in Net Assets | 106,504 | - | 106,504 |
| NET ASSETS - BEGINNING | <u>654,243</u> | <u>35,711</u> | <u>689,954</u> |
| NET ASSETS - ENDING | <u>\$ 760,747</u> | <u>\$ 35,711</u> | <u>\$ 796,458</u> |

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020**

| | <u>Net Assets Without Donor Restrictions</u> | <u>Net Assets With Donor Restrictions</u> | <u>Total</u> |
|---|--|---|-----------------------|
| Operating Revenues and other support | | | |
| State and local per pupil Operating Revenues | | | |
| Resident Student Enrollment | \$ 5,233,486 | \$ - | \$ 5,233,486 |
| Students with Disabilities | 1,363,340 | - | 1,363,340 |
| Government Grants | 1,987,282 | - | 1,987,282 |
| Other Revenues | <u>9,561</u> | <u>-</u> | <u>9,561</u> |
| Total Revenues and Other Support | <u>8,593,669</u> | <u>-</u> | <u>8,593,669</u> |
| Expenses | | | |
| Program services | | | |
| Education | 4,478,250 | - | 4,478,250 |
| Special Education | <u>2,495,191</u> | <u>-</u> | <u>2,495,191</u> |
| Total Program Services | <u>6,973,441</u> | <u>-</u> | <u>6,973,441</u> |
| Supporting Services | | | |
| Management and Administrative | 1,887,144 | - | 1,887,144 |
| Fund-raising | <u>15,882</u> | <u>-</u> | <u>15,882</u> |
| Total Supporting Services | <u>1,903,026</u> | <u>-</u> | <u>1,903,026</u> |
| Total Expenses | <u>8,876,467</u> | <u>-</u> | <u>8,876,467</u> |
| Changes in Net Assets | (282,798) | - | (282,798) |
| NET ASSETS - BEGINNING | <u>937,041</u> | <u>35,711</u> | <u>972,752</u> |
| NET ASSETS - ENDING | <u>\$ 654,243</u> | <u>\$ 35,711</u> | <u>\$ 689,954</u> |

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021**

| | ** No. Of Positions | Program Services | | | Supporting Services | | Total Supporting | Total |
|--------------------------------------|---------------------------|----------------------|----------------------|--------------------|-------------------------|------------------|---------------------|--------------------|
| | | General Education | Special Education | Total Education | Management & General | Fund- Raising | | |
| Administrative staff | 11 | \$ 250,782 | \$ 113,100 | \$ 363,882 | \$ 558,867 | \$ 9,652 | \$ 568,519 | \$ 932,401 |
| Instructional personnel | 40 | 1,643,984 | 1,443,583 | 3,087,567 | - | - | - | 3,087,567 |
| Non-instructional personnel | <u>4</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>171,154</u> | <u>-</u> | <u>171,154</u> | <u>171,154</u> |
| Total Salaries | <u>55</u> | 1,894,766 | 1,556,683 | 3,451,449 | 730,021 | 9,652 | 739,673 | 4,191,122 |
| Payroll taxes and benefits | | 533,127 | 438,003 | 971,130 | 205,405 | 2,716 | 208,121 | 1,179,251 |
| Contracted services | | 77,412 | 38,617 | 116,029 | 942 | 13 | 955 | 116,984 |
| Professional fees | | - | - | - | 148,074 | - | 148,074 | 148,074 |
| Occupancy | | 871,827 | 716,267 | 1,588,094 | 335,900 | 4,437 | 340,337 | 1,928,431 |
| Repairs and maintenance | | 12,174 | 10,002 | 22,176 | 4,690 | 63 | 4,753 | 26,929 |
| Instructional supplies and materials | | 6,069 | 2,737 | 8,806 | - | - | - | 8,806 |
| Office supplies and equipment | | 66,166 | 54,360 | 120,526 | 25,492 | 337 | 25,829 | 146,355 |
| Insurance | | 18,141 | 14,904 | 33,045 | 6,990 | 92 | 7,082 | 40,127 |
| Depreciation | | 81,035 | 66,576 | 147,611 | 31,222 | 413 | 31,635 | 179,246 |
| Board/staff development | | 2,531 | 2,079 | 4,610 | 5,596 | 13 | 5,609 | 10,219 |
| Student/staff recruitment | | 10,076 | 8,278 | 18,354 | 3,882 | 52 | 3,934 | 22,288 |
| Food | | 3,153 | 1,422 | 4,575 | - | - | - | 4,575 |
| Miscellaneous expenses | | <u>293</u> | <u>132</u> | <u>425</u> | <u>1,445</u> | <u>-</u> | <u>1,445</u> | <u>1,870</u> |
| TOTAL EXPENSES | | <u>\$3,576,770</u> | <u>\$2,910,060</u> | <u>\$6,486,830</u> | <u>\$1,499,659</u> | <u>\$17,788</u> | <u>\$1,517,447</u> | <u>\$8,004,277</u> |

** Supplemental information

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020**

| | ** No. Of Positions | Program Services | | | Supporting Services | | | Total |
|--------------------------------------|---------------------------|----------------------|----------------------|--------------------|-------------------------|------------------|---------------------|--------------------|
| | | General Education | Special Education | Total Education | Management & General | Fund- Raising | Total Supporting | |
| Administrative staff | 16 | \$ 293,579 | \$ 104,784 | \$ 398,363 | \$ 742,689 | \$ 8,554 | \$ 751,243 | \$1,149,606 |
| Instructional personnel | 44 | 1,964,294 | 1,179,652 | 3,143,946 | - | - | - | 3,143,946 |
| Non-instructional personnel | 4 | - | - | - | 177,882 | - | 177,882 | 177,882 |
| Total Salaries | 64 | 2,257,873 | 1,284,436 | 3,542,309 | 920,571 | 8,554 | 929,125 | 4,471,434 |
| Payroll taxes and benefits | | 709,493 | 403,608 | 1,113,101 | 289,272 | 2,688 | 291,960 | 1,405,061 |
| Contracted services | | 211,289 | 84,419 | 295,708 | 1,168 | 11 | 1,179 | 296,887 |
| Professional fees | | - | - | - | 163,713 | - | 163,713 | 163,713 |
| Occupancy | | 973,406 | 553,741 | 1,527,147 | 396,872 | 3,688 | 400,560 | 1,927,707 |
| Repairs and maintenance | | 16,345 | 9,299 | 25,644 | 6,664 | 62 | 6,726 | 32,370 |
| Instructional supplies and materials | | 50,098 | 17,880 | 67,978 | - | - | - | 67,978 |
| Office supplies and equipment | | 62,707 | 35,672 | 98,379 | 25,565 | 238 | 25,803 | 124,182 |
| Insurance | | 17,975 | 10,226 | 28,201 | 7,329 | 68 | 7,397 | 35,598 |
| Depreciation | | 131,129 | 74,596 | 205,725 | 53,463 | 497 | 53,960 | 259,685 |
| Board/staff development | | 16,266 | 9,254 | 25,520 | 19,382 | 62 | 19,444 | 44,964 |
| Student/staff recruitment | | 3,571 | 2,032 | 5,603 | 1,455 | 14 | 1,469 | 7,072 |
| Field trip and other events | | 10,006 | 3,571 | 13,577 | - | - | - | 13,577 |
| Food | | 10,314 | 3,681 | 13,995 | - | - | - | 13,995 |
| Miscellaneous expenses | | 7,778 | 2,776 | 10,554 | 1,690 | - | 1,690 | 12,244 |
| TOTAL EXPENSES | | \$4,478,250 | \$2,495,191 | \$6,973,441 | \$1,887,144 | \$ 15,882 | \$1,903,026 | \$8,876,467 |

** Supplementary information

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

| | <u>2021</u> | <u>2020</u> |
|---|--------------------|--------------------|
| <u>Cash flows from operating activities:</u> | | |
| Changes in Net Assets | \$ 106,504 | \$ (282,798) |
| Adjustments to reconcile net assets to net cash provided by operating activities: | | |
| Depreciation and amortization | 179,246 | 259,685 |
| (Increase) Decrease in operating assets | | |
| Grants and contracts receivable | 99,870 | (129,227) |
| Prepaid expense and other receivable | (164,987) | (65,890) |
| Security deposits | - | 4,200 |
| Increase (Decrease) in operating liabilities | | |
| Accounts payable and accrued expenses | 28,047 | 34,556 |
| Accrued salaries and related liabilities | (7,128) | 52,473 |
| Deferred rent | 235,514 | 282,014 |
| Interest payable | <u>(1,690)</u> | <u>1,690</u> |
| Net cash provided by operating activities | 475,376 | 156,703 |
| <u>Cash flows from investing activities:</u> | | |
| Purchase of property and equipment | <u>(116,963)</u> | <u>(63,681)</u> |
| Net cash used in investing activities | (116,963) | (63,681) |
| <u>Cash flows from financing activities:</u> | | |
| Proceed from Loan Payable - PPP | <u>-</u> | <u>1,014,168</u> |
| Net cash provided by investing activities | <u>-</u> | <u>1,014,168</u> |
| Net Increase in Cash and Restricted Cash | 358,413 | 1,107,190 |
| Cash and Restricted Cash - Beginning of Year | <u>2,662,740</u> | <u>1,555,550</u> |
| Cash and Restricted Cash - End of Year | <u>\$3,021,153</u> | <u>\$2,662,740</u> |

The accompanying notes are an integral part of these financial statements.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 1 - Organization

Nature of Operations

South Bronx Early College Academy Charter School (the School) is an educational corporation that operates as a charter school in the Borough of Bronx, New York. On December 17, 2013, the Board of Regents and the Board of Trustees of the State University of New York, on behalf of the State Education Department, granted the School a charter valid for a term of five years after the School opens for instruction. The charter was renewed in January 2020 extending the term to June 30, 2023 and renewable upon expiration. The school was granted a charter for grades 6-8.

The School was organized to create a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. This focus on the learner as an individual allows the School to serve the demographic of students from the South Bronx neighborhood it serves. The School served 303 students in 2021 and 325 students in 2020.

The School is supported primarily by state and local per-pupil operating revenues and government grants and contracts.

Note 2 - Summary of Significant Accounting Policies

Basis of Presentation

The financial statements of the School are prepared on the accrual basis of accounting and in accordance with accounting principles generally accepted in the United States of America.

Financial Statement Presentation

Net assets of the School are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets Without Donor Restrictions - Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

Note 2 - Summary of Significant Accounting Policies (Continued)

Financial Statement Presentation (continued)

Net Assets With Donor Restrictions - Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of the School. Certain restrictions may be needed to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the 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, expenses, gains, losses and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Cash

At June 30, 2021 and 2020, the School's cash accounts exceeded federally insured limits by approximately \$2,270,000 and \$1,912,000 respectively.

Certificates of Deposit

Certificates of deposit have maturity dates of more than three months.

Cash - Reserve

As part of the School's charter agreement, the School agreed to establish a long-term reserve account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 2 - Summary of Significant Accounting Policies (Continued)

Allowance for Doubtful Accounts

Bad debt expense is charged if a receivable is determined to be uncollectible based on periodic review by management. Factors used to determine whether an allowance should be recorded include the age of the receivable and a review of payments subsequent to year end. Management deemed no allowance necessary for the years ended June 30, 2021 and 2020.

Property and Equipment

Property and equipment acquisitions over \$1,000 are stated at cost, less accumulated depreciation and amortization. Depreciation and amortization is charged to expense on the straight-line basis over the estimated useful life of each asset. Assets under leasehold improvements are amortized over the shorter of the lease term or respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

| | <u>Estimated Useful Life</u> | <u>Method</u> |
|------------------------|----------------------------------|---------------|
| Computer equipment | 3 years | Straight-line |
| Furniture and fixtures | 5 years | Straight-line |
| Leasehold improvements | 20 years | Straight-line |

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset are less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value. No asset impairment was recognized during the years ended June 30, 2021 and 2020.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 2 - Summary of Significant Accounting Policies (Continued)

State and Local Per-Pupil Operating Revenues

Revenues from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts - with or without donor restrictions. The value recorded for each contribution is recognized as follows:

| <u>Nature of the Gift</u> | <u>Value Recognized</u> |
|--|---|
| <i>Conditional gifts, with or without restriction</i> | |
| Gifts that depend on a future and uncertain event | Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor imposed condition is substantially met |
| <i>Unconditional gifts, with or without restriction</i> | |
| Received at date of gift - cash and other assets | Fair value |
| Received at date of gift - property, equipment and long-lived assets | Estimated fair value |
| Expected to be collected within one year | Net realizable value |
| Collected in future years | Initially reported at fair value determined using the discounted present value of estimated future cash flows technique |

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

Note 2 - Summary of Significant Accounting Policies (Continued)

Contributions (Continued)

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Absent explicit donor stipulations for the period of time that long-lived assets must be held, expirations of restrictions for gifts of land, buildings, equipment and other long-lived assets are reported when those assets are placed in service.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period are recorded as revenue with donor restrictions and then released from restriction.

Grants and Contracts Revenue and Receivables

Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned.

Deferred Rent

Operating leases are straight-lined over the term of the lease. Deferred rent has been recorded for the difference between the fixed payment and the rent expense.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income. The School files tax returns in the U.S. federal jurisdiction.

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

Note 2 - Summary of Significant Accounting Policies (Continued)

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Certain costs have been allocated among the program, management and general and fundraising categories based on estimates of time and effort and other methods.

Fair Values of Financial Instruments

The School's financial instruments consist primarily of cash, accounts receivable and accounts payable. The carrying values of cash, accounts receivable, and accounts payable are considered to be representative of their respective fair values.

Adoption of Accounting Pronouncement

In November 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-18, which changes the presentation and disclosure of cash, cash equivalents and restricted cash or restricted equivalents in the statement of cash flows. The ASU requires that restricted cash and equivalents be included in the total cash and cash equivalents at the beginning and end of the period for which changes are shown in the statement of cash flows. It also requires that the face of the statement of cash flows or the notes to the financial statements present a reconciliation when cash and cash equivalents (restricted or unrestricted) are shown in more than one line on the statement of financial position. The standard does not change the definitions of restricted cash or restricted cash equivalents. Previous U.S. GAAP allowed changes in restricted cash to be shown as investing activities.

In June 2018, the FASB issued ASU 2018-08, Clarifying the Scope and the Accounting Guidance for Contributions received and Contributions Made. ASU 2018-08 clarifies and improves guidance for contributions concerning 1) the determination whether a transaction should be accounted for as an exchange transaction or as a contributions, and 2) whether a contribution received is conditional.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 3 - Property and Equipment

Property and equipment at June 30, 2021 and 2020 consists of:

| | 2021 | 2020 |
|-------------------------------|-------------|-------------|
| Computer equipment | \$ 794,033 | \$ 677,070 |
| Furniture and fixtures | 385,075 | 385,075 |
| Leasehold improvements | 645,511 | 645,511 |
| | 1,824,619 | 1,707,656 |
| Less accumulated depreciation | (1,182,974) | (1,003,728) |
| | \$ 641,645 | \$ 703,928 |

Note 4 - Lease Commitment

The School entered into a lease agreement for classroom space that is effective through June 30, 2035, with an option to renew for four additional five-year periods. The future minimum payments under this lease are:

| | |
|------------|---------------|
| 2021-2022 | \$ 1,644,395 |
| 2022-2023 | 1,693,727 |
| 2023-2024 | 1,744,539 |
| 2024-2025 | 1,796,875 |
| 2025-2026 | 1,850,781 |
| Thereafter | 18,219,092 |
| | \$ 26,949,409 |

Rent expense for the years ended June 30, 2021 and 2020 was \$1,832,018. Rent is being expensed on the straight-line method over the term of the lease. Deferred rent as of June 30, 2021 and 2020 was \$1,301,220 and \$1,065,706, respectively.

Note 5 - Pension

The School's faculty participates in the Teachers Retirement System of the City of New York (TRS) pension plan. Pension expense in 2021 and 2020 was \$152,897 and

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

Note 5 - Pension (Continued)

\$325,000 respectively. Total accrued TRS pension liability at June 30, 2021 and 2020 was \$634,622 and \$646,329, respectively, and is included in accrued salaries and related liabilities on the statements of financial position.

The School has a 403(b) pension plan for all full-time employees who are not eligible for the TRS plan. The School contributes 10% of each participant's compensation. Pension expense for the 403(b) Plan for the years ended June 30, 2021 and 2020 was \$86,166 and \$63,818, respectively.

Note 6 - Significant Estimates and Concentrations

Accounting principles generally accepted in the United States of America require disclosure of certain significant estimates and current vulnerabilities due to certain concentrations. Those matters include the following:

Grants and Contracts

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowance, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

A significant portion of the School's operating revenue is paid by New York State Education Department. Additionally, all grants and contracts receivable due at year end were due from the New York State Education Department.

General Litigation

The School is subject to claims and lawsuits that arose primarily in the ordinary course of its activities. It is the opinion of management the disposition or ultimate resolution of such claims and lawsuits will not have a material adverse effect on the financial position, change in net assets and cash flows of the School. Events could occur that would change this estimate materially in the near term.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 7 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of June 30, 2021, comprise the following:

| | |
|--|---------------------------------|
| Cash | \$ 2,920,963 |
| Grants and contracts receivable | <u>83,137</u> |
| Total financial assets | 3,004,100 |
| Funds with donor imposed restrictions | <u>(35,711)</u> |
| Financial assets available to meet cash needs for general expenditures within one year | <u>\$ 2,968,389</u> |

The School manages its liquidity and reserves following three guiding principles: operating within a prudent range of financial soundness and stability, maintaining adequate liquid assets to fund near-term operating needs and maintaining sufficient reserves to provide reasonable assurance that long-term obligations will be discharged. The School monitors liquidity and cash flows on an ongoing basis to ensure an appropriate amount of cash and cash equivalents are available to meet current expenditure needs.

Note 8 - Net Assets with Donor Restrictions

Net assets with donor restrictions of \$35,711 as of June 30, 2021 and 2020 are restricted for the music education program. During the years ended June 30, 2021 and 2020 no net assets were released from restrictions by incurring expenses satisfying the restricted purposes.

Note 9 - Cash and Restricted Cash

In accordance with FASB Statement of Cash Flows (ASU NO. 2016-18), the accompanying cash flow statements reflect the changes in cash, cash equivalents and restricted cash. The following table provides a reconciliation of cash, cash equivalents, and restricted cash reported within the statements of financial position that sum to the total of the same such amounts shown in the statements of cash flows.

**SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

Note 9 - Cash and Restricted Cash (Continued)

| | 2021 | 2020 |
|-------------------------|---------------------|---------------------|
| Cash | \$ 2,920,963 | \$ 2,242,513 |
| Certificates of deposit | - | 320,056 |
| Cash - reserves | 100,190 | 100,171 |
| | \$ 3,021,153 | \$ 2,662,740 |

Note 10 - Note Payable - Payroll Protection Program (PPP)

In May 2020, the School borrowed \$1,014,168 under the Payroll Protection Program. Under this program, the loan may be forgiven if certain payroll and non-payroll costs are spent in accordance with the terms of the loan. The School received full forgiveness on the PPP loan in August 2021. The accompanying 2021 financial statements does not reflect the forgiveness of the PPP loan as income.

Note 11 - COVID-19

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic, which continues to spread throughout the United States. As a result, the School closed in person class and implemented remote classes. While the disruption is currently expected to be temporary, there is uncertainty around the duration. Future potential impacts may include disruptions or restrictions on our employees' ability to work. Changes to the operating environment may increase operating costs. The future effects of these issues are unknown.

Note 12 - Subsequent Events

Management has evaluated subsequent events or transactions occurring through October 15, 2021, the date the financial statements were available to be issued and concluded that no subsequent events have occurred that would require recognition in the financial statements or disclosure in the notes to financial statements.

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*

Board of Trustees
South Bronx Early College Academy Charter School
Bronx, New York

I have audited, 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, the financial statements of South Bronx Early College Academy Charter School, which comprise the statement of financial position as of June 30, 2021, 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 my report thereon dated October 15, 2021.

Internal Control over Financial Reporting

In planning and performing my audit of the financial statements, I considered South Bronx Early College Academy Charter School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Bronx Early College Academy Charter School's internal control. Accordingly, I do not express an opinion on the effectiveness of South Bronx Early College Academy Charter School's internal control.

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

My 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, and therefore, material weaknesses or significant deficiencies may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Bronx Early College Academy Charter School's financial statements are free from material misstatement, I 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such an opinion. The results of my 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 my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, appearing to read 'A. J. [unclear]'. The signature is fluid and cursive, with a large initial 'A' and a long, sweeping underline.

New York, New York
October 15, 2021



JPMorgan Chase Bank, N.A.
 P O Box 182051
 Columbus, OH 43218 - 2051

May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

CUSTOMER SERVICE INFORMATION

Web site: www.Chase.com
 Service Center: 1-877-425-8100
 Deaf and Hard of Hearing: 1-800-242-7383
 Para Espanol: 1-888-622-4273
 International Calls: 1-713-262-1679

00000051 DRI 802 210 18421 NNNNNNNNNN P 1 000000000 D6 0000

SOUTH BRONX EARLY COLLEGE ACADEMY
 CHARTER SCHOOL.
 801 E 156TH ST
 BRONX NY 10455

CONSOLIDATED BALANCE SUMMARY

ASSETS

Checking & Savings

| | ACCOUNT | BEGINNING BALANCE THIS PERIOD | ENDING BALANCE THIS PERIOD |
|--|------------|----------------------------------|-------------------------------|
| Chase Performance Business Checking | [REDACTED] | \$228,268.76 | \$83,714.60 |
| Chase Business Select High Yield Savings | [REDACTED] | 2,000,532.41 | 1,500,566.87 |
| Chase Business Select High Yield Savings | [REDACTED] | 100,188.68 | 100,190.47 |
| Total | | \$2,328,989.85 | \$1,684,471.94 |
| TOTAL ASSETS | | \$2,328,989.85 | \$1,684,471.94 |

CHASE PERFORMANCE BUSINESS CHECKING

SOUTH BRONX EARLY COLLEGE ACADEMY
 CHARTER SCHOOL.

Account Number: [REDACTED]

CHECKING SUMMARY

| | INSTANCES | AMOUNT |
|------------------------------|-----------|---------------------|
| Beginning Balance | | \$228,268.76 |
| Deposits and Additions | 14 | 537,283.56 |
| Checks Paid | 7 | -3,282.30 |
| ATM & Debit Card Withdrawals | 1 | -217.42 |
| Electronic Withdrawals | 74 | -678,309.00 |
| Fees | 1 | -29.00 |
| Ending Balance | 97 | \$83,714.60 |

Your account ending in 2036 is linked to this account for overdraft protection.



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

DEPOSITS AND ADDITIONS

| DATE | DESCRIPTION | AMOUNT |
|-------------------------------------|--|---------------------|
| 06/09 | Remote Online Deposit 1 | \$3,714.68 |
| 06/09 | Remote Online Deposit 1 | 3,604.42 |
| 06/09 | Remote Online Deposit 1 | 3,575.18 |
| 06/09 | Remote Online Deposit 1 | 3,551.24 |
| 06/09 | Remote Online Deposit 1 | 3,533.89 |
| 06/09 | Remote Online Deposit 1 | 3,518.70 |
| 06/09 | Remote Online Deposit 1 | 3,512.07 |
| 06/09 | Remote Online Deposit 1 | 3,305.70 |
| 06/09 | Remote Online Deposit 1 | 3,188.30 |
| 06/09 | Remote Online Deposit 1 | 2,920.89 |
| 06/09 | Remote Online Deposit 1 | 2,675.11 |
| 06/25 | Online Transfer From Sav ...2036 Transaction#: [REDACTED] | 300,000.00 |
| 06/29 | Online Transfer From Sav ...2036 Transaction#: [REDACTED] | 200,000.00 |
| 06/30 | Orig CO Name:Mbi Descr:Setl Sec:CCD Ind Name:Med-I-Bank Trn [REDACTED] | 183.38 |
| Total Deposits and Additions | | \$537,283.56 |

CHECKS PAID

| CHECK NO. | DESCRIPTION | DATE PAID | AMOUNT |
|--------------------------|-------------|-----------|-------------------|
| [REDACTED] | | 06/09 | \$442.00 |
| [REDACTED] | | 06/16 | 12.48 |
| [REDACTED] | | 06/18 | 442.00 |
| [REDACTED] | | 06/18 | 265.16 |
| [REDACTED] | | 06/21 | 12.48 |
| [REDACTED] | | 06/16 | 1,188.18 |
| [REDACTED] | | 06/14 | 920.00 |
| Total Checks Paid | | | \$3,282.30 |

If you see a description in the Checks Paid section, it means that we received only electronic information about the check, not the original or an image of the check. As a result, we're not able to return the check to you or show you an image.

* All of your recent checks may not be on this statement, either because they haven't cleared yet or they were listed on one of your previous statements.

^ An image of this check may be available for you to view on Chase.com.

ATM & DEBIT CARD WITHDRAWALS

| DATE | DESCRIPTION | AMOUNT |
|---|--|-----------------|
| 06/23 | Card Purchase 06/23 Readyrefresh By Nestl [REDACTED] | \$217.42 |
| Total ATM & Debit Card Withdrawals | | \$217.42 |

ATM & DEBIT CARD SUMMARY

Brian P Blough Card 6287

| | |
|--------------------------------|----------|
| Total ATM Withdrawals & Debits | \$0.00 |
| Total Card Purchases | \$217.42 |



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

| | |
|--------------------------------|----------|
| Total Card Deposits & Credits | \$0.00 |
| ATM & Debit Card Totals | |
| Total ATM Withdrawals & Debits | \$0.00 |
| Total Card Purchases | \$217.42 |
| Total Card Deposits & Credits | \$0.00 |

ELECTRONIC WITHDRAWALS

| DATE | DESCRIPTION | AMOUNT |
|-------|--|------------|
| 06/01 | Orig CO Name:Mbi Sec:CCD Trace#:071000281712607 Eed:210601 Ind ID:Med-I-Bank Name:Med-I-Bank Trn: 1521712607Tc | \$163.00 |
| 06/01 | Orig CO Name:Mbi Sec:CCD Trace#:071000281710760 Eed:210601 Ind ID:Med-I-Bank Name:Med-I-Bank Trn: 1521710760Tc | 85.50 |
| 06/01 | 06/01 Online ACH Payment [REDACTED] To Dragons Path Academy (_#####4848) | 4,000.00 |
| 06/02 | 06/02 Online Payment [REDACTED] To David Morales | 1,077.00 |
| 06/02 | 06/02 Online ACH Paymen [REDACTED] To Konica Minolta Premier Finance (_#####2003) | 709.63 |
| 06/02 | 06/02 Online ACH Paymen [REDACTED] To Trs (#####8515) | 7,150.09 |
| 06/03 | Orig CO Name:Mbi Sec:CCD Trace#: [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 16.50 |
| 06/04 | Orig CO Name:ADP Payroll Fees Descr:ADP - Feessec:CCD Ind Name:South Bronx Early Coll | 195.54 |
| 06/04 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 195.00 |
| 06/07 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 26.06 |
| 06/07 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind ID:Med-I-Bank Ind Name:Med-I-Bank Trn: [REDACTED] | 35.00 |
| 06/08 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 50.50 |
| 06/09 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 33.00 |
| 06/09 | 06/09 Payment To Chase Card Ending IN 8356 | 5,409.98 |
| 06/09 | 06/09 Online Payment [REDACTED] To Bronx Spanish Evangelical Church | 1,000.00 |
| 06/09 | 06/09 Online ACH Payment [REDACTED] To Network Outsource (_#####4508) | 1,300.00 |
| 06/09 | 06/09 Online ACH Payment [REDACTED] To Accounting Solutions of Non Prof (_#####6536) | 4,583.33 |
| 06/09 | 06/09 Online ACH Payment [REDACTED] To DR Mcfarlane (_####8958) | 2,856.00 |
| 06/10 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 47.56 |
| 06/10 | Orig CO Name:Primepay Invoice Descr:Invoice Sec:CCD [REDACTED] Ind Name:South Bronx Early Coll | 433.50 |
| 06/11 | Orig CO Name:Mbi Sec:CCD [REDACTED] Ind Name:Med-I-Bank Trn: [REDACTED] | 95.00 |
| 06/14 | Orig CO Name:ADP Wage Pay Descr:Wage Pay Sec:CCD [REDACTED] Ind Name:South Bronx Early Coll | 110,078.79 |

ELECTRONIC WITHDRAWALS *(continued)*

| DATE | DESCRIPTION | AMOUNT |
|-------|--|-----------|
| 06/14 | Orig CO Name: ADP Tax Descr: ADP Tax Sec: CCD Ind Name: South Bronx Early Coll | 55,236.57 |
| 06/15 | Orig CO Name: American Funds Descr: Investmentsec: CCD Ind Name: South Bronx Early Coll | 379.13 |
| 06/15 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 85.50 |
| 06/15 | 06/15 Online ACH Payment To Dragons Path Academy (_#####4848) | 4,000.00 |
| 06/16 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 69.00 |
| 06/17 | Orig CO Name: Caine And Weiner Descr: Payonacct Sec: CCD ID: Ind Name: South Bronx Early Coll Trn: Ind | 21,518.00 |
| 06/17 | Orig CO Name: American Funds Descr: Investmentsec: CCD Ind Name: South Bronx Early Coll | 379.13 |
| 06/17 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind ID: Med-I-Bank Ind | 50.50 |
| 06/18 | 06/18 Online ACH Payment To Trs (_#####8515) | 7,150.09 |
| 06/18 | 06/18 Online ACH Payment To American Paper Supply Company (_#####8759) | 1,034.62 |
| 06/18 | 06/18 Online ACH Payment To US Bank (_#####0706) | 668.75 |
| 06/18 | 06/18 Online ACH Payment To American Paper Supply Company (_#####8759) | 9.18 |
| 06/18 | 06/18 Online ACH Payment To US Bank (_#####0706) | 927.30 |
| 06/18 | 06/18 Online ACH Payment To Accounting Solutions of Non Prof (_#####6536) | 4,583.33 |
| 06/18 | 06/18 Online Payment To Jcl Systems, Inc. | 677.98 |
| 06/21 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 33.00 |
| 06/21 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 68.00 |
| 06/22 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind ID: Med-I-Bank Ind | 35.00 |
| 06/23 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind ID: Med-I-Bank Ind | 236.43 |
| 06/24 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 72.79 |
| 06/25 | Orig CO Name: ADP Payroll Fees Descr: ADP - Feessec: CCD Ind Name: South Bronx Early Coll | 209.72 |
| 06/25 | Orig CO Name: Mbi Sec: CCD Name: Med-I-Bank Trn: Ind | 92.21 |
| 06/25 | 06/25 Online ACH Payment To Oxford (_#####6254) | 31,321.30 |
| 06/25 | 06/25 Online ACH Payment To Oxford (_#####6254) | 23,768.61 |
| 06/25 | 06/25 Online ACH Payment To The Guardian (_#####6087) | 4,595.41 |
| 06/25 | 06/25 Online Payment To Sentry Communications & Security | 200.00 |



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

ELECTRONIC WITHDRAWALS (continued)

| DATE | DESCRIPTION | AMOUNT |
|-------------------------------------|--|---------------------|
| 06/25 | 06/25 Online Payment 12048073541 To Konica Minolta Business Solutions | 33.20 |
| 06/28 | Orig CO Name:Mbi [REDACTED] Ind [REDACTED] Name:Med-I-Bank Trn: [REDACTED] | 329.00 |
| 06/28 | Orig CO Name:Mbi [REDACTED] Sec:CCD [REDACTED] Ind [REDACTED] Name:Med-I-Bank Trn: [REDACTED] | 35.00 |
| 06/28 | 06/28 Online ACH Payment [REDACTED] To Mastermind (_#####5023) | 37,033.00 |
| 06/28 | 06/28 Online ACH Payment [REDACTED] To Trs (_#####8515) | 13,717.00 |
| 06/29 | Orig CO Name:Mbi [REDACTED] Ind ID:Med-I-Bank [REDACTED] Ind [REDACTED] Name:Med-I-Bank Trn: [REDACTED] | 55.00 |
| 06/29 | 06/29 Online ACH Payment [REDACTED] To Mastermind (_#####5023) | 100,000.00 |
| 06/29 | Orig CO Name:ADP Wage Pay [REDACTED] Desc:Wage Pay Sec:CCD [REDACTED] ID: [REDACTED] Ind Name:South Bronx Early Coll | 122,788.71 |
| 06/29 | Orig CO Name:ADP Tax [REDACTED] Desc:ADP Tax Sec:CCD [REDACTED] Ind Name:South Bronx Early Coll | 62,600.17 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] o Dragons Path Academy (_#####4848) | 5,500.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] o Eddyris Vasquez (_#####9667) | 500.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] o The Hartford Group Benefits (_#####5465) | 1,685.35 |
| 06/30 | 06/30 Online Payment [REDACTED] To Pitney Bowes Global Financial Sv | 354.33 |
| 06/30 | 06/30 Online Payment [REDACTED] To Jcl Systems, Inc. | 507.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 1,508.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 1,082.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Trs (_#####8515) | 7,235.81 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Kaufman Dolowich And Voluck Llp (_#####0970) | 5,616.19 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 542.50 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 5,466.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Accounting Solutions of Non Prof (_#####6536) | 4,583.33 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 8,044.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Konica Minolta Premier Finance (_#####2003) | 709.63 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 1,000.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 400.00 |
| 06/30 | 06/30 Online ACH Payment [REDACTED] To Austin CO Inc (_#####6313) | 41.25 |
| Total Electronic Withdrawals | | \$678,309.00 |

FEES

| DATE | DESCRIPTION | AMOUNT |
|-------------------|--------------------------------------|----------------|
| 06/14 | Service Charges For The Month of May | \$29.00 |
| Total Fees | | \$29.00 |

The monthly service fee of \$30.00 was waived this period because you maintained a relationship balance (combined business deposits) of \$35,000.00 or more.



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

DAILY ENDING BALANCE

| DATE | AMOUNT | DATE | AMOUNT | DATE | AMOUNT |
|-------|--------------|-------|------------|-------|------------|
| 06/01 | \$224,020.26 | 06/11 | 235,464.75 | 06/22 | 25,611.58 |
| 06/02 | 215,083.54 | 06/14 | 69,200.39 | 06/23 | 25,157.73 |
| 06/03 | 215,067.04 | 06/15 | 64,735.76 | 06/24 | 25,084.94 |
| 06/04 | 214,676.50 | 06/16 | 63,466.10 | 06/25 | 264,864.49 |
| 06/07 | 214,615.44 | 06/17 | 41,518.47 | 06/28 | 213,750.49 |
| 06/08 | 214,564.94 | 06/18 | 25,760.06 | 06/29 | 128,306.61 |
| 06/09 | 236,040.81 | 06/21 | 25,646.58 | 06/30 | 83,714.60 |
| 06/10 | 235,559.75 | | | | |

SERVICE CHARGE SUMMARY

| | | |
|------------------------------|----------------|--|
| Maintenance Fee | \$0.00 | Waived by checking and relationship balances |
| Excess Product Fees | \$0.00 | |
| Other Service Charges | \$29.00 | |
| Total Service Charges | \$29.00 | Will be assessed on 7/6/21 |

| TRANSACTIONS FOR SERVICE FEE CALCULATION | NUMBER OF TRANSACTIONS |
|--|------------------------|
| Checks Paid / Debits | 40 |
| Deposits / Credits | 1 |
| Deposited Items | 11 |
| Total Transactions | 52 |

SERVICE CHARGE DETAIL

| DESCRIPTION | VOLUME | ALLOWED | CHARGED | PRICE/ UNIT | TOTAL |
|--|--------|-------------|---------|-------------|----------------|
| Your Product Includes: | | | | | |
| ACCOUNT [REDACTED] | | | | | |
| Waived Monthly Service Fee | 0 | | | \$30.00 | \$0.00 |
| Transactions | 52 | 0 | 52 | \$0.00 | \$0.00 |
| Subtotal | | | | | \$0.00 |
| Other Fees | | | | | |
| Electronic Items Deposited | 11 | 999,999,999 | 0 | \$0.40 | \$0.00 |
| Electronic Credits | 1 | 999,999,999 | 0 | \$0.40 | \$0.00 |
| Non-Electronic Transactions | 40 | 250 | 0 | \$0.40 | \$0.00 |
| Stop Payments - Automatic Renewal | 1 | 0 | 1 | \$4.00 | \$4.00 |
| Online ACH Payments Maint | 1 | 0 | 1 | \$25.00 | \$25.00 |
| Online ACH Payments Trans | 20 | 25 | 0 | \$0.00 | \$0.00 |
| Total Service Charge (Will be assessed on 7/6/21) | | | | | \$29.00 |

ACCOUNT 000000556930357

| | |
|-----------------------------------|----|
| Electronic Items Deposited | 11 |
| Electronic Credits | 1 |
| Non-Electronic Transactions | 40 |
| Stop Payments - Automatic Renewal | 1 |
| Online ACH Payments Maint | 1 |
| Online ACH Payments Trans | 20 |



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

CHASE BUSINESS SELECT HIGH YIELD SAVINGS

SOUTH BRONX EARLY COLLEGE ACADEMY
CHARTER SCHOOL.

Account Number: [REDACTED]

SAVINGS SUMMARY

| | INSTANCES | AMOUNT |
|--|-----------|-----------------------|
| Beginning Balance | | \$2,000,532.41 |
| Deposits and Additions | 1 | 34.46 |
| Electronic Withdrawals | 2 | -500,000.00 |
| Ending Balance | 3 | \$1,500,566.87 |
| Annual Percentage Yield Earned This Period | | 0.02% |
| Interest Paid This Period | | \$34.46 |
| Interest Paid Year-to-Date | | \$190.84 |

Your monthly service fee was waived because you maintained an average savings balance of \$10,000 or more during the statement period.

TRANSACTION DETAIL

| DATE | DESCRIPTION | AMOUNT | BALANCE |
|-------|---|--------------|-----------------------|
| | Beginning Balance | | \$2,000,532.41 |
| 06/25 | 06/25 Online Transfer To Chk ...0357 Transaction#: [REDACTED] | -300,000.00 | 1,700,532.41 |
| 06/29 | 06/29 Online Transfer To Chk ...0357 Transaction#: [REDACTED] | -200,000.00 | 1,500,532.41 |
| 06/30 | Interest Payment | 34.46 | 1,500,566.87 |
| | Ending Balance | | \$1,500,566.87 |

You earned a higher interest rate on your Chase Business Select High Yield Savings account during this statement period because you had a qualifying Chase Performance Business Checking account.

30 deposited items are provided with your account each month. There is a \$0.20 fee for each additional deposited item.

CHASE BUSINESS SELECT HIGH YIELD SAVINGS

SOUTH BRONX EARLY COLLEGE ACADEMY
CHARTER SCHOOL.

Account Number: [REDACTED]

SAVINGS SUMMARY

| | INSTANCES | AMOUNT |
|--|-----------|---------------------|
| Beginning Balance | | \$100,188.68 |
| Deposits and Additions | 1 | 1.79 |
| Ending Balance | 1 | \$100,190.47 |
| Annual Percentage Yield Earned This Period | | 0.02% |
| Interest Paid This Period | | \$1.79 |
| Interest Paid Year-to-Date | | \$9.79 |

Your monthly service fee was waived because you maintained an average savings balance of \$10,000 or more during the statement period.

TRANSACTION DETAIL

| DATE | DESCRIPTION | AMOUNT | BALANCE |
|-------|--------------------------|--------|---------------------|
| | Beginning Balance | | \$100,188.68 |
| 06/30 | Interest Payment | 1.79 | 100,190.47 |
| | Ending Balance | | \$100,190.47 |

You earned a higher interest rate on your Chase Business Select High Yield Savings account during this statement period because you had a qualifying Chase Performance Business Checking account.

30 deposited items are provided with your account each month. There is a \$0.20 fee for each additional deposited item.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation.

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC

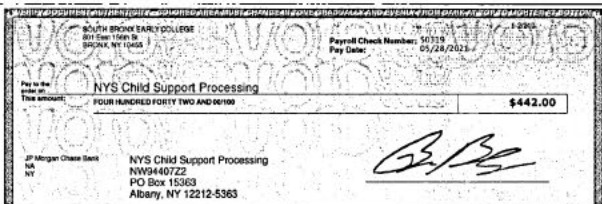


JPMorgan Chase Bank, N.A. Member FDIC

IMAGES

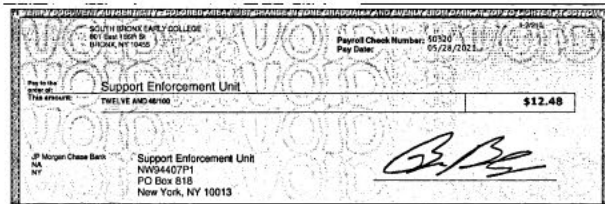
ACCOUNT # [REDACTED]

See both front and back images of cleared checks at Chase.com. If you're not enrolled in this free service, please enroll now.



⑆ 50319⑆ ⑆ 02100021⑆ 556930357⑆

[REDACTED] JUN 09 [REDACTED] \$442.00



⑆ 50320⑆ ⑆ 02100021⑆ 556930357⑆

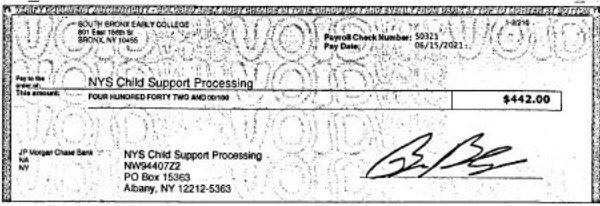
[REDACTED] JUN 16 [REDACTED] \$12.48

IMAGES

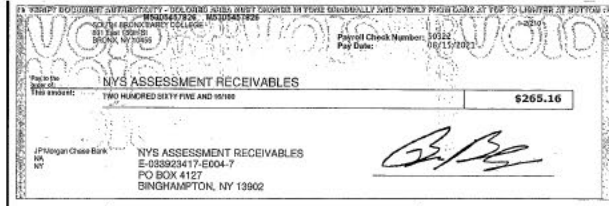
(continued)

ACCOUNT # [REDACTED]

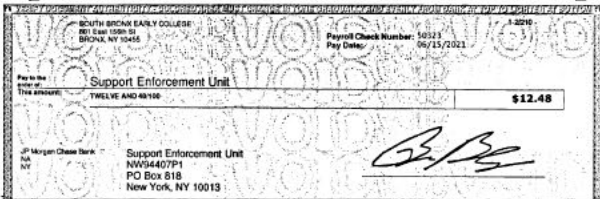
See both front and back images of cleared checks at Chase.com. If you're not enrolled in this free service, please enroll now.



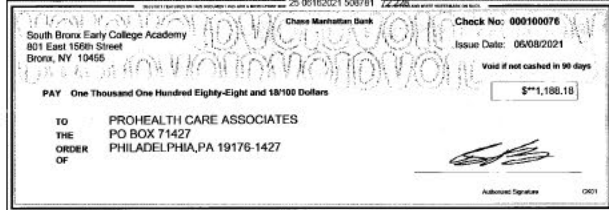
[REDACTED] JUN 18 [REDACTED] \$442.00



[REDACTED] JUN 18 [REDACTED] \$265.16



[REDACTED] JUN 21 [REDACTED] \$12.48



[REDACTED] JUN 16 [REDACTED] \$1,188.18



[REDACTED] JUN 14 [REDACTED] \$920.00



May 29, 2021 through June 30, 2021

Primary Account: [REDACTED]

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NYSED Annual Report
South Bronx Early College Academy Charter School
2021-22

Entry 4(c)

Additional Financial Documents

1. **Advisory and/or Management letter:** No management letter issued
2. **Federal Single Audit:** Not applicable
3. **CSP Agreed-Upon Procedure Report:** Not applicable
4. **Evidence of Required Escrow Account for each school:** Chase bank statement attached/uploaded
5. **Corrective Action Plan for Audit Findings and Management Letter Recommendations:** Not applicable

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

Valerie Capers

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
 Yes **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

Yes **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

last revised 06/8/2020

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

| 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 you |
|----------------|---|---|---|
| <i>None</i> | <i>None</i> | <i>None</i> | <i>None</i> |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 |
|--|-------------------------------------|--|--|--|
| <i>None</i> | <i>None</i> | <i>None</i> | <i>None</i> | |

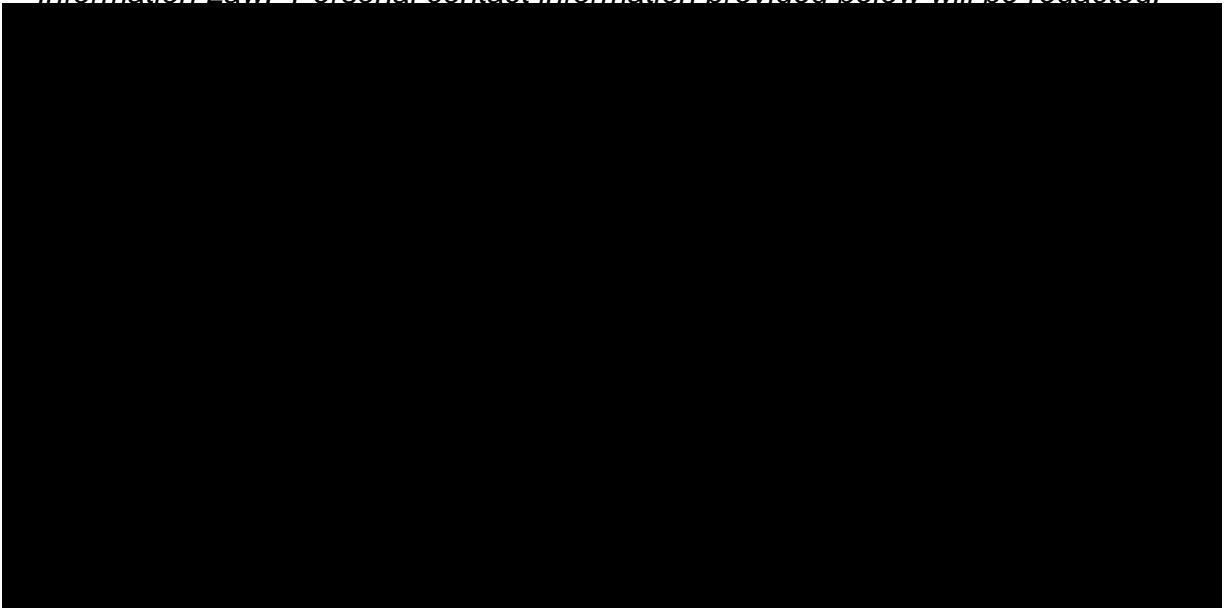
Valerie Capers

07-30-2021

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Nancy Biberman

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy Charter School (SBECA)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Secretary

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you |
|----------------|---|---|---|
| None | | | |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 | | | | |

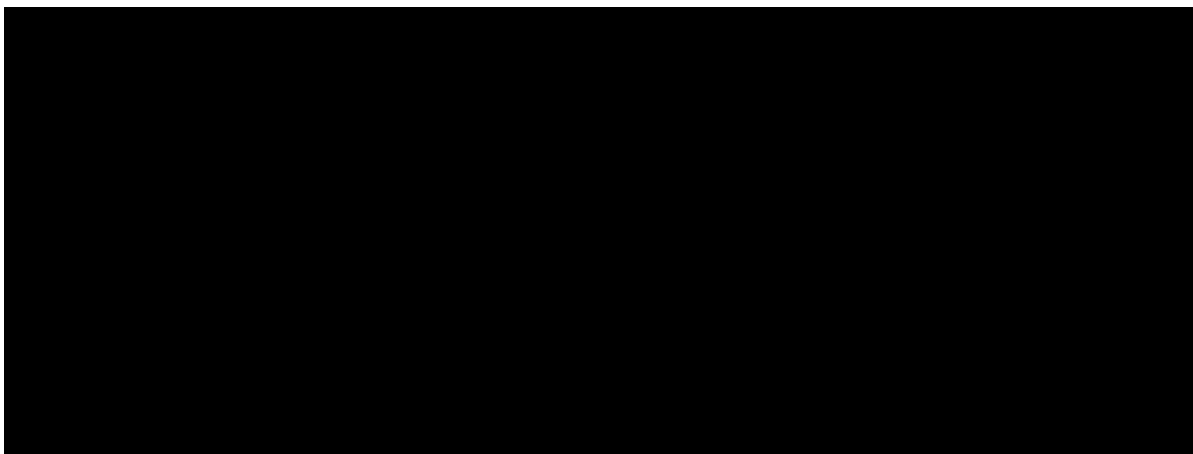


Signature

07-26-2021

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Lori Chemla

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
 Yes X **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
 Yes X **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

___ **Yes** **X** **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ **Yes** **X** **No**

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you |
|----------------|---|---|---|
| NONE | NONE | NONE | NONE |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 | NONE | NONE | NONE | NONE |

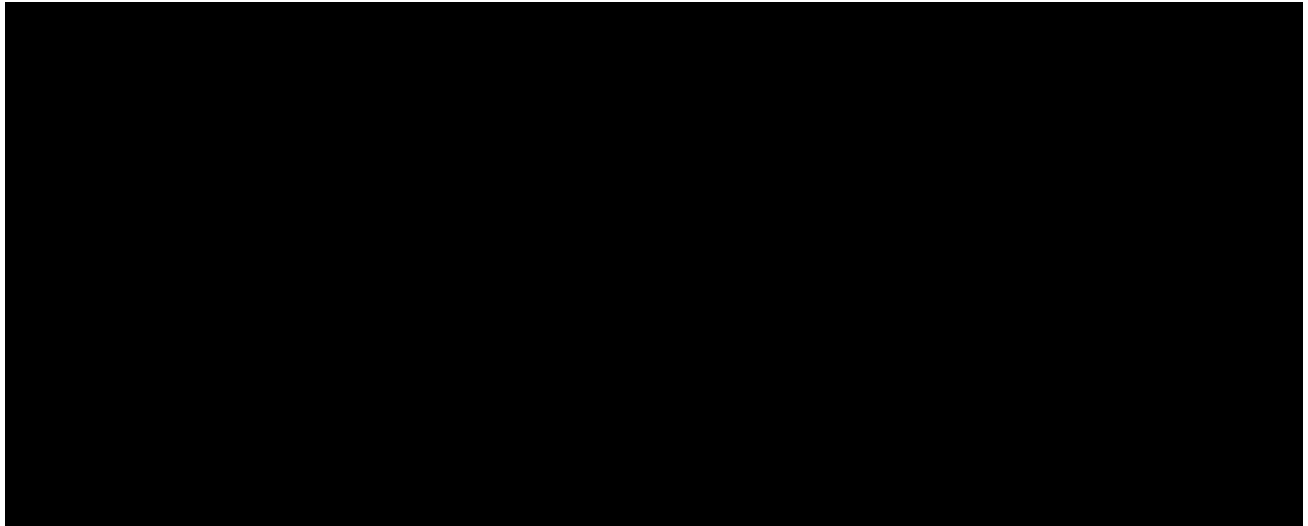


Signature

Date

07/29/2021

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Dr. Sabrina Hope King

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

NO

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you |
|---------|--|--|--|
| | | | |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 |
|---|------------------------------|---|---|---|
| <p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> | | | | |

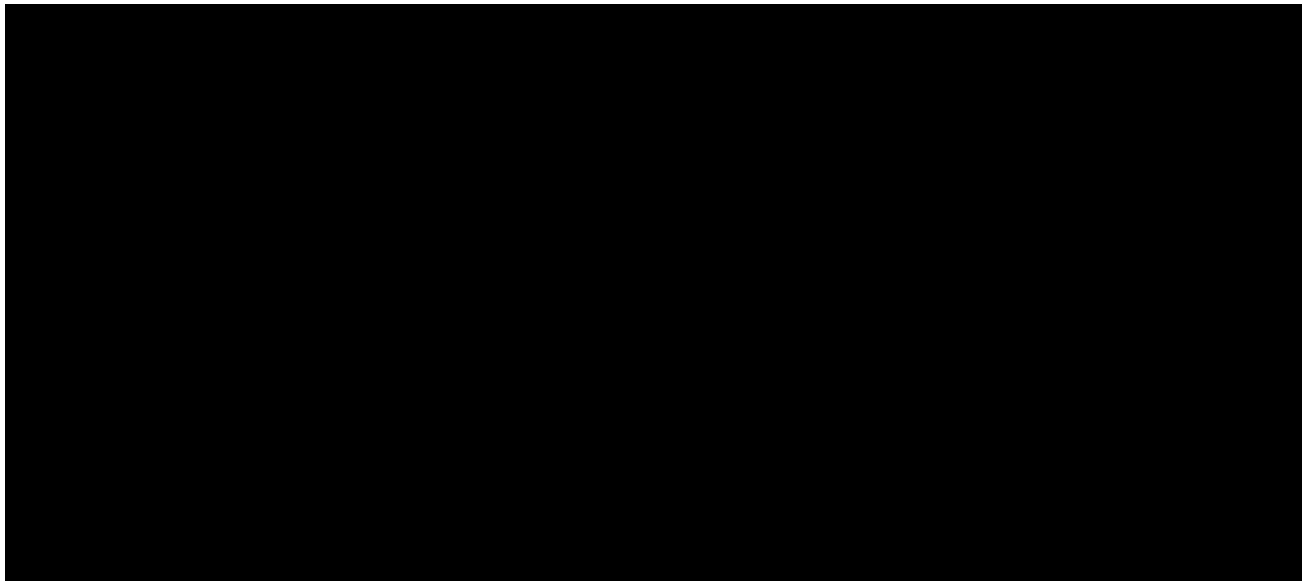
Aspen A. K

Signature

08/02/2021

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Davon Russell

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Chair

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

 Yes X No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

 Yes X No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

___ **Yes** **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ **Yes** **No**

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you |
|-------------|--|--|--|
| NONE | | | |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 | | | | |

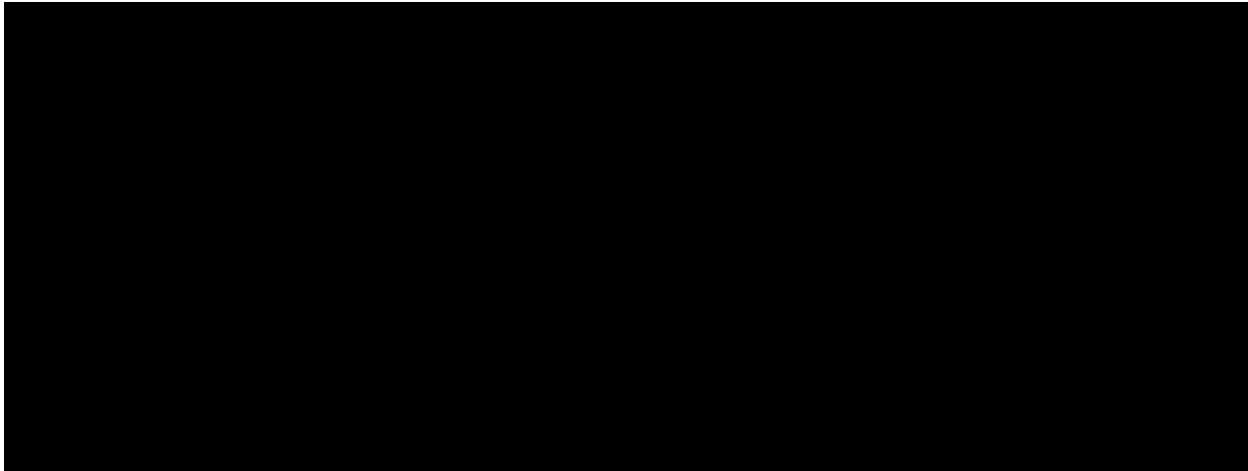


07-26-2021

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Jodi Schneider

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Education Committee

Finance Committee

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Yes No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

Yes **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

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


7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you |
|---------|--|--|--|
| None | | | |

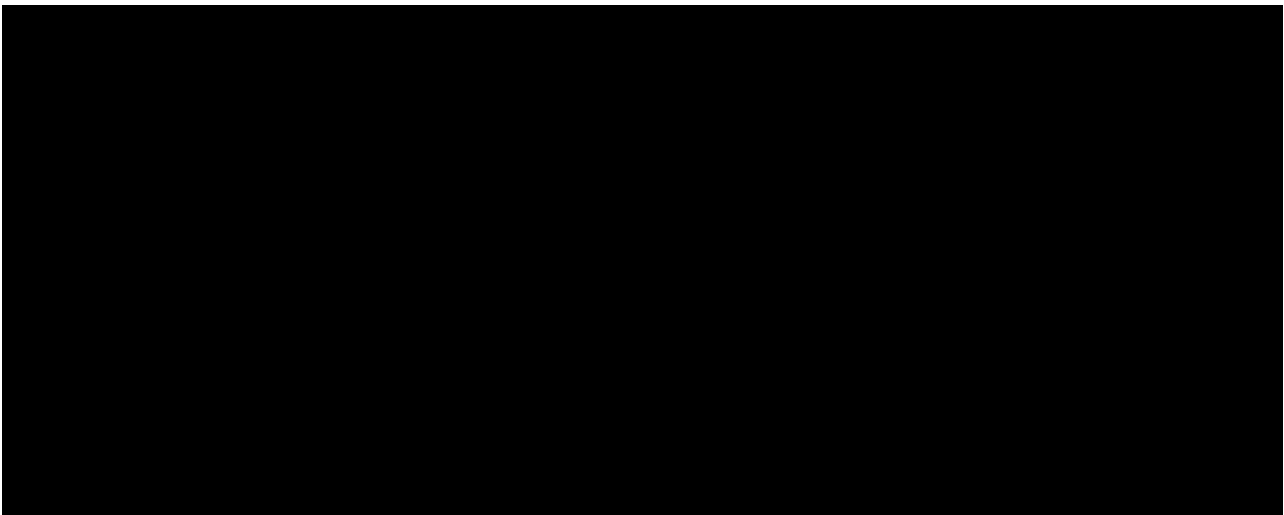
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **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 |
|---|------------------------------|---|---|---|
| <p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> | | | | |


 _____ 7/30/21 _____
 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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Andra S Cohen

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

SBecca

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No -

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? *NO*

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

7. 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 | Name of person holding interest or engaging in transaction and relationship to |
|---------|--|---|--|
| | | | |

last revised 06/8/2020

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

| | | | |
|--|--|-----------------------------------|------------|
| | | participate in discussion) | you |
| | | | |

8. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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 |
|--|-------------------------------------|--|--|--|
| | | | | |

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

None

Andre Slope

7-30-21

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.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Felicia Franklin

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

South Bronx Early College Academy (BBEA)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

BOARD TREASURER

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

Name of Charter School Education Corporation (the Charter School Name) if the charter school is the only school operated by the education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

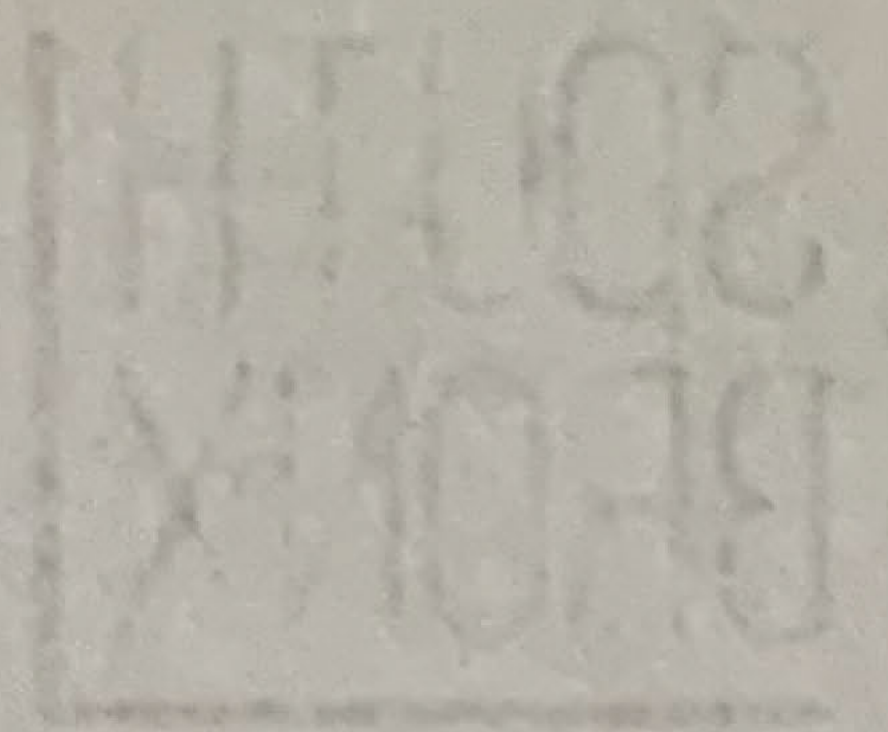
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 | Name of person holding interest or engaging in transaction and relationship to |
|---------|--|---|--|
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| | | participate in discussion) | you |
| N/A | N/A | N/A | N/A |

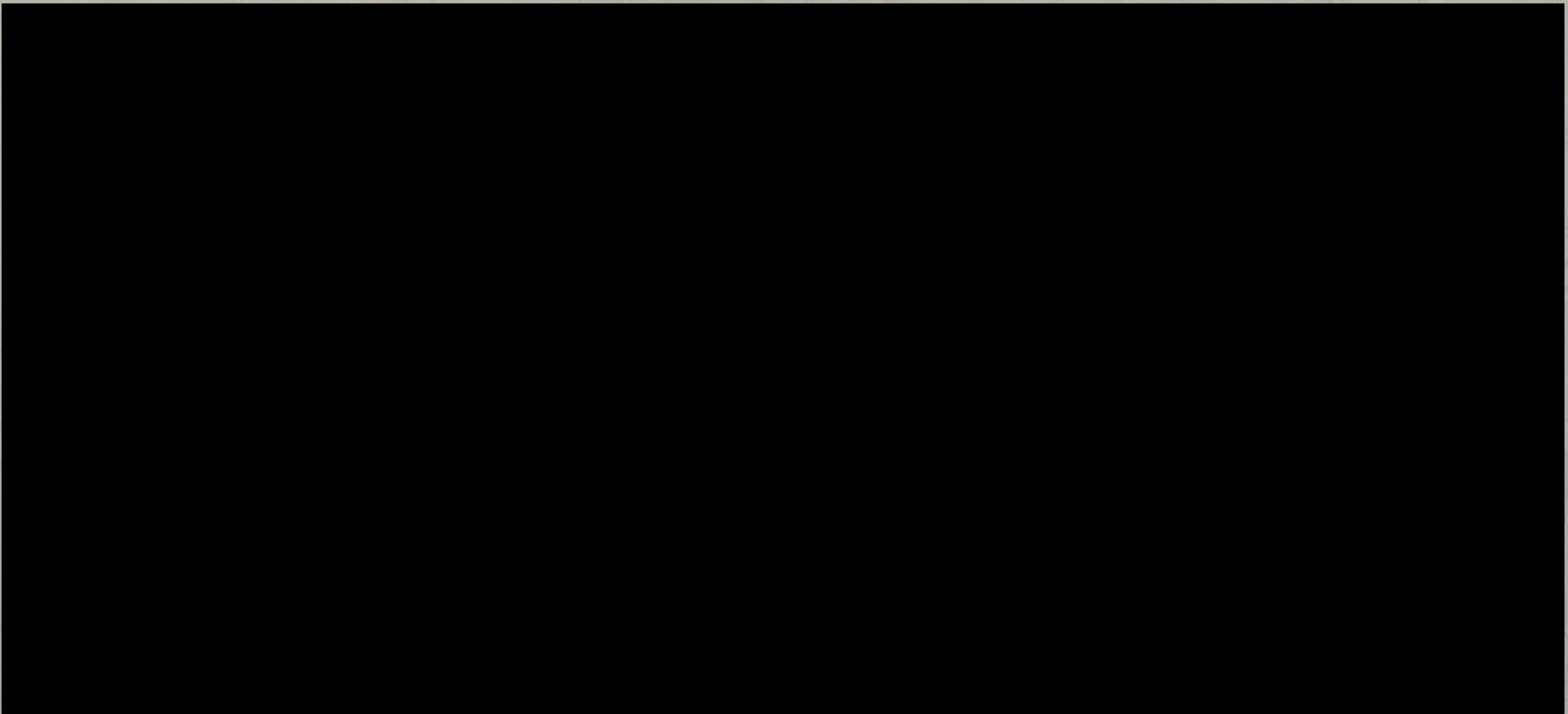
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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 |
|---|-------------------------------------|--|--|--|
| Please write "None" if applicable. Do not leave this space blank. | | | | N/A |
| N/A | N/A | N/A | N/A | N/A |



Julius Franklin 7/28/21
 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.



| Steps taken to avoid conflict of interest | the nature of the interest | the business conducted | business with the school(s) | conducted |
|---|----------------------------|------------------------|-----------------------------|-----------|
| | | | | |

**Board of Trustees Meeting
Thursday, December 3rd, 2020
Video Conference via Zoom**

Board of Trustees Present: Nancy Biberman, Andrea Cohen, Felicia Franklin, Sabrina King, Davon Russell, Jodi Schneider

Board of Trustees Absent: Valerie Capers, Lori Chemla

SBECA Staff Present: Jason Adolphus, Maricruz Badia, Brian Blough, Jennifer Cannella, Danielle Corbin, Jesus Diaz, Bryan Garcia, Melissa Gaspard, Joe Haas, Stephanie Javois, Nina Krauss, Daniel Lucas, Elaine Martinez, Yeatie Morgan, Natalia Ruiz-Corrales, Beatrice Tinio, Alysha Willis, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Meredith Leverich

Members of the Public Present: 11

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public in attendance requested to make a public comment.

Resolution to Approve Minutes from November 5th, 2020

Sabrina King made a motion to approve the minutes from the November 5th, 2020 Board meeting, as presented on December 3rd. Felicia Franklin seconded and the Board unanimously voted to approve the minutes.

Principal's Report

Highlights from November

Principal Brian Blough reported that the Social Work team spearheaded a community-wide event to mourn loss in 2020 on Wednesday, December 2nd.

He added that instruction is now fully remote and that SBECA is located in a State-designated "yellow zone" based on the number of active COVID cases locally. The school continues to monitor the data and has halted in-person learning for all students, including those who had been receiving in-school support two days per week.

He reported that sixth grade students received take-home kits to plant their own hydroponic plants as part of their science curriculum. Family Teacher conferences also took place in November.

Academic Programming

Mr. Blough shared a video compilation highlighting remote learning in the Math and Science classes. He said that teachers are using a number of different modalities to implement remote learning plans to facilitate collaboration and ensure students continue to learn.

Vice Principals Bryan Garcia and Joe Haas reported on the outcomes of the first ELA and Math Interim Assessments, which were administered on November 3rd and November 5th, respectively. They highlighted individual standards that are a focus for each cohort, based on the outcomes of the assessments. Mr. Blough added that two additional interim assessments will be administered later in the school year, which should demonstrate growth as additional standards are taught.

In sixth grade, 49 students of the 82 enrolled completed the ELA Interim 1 Exam, as a result of a technical glitch that did not count all of the completed exams. Of the 49 students for whom there is a record of a completed exam, 11 (22%) scored proficient. In this cohort, 11 students have IEPs and seven are Emerging and English Language Learners; one student with an IEP and two ELL students tested proficient on this exam. Mr. Garcia said that the year-end goal is 35% overall proficiency in ELA for the sixth grade cohort.

In seventh grade, 82 students of the 109 enrolled completed the ELA Interim 1 Exam. Of those, 15 students (18%) tested proficient. This cohort includes 21 students with IEPs and 10 ELL students. One student with an IEP and one ELL student received a level four (85% or above), demonstrating a high proficiency score. Mr. Garcia said that the year-end goal is 45% overall proficiency in ELA for this cohort.

In eighth grade, 102 students of the 117 enrolled completed the ELA Interim 1 Exam. Of those, 33 students (32%) tested proficient. This cohort includes 33 students with IEPs and five ELL students. Two students with IEPs scored proficient. The overall proficiency goal for this cohort is 50% in ELA. Mr. Blough added that the higher scores for the eighth grade cohort demonstrates the benefit of working with students over multiple years to foster their ongoing growth.

For sixth grade, 76 of 82 students completed the Math Interim 1 Exam. Of those 34 students (45%) tested proficient. This cohort included 13 students with IEPs, seven of whom (50%) tested proficient, as well as 10 ELL students, one of whom (10%) tested proficient with a level four score. He said that the end of the year Math proficiency goal for this cohort is 45% and added that, although this exam indicated that the current proficiency is 45%, this exam is administered too early in the year to be summative, so should not be considered predictive.

For seventh grade, 105 of 109 students completed the Math Interim 1 Exam. Of those 50 students (48%) tested proficient. This cohort included 23 students with IEPs, nine of whom (39%) tested proficient, as well as 14 ELL students, nine of whom (64%) tested proficient. He said that the end of the year Math proficiency goal for this cohort is 50%.

For eighth grade Algebra, 109 of 117 students completed the exam. Of those who completed the exam, 12 students (11%) tested proficient. This cohort included 32 students with IEPs, two of whom (6%) tested proficient, as well as nine ELL students, none of whom tested proficient. He said that the year-end proficiency goal is 80% and noted that the Algebra Regents is graded on a significant curve, which is not represented in this particular assessment. Ms. King said that she agreed with not curving the internal assessments, as they are an instrument to help the faculty determine what students have learned and not just a way of predicting how students will perform on the State exams.

Mr. Garcia and Mr. Haas also described some of the current projects happening in social studies and science classes, which are vertically aligned across grade levels to prepare students for future curriculum.

Comprehensive Education Plan

Mr. Blough said that the quarter one goals and outcomes have been added to the school's three-year Comprehensive Education Plan (CEP), which is a public-facing document. Ms. King said that discussing the leadership team's plan for rigor would be a good use of time at a future Board meeting.

Attendance

Mr. Blough said that attendance remains strong. SBECA's cumulative remote attendance as of 11/31/20 is 81.4% and continues to trend upwards.

Student Support Services

Elaine Martinez presented the Student Support Services team's CEP goals for Students with Disabilities (SWD) and ELLs. These goals include 12% proficiency in ELA and 10% proficiency in Math for SWDs and 10% proficiency in ELA and 15% proficiency in Math for ELLs.

She added that newcomer ELLs are receiving an English as a Second Language block for 60 minutes four times per week. The ILT team is pushing into Social Studies, ELA and Math classes to provide additional support, given that in-person support is not currently feasible.

Operations & Enrollment

Mr. Blough said that enrollment has dropped to 306 students. The school has begun to receive interest forms for the 2021 - 2022 school year, in partnership with Schola, a recruitment vendor. Mr. Russell said that it will be important to enroll incoming seventh grade students in the upcoming school year, given the smaller size of the current sixth grade cohort.

Family Engagement

Natalia Ruiz-Corrales said that SBECA holds three weekly huddles to engage families at different times, including a weekly community viewing of the Spartan News. A weekly newsletter is also distributed in English and Spanish and Parent Square continues to be an effective outreach tool. She added that the school has launched its Family Advisory Committee on Engagement (FACE), which currently has six families involved. FACE's first initiative will be monthly virtual birthday celebrations.

The Family Engagement and Social Work team distributed backpacks, school supplies, metrocards, and turkeys to families, including many living in transitional housing, in partnership with WHEDco. Families were also screened for additional benefits. Additional outreach is happening to identify other families who may be in need of additional support, beyond the 37 families known to be in transitional housing currently.

School Culture

Mr. Blough reported that 22 issues were identified among over 44,000 online activities within the past week. The School Culture team investigates and follows up on these issues. Students are required to

have their cameras on, so that faculty can confirm their identity and ensure safety for all students. Any student with device issues should contact the main office to make arrangements pick up a replacement.

High School Admissions

SBECA Guidance Counselor, Maricruz Badia, said that the DOE has not yet announced any changes to the high school admissions process. The school is moving forward as it typically does to help students develop their high school lists, focusing on high performing high schools with graduation rates above 80%. Ms. Badia reported that she has hosted six family and student workshops and sent out 24 communications via Parent Square. She has also conducted individual meetings with 94 families to date and plans to meet with the remaining 20 eighth grade families in the coming weeks.

She added that over 15 students are participating in SBECA's Specialized High School Standardized Test (SHSAT) tutoring class.

COVID Update

Mr. Blough restated that SBECA's neighborhood has been designated as a yellow zone and, as a result, the building is not open to students. If families need to come to the building for tech support, they can do so after they call the front office and schedule an appointment to come in.

Higher Education Partnerships

Mr. Blough said that student teachers from MCNY and NYU continue to support remote learning, including facilitating small group work. He said that he expects that Fordham will place student teachers at SBECA in the second semester. NYU Social Work students are also interning at the school.

Leadership Coaching

Mr. Blough reported that he continues his work with Dr. Peter MacFarlane and meets with other principals, Kim Marshall, and DOE administrators to regularly share insights and best practices.

Upcoming Events

Mr. Blough said that the school will host Grade Level Town Halls and virtual game nights before the holiday break.

New Business

Mr. Russell said that the holidays will be different this year, as we are unable to have an in-person Board and Faculty celebration as we have in the past. He added that the Board is working with Mr. Blough to find other ways to acknowledge the team's hard work.

Next Meeting – January 7th, 2021

Adjournment

The Board unanimously voted to adjourn the meeting.



Board of Trustees Meeting
Thursday, July 9th, 2020
Video Conference via Zoom

SBECA Board Members Present: Lori Chemla, Andrea Cohen, Sabrina Hope King, Davon Russell, Jodi Schneider

SBECA Board Members Absent: Nancy Biberman, Valerie Capers, Felicia Franklin

SBECA Employees Present: Jason Adolphus, Brian Blough, Jennifer Cannella, Shirley Castro, Bryan Garcia, Melissa Gaspard, Joe Haas, Sophia Jones, Nina Krauss, Beatrice Tinio, Alysha Willis

WHEDco Staff Present: Meredith Leverich

Members of the Public Present: 0

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No attendees requested to participate in public comment.

Resolution to Approve Minutes from June 4th, 2020

Mr. Russell stated that, although a quorum was technically present, some Board members were unable to be on video, which is necessary to take Board action per Open Meetings Law. He said that the Board would wait until the next meeting to adopt the June 4th meeting minutes.

Update on Organizational Chart & Staffing

Mr. Russell reported that the Board met in Executive Session following the June 4th, 2020 public Board meeting, during which the Board adopted an amended organizational chart for the new fiscal year, pending NYSED's approval. The amended chart reflects the staffing plan that was included in the FY21 operating budget, which had been adopted during the public portion of the meeting. SBECA submitted the proposed organizational chart to NYSED and it has since been approved.

Board Strategic Planning

Mr. Russell reminded the Board and staff that, as part of the charter renewal application process, the Board committed to engaging in a strategic planning process, with the support of Ford Research & Solutions, Inc. He said that he has been in touch with Jim Ford to identify key areas for the strategic plan and to map out next steps. The Board and possibly some key leadership staff will convene for an initial planning session in late August or September, pending Board availability. The strategic plan timeframe would align with the new three year charter term, beginning July 1, 2020 and ending on June 30, 2023.

Principal's Report (See presentation deck for additional information)

End of Year Update

Mr. Blough reported that the school year ended on a positive note, despite the unfortunate circumstances of not being able to celebrate in person. The eighth grade students enjoyed a virtual graduation ceremony, filled with video messages, student speakers, and awards. The school also held a Juneteenth celebration, staff and student huddles to discuss social justice, and a Fortnite gaming tournament in June.

Internal assessments for Reading, Math, Social Studies and Science were also administered in the last weeks of school. Some results were discussed in greater detail later in the meeting.

Planning is underway for Summer Academy, Staff Orientation and Reopening.

Academic Programming / Remote Learning Plan

Vice Principals Joe Haas and Bryan Garcia reported on the Math and Reading i-Ready results, respectively.

According to iReady, 31 of 78 sixth graders (40%), 20 of 72 seventh graders (42%) and 19 of 51 eighth graders (37%) demonstrated proficiency in Math. Mr. Haas added that i-Ready is not as reliable a predictor for the eighth grade Algebra curriculum and that the Interim Assessment administered in March is more useful for predicting proficiency; at that time, 64% of students demonstrated proficiency and he said that he predicted that 80% of eighth grade students would have passed the Regents if it had not been canceled.

The i-Ready Reading assessments indicated that 23 of 79 sixth graders (29%), 32 of 80 seventh graders (40%), and 31 of 59 eighth graders (53%) demonstrated proficiency.

The Board noted and inquired about the total number of students who participated in these final assessments, given the overall enrollment and previous assessment participation. The leadership team said that it has been challenging to engage some families so late in the school year. The Board asked that additional efforts be made to ensure that all students participate so that the data can be more accurate and reliable.

Student Support Services

Beatrice Tinio reported that 55% of Students with Disabilities (SWDs) demonstrated growth in Math and Reading, based on the most recent i-Ready assessments.

Operations & Enrollment

Mr. Blough reported that 107 incoming sixth grade students have accepted seats for the 2020 – 2021 school year. SBECA needs three additional students to be fully enrolled and eight additional students to hit its over-enrollment target of 335, which will help the school avoid falling below the approved enrollment number. Staff members are working with the Charter Center and local elementary schools to fill the additional seats.

Family Engagement

Mr. Blough reported that family engagement is continuing over the summer. A summer newsletter has been distributed and workshops are ongoing. The website features a “For Families” tab that has a list of resources for families, which has been curated in partnership with the Social Work team. The school is also administering a family survey to assess the remote learning experience.

High School Admissions

Mr. Blough reported that the school guidance counselor, Maricruz Badia, is working with rising eighth graders on the high school selection process. She is also participating in DOE trainings that may offer insights into the ways in which the process will change as a result of COVID-19.

Facilities

Mr. Blough reported that he is meeting with a group of principals in a think tank to prepare for the fall, including the acquisition of PPE. The leadership team is preparing for full reopening, as well as a blended learning approach.

School Culture

Mr. Blough reported that the School Culture team is continuing to monitor student behavior online throughout the summer. He said that, of 58,000 recent online “activities,” Bark only identified one issue, which was then promptly addressed. This low rate of incidents demonstrates that students have been engaging in appropriate and respectful ways during the remote learning experience.

Higher Education Partners

Mr. Blough reported that NYU, Fordham University, MCNY and Lehman College are all proposing student teachers for the fall semester.

Leadership Coaching

Mr. Blough reported that his work with Dr. Peter McFarlane continues, including the development of a three-year Comprehensive Education Plan and summer planning.

Upcoming Events

Mr. Blough reported that Summer Academy began on July 6th and will run through August 6th. The second installment of the Leadership Planning Retreat will take place on July 14th. And a Town Hall Orientation for incoming sixth grade students will be held on July 15th.

New Business

The Board shared that the book fundraiser, spearheaded by Jodi Schneider, has been successful, raising \$10,000 for books for SBECA students and pre-schoolers at WHEDco. The books, which are written by authors of color and feature characters of color, will be distributed to SBECA students the week of July 13th. The Board thanked Ms. Schneider and Melissa Gaspard for working together to coordinate this initiative.

Next Meeting

Thursday, August 6th, 2020 at 5:00 pm via Zoom

Executive Session

The Board met in Executive Session to discuss a confidential matter.

Adjournment

The Board came out of Executive Session and unanimously voted to adjourn the meeting.



Board of Trustees Meeting
Thursday, September 3rd, 2020
Video Conference via Zoom

Attendees:

Board Members Present: Nancy Biberman, Lori Chemla, Felicia Franklin, Davon Russell, Jodi Schneider,

Board Members Absent: Valerie Capers, Andrea Cohen, Sabrina King

SBECA Staff Present: Jason Adolphus, Anthony Alejandro, Maricruz Badia, Brian Blough, Danielle Corbin, Vanessa Cruz, Dennis Darkeem, Jesus Diaz, Rudy Diaz, Bryan Garcia, Melissa Gaspard, Josef Haas, Nina Krauss, Elaine Martinez, Grizelle Medina, Yeatie Morgan, Debra Ortiz, Abanoub Rezk, Dulce Rico, Natalia Ruiz-Corrales, Bruce Stansbury, Beatrice Tinio, Alysha Willis, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Meredith Leverich, Katie McCaskie

Members of the General Public: 33

Call to Order

Davon Russell called the meeting to order at 5:12 pm.

Public Comment

No members of the public requested to participate in public comment.

Principal's Report

Reopening Plan

Principal Brian Blough reported that SBECA had submitted its reopening plan to NYSED In August. He said that the reopening plan guide had been presented at the August Board meeting and that the detailed daily plan had been presented to the school community on September 2nd during an all-school town hall that engaged over 230 participants.

August PD

Mr. Blough reported that faculty orientation happened at the end of August, including on-site work to prepare faculty for the hybrid teaching model. Teachers and deans conducted simulations to prepare for distancing in the classroom, mask and restroom breaks, arrival and dismissal procedures, and fire drills. The group also developed Professional Learning Communities (PLC) and spent time discussing unit planning, building relationships virtually, and social-emotional learning, among other topics.

Mr. Blough reported that students were very grateful for the book club, facilitated through Jodi Schneider's Books for the Bronx campaign. He showed a brief video extending the kids' thanks.



Comprehensive Education Plan

Mr. Blough reported that he and Dr. Peter MacFarlane have been working together to develop a three-year Comprehensive Education Plan for the school, which aligns with the school's charter and is more accessible and public-facing. The goals in the plan are based on feedback received during past NYSED site visits and the performance benchmark framework, which have been grouped into three main buckets: Academic Goals & Programming; Organizational & Compliance Goals & Programming; and Cultural & Relations Goals & Programming. SBECA will use i-Ready as an important tool to measure student progress. This plan will help create more transparency among the school Leadership Team, the Board and other stakeholders.

i-Ready Data

Mr. Blough reviewed the year-end i-Ready data for Math and ELA, incorporating the district averages as a point of comparison per the Board's request at the August meeting. He said that, based on the students who took the final Math i-Ready assessment, 40.71% demonstrated proficiency, which would exceed the district average. If the January results for all students who did not take the final assessment are incorporated, then about 33% could be assumed proficient. For Reading, Mr. Blough said that 40.6% of the students who took the June i-Ready assessment demonstrated proficiency, compared to the district average of 28% in 2019. When considering the January results for the students who did not take the exam, then SBECA could assume 31% proficiency. Mr. Russell reiterated that, since the State cancelled the 2020 exams, the school's leadership team believes that the June i-Ready results are the best indicator the school has to show growth and proficiency.

The first i-Ready exams for the 2020 – 2021 will be administered on September 16th for ELA and September 23rd for Math.

Student Support Services

Elaine Martinez reported that SBECA currently projects that there are 20 sixth grade students, 28 seventh grade students and 35 eighth grade students with IEPs for the upcoming school year. This represents 25% of the student body, a slight decrease from last year's 26%. SBECA also projects that 12 sixth grade students, 18 seventh grade students and eight eighth grade students are English Language Learners (ELLs). This represents 12% of the student body and a slight increase from last year's 9%. We are now closer to the district average for ELLs, which was 14% in 2019.

Ms. Martinez also reported that she and her team led three workshops during the August Professional Development sessions, including addressing effective co-teaching practices and English as a New Language (ENL) objectives.

She stated that Individualized Learning Time (ILT) teachers will be in the building three days per week, offering three dedicated periods daily for eight students at a time (24 students per day in total), in addition to dedicated remote classes from 2:00 – 3:00 pm. This plan may shift, as it is still unclear how many Students with Disabilities (SWDs) will opt for in-person learning. Those who are learning remotely will be able to tune in to small group work through zoom. The teachers have reviewed all of the IEPs and are sharing information.



Operations & Enrollment

Mr. Blough reported that the current enrollment number for the 2020 – 2021 school year is 308 students. He said that SBECA has engaged Schola to help recruit new students, predominantly in sixth grade, which currently only has 83 confirmed students out of a possible 115 goal. Mr. Blough said that BEDS day is in early October, which is the deadline to attach students to a particular school. He said that he is confident that SBECA will have the needed enrollment by the end of September.

Mr. Russell asked about the outreach to returning families. Mr. Blough said that all families had been contacted and that the current numbers of students in seventh and eighth grades are confirmed. Teachers have begun enrolling kids in Google Classroom. He said that the kids are excited to be back at school and see each other, even if just remotely.

Family Engagement

Natalia Ruiz-Corrales said that SBECA is rolling out Parent Square, a new family engagement software that will facilitate communication moving forward. It will serve as a centralized place for important information, including the school calendar, staff contact information, and access to other platforms that the school uses, including Gradelink, i-Ready, and Kickboard. Ms. Ruiz-Corrales said that engagement has been an all-school effort, including regular phone calls to connect with families. Weekly Community Huddles and newsletters will be available to further build community and keep families connected to the school.

Mr. Russell inquired about wifi availability for families, as well as general tracking process to ensure that the school understands each student's situation and needs. Mr. Blough reported that school surveys have helped identify families who need additional support. When surveys aren't submitted or students aren't logging on for class, SBECA staff follows up with phone calls.

Ms. Ruiz-Corrales reminded families that they would each get a Chromebook to help with their remote learning. Seventh and eighth grade students have their devices from last year, and new students are picking up their devices, as well.

SBECA used Flipgrid to create brief introductory videos for all faculty to help build community with students and families.

Facilities

Mr. Blough reported on some of the safety protocols in place for in-person learning. Each person who enters the building must have their temperature taken and must complete a daily survey prior to obtaining entry into the building. SBECA is doing electrostatic spraying to clean the building and has updated its air purifying system. SBECA has installed floor markings and signage to help foster distancing, and will use outdoor space, including the rooftop, to the degree possible. The isolation room is sectioned off in the Multipurpose Room.



School Culture

Mr. Blough reported that the School Culture team worked with a Responsive Classroom trainer as part of the August professional development sessions. They will continue to monitor online activities using the Bark software that was rolled out in the spring of 2020. For in-person learning, deans will be stationed in the halls to monitor foot traffic, ensure proper distancing, and manage mask breaks.

Higher Education Partners

Mr. Blough reported that two SBECA staff members are enrolled in dual certification programs (SPED and General Education) at MCNY. Other staff members are applying to doctoral programs or are enrolled in Master's programs toward additional certification.

Fordham and NYU are providing four student teachers each for a total of eight student teachers. Lehman College will place a Social Work intern at SBECA in the fall.

Leadership Coaching

Mr. Blough said that he and Dr. McFarlane are continuing to work on the Comprehensive Education Plan, as described previously. He said that Dr. McFarlane also led a workshop on Professional Learning Communities during the August PD session, which was well-received by faculty. Mr. Blough added that he continues his work with Kim Marshall to develop effective evaluations for remote teaching.

Upcoming Events

The first day of in-person school is September 8th. Seventh grade students will be in the building on that day.

As part of SBECA's Corrective Action Plan, Mr. Blough has requested a check-in with NYSED for September or October, so that any feedback that NYSED has is received early in the year.

Meredith Leverich inquired about the status and findings of the family surveys administered. Ms. Ruiz-Corrales said that approximately 200 surveys had been collected to date and that, of those, about 45% of families felt comfortable sending their children into the building for in-person instruction.

Resolution to Approve Minutes from August 6th, 2020

Felicia Franklin made a motion to adopt the minutes from the August 6th, 2020 Board of Trustees Meeting. Nancy Biberman seconded and the Board unanimously voted to approve the minutes.

New Business

Personnel and Community Handbooks

Ms. Leverich said that Ms. Willis and Mr. Blough had shared updated versions of the Personnel and Community Handbooks for the 2020 – 2021 school year, which are ready for Board review. Both documents will be shared with the Board's Personnel Committee for their review and feedback prior to the Board meeting on October 1st, at which time the Board could potentially adopt the documents.



Faculty Comfortability

Mr. Russell asked the faculty in attendance about their comfort level returning to the building for in-person instruction. A number of teachers shared that they were comfortable and felt safe returning.

A parent asked about the plans if a member of the school community tests positive for COVID. Mr. Blough said that the school would have to close for a deep clean, that exposed community members would have to quarantine, and that a series of protocols that are published on the school's website would be followed.

Next Meeting – October 1st, 2020

Adjournment

The Board unanimously voted to adjourn the meeting.



**Board of Trustees Meeting
Thursday, August 6th, 2020
Video Conference via Zoom**

Attendees:

Board of Trustees Present: Valerie Capers, Andrea Cohen, Felicia Franklin, Sabrina King, Davon Russell, Jodi Schneider

Board of Trustees Absent: Nancy Biberman, Lori Chemla

SBECA Staff Present: Jason Adolphus, Mario Bernabel, Brian Blough, Jennifer Cannella, Melissa Gaspard, Joe Haas, Sophia Jones, Nina Krauss, Sam Lugo, Elaine Martinez, Dulce Rico, Natalia Ruiz-Corrales, Bruce Stansbury, Beatrice Tinio, Alysha Willis, Debbie Wong

Other Organizations' Staff Present: Digant Bahl, Accounting Solutions of New York; Meredith Leverich, WHEDco

Members of Public Present: 35

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public asked to participate.

Resolution to Approve Minutes from June 4th, 2020 and July 9th, 2020

Mr. Russell said that, although there had been a quorum present at the last meeting, some Board members were unable to use video. To comply with Open Meeting Law to the greatest degree possible while meeting remotely, he suggested postponing the vote until this meeting so that voting could take place using video.

Andrea Cohen made a motion to approve the June 4th, 2020 and July 9th, 2020 meeting minutes as presented on August 6th, 2020. Felicia Franklin seconded and the Board unanimously voted to approve both documents.

Board Strategic Planning

Meredith Leverich said that she is helping to schedule a Strategic Planning Retreat with Board and Senior Staff. She would be in touch to find a date that worked for all Board members in September.

Principal's Report

Jason Adolphus began the presentation on Brian Blough's behalf, due to a family emergency.

Book Fair

Mr. Adolphus reported that SBECA Trustee, Jodi Schneider, spearheaded a fundraising effort to raise \$10,000 to purchase books for SBECA and WHEDco families. She curated a list of titles written by authors of color and featuring characters of color. The books have been distributed to 169 SBECA families during a two-day book fair on-site and through home deliveries, to ensure that SBECA students have books to read over the summer

and can remain engaged in learning. Ms. Schneider thanked Melissa Gaspard, Natalia Ruiz-Corrales, members of the Operations team, the School Culture and Safety Associates and Dean Anthony.

Summer Academy

Mr. Adolphus reported that Summer Academy offered an extension of the fourth quarter and provided additional instruction in all content areas to better prepare students for the upcoming school year and to build confidence. He said that 128 students were required to attend summer academy as a result of failing one or more core subject areas (16 in sixth grade, 63 in seventh grade and 49 in eighth grade). Attendance exceeded 90% for sixth and seventh grade students who were required to attend. Eighth grade attendance was 50%. An additional 45 students across all three grades were recommended to attend. Of those, 40% participated and increased their overall grade for the fourth quarter. Students who were required to attend Summer Academy but did not will be required to attend Saturday School in the fall.

Meeting Interruption

The Zoom meeting was hacked and stopped. A new meeting was scheduled and circulated as effectively as possible to stakeholders, including faculty and families.

Principal's Report Continued

i-Ready Data

Mr. Blough reported updated i-Ready data for Math and ELA, incorporating results from students who had completed the final assessments since the July meeting. For those who did not complete the assessment, SBECA's leadership team used their January results to measure overall growth as a conservative approach. Based on the students who completed the assessments, 39.74% of sixth graders and 41.67% of seventh graders demonstrated proficiency in Math. Eighth grade students are not included in this assessment as i-Ready is not aligned with the Regents Algebra curriculum. For those who took the ELA assessment, 29% of sixth graders, 40% of seventh graders, and 52% of eighth graders demonstrated proficiency. The eighth grade did not have a high completion rate, so this data is skewed. Mr. Russell asked that the school district data be included in the presentations, as well, to remind everyone how we measure against other schools in our immediate neighborhood.

Student Support Services

Beatrice Tinio, one of the Co-Directors for Student Support Services, reported that she and Elaine Martinez are working on per pupil billing. She said that the school anticipated 25% of the student body to be Students with Disabilities (SWDs) and 12% to be English Language Learners (ELLs) for the 2020 – 2021 school year, which is comparable to the make-up of the 2019 – 2020 student body. These predictions are based on ATS and the Special Ed Information System, but the numbers may fluctuate, especially for incoming sixth grade students, and will not be finalized until the beginning of the school year. Ms. Tinio added that SBECA will be able to bill for the services provided prior to the school shut down, even if the number of mandated minutes was not met during remote learning. Mr. Russell asked that the district numbers be included for comparison on these slides, as well.

Operations and Enrollment Update

Mr. Blough said that enrollment is in flux, possibly as a result of the anticipated elimination of bussing, which will impact where families feel comfortable sending their kids. He said that he hopes to have firm enrollment numbers next week.



Family Engagement

Natalia Ruiz-Corrales said that SBECA will be rolling out Parent Square, a platform that will facilitate more streamlined communication with families. Families completed surveys on their remote learning experience and continue to be critical to student success and engagement. SBECA is planning daily online family huddles to help build community. Workshops on Parent Square, other technology and protocols will be offered to ensure everyone is comfortable engaging. The weekly family newsletter will return in late August to inform families of important updates.

Facilities

Mr. Blough said that he has been preparing the building for smaller class sizes and assessing furniture and PPE needs. The building is cleaned regularly.

Upcoming

Faculty will return for an all-staff Zoom meeting on August 19th. Formal Professional Development officially starts on August 24th. Student orientation will take place between September 2nd and 4th.

Reopening Plan

Mr. Blough reported that SBECA's Reopening Plan was due to the State on July 31st. SBECA's plan incorporated feedback from other school leaders, Board members, faculty and families. It is publicly linked on the website and accessible to all families.

SBECA plans to use a scaled-back in-person hybrid model. Sixth grade students will be on-site twice per week (Mondays and Fridays), and seventh and eighth grade students will be on-site once per week (Tuesdays for seventh grade and Thursdays for eighth grade) to help build relationships that will support remote learning. The in-person times will prioritize social-emotional support, student support services, physical education, art, and social justice, which may be more difficult to offer remotely. In person classes will max out at eight students and one to two teachers per room to facilitate sufficient distancing. Students will not have to switch classes throughout the day. Outdoor spaces will be used whenever feasible.

Families are also able to opt for 100% remote if they have safety concerns about sending their students into the building. Everything done within the building will also be live-streamed and recorded and made available, to ensure that everyone has access to the same content. When remote learning is offered, instruction will be live and students are expected to tune in at the time of each of their classes. Families are able to adjust their decision as their comfort levels change.

September 2nd will be a full school Zoom meeting. September 3rd and 4th will be days when students can schedule a time to come into the school to have their laptop serviced or to pick up a new device, if needed. The first day of in-person school will start on September 8th, the day after Labor Day.

Felicia Franklin inquired about childcare challenges that the part-time on-site schedule may create for families. Mr. Blough said that 72% of families indicated that they wanted to send students to school at least part time, based on survey results. Sixth grade students may have childcare issues, but it might not be as great a concern for families of the older students. Mr. Russell stated that the DOE is formulating a plan to offer "Learning Bridges" to accommodate kids who are not in school on a particular day. WHEDco may be able to lend support, possibly in partnership with some of the buildings that neighbor the school if they have additional space available for WHEDco to provide programming.



New safety protocols will be in place including mask mandates, daily temperature checks, and the elimination of handshakes and other student contact. Students will have their own materials and will not have to share with their classmates. SBECA will continue to assess safety and public health recommendations and will make adjustments as needed. The school will be cleaned every night with an especially deep clean on Wednesdays.

Mr. Russell asked that the families commit to maintaining regular communication with the school as things continue to shift in these unprecedented times.

New Business

Finance Report

Digant Bahl from Accounting Solutions of New York reported that SBECA has closed out Fiscal Year 2020. The previous projections anticipated a \$41,000 surplus, which have now been adjusted to \$53,000. These projections include a \$100,000 grant from the CARES Act, which has not yet been received. These funds were legislated and should have been paid, but the Comptroller has paused payments. Mr. Bahl added that the projections for FY21 have also been adjusted recently, although per pupil revenue may change. FY21 projections include a separate \$150,000 grant from the CARES Act, which is now expected to be \$182,000.

P-EBT Cards

Mr. Russell asked SBECA's Family Engagement Coordinator, Ms. Ruiz-Corrales, if the school was aware of whether or not families had received their P-EBT cards valued at \$420 to compensate for the cost of meals that students would have otherwise received at school between March and June. Some parents shared that they have received their benefits, while others still have not. Mr. Blough said that he would investigate.

Next Meeting

The next Board meeting will be held on Thursday, September 3rd at 5:00 pm via Zoom.

Adjournment

The Board unanimously voted to adjourn the meeting.



**Board of Trustees Meeting
Thursday, November 5th, 2020
Video Conference via Zoom**

Board of Trustees Present: Nancy Biberman, Valerie Capers, Andrea Cohen, Felicia Franklin, Davon Russell, Jodi Schneider

Board of Trustees Absent: Lori Chemla, Sabrina King

SBECA Staff Present: Jason Adolphus, Anthony Alejandro, Maricruz Badia, Brian Blough, Jennifer Cannella, Danielle Corbin, Bryan Garcia, Melissa Gaspard, Joe Haas, Mbaye Hanne, Stephanie Javois, Daniel Lucas, Samantha Lugo, Elaine Martinez, Yeatie Morgan, Natalia Ruiz-Corrales, Bruce Stansbury, Beatrice Tinio, Alysha Willis, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Terron Jones, Meredith Leverich

Members of the Public Present: 31

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public in attendance requested to make a public comment.

Resolution to Approve Minutes from October 1st, 2020

Andrea Cohen made a motion to approve the minutes from the October 1st, 2020 Board meeting, as presented on November 5th. Jodi Schneider seconded and the Board unanimously voted to approve the minutes.

Review and Approval of the 2020 – 2021 Employee Handbook

Mr. Russell stated that the Personnel Committee had convened on November 2nd, 2020 for a final review of proposed updates to the 2020 – 2021 Employee Handbook, prepared by Alysha Willis, Director of Human Resources and Budget. The Committee recommends that the Board adopt the document as presented on November 5th, 2020.

Jodi Schneider made a motion to adopt the 2020 – 2021 Employee Handbook. Felicia Franklin seconded and the Board unanimously voted to adopt the handbook.

Review and Approval of 2019 – 2020 Draft Audit

Mr. Russell stated that an outside agency conducts a fiscal audit following each fiscal year to ensure that the school's financial activities are sound. SBeca engaged a new auditor this year, A.G. Aaronson CPA PLLC, which began its engagement in July and worked with the school's team to conduct the FY20 audit. The Board Finance Committee met on October 27th to review the draft audit, along with Principal Blough, Accounting Solutions of New York and other key staff. Mr. Russell said that SBeca ended the year in the black and that there were no findings in the audit. Mr. Russell said that the Finance



Committee had approved the audit as presented on October 27th, 2020, and authorized Digant Bahl of Accounting Solutions of New York to submit it to the State Education Department and IRS prior to the November 1st, 2020 deadline. He requested that the full Board adopt the audit retroactively.

Nancy Biberman made a motion to approve the FY20 Audit. Felicia Franklin seconded and the Board unanimously voted to pass the resolution.

Principal's Report

Highlights from October

Mr. Blough reported that SBECA hosted an outdoor movie night on the roof, in partnership with the Extended Day Program, which was a positive way to build community while maintaining social distancing requirements.

Academic Programming

Mr. Blough shared a video compilation highlighting remote learning in the Humanities classes. He said that the school is very proud of student engagement on the various platforms that faculty are using. He said that he will share a highlights video of STEM classes at the December meeting.

Vice Principals Bryan Garcia and Joe Haas reported on academic initiatives to enhance remote learning, including ongoing coaching and content meetings for teachers, small group targeting through office hours, and increased teaching time to 60 minutes per core class. Teachers are sharing best practices and providing students with more opportunities to make up or complete work. Saturday Academy has also begun virtually to offer additional support to a select group of students. Mr. Haas said that the school is also adapting its grading methods to account for effort in the virtual space.

Comprehensive Education Plan

Mr. Blough said that the school's three-year Comprehensive Education Plan will be shared via the school's website and updated quarterly. The school has developed the following Professional Learning Communities to facilitate small groups of faculty members tackling the plan's various goals: Academic Leadership, School Development, Social Emotional Learning, Extended Day, Family & Culture, and Grade Teams.

Attendance

Mr. Blough said that attendance has been fairly strong. Cumulative remote attendance as of 10/31/20 was 79.4% and is trending upwards, with the highest attendance rates occurring in the last two weeks of October (81.8%). Mr. Blough said that attendance is taken every session, not just once per day.

Student Support Services

Beatrice Tinio, Co-Director of Student Support Services, provided an overview of billable minutes for students, based on their IEP categorizations. Students are categorized as needing support <20% of the time, 20% - 60% of the time, or >60% of the time. Ms. Tinio said that in-person support is offered on Tuesdays and Thursdays to a select group of students, including Students with Disabilities, English Language Learners and students living in transitional homes; an average of 30 students attend on those days and a total of 54 are enrolled for this additional support. The Student Intervention Team continues to meet weekly to review students of concern and develop intervention plans.



Operations & Enrollment

Mr. Blough said that enrollment remains at 308 students and that the school continues to engage Schola to recruit new students.

Family Engagement

Natalia Ruiz-Corrales said that SBECA continues to use ParentSquare to connect with families and that, following a school-wide effort to follow up with families, the school has a 98% effectiveness rate. The school continues to follow up with the 2% of families that are not currently reachable by phone or email to determine their correct contact information.

SBECA circulates a weekly newsletter and offers weekly online Family/Community Huddles and a Friday viewing of Spartan News, allowing families to connect and ask questions. SBECA is developing the Family Advisory Committee on Engagement (FACE) to identify ways to better engage families.

School Culture

Mr. Blough reported that only 44 issues were identified among over 90,700 online activities within the past week. The School Culture team investigates and follows up on these issues. Students are required to have their cameras on, so that faculty can confirm their identity and ensure safety for all students.

High School Admissions

SBECA Guidance Counselor, Maricruz Badia, said that the DOE has not yet announced any changes to the high school admissions process. The school is moving forward as it typically does to help students develop their high school lists. Ms. Badia has hosted six family and student workshops and conducted 56 individual family meetings to date. Another 48 individual family meetings have been scheduled, and 11 will be scheduled in the coming weeks. Ms. Badia says that the high school list that she shares with families includes schools with graduation rates of 80% or above.

She added that over 15 students are participating in SBECA's Specialized High School Standardized Test (SHSAT) tutoring class.

Higher Education Partners

Mr. Blough said that four MCNY student teachers are participating in classes and attending staff meetings and workshop. Five NYU students are also supporting the school. This allows for additional small group work.

Leadership Coaching

Mr. Blough reported that he continues his work with Dr. Peter MacFarlane.

Upcoming Events

Mr. Blough said that Family Teacher Conferences will be held on November 18th and 19th via Zoom.

New Business

Mr. Russell said that the Board is engaged outside of monthly Board meetings and continues to think about and implement ways to support the school community. If people have ideas, they should reach out to the school leadership team to share their suggestions.



Ms. Ruiz-Corrales said that in a recent family meeting, it was suggested that the school find ways to help kids be kids, outside of their academic work. For instance, perhaps the school could host a monthly birthday celebration or conduct a mass mailing to build morale.

Next Meeting – December 3rd, 2020

Adjournment

The Board unanimously voted to adjourn the meeting.

**Board of Trustees Meeting
Thursday, January 7, 2021
Video Conference via Zoom**

Board of Trustees Present: Nancy Biberman, Andrea Cohen, Felicia Franklin, Sabrina King, Davon Russell, Jodi Schneider

Board of Trustees Absent: Valerie Capers, Lori Chemla

SBECA Staff Present: Jason Adolphus, Anthony Alejandro, Maricruz Badia, Brian Blough, Veronica Burgos, Jennifer Cannella, Danielle Corbin, Vanessa Cruz, Jesus Diaz, Bryan Garcia, Melissa Gaspard, Joe Haas, Stephanie Javois, Nina Krauss, Daniel Lucas, Sam Lugo, Elaine Martinez, Yeatie Morgan, Ameera Nagel, Natalia Ruiz-Corrales, Beatrice Tinio, Alysha Willis, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Meredith Leverich

Members of the Public Present: 7

Call to Order

Davon Russell called the meeting to order at 5:09 pm.

Public Comment

No members of the public in attendance requested to make a public comment.

Resolution to Approve Minutes from December 3rd, 2020

Felicia Franklin made a motion to approve the minutes from the December 3rd, 2020 Board meeting, as presented on January 7th, 2021. Jodi Schneider seconded and the Board unanimously voted to approve the minutes.

Review of Draft 990

Mr. Russell said that the Finance Committee has received a draft 990 for fiscal year 2020, which requires further review. The form can be filed later in the Spring, so he suggested that the Board wait to approve it until the February meeting, by which time the Committee can resolve outstanding questions. The Board agreed to hold off on reviewing in detail until February 4th, 2021.

Principal's Report

Highlights from December

Principal Brian Blough reported that the school hosted virtual events prior to the holiday break for some year-end celebrations, including video game competitions, sing-alongs and movie viewings. He added that book clubs are ongoing.

Academic Programming

Mr. Blough and Vice Principals Bryan Garcia and Joe Haas detailed the school's teaching and learning cycle to demonstrate how data drives instruction. They offered examples from the sixth grade curriculum to illustrate the ways in which teachers are regularly assessing understanding and re-

teaching standards as needed to ensure that students are gaining mastery before moving on to new material.

Mr. Garcia reported on strategies used by the sixth grade ELA team to foster their learning, including routines, such as a daily agenda and daily learning target; engaging activities, such as breakout rooms; differentiation techniques, such as small groups and tech platforms; and in-class targeted support.

Mr. Garcia presented a sample morning message that teachers share with their class, an afternoon message, and a video compilation to illustrate a reteach of the RL6.2 standard. He added that office hours, ILT support, i-Ready, and Saturday Academy are also built into the weekly schedule to further support students' learning.

Mr. Haas highlighted three standards that students struggled with in the first interim assessment and described reteach strategies that were used during Saturday Academy, which serves an average of 40 students in Math each week. He presented a video compilation to demonstrate a virtual lesson. He said that the lesson resulted in improved proficiency from 57% to 71% for one particular standard. He added that, in addition to the supports described by Mr. Garcia, one-on-one meetings with teachers and students are also available. Mr. Garcia said that many students completed i-Ready hours during the holiday break, as well, which demonstrates high buy-in among the students and families.

Mr. Blough said that in February, he plans to discuss how observation and coaching help the faculty meet their goals, how the school assesses academic rigor, and the work happening in Culture of Achievement Plan (CAP) committees.

Ms. Corbin, Mr. Adolphus, and Ms. Cruz, the sixth, seventh and eighth grade team leads, respectively, shared first quarter goals across subject levels for each grade. Ms. Cruz noted that eighth grade students are missing out on many of the senior year activities that the school typically offers, which has been disappointing. The team continues to explore ways to honor them during their final year.

Attendance

Mr. Blough reported that there has been a dip in attendance, which historically happens around the holidays, even in more typical years. The cumulative attendance is currently 81.7%.

Student Support Services

Elaine Martinez, Co-Director of Student Support Services, highlighted the various supports offered to sixth grade students, including ILT, ENL for two cohorts, instructional grouping, push-in and pull-outs. Her presentation detailed frequency for each support. She also shared testimonials from core subject faculty members, describing the impact of the ILT and ENL support in their classrooms, and presented sample work from sixth grade ELLs.

Social-Emotional Learning (SEL) & Support

Mr. Blough reported that the school has adopted the daily use of the Mood Meter in each class to assess how students are feeling and coping with these difficult circumstances. This practice helps students learn to identify, express and regulate their feelings. The SEL Professional Learning Community provides faculty with weekly questions for morning and afternoon huddles and for use during weekly advisory

check-ins. The school will restart its LGBTQIA+ & Allies club in January and is planning to launch a Black Lives Matter/Anti-Racism Club.

SBECA's founding partner, WHEDco, has facilitated additional support for families, including grocery store gift cards and benefits screening and enrollment.

He added that the Social Work and Counseling Team continues to provide mandated and at-risk counseling to 48 students, as well a crisis intervention and trainings.

In addition, Katie McCaskie, Director of Social Work, provided resources for faculty to discuss the events at the Capitol building on January 6th, 2021. Faculty made space in their classes to help students process the events.

Family & Culture

Natalia Ruiz-Corrales reported on ongoing initiatives for family engagement, including the monthly newsletter, weekly huddles, Family Support-led workshops, and the Family Advisory Committee on Engagement (FACE). She said that the Extended Day Program helped facilitate a holiday celebration, including games, on December 22nd. Parent Square continues to be a useful tool in communicating with families regularly and effectively. As of January 7th, 13,749 direct messages have been sent on the platform.

Mr. Blough stated that students are not allowed entry into a zoom session without their camera on and full name displayed. One seventh grade cohort has persistent Zoom bombing issues that are being addressed with families within the cohort.

If students are experiencing issues with their school-issued device, they should contact the Operations team to resolve their issues.

Enrollment Update

Mr. Blough reported that 306 students are currently enrolled. The school has begun to receive interest forms for the 2021 – 2022 school year.

Ms. Ruiz-Corrales said that SBECA will be participating in virtual school fairs on February 6th and March 20th.

High School Admissions Update

School Guidance Counselor, Maricruz Badia, reported that the NYC Department of Education (DOE) recently announced changes to the high school admission process due to COVID-19. The public high school application will be open from January 18th through February 22nd. Screened high schools will continue screening students; these schools will consider grades and State exam results prior to the pandemic (sixth grade and the first two quarters of seventh grade). Schools can no longer use district admissions priorities. Registration for the SHSAT opened on December 21st and is available through January 15th. The exams will be administered at a DOE location on January 27th. LaGuardia High School and other arts-based schools will hold auditions online.

Ms. Badia reported that two new workshops will be offered the week of January 11th. She added that she has initiated 42 communications via Parent Square and held 104 individual first round family meetings and 19 individual second round family meetings. There are 10 families who have not yet held their individual family meetings, but she continues to follow up.

Ms. Yeatie and Mr. Hanne are facilitating a SHSAT tutoring course for eighth grade students.

COVID Update

SBECA remains a “Yellow” zone, given local COVID rates. As a result, the school is fully remote through the month of January. The school will provide updates on a monthly basis.

Higher Education Partnerships

Mr. Blough reported that student teachers from MCNY and NYU continue to foster small group work. Fordham students will begin in the new semester.

Leadership Coaching

Mr. Blough reported that he continues to work with Dr. Peter McFarlane on the school’s Comprehensive Education Plan and the School Development Professional Learning Community. He also continues to meet with Kim Marshall and other principals to share best practices.

There is an Authorizer Town Hall scheduled with the NYSED team on January 25th for school leaders.

Upcoming Events

Mr. Blough said that there is an Among Us gaming event scheduled for January 13th.

January 29th is the end of semester, at which point there will be a full school virtual celebration.

Winter book clubs will begin soon.

The second Interim Assessment will be administered at the end of January. i-Ready mid-year diagnostics will be administered on February 2nd and 4th.

Family Teacher Conferences will be held on February 10th and 11th.

New Business

Mr. Russell stated that the Board remains very committed to supporting the faculty. The Education Committee is meeting more regularly and Dr. King’s expertise has been and will continue to be a tremendous help.

Seventh grade student Amanda Montalvo read a letter addressed to her former sixth grade teachers.

Next Meeting – February 4th, 2021

Adjournment

The Board unanimously voted to adjourn the meeting.



**Board of Trustees Meeting
Thursday, October 1st, 2020
Video Conference via Zoom**

Attendees:

Board of Trustees Present: Lori Chemla, Andrea Cohen, Felicia Franklin, Sabrina King, Davon Russell, Jodi Schneider

Board of Trustees Absent: Nancy Biberman, Valerie Capers

SBECA Staff Present: Jason Adolphus, Anthony Alejandro, Brian Blough, Danielle Corbin, Brian Garcia, Melissa Gaspard, Josef Haas, Mbaye Hanne, Sophia Jones, Nina Krauss, Samantha Lugo, Elaine Martinez, Grizelle Medina, Yeatie Morgan, Ameera Nagle, Lucy Peralta, Dulce Rico, Natalia Ruiz-Corrales, Beatrice Tinio, Alysha Willis, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Terron Jones, Meredith Leverich

Members of the General Public: 25

Call to Order

Davon Russell called the meeting to order at 5:07 pm.

Public Comment

Ms. Garcia, a parent, said that she was having a hard time understanding the in-person schedule. She asked which day(s) her son should be going to school in person. Mr. Russell said that Mr. Blough would provide an update during the Principal's Report portion of the meeting, which should provide additional clarity.

Resolution to Approve Minutes from September 3rd, 2020

Andrea Cohen made a motion to adopt the minutes from the September 3rd, 2020 Board meeting, as presented on October 1st, 2020. Sabrina King seconded, and the Board unanimously voted to approve the minutes.

Community Handbook Review & Approval

Meredith Leverich said that Brian Blough had circulated a revised version of the Community Handbook for the 2020 – 2021 school year for Board review. The document is not drastically different from the version shared last year, except for a few key changes, including updated faculty names and contact information, information on new platforms that the school has rolled out, and a caveat that certain items, such as the daily schedule, are subject to change as a result of COVID-19 and the need for distance learning. Mr. Blough also noted that the school's DASA Coordinator this year is Kimberly Young, the lead Dean from the School Culture Team.

Jodi Schneider made a motion to adopt the revised Community Handbook. Andrea Cohen seconded and the Board unanimously voted to approve the document.

Personnel Handbook Review

Mr. Russell said that the Personnel Committee had convened to review an updated Personnel Handbook for the 2020 – 2021 school year, prepared by Alysha Willis, Director of Human Resources and Budget. An additional review is needed to ensure that all policies are up-to-date, so the Committee is not yet prepared to recommend adoption. The Personnel Committee will convene again prior to the November Board meeting to finalize the handbook. In the meantime, if any faculty members have questions or concerns that they are waiting for the handbook to resolve, they should feel free to contact Ms. Willis for clarity.

i-Ready Deep Dive

Mr. Russell said that there will be a session for the Personnel and Education Committees dedicated to developing a deeper understanding of i-Ready, including why the school administration has determined that it's a predictive tool, what the data collection and analysis processes look like, and how the Board can monitor growth effectively throughout the year. Mr. Blough said that it's still not clear whether the State exams will be administered in the spring of 2021, so ensuring that everyone fully understands and feels confident in this monitoring system will be helpful for the community.

Principal's Report

September Highlights

Mr. Blough said that a hybrid model was offered in September for students who opted to come into the school building during that time. Remote learning has been well-attended so far. The school custodian cleans the building nightly.

Academic Programming

Shift to Remote Learning

Mr. Blough reported that the school will be moving to a fully remote model as of October 5th, 2020. This decision was informed by a new survey that went to families and staff in September. The survey responses indicated that over 70% of respondents preferred a fully remote model for October, mostly due to safety concerns around rising COVID-19 numbers and flu season.

The schedule will be retooled to accommodate the shift and ensure that all students are receiving appropriate remote instruction. Core class periods will increase from 45 minutes to 60 minutes each, and specials classes will be offered on Wednesdays to break up the week. Office hours and access to teachers will also be available every Wednesday.

A select group of students, including Students with Disabilities (SWDs), English Language Learners (ELLs), and students with compromised housing, will be invited to do their remote learning on-site at the school on Tuesdays and Thursdays, so that they can access additional in-person supports. ILT is provided as push-in or small group instruction, based on student need.

The school is providing technology and support to ensure that all families have sufficient wifi and can successfully participate in remote learning.

i-Ready Review

Mr. Blough shared an overview of i-Ready, a research-based, web-based, diagnostic assessment system that the school uses to pinpoint students' grade level equivalence, monitor student progress and inform instruction.

The school administered an i-Ready diagnostic for Reading and Math in September to collect baseline data for each student. Mr. Blough reported the following results from the September diagnostic:

| Reading | | | |
|----------------|------------------------------------|--|---|
| Grade | On Grade Level (Proficient) | One Grade Level Below Proficiency | Two or More Grade Levels Below Proficiency |
| Sixth | 31% | 28% | 41% |
| Seventh | 22% | 20% | 59% |
| Eighth | 31% | 16% | 53% |

| Math | | | |
|--------------|------------------------------------|--|---|
| Grade | On Grade Level (Proficient) | One Grade Level Below Proficiency | Two or More Grade Levels Below Proficiency |
| Sixth | 20% | 40% | 40% |
| Seventh | 17% | 33% | 51% |
| Eighth | 15% | 32% | 53% |

Mr. Blough said that, although the eighth grade students take the math diagnostic in i-Ready, it is not aligned with the Algebra curriculum, so the results are not as predictive as practice Regents exams. Bryan Garcia noted that, although there is summer slide, the students are beginning the year from a stronger place than they were at the beginning of last year.

The mid-year diagnostic will be administered in January and the final diagnostic will be administered in June.

Professional Learning Communities

Mr. Blough said that the school has formed Professional Learning Communities (PLC), informed by coaching conducted by Dr. Peter McFarlane. A small group of leaders works on specific community goals related to the three-year Comprehensive Education Plan, and then a larger group meets monthly.

Student Support Services

Beatrice Tinio, one of the Co-Directors of Student Support Services, restated that core classes will extend to 60 minutes, up from 45 minutes, to ensure compliance with the Integrated Co-Teaching Program implemented via remote learning. Tailored i-Ready lessons are also available for four days per week; this is a different function of i-Ready, separate from the diagnostic described earlier.

ILT support is offered remotely through breakout rooms in core classes to students who need additional support, including SWDs and ELLs. ILT will also have a remote learning block two to three days per week, based on i-Ready groupings to further support students who are two or more grade levels below proficiency.

Counseling has begun. A speech provider is on-site on Tuesdays for seventh grade students and a second provider has been identified to support sixth and eighth grade students.

There has been an increase in ELL students, including five students who are new to the country.



Ms. Tinio reiterated that SWDs and ELLs are prioritized to come into the building on Tuesdays and Thursdays to receive additional support, even as the school moves to a fully remote model. Students on-site will be logging into their classrooms through their Chromebooks, with in-class teacher support. Elaine Martinez reiterated that students who are not coming into the building will still receive all of their mandated services remotely.

Operations & Enrollment

Mr. Blough reported that enrollment continues to ebb and flow. There are still 308 students enrolled, although ongoing outreach continues with Schola to get closer to the school's budgeted number of 330 students.

Family Engagement

Mr. Blough reported that Parent Square has been a great tool to communicate with all or specific groups of families. Natalia Ruiz-Corrales said that the program also notifies the school if the messages are not sent successfully, which ensures that the school can follow up in a timely way.

Weekly huddles are happening, including a community viewing of Spartan News. Ms. Ruiz-Corrales added that the Monday morning huddles are a great time to check-in with families and share announcements, and the Wednesdays evening huddles are co-led by the Family Support team, which help connect families to other resources. The Family Newsletter continues to go out weekly. The school is also hosting curriculum nights for each grade levels, which helps families connect to the faculty and build community.

School Culture

Mr. Blough reported that there were over 60,000 activities monitored in the past week on Bark, the platform that monitors online activities for the school community. Of these, only 17 issues were identified by the system and addressed by the School Culture team.

Facilities

Mr. Blough reported that the school is following Department of Health guidelines in the school building, including temperature checks, daily surveys, electrostatic spraying, cleaning of the HVAC system, and mask and social distancing requirements.

Higher Education Partners

Mr. Blough said that Metropolitan College of New York (MCNY) student teachers have begun their work at SBECA and NYU students will start in October.

Leadership Coaching

Mr. Blough said that he continues to work with Dr. Peter McFarlane on the School Comprehensive Education Plan, as well as the formation and ongoing development of Professional Learning Communities to push grade level work forward.

Upcoming Events

Mr. Blough reiterated that the fully remote learning plan begins on Monday, October 5th, and students will receive schedules by the end of the week. The schedule will be fully linked to all sessions, including some that are optional, such as group lunch time and the Extended Day Program.

Saturday Academy will begin remotely on October 3rd.



The Social Emotional Learning PLC is planning an event to collectively mourn loss in 2020.

High school preparation sessions are ongoing. Maricruz Badia, the school guidance counselor, said that she is meeting with families individually through the month of October. She hosted four high school list development workshops, which helped families complete an interest survey. The DOE still has not announced changes to the high school admissions process. Ms. Badia will continue to move forward to ensure each family has a high school list and is aware of their options, including Catholic and private schools. Historically, SBECA has hosted in-person high school fairs, which will likely occur virtually this year.

New Business

Mr. Russell said that he would work to convene the i-Ready deep dive meeting, as well as a Finance Committee meeting to review the updated budget projections once they are finalized.

Next Meeting

The next meeting will be held on Thursday, November 5th, 2020 at 5:00 pm.

Adjournment

The Board unanimously voted to adjourn the meeting.

**Board of Trustees Meeting
Thursday, February 4th, 2021
Video Conference via Zoom**

Board of Trustees Present: Nancy Biberman, Valerie Capers, Andrea Cohen, Felicia Franklin, Davon Russell, Jodi Schneider

Board of Trustees Absent: Lori Chemla, Sabrina King

SBECA Staff Present: Jason Adolphus, Maricruz Badia, Brian Blough, Jennifer Cannella, Bryan Garcia, Melissa Gaspard, Joe Haas, Derek Hernandez, Sophia Jones, Nina Krauss, Daniel Lucas, Elaine Martinez, Grizelle Medina Diaz, Yeatie Morgan, Ameera Nagel, Natalia Ruiz-Corrales, Beatrice Tinio, Alysha Willis, Debbie Wong, Kimberly Young

WHEDco Staff Present: Meredith Leverich

Members of the Public Present: 16

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public in attendance requested to make a public comment.

Vaccination Update

Mr. Russell said that he would raise the issue of Covid-19 vaccines later in the meeting, including exploring ways to ensure that eligible faculty who want the vaccine are able to get vaccinated and that faculty and families have access to information about the vaccine.

Resolution to Approve Minutes from January 7th, 2021

Andrea Cohen made a motion to approve the minutes from the January 7th, 2021 Board meeting, as presented on February 4th, 2021. Felicia Franklin seconded and the Board unanimously voted to approve the minutes.

Review and Approval of Draft 990

Mr. Russell said that the Board had received the Draft 990 in advance of the January 7th, 2021 meeting. Upon initial review, the Board identified a few inaccuracies, which have since been corrected. He said that he believes the revised version is accurate and recommended it for adoption.

Andrea Cohen made a motion to adopt the completed Form 990 for Fiscal Year 2020, as presented to the Board on February 4th, 2021, and to authorize Accounting Solutions of NY to file the school's tax returns. Nancy Biberman seconded, and the Board unanimously voted to pass the resolution.

Principal's Report

Highlights from January

Mr. Blough reported that the school has initiated activities to welcome students back after the holidays, including selfie and Tiktok challenges, which have helped energize the community. Attendance is at an all-time high for remote learning.

The school hosted an end of quarter celebration on January 29th, which drew over 100 participants on a Friday afternoon. The event included a virtual dance party, breakout rooms with trivia and interactive games.

Mr. Blough reported that Board member Jodi Schneider connected 60 SBECA students to an opportunity with MCC Theater. Students tuned in to a virtual play, performed by two actors in their apartments. The event also included a discussion with the actors, a quiz game, and a writing workshop. Mr. Blough played a video testimonial from a sixth grade student who participated.

Academic Programming

Mr. Blough reported that the school is completing its latest data cycle. Grades were due yesterday and hard copy report cards will be distributed on February 5th, along with school supplies that students may need mid-year. Family teacher conferences are scheduled for February 10th and 11th. He asked that parents book appointments if they have not already.

Mr. Blough reported that turnout was strong for the latest interim assessments; 88% of students completed the ELA assessment and 97% students completed the Math assessment on the days they were administered. Grading is ongoing. Once the data is finalized, it will be shared with the Education Committee on February 12th, so that the committee can review prior to the March Board meeting.

i-Ready diagnostics took place this week on February 2nd and 4th. The data from this tool will also be shared with the Education Committee.

Mr. Blough said that attendance is around 89%, which correlates with student engagement. He shared a list of strategies that the faculty uses to continue fostering strong attendance and engagement, including surveys to identify activities, incentive prizes from Spencer Gifts, and at-home pizza parties facilitated by the school.

Mr. Blough presented video compilations from eighth grade Social Studies and seventh grade Science classes to illustrate student engagement in remote learning.

Ms. Franklin inquired about whether context is provided for students as they learn about Black History and the Civil Rights Movement, specifically around language used in the texts that they are encountering as part of the curriculum. Yeatie Morgan confirmed that teachers provide context and described the process for addressing the language used, including engaging parents in the curriculum, so that students fully understand the history and historical significance of certain words.

Attendance

Mr. Blough reported that attendance is at an all-time high for the year at 88.5% for the most recent two week period (January 15 – January 31, 2021). SBECA continues to work to engage those who are not currently active to increase their engagement. Mr. Blough said that there are approximately 34 students

(12%) who have chronic absences. Mr. Blough said that students who have major attendance issues may receive Promotion in Doubt letters along with the second quarter report cards, and will have to improve for the rest of the school year in order successfully rise to the next grade.

Student Support Services

Elaine Martinez, Co-Director of Student Support Services, reported that all IEP meetings with the Committee on Special Education (CSE) have been scheduled for the year. To date, the school has held 46 of 77 meetings with 100% family participation. The CSE is accepting and opening initial requests for student evaluations; SBECA has received two requests from families so far for this school year.

Individual Learning Time (ILT) remains mandatory for students with IEPs needing academic support. Data from the recent assessments will inform new groupings. Students may be added to ILT or may graduate from it, based on the results of the interim assessments.

Teachers continue to make referrals to the Student Intervention Team to address social-emotional, behavior and academic concerns. To date, 13 referrals have been made and the team creates unique interventions for each student to address their needs, including counseling and wake-up calls. A lot of the referrals are for students who are not attending or actively participating in remote learning.

Social-Emotional Learning (SEL) & Support

Mr. Blough reported that the SEL team currently provides mandated and at-risk counseling to 48 students. Outreach efforts continue, particularly for families with attendance issues.

Family & Culture

Natalia Ruiz-Corrales reported on ongoing initiatives for family engagement, including the monthly newsletter, weekly huddles, Family Support-led workshops, and the Family Advisory Committee on Engagement (FACE). She said families are becoming more committed and engaged with FACE.

As of February 3rd, faculty members have created 315 posts and distributed over 16,600 direct messages to families through ParentSquare.

She added that there is an event with Senator Rivera immediately following the Board meeting at 6:30 pm, during which COVID-19 vaccine information will be shared. She said she would share the information presented in the next newsletter for those who are not able to participate.

Mr. Russell said that WHEDco can facilitate additional COVID vaccination educational workshops, in partnership with medical professionals in our network, if Ms. Ruiz-Corrales thinks that would be of interest to families. He said that Yankee Stadium will be a vaccination site for Bronx residents only, so he hopes that people will take advantage of the opportunity to get vaccinated when they are eligible.

Mr. Blough added that the Culture Team is adding a Recess and Rewards (R&R) time on Tuesday and Thursdays during lunch periods. The school is also organizing a cohort challenge, a TikTok challenge and a Black History Month Celebration.

Enrollment Update

Mr. Blough reported that 306 students are currently enrolled. The school has begun to receive interest forms for the 2021 – 2022 school year.

Mr. Blough said that SBECA will participate in virtual school fair and a virtual school tour on February 6th.

High School Admissions Update

School Guidance Counselor, Maricruz Badia, reported that the deadline for submitting the application for public high schools is February 23rd, and she continues to encourage families to identify and apply to schools with 80% graduation rates or above. To date, 19 of 116 families have already submitted applications to high school.

COVID Update

SBECA remains a “Yellow” zone, given local COVID rates. As a result, the school is fully remote through the month of February and until further notice with monthly updates. The school administered a survey recently to determine the school community’s comfort levels with returning to in-person learning.

Higher Education Partnerships

Mr. Blough reported that student teachers from MCNY and NYU continue to foster small group work. Fordham students will begin in the new semester.

Liberty University has provided a counseling intern, who is supporting Ms. Badia and Katie McCaskie, the Director of Social Work.

Leadership Coaching

Mr. Blough reported that he continues to work with Dr. Peter McFarlane on the school’s Comprehensive Education Plan and the School Development Professional Learning Community. They will update the CEP with second quarter data shortly and send to the Education Committee.

He also continues to meet with Kim Marshall and other principals to share best practices.

Mr. Blough said that the school is hoping to host a collaborative event with other schools to discuss best practices in a broader community.

Upcoming Events

Mr. Blough said that Family Teacher Conferences will be held on February 10th and 11th, Grade Level Town Halls for Honor Roll and Black History Month will be held on February 12th, and a Black History Month Celebration will be held on February 26th. Other theater events, gaming events and a possible virtual science fair are also in the works.

New Business

An attendee inquired in the chat about whether COVID testing would be available at the school if and when the school re-opens for in-person learning. Mr. Russell said that guidance will have to come from the State and the City to determine what resources are available and what processes are put in place to make it possible to increase testing for teachers. Mr. Russell also suggested that the school create a plan

for tracking vaccinations among the faculty members, if and when they become vaccinated, which will inform when it is safe for them to be back in-person. Mr. Blough added that a faculty survey will be administered soon to assess faculty members' feelings about becoming vaccinated, as well as returning to in-person learning.

Mr. Russell said that the school will be closed the week of February 15th, which will give faculty members a well-deserved break.

Next Meeting – March 4th, 2021

Adjournment

The Board unanimously voted to adjourn the meeting.

Board of Trustees Meeting Minutes
Thursday, April 8th, 2021 | 5:00 pm
Video Conference via Zoom

Attendees

Board Members Present: Nancy Biberman, Andrea Cohen, Valerie Capers, Lori Chemla, Davon Russell, Jodi Schneider

Board Members Absent: Felicia Franklin, Sabrina Hope King,

SBECA Faculty Present: Maricruz Badia, Brian Blough, Jennifer Canella, Danielle Corbin, Dennis Darkeem, Bryan Garcia, Melissa Gaspard, Josef Haas, Sophia Jones, Stephanie Javois, Nina Krauss, Natalia Ruiz-Corrales, Beatrice Tinio, Kimberly Young

WHEDco Staff Present: Katie Aylwin, Meredith Leverich, Olivia Pulphus

Members of the Public Present: 8

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public requested to participate in public comment.

Resolution to Approve Minutes from March 4th, 2021

Jodi Schneider made a motion to approve the minutes from the March 4th, 2021 Board meeting, as presented on April 8th, 2021. Andrea Cohen seconded and the Board unanimously voted to approve the minutes.

Principal's Report

March Highlights

Principal Brian Blough presented video compilations of students promoting the school from their perspective and experiences, as well as highlights from Women's History Month.

He added that April is Poetry Month and that writing across the curriculum will be a big focus for the school.

Mr. Blough announced that SBECA has a new website and encouraged families to visit. He said that an announcement was sent via ParentSquare, as well.

Academic Programming:

Mr. Blough said that faculty is trying to address zoom fatigue. For example, sixth grade kids picked up hydroponic kits to have a hands-on project with real world application at home.

Phase 1 of Hybrid Learning has begun this week. There are approximately 50 students in the building receiving additional support two days per week. This program includes random testing with guardian consent, adequate distancing and other required protocols that had been implemented in the fall when the school opened for in-person learning for about a month. After a two week cycle, the leadership team and faculty will consider

whether any changes should be made, including possibly inviting additional students for this opportunity. Mr. Blough said that the current students have been identified as highest need, including students with IEPs, English Language Learners, students in transient housing or with home environments that are not conducive to learning remotely (e.g., insufficient WiFi), and/or students with chronic attendance issues.

Current Leadership Planning Priorities:

Mr. Blough outlined several priorities for the leadership team, including students of concern whose promotion is in doubt and ways to help these students successfully move on to the next grade through interventions such as Saturday Academy, Wednesday block, and summer programming; the upcoming NYSED Mid-term Site Visit; year-end events for students, including graduation for eighth grade students; and spring planning retreats for leadership and faculty.

Student Support Services

Co-Director of Student Support Services Beatrice Tinio reiterated what Mr. Blough had shared previously about the 50 students identified for Phase 1 Hybrid Learning. She said that students log into their typical online classes, but with the additional assistance of on-site faculty.

Ms. Tinio said that the Social work team is also in the building on those days and will provide in-person counseling sessions.

There is currently a waiting list of 10 students for in-person instruction. As a result, there is a strict attendance policy for in-person learning; if a student misses two days in the building, his/her seat may be offered to another student who also needs additional in-person support.

Mr. Blough said that the numbers of students on-site should remain consistent to help plan for random testing.

Attendance

Vice Principal Josef Haas said that attendance is taken in bi-weekly cycles. He said that the highest levels of attendance took place in January and February and that it has since decreased, which he believes is a result of zoom fatigue. He said that in-person learning seems to improve attendance overall, as some students had shared that they had a difficult time concentrating at home.

Social-Emotional Learning

Mr. Blough said that the Social-Emotional Learning Team led a workshop for faculty on Building & Connecting through Empathy, to help staff support students. Mr. Blough showed a brief video to demonstrate the content presented, as well as the Padlet page from the session, which allowed participants to anonymously share some of their feelings with the group on an online platform. He said that the pandemic continues to be a tremendous challenge for the school community, including recent hospitalizations and deaths in families of students and faculty.

Ms. Tinio said that the Social Justice Council facilitated a staff workshop on March 24th addressing Asian hate crimes and their connection to white supremacy as part of the school's efforts to facilitate anti-racist professional development for all faculty.

Family Engagement & Culture

Natalia Ruiz-Corrales said that consistency has helped connect to families and foster community throughout the school year, including the weekly online huddles, monthly newsletters and regular updates via ParentSquare.

Ms. Ruiz-Corrales showed a screenshot of the virtual lottery and said that Sophia Jones had spearheaded recruitment and the lottery again this year and did a phenomenal job.

Mr. Blough said that the Recess and Rewards program is gaining traction and participation continues to grow.

Mr. Blough noted that an incident of inappropriate zoom bombing occurred in a seventh grade class, which involved indecent exposure. This was reported to the Board Chair and NYPD for further investigation. SBECA contacted all families of students who may have been affected, offering various supports and opportunities to communicate and share feelings. That cohort has now moved to Google Meet, which has stricter access policies, for additional security.

Enrollment Update

Mr. Blough said that the lottery was held on April 7th, facilitated by Ms. Jones, who did a tremendous job. Mr. Sembi from Accounting Solutions of New York attended as a third-party observer.

SBECA accepted 116 sixth grade students, placing 95 students on the wait list; accepted 101 seventh grade students; and accepted 115 eighth grade students, placing 18 students on the wait list. He said that the hope is to recruit and enroll an additional 14 students into the incoming seventh grade class to bring that cohort up to 115, as well, and ensure that the school remains fully enrolled throughout the 2021 – 2022 school year.

High School Admissions Activities

Guidance Counselor Maricruz Badia reported that all students applied to public high schools, including some who applied to charter high schools. Charter offers should be available currently or shortly, depending on each school's lottery date. SHSAT offers will be announced at the end of April. LaGuardia offers will be announced after the SHSAT offers are announced. It is not yet clear when regular public schools will be announced, but she said she would keep the Board apprised.

Ms. Badia said that she will begin working with current seventh grade students in May to get them prepared to apply to high school next year when they are in eighth grade.

Facilities Update

Mr. Blough showed a photo of a new thermometer/hand sanitizer dispenser.

He announced that SBECA's neighborhood was recently removed from the "Yellow" Zone designation, which allowed for the roll-out of in-person learning for select students.

Higher Education Partnerships

Mr. Blough said that some partners may offer support during the summer, as well as their current support during the school year. He said that he hopes to hold a workshop with other schools to talk about how to re-engage disengaged students.

Leadership Coaching

Mr. Blough reported that he continues to work with Dr. Peter MacFarlane, following a two week hiatus during which Mr. Blough was on Family Leave. He said that he also meets with other principals, Kim Marshall and DOE administrators to continue to consider and share best practices.

Upcoming

Mr. Blough reported that the third Interim Assessment Cycle is scheduled on 4/20/2021 and 4/22/2021. However, it is possible that the schedule may need to be adjusted, depending on State reporting requirements. SBECA intends to use the third i-Ready exam scheduled for June to demonstrate student achievement in lieu of the State ELA and Math exams; however, if the results of this assessment are due by May 1st, 2021, the faculty may administer i-Ready on the dates previously scheduled for the third interim assessment to ensure that students are not over-tested, while also ensuring that the most accurate diagnostic is used for year-end outcomes.

Mr. Blough said that a Poetry Slam is scheduled for April 30th. All are welcome.

Mr. Blough said that NYSED will be conducting its Mid-term Site Visit of SBECA in late April/early May. Mr. Russell said that he will keep the Board apprised of scheduling, as there will likely be a virtual Board focus group with NYSED.

New Business

Mr. Russell said that the Board Finance Committee will be meeting with leadership and the accounting team to prepare the budget for the 2021 – 2022 school year. He said that the State is in a stronger financial position than it was a year ago, and we may see a possible restoration and increase in funding levels. He said that the Board will develop a budget that is sensitive to things that may change.

Next Meeting

Mr. Russell said that the next meeting is scheduled for Thursday, May 6th at 5:00 pm.

Adjournment

The Board unanimously voted to adjourn the meeting.

Board of Trustees Meeting Minutes
Thursday, March 4th, 2021 | 5:00 pm
Video Conference via Zoom

Attendees

Board Members Present: Nancy Biberman, Andrea Cohen, Valerie Capers, Felicia Franklin, Sabrina Hope King, Davon Russell

Board Members Absent: Lori Chemla, Jodi Schneider

SBECA Faculty Present: Jason Adolphus, Maricruz Badia, Brian Blough, Jennifer Canella, Danielle Corbin, Melissa Gaspard, Sophia Jones, Nina Krauss, Daniel Lucas, Samantha Lugo, Elaine Martinez, Ameera Nagle, Natalia Ruiz-Corrales, Beatrice Tinio, Debbie Wong, Kimberly Young

WHEDco Staff Present: Katie Aylwin, Meredith Leverich

Members of the Public Present: 13

Call to Order

Davon Russell called the meeting to order at 5:05 pm.

Public Comment

No members of the public requested to participate in public comment.

Resolution to Approve Minutes from February 4th, 2021

Felicia Franklin made a motion to approve the minutes from the February 4th, 2021 Board meeting, as presented on March 4th, 2021. Andrea Cohen seconded and the Board unanimously voted to approve the minutes.

Finance Committee Update

Mr. Russell reported that the school's accounting firm, Accounting Solutions of New York, shared its monthly financial report with the Finance Committee. The latest report indicates that the school is projected to end the year in the black, while operating with a budget of around \$500,000 less than the previous school year's budget. He said that once the pandemic hit, the expectations were that revenues might decrease for the 2020 – 2021 school year, which has been the case, particularly because enrollment is down. However, given the rate at which the school is spending, we anticipate ending the school year with a surplus. SBECA has 106 days of cash on hand to manage an unexpected event.

Meredith Leverich added that Digant Bahl from Accounting Solutions of New York asked that the Finance Committee convene soon to begin the budgeting process for the 2021 – 2022 school year.

Vaccine Education & Access

Mr. Russell stated that WHEDco has been providing workshops to educate community members on the approved vaccines and help them make informed decisions with the support of a medical provider and science-based information. He said that our medical partner, Susana Morales, MD from New York Presbyterian Hospital/Weill Cornell Medicine will offer workshops for parents and faculty of SBECA this coming week.

Mr. Russell added that vaccine roll-out will continue to inform plans for reopening for in-person learning, as will guidance from the State and the City.

Principal's Report

Highlights from February 2021

Brian Blough reported that SBECA celebrated Black History Month as a community and had 296 participants during their event on February 12th. He played a clip of students' research on Black History.

Academic Programming

Mr. Blough provided an overview of the school's diagnostic tools, including i-Ready, which is administered three times per year, and internally created interim assessments, which are administered quarterly. He reported that the mid-year data presented tonight has previously been presented in greater detail to the Board's Education Committee.

Mr. Blough reported the following outcomes for the Interim 2 Assessment in ELA:

- Sixth Grade: 18 of the 73 (25%) students tested demonstrated proficiency.
- Seventh Grade: 10 of the 88 (11%) students tested demonstrated proficiency.
- Eighth Grade: 29 of the 104 (28%) of students tested demonstrated proficiency.

Mr. Blough reported the following outcomes for the Interim 2 Assessment in Math:

- Sixth Grade: 39 of the 78 (50%) students tested demonstrated proficiency. Mr. Blough said that this group is doing well with the sixth grade standards and that about 50 students participate in sixth grade math during Saturday Academy each week. He invited other families to participate, as well.
- Seventh Grade: 27 of the 104 (26%) students tested demonstrated proficiency.
- Eighth Grade: 79 of the 97 (81%) students tested demonstrated proficiency. Mr. Blough said that the Algebra Regents is a different type of assessment. Vice Principal Josef Haas added that the grading is done on a curve to mimic the curve implemented on the real Algebra Regent's exam.

Mr. Russell inquired about the discrepancy between the number of seventh grade students who took the ELA and Math exams. Mr. Blough said that some students start but do not complete the exams, particularly when there are long passages in the ELA exam. Mr. Haas added that the same issue occurred for eighth grade Algebra, since there are two parts and some students did not complete part two. He said that the school makes an effort to offer re-take opportunities, but some students still do not complete the work.

Mr. Blough presented an overview of i-Ready data from the September 2020 and February 2021 assessments, compiling results from all grades. He noted that the growth has been minimal between September and February in ELA, but cumulative scores for each of these assessments are higher than those realized during the same timeframes during the 2019 – 2020 school year. He said that the goal is to achieve 40% proficiency by the end of the school year. He added that the faculty had feared that there would be a slide, given remote learning; however, students continue to demonstrate growth and the school is proud of all that has been accomplished to date under difficult circumstances, even if the numbers are still not where the school ultimately wants them to be.

Student Support Services

Co-Directors of Student Support Services, Beatrice Tinio and Elaine Martinez, presented two case studies for students with Individualized Learning Plans (IEPs), including results based on the i-Ready diagnostics, planned

interventions, and strategies to increase or decrease services as needed to support each student based on challenges or growth.

The Board inquired about one of the scenarios presented for Student A, who is reading on a first grade level and passing all core content areas with a 75% or above. Ms. Martinez said that expectations for all students are the same, but that some students receive additional supports to help them complete their work, including small group learning and breakout groups. Ms. Tinio added that work is differentiated through Individualized Learning Time (ILT) and sometimes modified for students with disabilities. Also, based on the second i-Ready diagnostic, some students were added to ILT, even if they do not currently have an IEP. Although ILT is currently targeting only certain student during remote learning, all students will once again receive ILT once the school is delivering instruction fully in-person again, in alignment with the school's charter.

Attendance

Mr. Blough said that cumulative attendance for the year is 83.2%. Attendance during the last two weeks of February was 88%.

Social-Emotional Learning

Mr. Blough reported that the social work and counseling team provides mandated and at-risk counseling to over 50 students. This team also helps support outreach to increase attendance and develop interventions as needed. Mr. Blough added that the SEL team provides content for morning huddles and shared a few recent examples.

Family & Culture

Natalia Ruiz-Corrales shared a list of ways that the school is creating engagement opportunities and building community among families, including weekly family huddles, a monthly newsletter, the Family Advisory Committee on Engagement (FACE), and one-on-one sessions to connect families to online resources that the school uses, such as Kickboard, ParentSquare and Gradelink.

Ms. Ruiz-Corrales reminded families to complete the NYSED Parent Survey by the March 15th deadline. She noted that this has been announced to families previously and additional reminders will be sent as the deadline approaches.

Mr. Blough reported that SBECA has implemented Recess and Rewards time on Tuesdays and Thursdays during lunch periods, Cohort Challenges that focus on attendance and work completion, and Tik Tok Challenge Contests to keep kids engaged and motivated.

Operations & Enrollment

Mr. Blough reported that enrollment remains at 306 students, with a smaller sixth grade cohort. The school will try to recruit incoming seventh grade students for the 2021 – 2022 school year to increase the class size and get enrollment back to SBECA's target of 330. He added that a virtual school fair is scheduled for March 20th.

High School Admissions

Maricruz Badia reported that the deadline for public high school application submission was Monday, March 1st. About 75% of applications have been submitted. She shared that some families had difficulties with the online system, but she is in possession of their applications, has been in communication with DOE staff, and

will submit 18 applications on students' behalf by Monday, March 8th. She added that many top performing high schools have additional requirements for admission. SBECA staff have been supporting students applying to these schools by reviewing their submissions and essays. This has been a great community-wide effort and will be incorporated into Advisory for the 2021 – 2022 school year to maintain this school-wide engagement around high school admissions.

Ms. Badia said that she anticipated that results would not be available until May.

Facilities

Mr. Blough reported that the building is still located in a “Yellow Zone” and will be fully remote until further notice. He said that he plans to hold a community town hall on March 17th to share plans to re-open the school to a limited number of students and to answer families' questions. He said that 58% of families indicated that they would like their children to return to in-person learning in some way when responding to the recent community survey. SBECA will prioritize students of concern and those of highest need for in-person learning to start and will continue to be responsive to science and ensure that safety is the top priority.

Higher Education Partners

Mr. Blough reported that MCNY and NYU continue to place student teachers at SBECA. Fordham hopes to place students before the end of the year. NYU also provides social work students to support the Social-Emotional Learning team.

Leadership Coaching

Mr. Blough reported that Dr. McFarlane participated in observations and “walk-throughs” recently and that feedback to teachers was well-received.

Mr. Blough said that he is working with other schools to plan a collaborative event to share best practices for year-end with a focus on student engagement.

Upcoming Events

Mr. Blough reported that SBECA will host a Women's History Month Celebration on March 26th and a Community Town Hall on March 17th.

COVID-19 Vaccine Education Workshops will be offered to families on March 10th at 7 pm in English and March 11th at 7 pm in Spanish via zoom. Families should register via a zoom link included on the flyer. A staff workshop will take place on March 12th at 3 pm and all staff are expected to attend, unless they have another obligation.

Spring Recess is March 29th through April 2nd, during which there is no school.

New Business

Mr. Russell and Mr. Blough said that the April Board meeting would be postponed until **Thursday, April 8th** at 5:00 pm, as the first Thursday of the month falls during the school's Spring Break.

Adjournment

The Board unanimously voted to adjourn the meeting.

**Board of Trustees Meeting
Thursday, June 3rd, 2021 | 5:00 pm
Video Conference via Zoom**

Meeting Minutes

Attendance

Board Members Present: Nancy Biberman, Valerie Capers, Lori Chemla, Andrea Cohen, Felicia Franklin, Sabrina Hope King, Davon Russell, Jodi Schneider

Board Members Absent: N/A

SBECA Faculty Present: Maricruz Badia, Brian Blough, Danielle Corbin, Rudy Diaz, Bryan Garcia, Melissa Gaspard, Josef Haas, Stephanie Javois, Nina Krauss, Daniel Lucas, Sam Lugo, Elaine Martinez, Grizelle Medina-Diaz, Ameera Nagel, Natalia Ruiz-Corrales, Bruce Stansbury, Beatrice Tinio, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Terron Jones, Meredith Leverich

Members of the Public Present: 13

Call to Order

Davon Russell called the meeting to order at 5:06 pm.

Public Comment

No members of the public requested to make a comment.

Resolution to Approve Minutes from May 6th, 2021

Andrea Cohen made a motion to approve the minutes from the May 6th, 2021 Board meeting, as presented on June 3rd, 2021. Felicia Franklin seconded, and the Board unanimously voting to approve the minutes.

Re-Election of Board Members with Terms Ending on June 30th, 2021

Mr. Russell stated that the Board has staggered terms and that every June, approximately one third of the Board is up for re-election. He said that Nancy Biberman, Lori Chemla and Davon Russell were up for re-election for new three year terms, to begin on July 1, 2021. Mr. Russell asked Ms. Biberman and Ms. Chemla if they would accept a nomination for re-election, and they agreed that they would.

Jodi Schneider nominated Nancy Biberman for a new three-year term. Andrea Cohen seconded, and the Board unanimously voted to re-elect Ms. Biberman. Ms. Biberman recused herself from the vote.

Jodi Schneider nominated Lori Chemla for a new three-year term. Andrea Cohen seconded, and the Board unanimously voted to re-elect Ms. Chemla. Ms. Chemla recused herself from the vote.

Felicia Franklin asked Mr. Russell if he would accept a nomination, and he affirmed. Andrea Cohen made a motion to nominate Davon Russell. Jodi Schneider seconded the motion, and the Board unanimously voted to re-elect Mr. Russell. Mr. Russell recused himself from the vote.

Finance Committee Report

Review and Adoption of FY'22 Budget

Mr. Russell shared that the Finance Committee, Mr. Blough, and the team from Accounting Solutions of NY have completed a thorough process to prepare and present an approvable budget for FY22, representing the upcoming school year. The budget takes into consideration the anticipated reality of funding and enrollment, while addressing the needs of the school. Although SBECA is chartered for 330 students, the budget is based on a reduced enrollment of 315 students, given where enrollment currently stands. It is the expectation that recruitment and enrollment efforts will continue and can hopefully meet the approved threshold.

Mr. Russell said that, on average, reimbursement from the state is approximately \$16,400 per student. Additional support from the State is available to the school for children who are receiving special education services. This year, there is additional funding available from the federal government as part of President Biden's pandemic recovery initiatives. He said that the budget is close to being balanced, before GAAP adjustments. He said that they are comfortable that the current working budget is ready for approval by the full Board, with the caveat that adjustments may need to be made later if enrollment is different than what we currently project.

Principal Blough added that the school is doing its best to return to a normalized pre-pandemic budget, while also taking into account areas where resources need to be focused because of the pandemic, including addressing learning loss and social-emotional needs, replacing technology, and making accommodations, should the school need to revert to remote learning in the future.

Mr. Russell added that a Literacy Coach has been added to the Staffing Plan for the 2021 – 2022 school year. Mr. Blough said that the school will also add an Individualized Learning Time (ILT) Math teacher to help the school resume pre-pandemic levels of ILT for all students, facilitating small group instruction to challenge students and accelerate learning. He added that the school invited 100% of its faculty and staff back for the upcoming school year, with only one teacher declining so far, based on her move away from NYC.

Lori Chemla made a motion to approve and adopt the FY'22 budget as presented on June 3, 2021. Nancy Biberman seconded, and the Board unanimously voted to adopt the budget.

Resolution to Apply for Forgiveness for the Paycheck Protection Program Loan

Mr. Russell said that schools were deemed eligible for the federal government's Paycheck Protection Program (PPP) in 2020 to help ensure continuity and support salaries during the pandemic. SBECA applied for and was granted a loan of over \$1 million in 2020, which covers two and a half months of payroll and some utilities expenses. The Board can now consider the opportunity to seek forgiveness for this loan, either entirely or in part. Mr. Bahl said that, to his knowledge, all of the charter schools he works with intend to apply for forgiveness. He said that, in his professional opinion, SBECA qualifies for applying for loan forgiveness.

Principal Blough also stated the peer schools he knows which have applied for the loan and received it have all applied for forgiveness as well.

Andrea Cohen made a motion to authorize the school leadership and accounting firm to apply for PPP loan forgiveness. Jodi Schneider seconded, and the Board unanimously voted to pass the resolution.

Annual Conflict of Interest Disclosure Forms

Meredith Leverich reported that all Trustees should have received Annual Conflict of Interest Disclosure Forms,

which are required to be completed each year and submitted to NYSED (New York State Education Department).

Update on Annual Review of Policies and Procedures and Handbooks

Mr. Russell said that some documents, including the Fiscal Policies and Procedures, the Community Handbook, and the Personnel Handbook, remain under review and revision by school faculty, and will hopefully be ready for Board review and approval by the July Board meeting. Given the thorough review process that took place during the school's charter renewal, no major updates are expected; however, the Board is committed to reviewing these documents annually.

Principal's Report

Mr. Blough began his report by saying that social-emotional learning and support will be a major part of every aspect of school life moving forward. SBECA's Family Engagement Coordinator, Natalia Ruiz-Corrales, led a breathing exercise for meeting attendees.

Principal Blough stated that attendance has likely been high because of the school's focus on student wellbeing. Integration of the Mood Meter, Art Therapy, Mindfulness, Ice Breakers, and Social Interactions into weekly staff huddles and classrooms help students feel connected and supported. He described how the Mood Meter works and the ways in which it helps teachers assess student wellbeing.

Highlights from May 2021

Mr. Blough announced that SBECA revamped its website, which can be found at sbecacs.org.

Mr. Blough played two highlights videos: one from SBECA's Career Day on May 14th and one from the annual Talent Show on May 28th. Both events received high turnout and active participation. The Talent Show included an Honor Roll Ceremony to acknowledge achievement within the classroom, as well. He said that links to the full events would be posted on the website for those who missed them.

The School also hosted a Rooftop Paint Party and an Eighth Grade Field Day. The school will continue to find ways to facilitate social interactions for students, following an extended period of remote learning.

Academic Programming

Mr. Blough reported that the final i-Ready assessments for the year would be administered in Reading on June 7th and in Math on June 8th. He said that Interim Assessments for Science and History would be administered on June 14th and 15th, respectively. The last day of live remote sessions will be on June 23rd.

Mr. Blough reminded the school community that SBECA's Policy for Promotion is that students receive a grade of 65% or higher to pass each class. He said that two classes could be recovered during Summer Academy, which will run from July 6th through July 29th, Monday through Thursday from 8:30 am – 1:30 pm. He reported to the Board that Summer Academy is already fully staffed. Participating families must choose between in-person and virtual learning for Summer Academy; there is currently no hybrid option, as we need to plan for COVID testing and other protocols based on how many people will be in the building.

Orientation for incoming students is scheduled for July 7th.

SBECA will also offer a Summer Enrichment Academy, including Tae Kwon Do, Theater and Digital Video Blogging.

Year-End Cultural Activities and Celebrations

Mr. Blough reported that the eighth grade prom will be held on June 9th from 5pm to 8pm on SBECA's rooftop.

He reported that Field Days would be held for the sixth and seventh grade classes on June 10th and 11th.

The eighth grade graduation will be held both in-person and virtually. Four separate in-person, outdoor graduation ceremonies, divided by cohort, will be held on June 16th at WHEDco's outdoor plaza at Bronx Commons to allow for distancing. Each student can invite two adults to accompany them. The virtual event for the entire graduating class will take place on June 18th at 6:00 pm via Zoom.

SBECA will hold a virtual Juneteenth celebration on June 21st, which is also the last day of the fourth academic quarter.

2021-2022 Planning

Mr. Blough reported that backwards planning is taking place in advance of August Professional Development, which will begin on August 23rd. Planned trainings are connected to goals in four key areas: Academics, Social Justice, Social Emotional, and Family and Culture.

Mr. Blough reported that the 2021 – 2022 school year schedule and calendar are being finalized to meet the school's needs and goals. There are no academic minute changes; however, there will be an additional 40 minutes of Social Emotional Learning/Advisory time built into each week. The team is also considering expanding the electives offered, including Financial Literacy, Theater and Urban Gardening expansion. The 2021 – 2022 calendar will resume 190 days of in-person instruction, per our charter.

The first day of school for the 2021 – 2022 school year is on September 2nd and the first full day is on September 7th.

Student Support Services

Co-Director of Student Support Services, Beatrice Tinio, reported that there are two weeks remaining for in-building learning for students receiving additional supports. She said that the building will be open for Reading and Math i-Ready diagnostics and Science and Social Studies interim assessments. The last day of in-building learning will be on June 15th.

Ms. Tinio reported that 26 of the 33 English Language Learners (ELLs) opted to take the New York State English as a Second Language Test (NYSELAT). She added that 94% of IEPs have been finalized and that the last four IEP meetings are scheduled for June. She thanked the in-building teachers, deans and operations team for supporting in-person learning during the pandemic.

Attendance 2020 - 2021

Mr. Blough reported that cumulative remote attendance as of May 31st, 2021 was 83.1%. He added that the most recent two-week cycle saw a slight increase in attendance of 83.6%.

Family Engagement & School Culture

Ms. Ruiz-Corrales reported on the ongoing efforts to engage families, including the Weekly Online Family/Community Huddles, Weekly Community Viewings of Spartan News, Family Support Workshops, and incorporating the Mood Meter and Breathing Exercises into events to support families and build community.

Even after returning to the building for in-person instruction this fall, SBECA will continue to engage families remotely, as coming to the building may not always be convenient. She added that the school is working to ramp up the Family Advisory Committee on Engagement (FACE), including through summer workshops.

Ms. Ruiz Corrales added that ParentSquare continues to facilitate communication with families. As of May 6th, there have been 551 posts and 21,953 direct messages.

Mr. Blough reported that BARK remains a useful tool for monitoring online activity. The culture team assesses each issue and creates action plans to address concerns as needed.

Mr. Blough reported that there was an incident of a missing student on May 31st, 2021. The family alerted the school and then staff were quickly called into action. The student was located safely with the help of staff and the school community. Mr. Blough thanked several team members, including Ms. Cannella, Rudy Diaz, Sophia Jones, and Anthony Alejandro for being present in the neighborhood and helping to locate the child, making sure the child got home safely and resolving the situation.

Operations & Enrollment 2021 - 2022 Update

Mr. Blough reported that the Operations team is in the process of confirming enrollment for the 2021 – 2022 school year following the lottery. He said that there are currently 109 sixth grade, 88 seventh grade and 118 eighth grade seats confirmed, for a total of 315 confirmed students. He said there are an additional 17 “soft” commitments that are not yet confirmed, which would bring enrollment up to 332 students. He said that the 2021 – 2022 budget is based on enrollment of 315 with the goal of exceeding the school’s authorized enrollment of 330. He added that the school continues to engage with Schola to increase seventh grade enrollment.

High School Admissions

SBECA’s Guidance Counselor, Maricruz Badia, reported on high school admissions for the upcoming school year. She said that the results shared are from public school applications. Data is still being gathered on Catholic school applications as well as the final results on which schools students ultimately decide to attend. No families opted to apply to independent high schools this year.

This year, 74% of all eighth grade students; 68% of Students with Disabilities (SWDs); and 100% of English Language Learners (ELLs) were admitted into schools with graduation rates of 80% or above. Ms. Badia said that there were technical issues with the DOE’s My School’s system, which made it challenging for her to review the applications before they were submitted. Access issues were reported to the DOE and documented, but were not resolved in time.

Ms. Badia said that no students were admitted into specialized high schools this year, although SBECA did provide SHSAT prep. Mr. Russell noted that this is a city-wide issue and that only eight Black students were admitted into specialized high schools across NYC for the upcoming year.

A SBECA parent, Evangelina Correra, shared that her daughter is having a difficult time as a freshman in a specialized high school. She said that her daughter is not receiving enough support and is not doing well in school, after being a high achiever at her charter middle school. She is the only Hispanic child in her class, and the parent said she would not recommend sending a child to a specialized high school.

Ms. Badia said that 54 students were admitted to noteworthy public schools, including Bard High School Early College, Beacon High School, and Baruch College Campus High School. Ms. Badia acknowledged staff that have helped students with their applications to these strongly recommended high schools, many of which have additional admission requirements.

Facilities

Mr. Blough reported that the building is fully deep-cleaned daily, thermometers have been installed and air purification systems are used in each room. All protocols for in-person instruction are being followed. The team is currently preparing rooms for next school year, including fire inspections and necessary maintenance. Mr. Blough confirmed that the school plans to resume in-person instruction in the fall.

Higher Education Partners

Mr. Blough said that SBECA currently has partnerships with Fordham, MCNY, and NYU, and will be meeting with Lehman over the summer months. He added that our university partners have expressed interest in supporting the school with student teaching or summer programming.

Leadership Coaching

Principal Blough said that he continues working with Dr. McFarlane. He added that SBECA held a short retreat on May 19th to create the calendar and schedule for the upcoming year. The full leadership planning retreats will be held this month to complete drafts for the August Summer Training Program.

Upcoming Events

Mr. Blough said that the following activities are planned for June:

- Eighth Grade Prom – June 9th (moved from June 4th due to the weather forecast)
- i-Ready Reading Diagnostic – June 7th; i-Ready Math Diagnostic – June 8th
- Field Days: Sixth Grade – June 10th; Seventh Grade – June 11th
- Interim Assessments for Science – June 14th; History June 15th
- Graduation Events – June 16th and June 18th
- Last Live Session School Day – June 23rd

New Business

There was no new business.

Next Meeting – July 8th, 2021

Executive Session

Andrea Cohen made a motion for the Board to go into Executive Session to discuss personnel matters, and the Board unanimously agreed.

Adjournment

The Board came out of Executive Session and then unanimously voted to adjourn the meeting.

Board of Trustees Meeting
Thursday, May 6th, 2021 | 5:00 pm
Video Conference via Zoom

Meeting Minutes

Attendance

Board Members Present: Lori Chemla, Andrea Cohen, Felicia Franklin, Davon Russell, Jodi Schneider

Board Members Absent: Nancy Biberman, Valerie Capers, Sabrina Hope King

SBECA Faculty Present: Jason Adolphus, Anthony Alejandro, Brian Blough, Jennifer Cannella, Danielle Corbin, Dennis Darkeem, Bryan Garcia, Melissa Gaspard, Josef Haas, Cherisse Harris Roach, Stephanie Javois, Sophia Jones, Nina Krauss, Daniel Lucas, Sam Lugo, Elaine Martinez, Grizelle Medina-Diaz, Yeatie Morgan, Ameera Nagel, Natalie Ruiz-Corrales, Beatrice Tinio, Debbie Wong

WHEDco Staff Present: Katie Aylwin, Meredith Leverich, Olivia Pulphus

Members of the Public Present: 17

Call to Order

Davon Russell called the meeting to order at 5:06 pm.

Mr. Russell wished the SBECA faculty a happy Teacher's Appreciation Week. He extended his gratitude, on behalf of the entire Board, to the faculty for their ongoing commitment to supporting their students, even under the extremely difficult and unprecedented circumstances of the current school year. He said that he continues to be impressed with how well-connected SBECA students have been during remote learning.

Public Comment

Mr. Russell invited any attendees present to participate in the public comment portion of the meeting.

Patricia Alvia, a parent of three students in the school, said that all three of her children are doing extremely well with remote learning and that her eighth grade son prefers it to in-person instruction. She said that he participates more and is getting better grades than he has in the past. She said that all three of her children are currently A students and that she is very grateful to the teachers for their constant support, even if they are far away. The involvement of the teachers, including providing clear instructions, have made her life easier while her kids are learning from home.

Maritza Martinez, a parent of a seventh grade student, shared that her daughter was recently released from the ICU and is now being monitored from home, as she continues to experience serious health issues. She said her daughter is not well enough to come to school, but that she hopes she can return in June. She said that she let the school know and that the faculty have been very supportive.

Resolution to Approve Minutes from April 8th, 2021

Andrea Cohen made a motion to approve the minutes from the April 8th, 2021 Board meeting, as presented on May 6th, 2021. Felicia Franklin seconded and the Board unanimously voted to adopt the minutes.

Resolution to Amend Organizational Chart

Mr. Blough said that literacy remains a major focus for the school, since many students enter the sixth grade multiple years behind grade level in reading, which impacts their ability to succeed across all subject areas. Since the school only has three years to prepare students for high school, it is important to maximize our impact during that time. He added that, through the process of reviewing the mid-year i-Ready data with the Board Education Committee, the Board and leadership team determined that adding a Literacy Coach to the staffing plan would be a strategic move to address this challenge. A job description has been created and posted, with the support of Dr. Sabrina Hope King. However, since this addition would change the school's approved organizational chart, the Board must officially vote to amend the organizational chart and submit to NYSED for approval before the school is authorized to move forward with hiring for the role.

The Board and attendees reviewed the proposed organizational chart, which demonstrates that, if approved by NYSED, the Literacy Coach would report to the Principal and would provide coaching to faculty members across subject areas.

Meredith Leverich read aloud the following resolution:

The Board of Trustees of the South Bronx Early College Academy Charter School moves to amend the school's organizational chart to add a Literacy Coach to the instructional faculty, pending NYSED's approval. This person, once hired, will provide literacy coaching to faculty across subject areas to foster enhanced literacy among the student population. This role will report directly to the Principal and will not supervise any faculty members.

Lori Chemla made a motion to adopt the resolution as read and to submit a formal request to NYSED. Andrea Cohen seconded and the Board unanimously voted to adopt the resolution.

Davon Russell said that he would submit the request to NYSED within the coming days in the hopes that NYSED would grant approval in time for someone to be hired before summer planning happens for the 2021 – 2022 school year.

NYSED Mid-Term Site Visit

Mr. Russell reported that NYSED conducted its Mid-Term Site Visit over two days on April 29th and May 5th. This visit was conducted virtually for the first time and included online class observations, meetings with the Board and Leadership Team, and focus groups with faculty, parents and students. Mr. Russell said that NYSED will produce a report about the visit within the next couple of months, which will help the school prepare for its next renewal.

Mr. Blough reported that although NYSED did not provide formal feedback during the visit itself, they did respond to Vice Principal Garcia’s request to provide “Glows” and “Grows” to help the school continue to improve. SBECA’s strengths include the students’ enthusiasm and participation, the faculty’s commitment and ability to use technology effectively, and the broader community. Areas for improvement include additional modeling of tasks and an enhanced ILT program that includes more students.

Mr. Blough also noted that NYSED sent SBECA a Notice of Concern relating to Benchmark 9, which addresses the percentage of English Language Learners (ELLs) enrolled. Mr. Blough noted that the data they referenced in the letter is from 2019, and that the school has since increased recruitment for the current school year to ensure that our enrollment of ELLs is comparable to the district average to meet the benchmark.

Principal’s Report

Poetry Slam

Mr. Blough shared a highlight reel from the school-wide Poetry Slam, which drew around 270 participants and attendees on Friday, April 30th. Students and faculty shared nearly 50 poems throughout the virtual event.

Academic Programming

Mr. Blough reported that the third round of Interim Assessments were administered in ELA and Math on April 20th and April 22nd, respectively. He noted that the Interim Assessments, which mimic the State exams and include past exam questions, are fantastic internal teaching tools, but are not necessarily predictive of the outcomes of the State exams; i-Read is a more predictive diagnostic for those purposes, which is why the school will be submitting data from that platform to the State.

Vice Principal Garcia reported that, on the third ELA Interim Assessment, the sixth grade cohort demonstrated 50% proficiency, the seventh grade cohort demonstrated 20% proficiency, and the eighth

grade cohort demonstrated 52% proficiency. The Board inquired about the seventh grade cohort, which had a greater percentage of students score in Level 1 on the third Interim Assessment than on the first Interim Assessment. The Vice Principals said that not all standards were included in the first Interim Assessment and that the most recent assessment was more difficult, as it covered more material. If students have attendance issues, they may not have learned all the standards that were included on the third Interim Assessment.

Mr. Blough said that the eighth grade cohort can demonstrate growth over three years at SBECA, which is also a significant data point.

Vice Principal Haas reported that, on the third Math Interim Assessment, the seventh grade cohort demonstrated 48% proficiency and the eighth grade cohort demonstrated 78% proficiency in Algebra. He said that, due to an internal error, data for the sixth grade cohort was lost. This group demonstrated 50% proficiency mid-year.

Student Support Services

Co-Director of Student Support Services Elaine Martinez reported that, as of April 27th, 2021, 17 students have been added to the in-person instruction group, bringing the total number of students eligible to 70. So far, in-person attendance has been at 90%. She added that 57% of the students invited for on-site support are Students with Disabilities (SWDs) and ELLs.

Ms. Martinez reported that the NYSELAT exam will be administered for ELL students. Of SBECA's 33 ELLs enrolled, 23 will sit for the exam, which must be administered in-person. The other students have either opted out or are not able to come into the building to take the exam for some reason.

She added that 100% of IEP meetings have been scheduled and 80% of IEPs have been finalized. The remaining 18 meetings are scheduled for May and June.

Attendance

Mr. Blough reported that attendance is steady at 83.2% cumulatively and was 83.9% for the most recent bi-weekly cycle in April.

Family Engagement & School Culture

Family Engagement Coordinator Natalia Ruiz-Corrales reported that the school continues its ongoing efforts to foster community among families, including weekly huddles, a monthly newsletter and the Family Advisory Committee on Engagement (FACE). She added that, as Mr. Russell and Mr. Blough reported previously, families participated in a NYSED Focus Group on May 5th as part of the Mid-Term Site Visit. Feedback from parents was overwhelmingly positive and parents indicated that they wanted the school to expand to elementary and high school.

Ms. Ruiz-Corrales said that nearly 22,000 direct messages have been sent through ParentSquare throughout the school year.

Operations & Enrollment

Mr. Blough reported that current enrollment remains at 306 students, as it has for most of the year.

For the 2021 – 2022 school year, 110 students are confirmed for eighth grade seats, with another 11 pending confirmation; 98 students are confirmed for seventh grade seats, with another 18 pending confirmation; and 110 students are confirmed for sixth grade seats, with another 20 pending confirmation. Mr. Blough said the total number of students currently confirmed is 318, with the goal of ultimately enrolling 115 per grade to build in a cushion above the approved 330.

High School Admissions

Mr. Blough reported that all students applied to public schools, including charter high schools. He added that 11 students applied to specialized high schools, but unfortunately, none gained admissions this year. Mr. Russell noted that these schools admitted very few Black and Brown students this year, which is very frustrating. Mr. Blough said that it is still unclear as to when regular NYC public schools will announce their acceptances.

Facilities

Mr. Blough reported that the school received a positive COVID-19 test result through the random testing process on May 6th, 2021. All families were called directly. The seventh grade cohort, which may have been exposed, will not be allowed back into the building until May 18th, following the quarantine period.

Higher Education Partners

Mr. Blough said that he expected eight or nine student teaching interns to support the school over the summer. Mr. Russell said that he and Mr. Blough should meet with Serigne Gningue, former Board member and professor at Lehman College, to reconnect about SBECA's Lehman partnership. He said that Dr. Gningue expressed interest in placing students at SBECA again.

Leadership Coaching

Mr. Blough reported that he continues to receive coaching from Dr. Peter MacFarlane. He added that a Leadership Retreat is planned for May 19th.

Upcoming Events

Mr. Blough reported that there are several upcoming events between now and the end of the school year. May events include an Eighth Grade Family Town Hall on May 11th at 4 pm; Family Teacher

Conferences on May 12th and 13th; Career Day on May 14th, a Talent Show on May 30th. The Eighth Grade Prom will be held on June 4th.

New Business

There was no new business.

Next Meeting

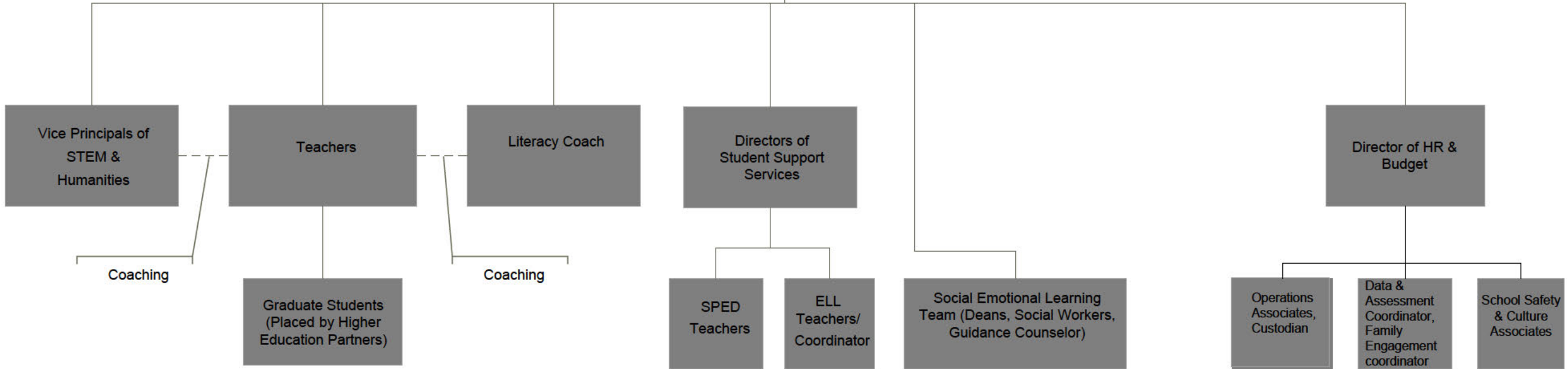
Mr. Russell said that the next meeting would be on June 3rd, 2021, which will have many items for the Board to review and adopt.

Adjournment

The Board unanimously voted to adjourn the meeting.

Board of Trustees

Principal



No instruction

No School

Half Day/Early dismissal

Last Day of Qu



| IMPORTANT DATES August | |
|--------------------------|--|
| 8/23 | First day for all Staff LIVE (8:00-3:00pm) |
| 8/23 - 8/31 | Teacher Academy |
| | |
| | |

| IMPORTANT DATES October | |
|------------------------------------|-------------------------------------|
| 10/8 | Progress Reports Due |
| 10/11 | Indigenous People's Day - No School |
| 10/13 | Progress Reports Sent Home |
| 10/27 | Latinx Celebration |
| | |
| | |
| | |
| | |
| | |
| Monthly Observances | |
| Latinx Heritage Month (9/15-10/15) | |

| AUGUST 2021 | | | | | | |
|-------------|-----------------------|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 Teacher Academy | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| OCTOBER 2021 | | | | | | |
|--------------|-------------------------|----|----------------------------|----|------------------|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | | | Progress Reports | |
| 10 | 11 Indigenous P. Day | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | Latinx History Celebration | | | |

2 | Calendar |

arter

| SEPTEMBER 2021 | | | | | | |
|----------------|----------------|------------------|----------------|-------------------|----|----|
| S | M | T | W | T | F | S |
| | | | 1 FIRST DAY | 2 | 3 | 4 |
| 5 | 6 Labor Day | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 iReady ELA | 15 | 16 iReady Math | 17 | 18 |
| 19 | 20 | 21 | 22 B2SN | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

21

| NOVEMBER 2021 | | | | | | |
|-----------------------|----|--------------------|---------------------|------------------------|---------------------|----|
| S | M | T | W | T | F | S |
| | 1 | 2 Interim 1 ELA | 3 Interim 1 Math | 4 | 5 End of QTR 1 | 6 |
| 7 Daylight Savings | 8 | 9 Election Day | 10 | 11 Veteran's Day | 12 Q1 Grades Due | 13 |
| 14 | 15 | 16 | 17 | 18 FTC/Report Cards | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 Thanksgiving Day | 26 | 27 |
| 28 | 29 | 30 | | | | |

20

19



IMPORTANT DATES | SEPTEMBER

9/1-9/2 Teacher Academy

9/1 Virtual Orientation

9/2 Student Orientation Day 1 (School Day)

9/3 Student Orientation Day 2 (School Day)

9/6 Labor Day (No School)

9/14 iReady ELA Testing

9/16 iReady Math Testing

9/23 Back 2 School Night (B2SN)

Monthly Observances

Latinx Heritage Month (9/15-10/15)

IMPORTANT DATES | NOVEMBER

11/2 Interim 1: ELA *In Class*

11/3 Interim 1: Math *In Class*

11/7 Daylight Savings Time Ends

11/5 End of Quarter 1

11/12 Q1 Grades Due

11/11 Veteran's Day - No School, Virtual Celebration

11/19 Family-Teacher Conferences (No EDP)

11/20 Reports Cards Sent Home

11/25-11/27 Thanksgiving - No School

Monthly Observances

| IMPORTANT DATES December |
|--------------------------------------|
| 12/16 Progress Reports Due |
| 12/21 Progress Reports Sent Home |
| 12/24 - 1/1 Winter Break - No School |

| Monthly Observances |
|---------------------|
| |

| IMPORTANT DATES February |
|--|
| 2/2 Q2 Grades Due |
| 2/11 Family Teacher Conferences (NO EDP) |
| 2/18 Black History Month Celebration |
| 2/21 - 2/25 Mid Winter Break |

| Monthly Observances |
|------------------------------------|
| <i>Black History Month</i> |
| <i>Lunar New Year February 1st</i> |

| DECEMBER 2021 | | | | | | |
|---------------|----|----|----|------------------------|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 Progress Reports | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| FEBRUARY 2022 | | | | | | |
|---------------|------------------------|----|--------------------|------------------------|---|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 Q2 Grades Due | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 FTC/Report Cards | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 Black H.M. Celebration/ Honor Roll | 19 |
| 20 | 21 Mid Winter Break | 22 | 23 | 24 | 25 Mid Winter Break | 26 |
| 27 | 28 | | | | | |

JANUARY 2022

| S | M | T | W | T | F | S |
|-------|---------------|-------------------|------------------|-----------------------|----------------------|----|
| | | | | | | 1 |
| 2 | 3 Return | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 SS Interim | 12 | 13 Science Interim | 14 Day of Service | 15 |
| 16 | 17 MLK Day | 18 | 19 | 20 | 21 | 22 |
| 17 23 | 24 | 25 i-Ready ELA | 26 Town Halls | 27 i-Ready Math | 28 End of Qtr 2 | 29 |
| 30 | 31 | | | | | |

20

MARCH 2022

| S | M | T | W | T | F | S |
|------------------------|--------------------------------|----------------------|----------------------|----------------------|---|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 International Women's Day | 8 ELA Interim 2 | 9 | 10 | 11 | 12 |
| 13 Daylight Savings | 14 | 15 | 16 | 17 | 18 Progress Reports | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 Women's History Month Celebration | 26 |
| 15 27 | 28 | 29 ELA State Test | 30 ELA State Test | 31 ELA State Test | | |

23

IMPORTANT DATES | JANUARY

1/14 Day of Service

1/18 Dr. Martin Luther King, Jr. Day - No School

1/11 Interim Assessment Social Studies *In Class*

1/13 Interim Assessment Science *In Class*

1/26 i-Ready ELA

1/28 i-Ready Math

1/29 Quarter 2 Ends

Monthly Observances

Black History Month Observance Begins

IMPORTANT DATES | MARCH

3/8 ELA Interim Assessment 2

3/13 Daylight Savings Time Ends

3/14 Pi Day

3/16 Math Interim Assessment 2

3/18 Progress Reports Sent Home

3/25 Women's History Month Celebration

3/29-3/31 ELA state Test

Monthly Observances

Women's History Month

3/8 International Women's Day

| IMPORTANT DATES April |
|-------------------------------|
| 4/8 End of Quarter 3 |
| 4/13 Q3 Grades Due |
| 4/15 Talent Show |
| 4/16-4/24 Spring Break |
| 4/26-4/28 Math State Test |
| 4/29 Poetry Slam |
| Monthly Observances |
| <i>Autism Awareness Month</i> |
| <i>Poetry Month</i> |

| IMPORTANT DATES June |
|------------------------------|
| 6/20 Juneteenth Day observed |
| 6/21 End of Quarter 4 |
| Other Dates in June TBD |
| Monthly Observances |
| <i>Pride Month</i> |

| APRIL 2022 | | | | | | |
|------------|----|-----------------------|-----------------------|-----------------------|---------------------|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 Quarter 3 Ends | 9 |
| 10 | 11 | 12 | 13 Grades Due | 14 | 15 Talent Show | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 Math State Test | 27 Math State Test | 28 Math State Test | 29 Poetry Slam | 30 |

JUNE DATES CONTINGENT UPON REGENTS' SCHEDULE

| JUNE 2022 | | | | | | |
|-----------|--------------------------|-----------------------------|--------------------------|--------------------------|------------------------------|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 iReady 3 ELA | 7 iReady 3 Math | 8 8th Grade Field Day | 9 6th Grade Field Day | 10 7th Grade Field Day | 11 |
| 12 | 13 Interim 4--Sci. | 14 Interim 4--SS | 15 | 16 | 17 Juneteenth Celebration | 18 |
| 19 | 20 Juneteenth | 21 End Q4, Q4 Grades Due | 22 | 23 | 24 | 25 |
| 26 | 27 Last Day of School | 28 | 29 | 30 | | |

| MAY | 2022 |
|------------|-------------|
|------------|-------------|

| | S | M | T | W | T | F | S |
|----|----|--------------------|----------------------------------|----|----------|------------|----|
| | 1 | 2 | 3 | 4 | 5 FTC | 6 | 7 |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | 15 | 16 | 17 8th Grade Town hall 4-5 | 18 | 19 | Career Day | 21 |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 16 | 29 | 30 Memorial Day | 31 | | | | |

21

| Quarter Dates | |
|------------------|------------------------------|
| Quarter 1 | September 1st - November 5th |
| Quarter 2 | November 8th- January 28th |
| Quarter 3 | January 31st - April 8th |
| Quarter 4 | April 11th- June 21st |

| Days of Instruction | |
|---------------------------|----------|
| Instructional w/ Students | 190 Days |
| Professional Development | 8 |
| Wednesday PD | 35 |

17

*Calendar is subject to change



IMPORTANT DATES | MAY

5/2-5/6 Teacher Appreciation Week
5/5 Family-Teacher Conferences
5/17 8th Grade Town Hall
5/20 Career Day
5/30 Memorial Day - No School

Monthly Observances

Mental Health Awareness Month
Asian Pacific American Heritage Month
Eid al-Fitr May 2nd

Safety Drill Dates (week of)

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |





FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.25.2021.

PREMISES

SOUTH BRONX EARLY COLLEGE ACADEMY
CHARTER SCHOOL
766 Westchester Avenue
Bronx, NY 10455

SOUTH BRONX EARLY COLLEGE ACADEMY
CHARTER SCHOOL
766 Westchester Avenue
Bronx, NY 10455

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **08.24.2021**.

~~XXX~~ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXX Documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

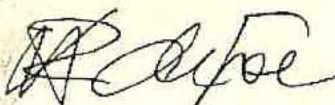
Examined by: _____
Anirood Budhoo, Supervising Inspector, PBU

Certificate of Occupancy

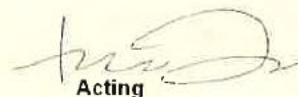
CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

| | | | |
|--|---|----------------------------|----------------------------|
| A. | Borough: Bronx | Block Number: [REDACTED] | Certificate Type: Final |
| | Address: 766 WESTCHESTER AVENUE | Lot Number(s): [REDACTED] | Effective Date: 03/15/2019 |
| | Building Identification Number (BIN): [REDACTED] | Building Type: New | |
| This building is subject to this Building Code: 2008 Code | | | |
| <i>For zoning lot metes & bounds, please see BISWeb.</i> | | | |
| B. | Construction classification: [REDACTED] | (2014/2008 Code) | |
| | Building Occupancy Group classification: [REDACTED] | (2014/2008 Code) | |
| | Multiple Dwelling Law Classification: None | | |
| | No. of stories: [REDACTED] | Height in feet: [REDACTED] | No. of dwelling units: 0 |
| C. | Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system | | |
| D. | Type and number of open spaces: None associated with this filing. | | |
| E. | This Certificate is issued with the following legal limitations: None | | |
| Borough Comments: None | | | |



Borough Commissioner



Acting
Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

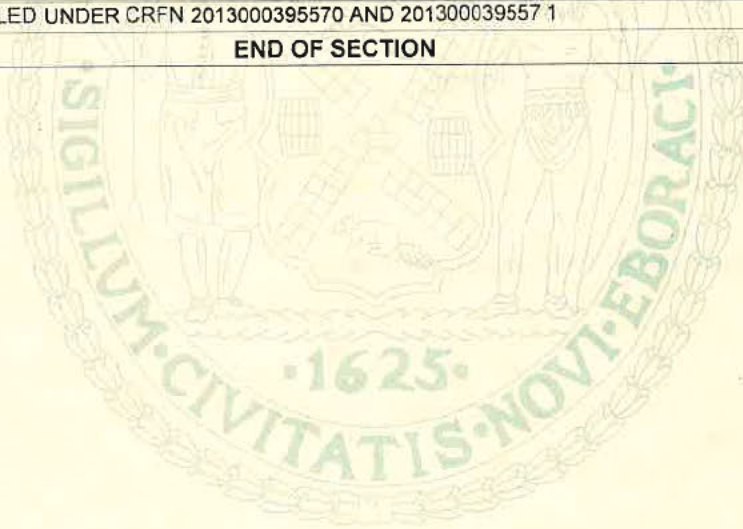
Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor From To | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
|---------------|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
| [REDACTED] | | | | | | |

ZONING LOT EXHIBITS 1 AND 3 FILED UNDER CRFN 2013000395570 AND 201300039557 1

END OF SECTION



[Signature]

Borough Commissioner

[Signature]
Acting

Commissioner

