

Bronx Lighthouse Charter School

Board of Trustees
Thursday July 18, 2013
6:00 p.m. – 8:00 p.m.
1001 Intervale Avenue

Agenda

(The estimated time for each topic is in parenthesis)

<p>Our Mission</p> <p>We prepare our students for college through a rigorous arts-infused program.</p>
<p>Our Vision</p> <p>All students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.</p>

Topic	Time	Facilitator	Attachments	Action Items
<p>Opening</p> <ul style="list-style-type: none"> • Call the meeting to order • Review of Agenda • Approval of June minutes 	5 mins	Rebecca	<ul style="list-style-type: none"> • Attachment 1- Pre-Approval June 2013 Minutes 	<ul style="list-style-type: none"> • Approval of June 2013 minutes Sign approved minutes
<p>Board Governance</p> <ul style="list-style-type: none"> • Term renewals: <ul style="list-style-type: none"> ○ N/A • Staff approvals: • New BOT members <ul style="list-style-type: none"> ○ Neal Solon • Executive Session <ul style="list-style-type: none"> ○ N/A 	10 mins	Rebecca	<ul style="list-style-type: none"> • Attachment 2- Neal Solon Resume 	<ul style="list-style-type: none"> • Approve new hires
<p>Principal's Report</p> <ul style="list-style-type: none"> • Discuss PAL dashboard • Approve BLCS Student-Family Handbook 	20 mins	Rick	<ul style="list-style-type: none"> • Attachment 3a- Principals' Monthly Dashboard • Attachment 3b- NWEA Growth Results • Attachment 3c- LHA Spring Staff Survey 	<ul style="list-style-type: none"> • Approve SFH
<p>Regional Director's Report</p> <ul style="list-style-type: none"> • Discuss BOT recruitment and retreat • Charter renewal application update • CMO Evaluation • CPA Facility Update • Charter Amendment 	20 min	Sean	<ul style="list-style-type: none"> • Attachment 4- BLCS Leadership Charter Renewal 	

We prepare our students for college through a rigorous arts-infused program.

Bronx Lighthouse Charter School

Topic	Time	Facilitator	Attachments	Action Items
Finance <ul style="list-style-type: none">• Review June FIN report• Contracts	30 mins	Paul	<ul style="list-style-type: none">• Attachment 5-June Financial Report	<ul style="list-style-type: none">• Approve ANET contract
Closing <ul style="list-style-type: none">• Upcoming meetings and dates<ul style="list-style-type: none">○ No August meeting○ Sept 19• Review of action items• Adjournment	5 mins	Rebecca		

We prepare our students for college through a rigorous arts-infused program.

**BRONX LIGHTHOUSE CHARTER SCHOOL
("BLCS")**

**MINUTES OF A MEETING OF THE BOARD OF TRUSTEES HELD ON THURSDAY,
JUNE 20, 2013 AT 6:00 PM AT BRONX COLLEGE PREP ACADEMY, 1001
INTERVALE AVENUE, BRONX, NY 10459.**

Participants in attendance:

Mr. Sean Precious, LHA VP - East Coast Region
Ms. Evelyn De Gonzalez, Trustee and Secretary
Ms. Ronda Curry, Trustee
Mr. Richard Burke, BLCS Head of School
Ms. Dianne Hardcastle, CPA Principal
Ms. Elizabeth Holcombe, Trustee
Ms. Julian Constantine, Trustee
Mr. Paul Ko, Trustee and Treasurer
Mr. Ken Blacklow, Trustee
Mr. Malik Franklin, Trustee
Mr. Mike Ronan, Founder & CEO of LHA

The following Trustees were in attendance:

Ms. Ronda Curry
Mr. Ken Blacklow
Ms. Elizabeth Holcombe
Mr. Malik Franklin
Ms. Julian Constantine
Ms. Evelyn De Gonzalez
Mr. Paul Ko

The following Trustees were not in attendance:

Ms. Rebecca Wollensack
Ms. Jennifer Turner

With 6 out of 9 trustees in attendance, a quorum was established and Mr. Blacklow called the meeting to order at 6:03pm.

Ms. Holcombe motioned to approve the minutes for the April board meeting. Mr. Precious seconded the motion, and the Board voted unanimously to approve the April minutes. Mr. Precious motioned to approve the minutes for the May board meeting. Ms. Curry seconded the motion, and the Board voted unanimously to approve the minutes.

The Board discussed the proposed new hires and discussed the threeremaining vacancies. Mr. Franklin motioned to approve the proposed new hires pending fingerprint approval. Ms. Constantine seconded the motion, and the Board voted unanimously to approve the new hires.

The Board next reviewed the Principal's report, including preliminary results of state science exams, final results of Regents exams, and discipline data.

The Board discussed the items in the Regional Director's Report. Mr. Precious motioned to approve the BOT meeting dates for the 2013-2014 school year. Ms. De Gonzalez seconded the motion, and the Board voted unanimously to approve the calendar.

Mr. Precious mentioned that Ms. Wollensack suggested to postpone the Board retreat, as the Board is in the process of recruiting new members to fill the open positions. The Board retreat will be rescheduled for the fall in order to orient the new members and the July 18 meeting will be a normal meeting from 6:00pm to 8:00pm.

Mr. Ronan discussed LHA updates, including changes to the national and school-level organizational structures.

Mr. Ko reviewed the financial report. He discussed the fact that we will continue to work with the auditors we have been working with for FY 14 and reevaluate whether to change to another auditor in FY 15.

The Board next reviewed 3 contracts, with ANet, Andy Dousis, and Educate, LLC. The Board decided to postpone the approval of the contracts until the July meeting. Mr. Blacklow recommended a thorough review and comparison of Learning Station and ANet, as well as a thorough review of the remaining 2 contracts.

Ms. Holcombe motioned to move into Executive Session at 7:51pm, and Ms. De Gonzalez seconded and a roll call of present Board members was taken.

Ken Blacklow
Evelyn De Gonzalez
Julian Constantine
Ronda Curry
Elizabeth Holcombe
Paul Ko
Sean Precious
Malik Franklin

The Board returned from Executive Session at 10:00 pm.

Mr. Blacklow provided a facilities update to the Board and discussed an issue relative to the general contractor's work to the building and remediation work that needs to take place. Mr. Blacklow motioned to approve the letter to parents regarding construction in the building, and Mr. Precious seconded. The Board voted to unanimously approve the letter.

There being no further business to discuss, Mr. Blacklow motioned to adjourn the meeting at 10:01pm. Mr. Precious seconded and the meeting was adjourned.

[Signature Page to Follow]

Signed

Mr. Ken Blacklow

Signed

Ms. Rhonda Curry

Signed

Ms. Evelyn DeGonzalez

Signed

Mr. Malik Franklin

Signed

Ms. Elizabeth Holcombe

Signed

Mr. Paul Ko

Signed

Ms. Julian Constantine

Signed

~~Ms. Rebecca Wollensack~~

Signed

Mr. Sean Precious

Signed

~~Ms. Jennifer Turner~~

Signed

Signed

Dated: July 20, 2013

EXPERIENCE

Advocacy Center of Queens County, Jamaica, NY

Staff Attorney, June 2012 – Present

Public Benefits Advocate, Feb 2012 – June 2012 (Prior to NY Admission); Legal Intern, May 2010 – Aug 2010
Represent indigent clients at Social Security hearings and Medicaid and public assistance fair hearings. Advise clients and case managers on a wide range of legal issues. Provide permanency planning. Represent clients in consumer debt actions. Represent individual clients and the agency in housing court. Advocate for clients interacting with city and federal agencies at both the center and appellate levels. Reconcile landlord, client, and HRA/SSA records. Negotiate settlements between landlords, creditors, and clients.

City of New York Department of Consumer Affairs, Adjudication Division, New York, NY

Legal Fellow, Nov 2011 – Jan 2012

Drafted default decisions, hearing decisions, and determinations of motions to vacate. Conducted legal research. Participated in conferences with staff attorneys and Administrative Law Judges about agency interpretations of city and state statutes and regulations and about agency policy regarding enforcement.

Bet Tzedek Legal Services Clinic, Benjamin N. Cardozo School of Law, New York, NY

Legal Intern, Aug 2010 – May 2011

Represented indigent clients in civil matters regarding public benefits, housing, and permanency planning. Conducted legal research. Drafted wills, memoranda, and court papers. Researched and drafted sections of an amicus brief in support of the City for a federal lawsuit regarding Medicaid and homecare services. Advocated before courts and administrative agencies. Received extensive training in lawyering and litigation skills.

City of New York, Human Resources Administration, Office of Legal Affairs, New York, NY

Confidentiality & Reasonable Accommodation and Employment Law Units

Legal Intern, June 2009 – Aug 2009

Drafted the Agency's response to employment discrimination charges filed with the NYS Division of Human Rights. Drafted management's position for a disciplinary appeal hearing. Interviewed witnesses and conducted legal research. Participated in meetings regarding HIPAA regulations and new city data-sharing initiatives. Wrote sections of a memo for the General Counsel on the subject of the ADA and the ADA Amendments Act.

Unemployment Action Center, New York, NY

Volunteer Student Advocate, Fall 2008 – Spring 2010

Represented clients in hearings at the NY Department of Labor. Interviewed clients, gathered evidence, and conducted legal research. Delivered opening and closing statements and conducted witness examinations.

Teach for America/Newark Public Schools, Newark, NJ

Mathematics Teacher, July 2004 – Aug 2006

Designed and implemented instructional programs. Improved passage rate of senior students on the NJ state exam by 71.4%. Coordinated tutoring program involving 4-6 instructors, 10-15 tutors and 100 students.

BAR ADMISSIONS

NY (June 2012), NJ and D.N.J. (Nov 2011)

EDUCATION

Baruch College – CUNY, Masters of Public Administration, May 2015 (anticipated)

Benjamin N. Cardozo School of Law, Juris Doctor, May 2011

New York University, M.A., Cinema Studies, Sept 2009

Indiana University, B.S., Mathematics; B.A., History; Minor in Spanish; General Honors Notation, May 2004

CAP Priority	Measure	Annual Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date	
Improve Quality of Instruction	Teacher Input	TPS-Instructional Planning (% Effective or Highly Effective)	90%	45%	27%	62%	62%	65%	76%	82%	82%			
		TPS-Instructional Delivery (% Effective or Highly Effective)	90%	30%	33%	46%	46%	47%	66%	71%	82%			
		TPS-Assessment (% Effective or Highly Effective)	90%	45%	27%	62%	62%	65%	88%	88%	88%			
		Average # of observation & f/u feedback meeting per core content teacher	34	7	3	4	3	4	4	3	3			31
		Average # of observation & f/u feedback meetings per special ed & AIS teachers	34	7	0	1	1	1	1	1	1			13
		% of teachers that submit lesson plans weekly	100%	100%	86%	100%	100%	88%	95%	96%	96%			
		% of teachers that receive weekly instructional coaches/admin feedback on lesson plans	100%	100%	86%	100%	100%	88%	100%	100%	1			
		# of formal LT meetings to discuss classroom data and determine actions to take with teachers/students	24	7	3	6	6	4	4	4	4			38
		# of DOI or PAL led grade level/span or content team data review meetings	24	5	0	10	7	8	8	8	8			54
	Student Output	% of students passing all core subject classes	90%	85%	75%	71%	71%	79%	73%	67%	78%			
		% of students failing one core subject class	<5%	15%	12%	18%	15%	8%	17%	17%	12%			
		% of students failing more than one core subject class	<2%	10%	13%	11%	22%	13%	10%	16%	10%			
		% of teachers incorporating arts infusion strategies weekly	85%				85%	88%	100%	100%	100%			
		% of students (3-6) scoring 70% or higher on Acuity Predictive Test	85%		ELA: 40% Math: 54%		ELA: 42% Math: 58%		ELA: 34% Math: 56%					ELA: 34% Math: 56%
% of students scoring 80% or higher on Interim/Unit Assessments		85%			ELA:24% Math:41%	ELA:29% Math:36%	ELA:34% Math:42%		ELA:37% Math:40%				ELA:37% Math:40%	
Older Investment	Student Investment	% of students at or above "grade level" on NWEA	85%		ELA: 29% Math: 16%				ELA: 40% Math: 36%				ELA: 40% Math: 36%	
		% of Enrollment	100%	99%	100%	105%	105%	105%	105%	105%				
		# of withdrawals	<11	2	3	2	2	2	2	2	1			16
		# of withdrawals due to dissatisfaction	<5	0	1	0	0	0	0	2	0			3

Stakeholder	Student	% of Student Attendance	95%	97%	96%	94%	94%	93%	94%	95%	97%			95%
		% of Students On-Time	95%	96%	94%	90%	92%	89%	91%	93%	94%			92%
		TPS-Learning Environment (% of teachers scoring Effective or Highly Effective)	90%	30%	27%	27%	66%	71%	85%	85%	81%			
		# of In-School Suspensions Referrals	<300	6	57	29	30	41	21	26	12			222
		# of students receiving ISS Referrals	110	5	47	24	26	22	14	23	8			
		# of Out of School Suspensions	<100	3	3	4	9	7	6	5	6			43
		# of students receiving OSS	55	3	2	4	9	7	6	5	4			
		LHA Student Survey (% favorable responses)	75%											
	Family Investment	DOE School Survey (student portion - average score)	>8.0											
		TPS-Family Engagement (% of teachers scoring Effective or Highly Effective)	90%	75%	75%	85%	90%	94%	95%	95%	95%			
		% of parents attending Parent Teacher Conference	85%			89.60%			88.80%					89.60%
		Mothly parent satisfaction survey questions (% of favorable responses)	80%			100%		99%	99%					100%
		% of parents who completed bi-monthly parent satisfaction survey	75%			60%		58%	76%					76%(271 responses)
		# of parent complaints escalating beyond LT (e.g., VP, BOT or DOE)	5	1	1	0	0	0	0	0	0			2
		# of parents attending parent night	250	135	60	NA	29	30		36	32			
		# of parents attending other/special events at school	250		150	55	150	12	150	NA	20			
		# of parents attending Parent Association meetings	150	30	17	12	7	5	15	22	NA			
		# of parents who volunteered 1 or more times	100	2	5	2	5	1	3	2	2			
		LHA Family Survey (% favorable responses)	90%											
		DOE School Survey (parent portion - average score)	>8.5											
Human Capital	Staff Attendance	95%	99%	98%	97%	97%	95%	95%	95%	94%			98%	
	% of Staff On-Time	95%	95%	98%	96%	97%	96%	96%	95%	94%			96%	
	TPS-Professionalism (% Effective or Highly Effective)	90%	89%	67%	67%	70	80%	85%	82%					

II	Monthly staff satisfaction survey (% favorable responses)	80%	90%	71%	68.8%	86%	100%	90%	100%				87%
	% of staff completing Monthly staff satisfaction survey	90%	NA	92%	61.1%	88%	83%	91%	77%				82%
	Weekly PD satisfaction surveys (% favorable responses)	80%	90%	74%	79.0%	95%	94%	100%	92%				81%
	DOE School Survey (staff portion - average score)	>8.5											
	% Fully Staffed	100%	98%	98%	97%	97%	97%	97%	97%	99%			97%
	# of open positions projected for next year (SY14)	6					6	6	6	6			
	% of effective teachers planning to return next year	100%					100%	100%	100%	100%			

CAP Priority	Measure	Annual Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date	
Improve Quality of Instruction	TPS-Instructional Planning (% Effective or Highly Effective)	90%	55%	94%	94%	94%	94%	88%	88%	88%	88%	88%		
	TPS-Instructional Delivery (% Effective or Highly Effective)	90%	61%	78%	78%	81%	83%	76%	78%	88%	88%	88%		
	TPS-Assessment (% Effective or Highly Effective)	90%	61%	80%	81%	81%	81%	87%	88%	88%	88%	88%		
	Average # of observation & f/u feedback meeting per core content teacher	34	7	3	4	4	3	3	3	3	3	2	35	
	Average # of observation & f/u feedback meetings per special ed & AIS teachers	34	7	2	4	3	2	3	3	3	3	1	31	
	% of teachers that submit lesson plans weekly	100%	100%	100%	100%	100%	100%	100%	100%	94%	94%	94%		
	% of teachers that receive weekly instructional coaches/admin feedback on lesson plans	100%	100%	100%	100%	100%	100%	100%	100%	94%	94%	94%		
	# of formal LT meetings to discuss classroom data and determine actions to take with teachers/students	24	7	3	3	2	2	2	2	2	2	4	3	30
	# of DOI or PAL led grade level/span or content team data review meetings	24	3	4	2	2	2	4	2	3	4	2	28	
	% of students passing all core subject classes	90%	44%	44%	39%	43%	64%	34%	40%	62%	57%	71%		
	% of students failing one core subject class	<5%	23%	19%	21%	19%	15%	22%	24%	18%	33%	17%		
	% of students failing more than one core subject class	<2%	33%	36%	40%	38%	21%	46%	35%	20%	10%	12%		
	% of teachers incorporating arts infusion strategies weekly	85%				85%	83%	74%	88%	88%	94%	100%		
	% of students at or above "grade level" on NWEA	85%		43.3% ELA					56% ELA			66% ELA	66% ELA	
% of Enrollment	100%	99%	100%	102%	104%	104%	103%	103%	103%	103%	103%	103%		
# of withdrawals	<11	2	0	6	3	2	4	1	0	0	0	0	18	
# of withdrawals due to dissatisfaction	<5	2	1	0	0	0	2	1	0	0	0	0	6	
% of Student Attendance	95%	98%	97%	97%	95%	93%	94%	94%	95%	94%	95%	95%	95%	
% of Students On-Time	95%	89%	90%	90%	87%	82%	90%	89%	91%	88%	94%	89%	89%	
TPS-Learning Environment (% of teachers scoring Effective or Highly Effective)	90%	55%	78%	88%	88%	94%	88%	88%	88%	94%	94%			
# of In-School Suspensions Referrals	<300	133	140	92	82	136	99	109	140	137	36	1104		
# of students receiving ISS Referrals	110	68	75	55	53	77	69	66	78	82	26	124		
# of Out of School Suspensions	<100	23	16	8	6	10	6	3	10	9	4	95		
# of students receiving OSS	55	17	14	7	6	10	6	3	8	9	4			
LHA Student Survey (% favorable responses)	75%				74%					87%			87%	
DOE School Survey (student portion - average score)	>8.0													
TPS-Family Engagement (% of teachers scoring Effective or Highly Effective)	90%	61%	94%	100%	94%	88%	82%	83%	83%	88%	88%	88%	88%	
% of parents attending Parent Teacher Conference	85%			93%			83%				84%		98%	
Monthly parent satisfaction survey questions (% of favorable responses)	80%		75%	71%	N/A	85%	N/A	N/A	89%	N/A	N/A		80%	
% of parents who completed bi-monthly parent satisfaction survey	75%		8%	14%	N/A	67%	N/A	N/A	44%	N/A	N/A		44%	
# of parent complaints escalating beyond LT (e.g., VP, BOT or DOE)	5	2	1	0	0	0	0	0	0	0	0	0	3	
# of parents attending parent night	150	92	33		15	N/A	N/A	36	N/A	8	N/A		N/A	
# of parents attending other/special events at school	150		130	36	29	15	75	8	108	14	180		202	
# of parents attending Parent Association meetings	100	15	6	11	2	4	4	17	N/A	8	N/A			
# of parents who volunteered 1 or more times	100	4	5	5	0	5	6	12	8	10	3			
LHA Family Survey (% favorable responses)	90%													
DOE School Survey (parent portion - average score)	>8.5													
Staff Attendance	95%	99%	99%	98%	96%	95%	96%	97%	95%				97%	
% of Staff On-Time	95%	90%	99%	95%	95%	94%	97%	97%	97%	97%	90%		95%	
TPS-Professionalism (% Effective or Highly Effective)	90%	89%	100%	95%	95%	95%	94%	94%	88%	88%	88%		93%	
Monthly staff satisfaction survey (% favorable responses)	80%	90%	96%	96%	N/A	94%	89%	97%	N/A	94%	N/A		94%	
% of staff completing Monthly staff satisfaction survey	90%	61%	95%	65%	N/A	83%	76%	88%	N/A	96%	N/A		81%	
Weekly PD satisfaction surveys (% favorable responses)	80%	100%	86%	89%	N/A	86%	N/A	94%	N/A	N/A	N/A		91%	
DOE School Survey (staff portion - average score)	>8.5											N/A		
% Fully Staffed	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		100%	
# of open positions projected for next year (SY14)	6					6	4	4	2	3	1			
% of effective teachers planning to return next year	100%					100%	100%	100%	100%	95%	95%		95%	

	Target Enrollment	Seats Filled	Open Seats	Wait List	# of students with BLCS since K or the first year
K	44	46	-2	538	46
1	44	44	0	209	39
2	44	46	-2	168	37
3	44	46	-2	123	36
4	44	46	-2	151	32
5	44	46	-2	146	35
6	88	90	-2	197	57
7	66	69	-3	90	21
8	44	47	-3	54	18
9	44	46	-2	13	13
10	44	42	2	0	10
TOTAL	550	568	-18	1689	344

	Month of Oct. (10/1-10/31)	2012-2013 Year-to-date (not including summer attrition or no-shows)	Summer 2012
With-drawals	3	7	30 (6%)
New Admissions	5	71	48* (8.4%)

**48 students admitted over summer does not include the 46 new kindergarten students*

Reasons for Withdrawals	# of Withdrawals this month (10/1-10/31)	# of Withdrawals this year	Summer 2012 Withdrawals
Relocating out of state/district	2	2	7
Special Ed Services		1	2
Transportation issues			
Personal/Family issues			1
Student's behavioral issues			
School discipline			8
Other student(s) in the school			
School day/year is too long			
School is not what we expected			
Dissatisfied with teacher			
Dissatisfied with administration/policy	1	3	5
Wanted Siblings to attend same institute			1
No-show on first day of school			4
Accepted into a Selective Enrollment			2
Expulsion			
No Comment		1	

SEPTEMBER DISCIPLINE DATA DETAIL				
	Sep-12	Sep-11	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	26	2	26	217
# (%) of Students suspended	20 (3.5%)	2 (<1%)	20 (3.5%)	159 (31%)
# of Students suspended more than one time	6	0	6	73
# of Suspensions greater than 2 days	2	0	2	32
# of In School Suspensions	139	4	139	651
# (%) of students In School Suspension	73(12.8%)	4 (<1%)	73 (12.8%)	N/A

OCTOBER DISCIPLINE DATA DETAIL				
	October 2012-2013	October 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	19	16	45	217
# (%) of Students suspended	16 (2.8%)	15 (2.8%)	26 (4.5%)	159 (31%)
# of Students suspended more than one time	6	1	12	73
# of Suspensions greater than 2 days	11	0	13	32
# of In School Suspensions	197	N/A	336	651
# (%) of students In School Suspension	122 (21.4%)	29		N/A

NOVEMBER DISCIPLINE DATA DETAIL					
	November 2012-2013	November 2012	2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	12		11	57	217
# (%) of Students suspended	11(1.9%)	10 (1.9%)		33 (5.8%)	159 (31%)
# of Students suspended more than one time	1		1	13	73
# of Suspensions greater than 2 days	8		1	21	32
# of In School Suspensions	121		N/A	457	651
# (%) of students In School Suspension	79(14%)		N/A	118(20.7%)	N/A

DECEMBER DISCIPLINE DATA DETAIL				
	December 2012-2013	December 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	15	8	72	217
# (%) of Students suspended	15 (2.6%)	8 (1.5%)	36 (6.3%)	159 (31%)
# of Students suspended more than one time	0	2	13	73
# of Suspensions greater than 2 days	8	1	29	32
# of In School Suspensions	112	N/A	569	651
# (%) of students In School Suspension	79 (13.8%)	N/A	124 (21.6%)	N/A

JANUARY DISCIPLINE DATA DETAIL						
	January 2013	2012-2013	January 2012	2011-2012	Year-to-Date 2013	End of Year Total 2011-2012
# of Suspensions		17		62	89	217
# (%) of Students suspended		17 (3%)	51 (9.8%)		42(7.2%)	159 (31%)
# of Students suspended more than one time		0		20	13	73
# of Suspensions greater than 2 days		1	1		30	32
# of In School Suspensions		177		210	746	651
# (%) of students In School Suspension		139(24%)		N/A	147(26%)	N/A

FEBRUARY DISCIPLINE DATA DETAIL				
	February 2012-2013	February 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	12	29	101	217
# (%) of Students suspended	12(2%)	28 (5.4%)	46(8%)	159 (31%)
# of Students suspended more than one time	6	16	19	73
# of Suspensions greater than 2 days	6	6	36	32
# of In School Suspensions	120	110	866	651
# (%) of students In School Suspension	83(15%)	N/A	166 (29%)	N/A

MARCH DISCIPLINE DATA DETAIL				
	March 2012-2013	March 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	8	37	109	217
# (%) of Students suspended	8(1%)	31 (7%)	54(9%)	159 (31%)
# of Students suspended more than one time	2	16	21	73
# of Suspensions greater than 2 days	3	7	39	32
# of In School Suspensions	203	176	1001	651
# (%) of students In School Suspension	92(16%)	N/A	190(33%)	N/A

APRIL DISCIPLINE DATA DETAIL				
	April 2012-2013	April 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	16	5	125	217
# (%) of Students suspended	12(2%)	5 (1%)	56(10%)	159 (31%)
# of Students suspended more than one time	4	1	25	73
# of Suspensions greater than 2 days	6	0	45	32
# of In School Suspensions	152	67	1153	651
# (%) of students In School Suspension	96(17%)	N/A	201 (35%)	N/A

MAY DISCIPLINE DATA DETAIL				
	May 2012-2013	May 2011-2012	Year-to-Date 2012-2013	End of Year Total 2011-2012
# of Suspensions	CPA: 9	47	CPA: 91	217
# (%) of Students suspended	CPA: 4%	46 (7%)	CPA: 52 (25%)	159 (31%)
# of Students suspended more than one time	CPA: 9	27	CPA: 32	73
# of Suspensions greater than 2 days	CPA: 9	8	CPA: 46	32
# of In School Suspensions	CPA: 137	N/A	CPA: 1068	651
# (%) of students In School Suspension	CPA: 40%	N/A	CPA: 124 (61%)	N/A

JUNE DISCIPLINE DATA DETAIL				
	June 2012-2013	June 2011-2012	Year-to-Date 2013	End of Year Total 2011-2012
# of Suspensions	CPA: 4	14	CPA: 95	217
# (%) of Students suspended	CPA: 4 (2%)	14 (3%)	CPA: 52 (25%)	159 (31%)
# of Students suspended more than one time	CPA: 4	12	CPA: 34	73
# of Suspensions greater than 2 days	CPA: 4	8	CPA: 50	32
# of In School Suspensions	CPA: 36	84	CPA: 1104	651
# (%) of students In School Suspension	CPA: 18%	N/A	CPA: 124 (61%)	N/A

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	END OF YEAR
Improve Quality of Instruction	<p>The LA % of students failing /passing all core subjects is taken from a survey of teachers not from an actual Power School report. In future months these will be taken from a report from Power School but teachers were just entering and adapting themselves to Power Teacher/ Power School.</p> <p>The Acuity and NWEA Data is preliminary and were not completed until October. The correlation to % of students passing all core subjects and the Acuity and NWEA test results are being analyzed in October so we will be able to better understand the data better at the November Board meeting.</p>	<p>Lower Academy TPS Rubric Scores - The drop in these scores reflects a change to the monthly teacher performance review and tracking process which was made to ensure more accurate data. Teachers have been working hard and receiving ample coaching and support and their performance has not decreased.</p> <p>CPA Interim Assessment Data - This data exists, but has not yet been rolled up into a whole-school report. We will update this data for the next dashboard, but include it in the October column. We will also share a detailed summary table to provide more detail than simply whole school mastery.</p>	<p>Lower Academy TPS Scores Jump in IP/ID TPS scores are due to greater emphasis on planning. Liz is spending time on planning/reading every lesson plan and giving feedback weekly.</p> <p>Lower Academy Data Meetings LA has 7 grades and grades K-6 have data meetings every other week plus the weekly PD is now focused on data. This is why LA shows more data meetings for the month than CPA. The Specials and SPED/AIS teachers are involved in these meetings where we look at the weekly assessments. Number of Failing Students It is the beginning of the quarter and more students start out failing and then move up. CPA is focusing on working with these scholars and their parents to get them to continue the upward movement from the end of one quarter to the beginning of the next once they have pulled themselves up.</p>	<p>CPA Instructional Goals We are continuing to see strong instruction from our staff; while all teachers are presenting content that has been carefully planned and aligned to common core and state standards, some teachers are still not effectively differentiating to meet the specific needs of subgroups of students.</p> <p>CPA Student Progress There were slight improvements in the number of students passing core classes. This continues to be a focus of the leadership team and we are planning several different experiences in an attempt to intervene. Students are already getting weekly progress reports, and automatic afterschool academic support for an additional three hours per week if they are failing.</p>	<p>LA- The vast majority of failures are in our 6th grade class. It is evident that many of these scholars were passed along. We are hoping that the Kaplan program along with their Individual Learning Plans will move them forward and this number will drop.</p> <p>CPA Student Progress As the end of the marking period approached we saw student progress improve. More students than we would wish are failing courses, and all failing scholars will be required to attend school over the February break to improve grades. Each failing student had a conference with the CPA principal to develop an action plan and target scores for achievement.</p> <p>It is possible that with Kaplan tutoring running concurrent to afterschool academic support more students may struggle in their courses, but hopefully the standards-aligned nature of the Kaplan program will allow for students to transfer skills into their courses.</p>	<p>LA- The vast majority of failures are in our 6th grade class. It is evident that many of these scholars were passed along. We are hoping that the Kaplan program along with their Individual Learning Plans will move them forward.</p> <p>CPA Teacher Performance As the year continues, we are seeing that some teachers are struggling to maintain the highest levels of performance consistently. As a leadership team we are providing support, accountability and feedback to teachers who are not continuing to develop on pace with the needs of our students.</p> <p>CPA Student Progress Acuity, while a poor predictive test in my assessment, has shown continued positive growth for students in ELA especially. The math results are not as promising, but the assessment was administered by a substitute as to not lose instructional time when a teacher was out on a personal day.</p> <p>We continue to see that many students are failing classes. Many students who are participating in Kaplan are struggling to also manage the standards taught in classes (because they are not able to access extra help, not because of homework). We are working to address this in upcoming wednesday PD, and have already run analysis of classes and teachers with the highest fail rates for intervention.</p> <p>We have also coordinated student panels of passing students to answer questions from their peers around</p>	<p>LA Student Progress: This is hte year that we will be taking off the bandaid in the LA as we did last year in CPA. We preently have 70 scholars that will be retained and we expect that the number will be 50 by the middle of next quarter. I am meeting with each family to see what is possible and make them aware fully. As least 26 of these will be in 6th Grade. Next year we will have 3 classes for 6,7 &8 instead of the 4 -6th grde classes this year and 3-7th grade.</p> <p>CPA Student Progress Students have been rallying towards the end of another marking period. As we approach the last day of the term, all students in academic risk will take part in a last amnesty day to make up projects, missing assignments, and other tasks to improve grades. At the same time, all students passing their courses will go on field trips aligned to a unit of study.</p> <p>CPA Teacher Performance Teachers are continuing to work as an effective team in pushing our students towards mastery. As we approach state tests, we are confident that our students are prepared to demonstrate the skills they have learned this year. Teachers have been evaluated and given feedback weekly in line with teacher performance standards.</p>	<p>CPA Student Achievement: We are continuing the season of assessment. Students are preparing for Intermediate Level Science Exams (8th grade) as well as regents exams (8-10th grade)</p> <p>LA Student Achievement: After the State test we continue to focus on learning and for the 4th Grade the State Science test. We are preparing for culmination projects that utilize NYC in a more active means now that the weather is improving and our testing is winding down. Students are rallying to close out the year.</p> <p>We had good PTC Conferences with 88% attendance and Mr. Burke and teachers have met with every failing students family. We will have a failure rate of 1/3 in 6th Grade and close to 20% across K-6.</p>	<p>CPA Student Achievement: We will have updated achievement results to share, based on Regents exams, at the meeting.</p> <p>Although NYC promotional criteria is a very low bar, 100% of our 7th and 8th graders met promotional criteria on the NYS exam, which is a first since I have been on board at BLS.</p>		
Stakeholder Investment	<p>Student Investment- CPA The high number of OSS suspensions is related to the adjustment of scholars to the Discipline Plan/adjustment of faculty to the Plan. We are seeing a decrease in October.</p>	<p>CPA Tardiness Data - This data is based on a Power School report, however, we do not believe it is accurate and will review and restate this data in the November dashboard.</p> <p>Lower Academy Discipline Data - We revised the procedure for tracking student discipline data in the lower academy. The new procedure is yielding more accurate results. We further explain the old and new systems at the board meeting</p> <p>CPA Discipline Data - Most ISS referriat last less than 60 minutes. Very few ISS referrals last more than one period, and fewer last an entire day. We will prepare a chart that details more specifics; most students have not received many ISS referrals</p> <p>CPA Parent Survey Data - Mmay of the responses were neutral, fewer were negative, so we are working to shift the neutral responses</p>	<p>Discipline Data At this point, it looks as though we will probably have higher discipline numbers overall than last year. I think we need more time to see a trend and I am not confident of the numbers from last year prior to January, so it's difficult to compare overall. Once we hit January, I will be easier to compare month totals to the same month last year.</p> <p>Parent Satisfaction Survey The Leadership team is developing a plan to engage more parents in the survey and ways we can make it easier for parents to respond. This was a good practice round so we can tighten up this process before the DOE survey happens in the spring.</p>	<p>CPA Discipline We continue to decrease the number of suspensions and in school suspension referrals.</p> <p>CPA Student Investment Survey data was positive, and while we still have improvements to make, we are seeing that most non-positive students are neutral and not negative.</p> <p>We are continuing to see improved student culture, but are working to find strategies to further motivate and inspire students to be proactive. We are continuing to provide special incentives for students who are passing courses, and are planning teambuilding and challenge courses to encourage greater student character development.</p>	<p>CPA Discipline In school suspension referrals, as well as out of school suspension referrals increased slightly in January. We saw an increase in cyber bullying, as well as multiple students who provoked a fight which involved a CPA scholar. We anticipate a decrease in disciplinary action in the coming months.</p> <p>CPA Student Investment We are still working to schedule some student leadership experiences, including ropes course trainings.</p>	<p>CPA Discipline As the year continues to develop, we are less alarmed about the number of In School Suspension Referrals, as they generally have not led to significant time away from learning (usually less than one hour of lost time). We continue to have a small population of students who have been suspended more than one time, but we have been consistent to the discipline plan and students and families are no longer surprised at consistent disciplinary action. We have asked students for feedback which has indicated that the rules are applied with consistency for students, which is refreshing.</p> <p>CPA Student Investment We executed a 10th grade goals symposium to really push our oldest scholars to engage in a more meaningful level, and students responded well (increased attendance in afterschool academic/office hours, requests for applications for summer programs, etc).</p> <p>We have planned for nearly 25% of our students to participate in outdoor leadership training. We have selected students who are generally good but quiet role models, and hope to leverage the experience to allow for more leadership through action.</p> <p>CPA Family Involvement We continue to be disappointed with the limited participation in programming by families. We are considering how we can be more innovative as we prepare to author our culture of achievement plan for the coming year. We will be researching how secondary parent involvement helps students, as well as what types of involvement can be fostered by a school. We also</p>	<p>LA Discipline: We continue to follow our discipline procedures and support it with Responsive Classroom. We have an ongoing training and PD for our teachers on RR and it shows with our low rates of OSS.</p> <p>CPA Discipline We are continuing to follow the school discipline plan with fidelity. Students are aware of the consistent approach to discipline and stakeholders are supportive of the plan. Many ISS referrals have resulted from violations of the technology (acceptable use) policy and cellular phone use. We continue to look at ways to feasibly address these technology challenges. Our daily average number of instructional hours lost to in school suspensions per day was fewer than two, which was less than one lost minute per student per day.</p> <p>CPA Student Engagement We are continuing to plan to challenge students in taking on more positive leadership roles within the school. As we approach spring, students will be constructing our garden, participating in the AIDS walk, volunteering in the community, and continuing to get involved with options for higher education and college visits. We hope to see more students who are passing and able to take advantage of enrichment programs.</p>	<p>CPA Discipline The number of in school suspension referrals and consequently the number of out of school suspensions rose in April. This is mostly a result of a crack down on the technology policy, and increased diligence around our transition procedures.</p> <p>CPA Discipline As the year closes down, ISS referrals increased. We are curently revising our system for responding to ISS referrals to improve the level of dialogue and conflict resolution for the new year.</p>			
Human Capital	<p>Questions on the Staff Satisfaction Survey</p> <ol style="list-style-type: none"> 1. I know what is expected of me at work. 2. At work, I have the opportunity to do what I do best every day. 3. In the last seven days, I have received recognition or praise for doing good work 4. My Supervisor, or someone at work, seems to care about me as a person. 5. There is someone at work who encourages my development. 6. At work, my opinions seem to count. 		<p>Lower Academy Staff Satisfaction We need to see how this continues –we had made some changes in 4th Grade that angered those teachers in addition we got some push back to the drive on data and lesson planning.</p>	<p>CPA Human Capital We continue to be 100% fully staffed. We opted not to give teacher surveys during December, but are excited to see data at the end of January.</p> <p>With cold and flu season, more teachers were absent, but overall teacher attendance continues to be strong.</p>	<p>CPA Human Capital We continue to be 100% fully staffed and our staff is connected and committed to the work we do. Teachers are not satisfied with technology, which continues to be a challenge. Teachers continue to request additional planning and preparation time, and additional positions added to the CPA for the 2013 school year have the potential to decrease teacher workloads.</p>	<p>LA Human Capital. Our staff is very satisfied overall and are excited about the year moving forward. We are involving our staff and teachers in our planning.</p>	<p>Parent Surveys: We had an excellent return for Parents/teacher/student survey. This was due to a concerted effort by everyone</p>				

133	140	92	82	136	99	109	140
133							
133	140	273					
133	140	92	365				
133	140	92	82	447			
133	140	92	82	136	583		
133	140	92	82	136	99	682	
133	140	92	82	136	99	109	791
133	140	92	82	136	99	109	140

931

sep	139	
oct	336	
nov	457	
dec	457	
jan	569	690
feb	746	1153
mar	866	
apr	1001	

6	57	29	30	41	21	26	12
6							
6	57	63					
6	57	29	92				
6	57	29	30	122			
6	57	29	30	41	163		
6	57	29	30	41	21	184	
6	57	29	30	41	21	26	210
6	57	29	30	41	21	26	12

222

120	
120	
120	120

3	3	4	9	7	6	5	6
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23	16	8	6	10	6	3	10
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26	19	12	15	17	12	8	16
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Bronx Lighthouse Charter School

NWEA Growth Results Fall 2012 to Spring 2013

READING: School Results by Grade Level

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?	
Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
K	44	143.2	161.9	155.1	6.8	18.8	15.1	125%	8%	36	82%	165	41%
1	43	165.1	185.8	176.1	9.7	20.7	16.9	122%	7%	30	70%	177	84%
2	44	170.2	185.3	189.2	(3.9)	15.0	14.6	103%	10%	25	57%	190	36%
3	45	193.6	197.9	199.2	(1.3)	4.2	9.0	47%	16%	11	24%	199	56%
4	42	197.4	205.1	206.3	(1.3)	7.7	7.1	109%	21%	25	60%	207	48%
5	44	204.2	210.8	212.4	(1.6)	6.7	5.3	125%	27%	28	64%	212	59%
6	84	210.6	215.9	216.2	(0.3)	5.3	4.1	130%	25%	48	57%	216	54%
7	59	214.9	220.4	219.6	0.8	5.5	3.4	161%	36%	36	61%	220	58%
8	32	221.4	225.2	222.6	2.6	3.8	3.0	126%	55%	19	59%	222	81%
TOTAL	437	193.0	202.3	201.2	1.1	9.3	8.3	113%	5%	258	59%		56%

READING: School Results by Teacher

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?		
Teacher	Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
Kareene Anderson-Jones	K	24	145.3	165.1	155.1	10.0	19.8	14.9	133%	11%	21	88%	165	42%
Novelette Thompson	K	20	140.6	158.1	155.1	3.0	17.6	15.3	115%	12%	15	75%	165	40%
Jane Casey/Maria Jeliaskova	1	22	165.2	184.4	176.1	8.3	19.2	16.9	113%	10%	12	55%	177	77%
Nicole Lemon	1	21	165.0	187.3	176.1	11.2	22.3	17.0	132%	11%	18	86%	177	90%
Kate Girerd	2	24	170.3	182.4	189.2	(6.8)	12.1	14.5	83%	13%	9	38%	190	21%
Janet White	2	20	170.2	188.7	189.2	(0.5)	18.5	14.6	127%	15%	16	80%	190	55%
Nicole Dodd	3	23	194.1	197.2	199.2	(2.0)	3.1	9.0	35%	22%	3	13%	199	57%
Jackie Spengler	3	22	193.2	198.6	199.2	(0.6)	5.4	9.0	60%	23%	8	36%	199	55%
Debra Bellino	4	23	197.7	203.9	206.3	(2.4)	6.2	7.0	89%	28%	13	57%	207	39%
Sara Higgins	4	19	197.0	206.4	206.3	0.1	9.5	7.1	133%	30%	12	63%	207	58%
Billy Johnson/Steven Escobar	5	44	204.2	210.8	212.4	(1.6)	6.7	5.3	125%	27%	28	64%	212	59%
Leicha Richardson-Holness	6	84	210.6	215.9	216.2	(0.3)	5.3	4.1	130%	25%	48	57%	216	54%
Rebecca Ford	7	36	213.5	220.3	219.6	0.7	6.8	3.5	195%	46%	24	67%	220	58%
Adam Frick	7	23	217.1	220.6	219.6	1.0	3.4	3.3	106%	60%	12	52%	220	57%
Adam Frick	8	32	221.4	225.2	222.6	2.6	3.8	3.0	126%	55%	19	59%	222	81%

Color Key for "Teacher" or "Grade" Columns

Achieved "green" rating for "Percent of Typical Growth" AND "Percent of Students Meeting or Exceeding Typical Growth" columns

Color Key for "Percent of Typical Growth Achieved"

100%+
80-99%
70-79%
Below 70%

Color Key for "Percent of Students Meeting or Exceeding Typical Growth" column

70%+

If 70% of students meet their individual growth targets, a school is in the top 10-20% of schools that administer the NWEA.

Bronx Lighthouse Charter School

NWEA Growth Results Fall 2012 to Spring 2013

MATH: School Results by Grade Level

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?	
Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
K	44	140.9	162.3	156.1	6.2	21.4	16.4	131%	8%	36	82%	160	70%
1	43	163.0	190.3	179.0	11.3	27.3	15.9	172%	8%	40	93%	179	81%
2	44	173.8	185.5	191.3	(5.8)	11.7	13.7	85%	9%	20	45%	191	27%
3	45	193.1	203.4	203.5	(0.1)	10.3	10.9	95%	11%	22	49%	203	53%
4	42	197.6	211.1	212.4	(1.3)	13.5	8.4	160%	15%	38	90%	212	57%
5	44	210.9	222.3	220.7	1.6	11.4	8.0	142%	16%	30	68%	221	43%
6	82	218.6	227.9	226.0	1.8	9.3	6.0	155%	16%	59	72%	226	59%
7	59	223.4	233.1	230.9	2.2	9.7	5.0	195%	22%	47	80%	230	68%
8	34	236.7	244.8	234.4	10.4	8.0	4.0	201%	36%	24	71%	234	79%
TOTAL	437	197.4	210.6	208.0	2.6	13.2	9.4	140%	4%	316	72%		59%

MATH: School Results by Teacher

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?		
Teacher	Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
Kareene Anderson-Jones	K	24	141.8	165.3	156.1	9.2	23.5	16.3	144%	11%	22	92%	160	71%
Novelette Thompson	K	20	139.9	158.8	156.1	2.7	18.9	16.5	115%	12%	14	70%	160	70%
Jane Casey/Maria Jeliaskova	1	22	164.1	190.4	179.0	11.4	26.3	15.7	168%	12%	20	91%	179	77%
Nicole Lemon	1	21	161.9	190.2	179.0	11.2	28.3	16.1	176%	12%	20	95%	179	86%
Kate Girerd	2	24	174.5	184.4	191.3	(6.9)	10.0	13.6	73%	13%	10	42%	191	21%
Janet White	2	20	173.1	186.8	191.3	(4.5)	13.7	13.9	99%	14%	10	50%	191	35%
Nicole Dodd	3	23	193.0	204.5	203.5	1.0	11.5	11.0	105%	16%	12	52%	203	52%
Jackie Spengler	3	22	193.2	202.3	203.5	(1.2)	9.1	10.9	84%	16%	10	45%	203	55%
Debra Bellino	4	23	197.4	210.5	212.4	(1.9)	13.1	8.4	155%	21%	21	91%	212	65%
Sara Higgins	4	19	197.7	211.8	212.4	(0.6)	14.1	8.4	168%	23%	17	89%	212	47%
Susannah Cleva	5	44	210.9	222.3	220.7	1.6	11.4	8.0	142%	16%	30	68%	221	43%
Joanna Locker	6	82	218.6	227.9	226.0	1.8	9.3	6.0	155%	16%	59	72%	226	59%
Alexandra Duggins	7	39	219.1	229.8	230.9	(1.1)	10.7	5.0	216%	27%	33	85%	230	54%
Michael Prykuta	7	20	232.0	239.7	230.9	8.8	7.7	5.0	154%	38%	14	70%	230	95%
Michael Prykuta	8	34	236.7	244.8	234.4	10.4	8.0	4.0	201%	36%	24	71%	234	79%

Color Key for "Teacher" or "Grade" Columns

Achieved "green" rating for "Percent of Typical Growth" AND "Percent of Students Meeting or Exceeding Typical Growth" columns

Color Key for "Percent of Typical Growth Achieved"

100%+
80-99%
70-79%
Below 70%

Color Key for "Percent of Students Meeting or Exceeding Typical Growth" column

70%+

If 70% of students meet their individual growth targets, a school is in the top 10-20% of schools that administer the NWEA.

Bronx Lighthouse Charter School

NWEA Growth Results Fall 2012 to Spring 2013

READING: School Results by Grade Level

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?	
Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
K	44	143.2	161.9	155.1	6.8	18.8	15.1	125%	8%	36	82%	165	41%
1	43	165.1	185.8	176.1	9.7	20.7	16.9	122%	7%	30	70%	177	84%
2	44	170.2	185.3	189.2	(3.9)	15.0	14.6	103%	10%	25	57%	190	36%
3	45	193.6	197.9	199.2	(1.3)	4.2	9.0	47%	16%	11	24%	199	56%
4	42	197.4	205.1	206.3	(1.3)	7.7	7.1	109%	21%	25	60%	207	48%
5	44	204.2	210.8	212.4	(1.6)	6.7	5.3	125%	27%	28	64%	212	59%
6	84	210.6	215.9	216.2	(0.3)	5.3	4.1	130%	25%	48	57%	216	54%
7	59	214.9	220.4	219.6	0.8	5.5	3.4	161%	36%	36	61%	220	58%
8	32	221.4	225.2	222.6	2.6	3.8	3.0	126%	55%	19	59%	222	81%
TOTAL	437	193.0	202.3	201.2	1.1	9.3	8.3	113%	5%	258	59%		56%

READING: School Results by Teacher

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?		
Teacher	Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
Kareene Anderson-Jones	K	24	145.3	165.1	155.1	10.0	19.8	14.9	133%	11%	21	88%	165	42%
Novelette Thompson	K	20	140.6	158.1	155.1	3.0	17.6	15.3	115%	12%	15	75%	165	40%
Jane Casey/Maria Jeliaskova	1	22	165.2	184.4	176.1	8.3	19.2	16.9	113%	10%	12	55%	177	77%
Nicole Lemon	1	21	165.0	187.3	176.1	11.2	22.3	17.0	132%	11%	18	86%	177	90%
Kate Girerd	2	24	170.3	182.4	189.2	(6.8)	12.1	14.5	83%	13%	9	38%	190	21%
Janet White	2	20	170.2	188.7	189.2	(0.5)	18.5	14.6	127%	15%	16	80%	190	55%
Nicole Dodd	3	23	194.1	197.2	199.2	(2.0)	3.1	9.0	35%	22%	3	13%	199	57%
Jackie Spengler	3	22	193.2	198.6	199.2	(0.6)	5.4	9.0	60%	23%	8	36%	199	55%
Debra Bellino	4	23	197.7	203.9	206.3	(2.4)	6.2	7.0	89%	28%	13	57%	207	39%
Sara Higgins	4	19	197.0	206.4	206.3	0.1	9.5	7.1	133%	30%	12	63%	207	58%
Billy Johnson/Steven Escobar	5	44	204.2	210.8	212.4	(1.6)	6.7	5.3	125%	27%	28	64%	212	59%
Leicha Richardson-Holness	6	84	210.6	215.9	216.2	(0.3)	5.3	4.1	130%	25%	48	57%	216	54%
Rebecca Ford	7	36	213.5	220.3	219.6	0.7	6.8	3.5	195%	46%	24	67%	220	58%
Adam Frick	7	23	217.1	220.6	219.6	1.0	3.4	3.3	106%	60%	12	52%	220	57%
Adam Frick	8	32	221.4	225.2	222.6	2.6	3.8	3.0	126%	55%	19	59%	222	81%

Color Key for "Teacher" or "Grade" Columns

Achieved "green" rating for "Percent of Typical Growth" AND "Percent of Students Meeting or Exceeding Typical Growth" columns

Color Key for "Percent of Typical Growth Achieved"

100%+
80-99%
70-79%
Below 70%

Color Key for "Percent of Students Meeting or Exceeding Typical Growth" column

70%+

If 70% of students meet their individual growth targets, a school is in the top 10-20% of schools that administer the NWEA.

Bronx Lighthouse Charter School

NWEA Growth Results Fall 2012 to Spring 2013

MATH: School Results by Grade Level

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?	
Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
K	44	140.9	162.3	156.1	6.2	21.4	16.4	131%	8%	36	82%	160	70%
1	43	163.0	190.3	179.0	11.3	27.3	15.9	172%	8%	40	93%	179	81%
2	44	173.8	185.5	191.3	(5.8)	11.7	13.7	85%	9%	20	45%	191	27%
3	45	193.1	203.4	203.5	(0.1)	10.3	10.9	95%	11%	22	49%	203	53%
4	42	197.6	211.1	212.4	(1.3)	13.5	8.4	160%	15%	38	90%	212	57%
5	44	210.9	222.3	220.7	1.6	11.4	8.0	142%	16%	30	68%	221	43%
6	82	218.6	227.9	226.0	1.8	9.3	6.0	155%	16%	59	72%	226	59%
7	59	223.4	233.1	230.9	2.2	9.7	5.0	195%	22%	47	80%	230	68%
8	34	236.7	244.8	234.4	10.4	8.0	4.0	201%	36%	24	71%	234	79%
TOTAL	437	197.4	210.6	208.0	2.6	13.2	9.4	140%	4%	316	72%		59%

MATH: School Results by Teacher

What were the average scores of our scholars (only those who took both the fall and spring test)?				How did our scholars' scores compare to the national average?		How much did our scholars grow relative to national norms?				How many of our scholars grew as much or more than expected?		How many of our scholars met LHA spring proficiency targets?		
Teacher	Grade	Cohort Total	Fall Mean RIT	Spring Mean RIT	National Spring Mean	National Spring Mean Exceeded (Missed) by	Actual Mean RIT Growth	Typical Mean RIT Growth	Percent of Typical Growth Achieved	Margin of Error for % of Typical Growth (+ or - X%)	Number Meeting or Exceeding Typical Growth	Percent Meeting or Exceeding Typical Growth	LHA Spring Grade-Level Target	Percent Meeting or Exceeding LHA Target
Kareene Anderson-Jones	K	24	141.8	165.3	156.1	9.2	23.5	16.3	144%	11%	22	92%	160	71%
Novelette Thompson	K	20	139.9	158.8	156.1	2.7	18.9	16.5	115%	12%	14	70%	160	70%
Jane Casey/Maria Jeliaskova	1	22	164.1	190.4	179.0	11.4	26.3	15.7	168%	12%	20	91%	179	77%
Nicole Lemon	1	21	161.9	190.2	179.0	11.2	28.3	16.1	176%	12%	20	95%	179	86%
Kate Girerd	2	24	174.5	184.4	191.3	(6.9)	10.0	13.6	73%	13%	10	42%	191	21%
Janet White	2	20	173.1	186.8	191.3	(4.5)	13.7	13.9	99%	14%	10	50%	191	35%
Nicole Dodd	3	23	193.0	204.5	203.5	1.0	11.5	11.0	105%	16%	12	52%	203	52%
Jackie Spengler	3	22	193.2	202.3	203.5	(1.2)	9.1	10.9	84%	16%	10	45%	203	55%
Debra Bellino	4	23	197.4	210.5	212.4	(1.9)	13.1	8.4	155%	21%	21	91%	212	65%
Sara Higgins	4	19	197.7	211.8	212.4	(0.6)	14.1	8.4	168%	23%	17	89%	212	47%
Susannah Cleva	5	44	210.9	222.3	220.7	1.6	11.4	8.0	142%	16%	30	68%	221	43%
Joanna Locker	6	82	218.6	227.9	226.0	1.8	9.3	6.0	155%	16%	59	72%	226	59%
Alexandra Duggins	7	39	219.1	229.8	230.9	(1.1)	10.7	5.0	216%	27%	33	85%	230	54%
Michael Prykuta	7	20	232.0	239.7	230.9	8.8	7.7	5.0	154%	38%	14	70%	230	95%
Michael Prykuta	8	34	236.7	244.8	234.4	10.4	8.0	4.0	201%	36%	24	71%	234	79%

Color Key for "Teacher" or "Grade" Columns

Achieved "green" rating for "Percent of Typical Growth" AND "Percent of Students Meeting or Exceeding Typical Growth" columns

Color Key for "Percent of Typical Growth Achieved"

100%+
80-99%
70-79%
Below 70%

Color Key for "Percent of Students Meeting or Exceeding Typical Growth" column

70%+

If 70% of students meet their individual growth targets, a school is in the top 10-20% of schools that administer the NWEA.

PART THREE: REVISED 07/10/13

VIII. Governance Structure and Organizational Design

~~The school management and governance model of BLCS is built on four strong levels of support to provide for a high quality educational opportunity for the families of the South Bronx. First and foremost, a knowledgeable and experienced board governs the school. Second, a school leadership team comprised of the head of school and two principals, (with regular input from directors of instruction, director of college transitions, a family coordinator, and a director of school culture) provide instructional leadership, community outreach and day to day management. Third, is the national program model, operational and education support provided by the staff at Lighthouse Academics, Inc. Finally, fourth is the in-class instruction and daily student support provided by the teachers and staff of the school.~~

LHA, the CMO the Board contracts with for management of the school, has adopted a new regional and local structure this spring that increases academic and operational support to network schools. The structure has been adopted by all of the schools in the network including Metropolitan Lighthouse Charter School.

On June 20, 2013 the BLCS BOT voted unanimously to change that structure and eliminate the LP position and to adopt the new LHA school structure.

Under this structure the school leaders have responsibility for all of the functions within their respective grades. The school leaders work together on operational issues within the school. The school leaders are supported by the new position of school operations manager.

The Board of Trustees

The Board of Trustees serves as the school’s governing body. As such they are responsible for all governance issues and ensure that the commitments made in this application are upheld. Specific responsibilities of the Board of Trustees include:

- The Board stewards the mission and educational philosophy of the school.
- The Board is responsible for establishing policies in the areas of personnel, educational program, student discipline, fiscal oversight, organizational performance, and other areas as needed or as mandated.
- The Board is responsible for hiring and firing of the principals and approving the head of school’s recommendations concerning the employment of other staff.
- The Board provides programmatic oversight, and ensures that policies are implemented in a timely, appropriate, and intended manner. Oversight is distinct from the actual implementation, which, for the most part, is delegated by the Board to its administrative officer, the principal.
- The Board is responsible for the evaluation of the school’s efficacy, based on the school’s policies and the school’s accountability plan.
- The Board is responsible for evaluation of the principal.
- The Board is responsible for strategic planning which includes periodically reviewing the mission, setting annual goals, monitoring progress, and ensuring the necessary resources to accomplish strategic planning are secured.
- The Board of Trustees reports to the school’s authorizer as required by state statute and regulations.

Head of School

The head of school is the highest rank administrator at the school, accountable for the realization of the mission, vision and goals, as well as the academic, organizational and financial viability of the school. The head of school manages the day-to-day operations of the school and recommends to the Board the hiring (and

~~termination, as necessary) of staff in accordance with the policies of the Board. The head of school reports directly to the Board of Trustees at regular, monthly meetings and additional times as needed. Specific responsibilities of the head of school include:~~

- ~~• Supervising and evaluating principals with input from Lighthouse Academics and the Board of Trustees~~
- ~~• Establishing a school wide culture of achievement and respect and ensuring vertical alignment of the school culture and academic expectations across academics~~
- ~~• Supervising administrative staff and managing school operations and compliance (in accordance with Board policies and LHA procedures)~~
- ~~• Implementing board established policies in the areas of personnel, organizational performance, and other areas as needed or as mandated~~
- ~~• Cultivating and maintaining external relationships and formal partnerships, including managing the family coordinator to establish high levels of parent engagement and advocacy in support of the school~~
- ~~• Evaluating administrative custodial staff~~

Principal

The principal is, first and foremost, the instructional leader the school, responsible for all the academic outcomes of his/her respective academy. In addition, the principal manages the day-to-day operations of the school. The principal recommends to the Board the hiring (and termination, as necessary) of the staff in accordance with the policies of the Board. In conjunction with the instructional staff, the principal plans the development and implementation of all academic programs, reviews educational outcomes and adjusts instruction and training in accordance with those outcomes. The principal reports directly to the Board of Trustees at regular, monthly meetings and additional times as needed. The principal is responsible for the day-to-day support of all instructional staff. Specific responsibilities of the principal in regard to the educational program include:

- Ensuring that the instructional staff is delivering the curriculum
- Implementing the board established policies in the areas of personnel, educational program, student discipline, organizational performance, and other areas as needed or as mandated
- Implementing the school design and educational philosophy
- Evaluating directors of instruction, school teachers, counselors, school aides and other instructional staff

Beginning in the year prior to the start of the College Prep Academy, or CPA, in the 9th grade (2012), a second leadership team consisting of, at least, a principal and possibly a director of college transitions instruction will be hired to support our college preparatory high school.

Directors of Teacher Leadership (DTL)

While the DTLs do not have direct management responsibilities for the school, they provide key support to the principal in matters relating to instruction and professional development. Beginning the year the school serves 7th grade, two DTLs will be on staff full time to support teachers – one will be assigned to the Lower Academy (K-4) and one to the Upper Academy (5-8). An additional DTL may be hired as part of the CPA leadership team when the student body extends into Grade 9. During the years when the school is transitioning to a CPA, the Upper Academy DTL will be replaced by a Director of College Transitions (to cover grade 7-10) and there will be one DTL to support grades K-6. The school may hire up to an additional two DOIs as it reaches full scale (e.g., one DTL for each of K-4, 5-8, and 9-12) The DTLs are responsible for coaching teachers to improve their planning and delivery of the curriculum much of the day-to-day support of teaching staff relating to instruction. Specific responsibilities of the DTLs in regard to the educational program include:

- **Evaluating** and coaching instructional staff in planning and delivering the curriculum
- Helping the principal to enforce the board established policies in the areas of the educational program, student discipline, instruction, professional development, and other areas as needed or as mandated

- Ensuring that the students are achieving at a high rate and that the educational goals for each student, teacher and the school are met
- Reporting directly to the principal as needed

Family Coordinator and Parent Trustees

The family coordinator meets regularly with the principals and director of school culture and meets as needed with the Board of Trustees to provide feedback on issues particularly relevant to the parent community. The family coordinator is a parent of three students at BLCS and also lives in the neighborhood. He is a long time resident of the South Bronx and brings a wealth of community knowledge and understanding of educational issues for children in the neighborhood. The family coordinator does not play a governance role, but acts as an advisor to the principals and Board of Trustees. The Board of Trustees also has two reserved seats for parent trustees who bring the needs and viewpoints of the parents and school community to the Board's attention.

Lighthouse Academies and the Regional Vice President (RVP)

LHA serves as the institutional partner to the Board of Trustees and operational support for school leadership. LHA does not play an explicit governance role in this capacity, although LHA is represented on the Board of Trustees. The role of LHA and of their regional vice president is to work closely with school leadership to ensure high quality delivery of all services to the student body (LHA's role is defined more explicitly in other sections of the application). Furthermore, the regional vice president acts as a liaison between the school and the Department of Education and, as such, manages the Office Manager on discreet tasks required to meet state and city requirements.

Teachers

Instructors are responsible for the implementation of the educational design for the school. Their primary responsibilities include:

- Delivering, in a high quality manner, the instructional program of the school
- Maintaining classroom and school discipline such that students are ready to learn
- Partaking in professional development opportunities to increase their teaching skills
- Holding students responsible for meeting their goals
- Managing their classrooms such that all children have the chance to excel
- Reporting to the principal as needed

Communication

Open, honest and frequent communication is the platform upon which the levels of oversight most effectively support one another and ensure that BLCS delivers on its promise to its students and their families. The following structures are the systems that are currently used, but it is possible that the school leadership and staff will create additional structures as the school grows.

Board

As part of their monthly meetings the Board receives a report from the principals that will inform them about the progress being made toward the school's academic and organizational goals. This "dashboard" report includes not only lag measures (such as NWEA scores) but also lead measures as determined by the principals and the Board of Trustees. These may include such measures as attendance, enrollment data, curriculum assessment scores, progress through the curriculum and behavioral incidents. The Board and the principals review this data and additional end of year data when available and together make decisions about the efficacy of the educational program and any adjustments that might be necessary.

The Board uses data to conduct an annual review of the principals, Lighthouse Academies, and the school program. Data is used to inform changes in school policy and the school's annual goals. Policy changes or

new policies are developed through the Board’s subcommittee structure and presented to the Board for discussion. Examples of policies discussed in the last year are: looping, promotion and retention and staff compensation.

Annually the Board evaluates its own capacity to govern effectively and efficiently. The process involves completing an assessment and then a discussion at a Board meeting on capacity and needs. Individual Board members participate in training offered by various organizations as well as new Board member training which is conducted each year.

Please see **Attachment 12-** BLCS Dashboard for a template and sample monthly financial report cover letter.

Principals, DTLs and Teachers

The principals and the DOIs meet regularly with individual staff and, when appropriate, clusters of teachers, to review their educational progress. This occurs weekly in grade level meetings where teachers meet with the DOI and/or Principal to review student assessments, student work, teacher anecdotal information and other indicators of student progress. The meetings are used to identify areas of strength and weaknesses at the individual student and class levels, and to work together on improving instruction and addressing problem areas. The principals, DOI and DSC also meet weekly with the full staff to review issues including school-wide assessment data, school-wide trends in academic progress and other matters affecting student achievement at the school. The DOI and DSC meet with individual staff members on a regular basis to provide coaching support for instruction and classroom management. The schedule of these meetings is not set, but determined based on the leadership team’s observations of teaching, review of assessment and other data and staff requests indicating need for support. The principal meets with all staff before and after formal observations, which occur two to three times per year depending on teacher need. In order to further their understanding about the progress of the school, the principals, the DOIs, the DSC and the RD also make regular visits to classrooms to observe instruction. After these visits the instructor and the observers will meet to review the visit and work to improve instruction. The RD works closely with the principal and DOI to support their efforts to manage their staff. LHA assists the principal in finding and retaining professional development opportunities for staff, ordering and stocking curriculum and providing tools such as the *Student-Family Handbook*, *School Culture Guide* and *Curriculum Guides* to the school.

The school administrative staff, LHA staff and instructors work as a team to ensure all members of BLCS are delivering educational content that is rigorous and aligned with instructional goals. Part of this teamwork includes monitoring classes, shared planning sessions, group professional development opportunities and other opportunities to critique one another’s work. In this way the staff as a whole learns from the skills of others.

I. Board Structure and Operations
Exhibit K - Bylaws

- *The calendar for board meetings, providing for a minimum of six meetings per year.*

2008 – 2010 Proposed Schedule for Meetings of the Board of Trustees

The BLCS Board of Trustees traditionally meets on the third Thursday of each month from 5:30pm to 7:30 pm. This proposed schedule outlines the tentative 2008-2010 dates of these meetings according to this schedule. This schedule is subject to change.

2008	2009	2009	2010
Thursday, July 17	Thursday, January 15	Thursday, July 16	Thursday, January 21

Thursday, August 21	Thursday, February 26*	Thursday, August 20	Thursday, February 18
Thursday, September 18	Thursday, March 19	Thursday, September 17	Thursday, March 18
Thursday, October 16	Thursday, April 16	Thursday, October 15	Thursday, April 15
Thursday, November 20	Thursday, May 21	Thursday, November 19	Thursday, May 20
Thursday, December 18	Thursday, June 18	Thursday, December 17	Thursday, June 17

*N.B. Thursday, February 26, 2009 is the fourth Thursday in the month; this accommodates the school calendar in which the school is on mid-winter recess during the third week of February.

- A list of the quorum and voting requirements for board meetings and committees.

These requirements are included as part of our Board Bylaws. Please see **Exhibit K**.

Exhibit L - Code of Ethics

2. Oversight

a. *Just as your school's board is ultimately accountable for the performance of your school, your school will hold affiliated personnel and partnership organizations (as applicable) accountable for their performance. Include a description of this evaluation process.*

Please see **Exhibit S** for the Service Agreement.

An evaluation plan and performance standards are stated in the service agreement (**Exhibit S** sections 4.2-4.4) between the Bronx Lighthouse Charter School Board of Trustees and Lighthouse Academies. The Board of Trustees has the right to terminate the agreement with LHA for performance. The Board uses internal and external data to evaluate LHA's performance.

Criteria for Termination of Service Agreement	Reports Used for Review of Performance
The school fails to make reasonable progress toward achievement of agreed-upon goals and student performance standards identified in the Charter Contract, including the charter application, after a period of at least three years.	Monthly reports prepared by the principals and the LHA regional director. Monthly reports provided by the Board's finance committee The annual report prepared by Cambridge Education
Lighthouse Academies violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School	Annual audit conducted by an independent auditor retained by the Board of Trustees The NYC Quality Review Report
Lighthouse Academies materially breaches any of the essential terms and conditions of this Agreement and thereby undermines the purposes of this Agreement.	Annual audit conducted by an independent auditor retained by the Board of Trustees The NYC Quality Review Report

A copy of the NYC Quality Review Report is included as **Exhibit E**, and the report from our external reviewer, Cambridge Education, is included as **Attachment 2**. A sample monthly dashboard report including a sample monthly financial report is included as **Attachment 12**.

The specific review dates for the service agreement are:

- March – approval of the LHA service fee as part of the annual budget
- August – review and discussion of the annual reports
- November – review of the external audit

b. Describe how the board of trustees will use data to inform decision-making processes.

The Board of Trustees has established a systematic view of key performance metrics to help inform its decision-making processes. Each month, board members receive a "Performance Dashboard" that outlines, among other factors: student withdrawals, disciplinary activity, student assessment data, student and staff attendance, and professional development activity. Please see **Attachment 12** for a template.

The Board works closely with the school leadership team to drill into these key metrics, and, where appropriate, to understand underlying causal factors and it has built incentive compensation structures for all staff members that are tied directly to success in achieving both individual and school-wide goals.

Exhibit M – School Leader and Teacher Evaluation System

3. Board Capacity

- a. Provide evidence that members of the board of trustees who you have selected have the capacity to monitor school operational functions including but not limited to fiscal oversight, facilities planning, legal, etc.*

The Board of Trustees is comprised of individuals who bring a diverse set of skills, knowledge and experience to the school and who will contribute to overseeing all major aspects of the operation of the school effectively.

Educational Program – Reed Talada brings to the Board over fifteen years of experience in various aspects of K-12 education, particularly in educational assessment. Mr. Talada will serve as the board member primarily responsible for ensuring that the educational program at BLCS is faithfully implemented and that the school's academic goals are being met.

Anne LaTarte, who is a Managing Director of Program for Teach for America and is a TFA alumna, brings extensive expertise in special education and English language learner staff development and student performance. Given her experience she will be the board member primarily responsible for monitoring the school's special education and English language learner program.

Fiscal Oversight – John Duong brings ten years of experience in corporate finance to the Board. Mr. Duong's skills and knowledge in assessing private companies in the context of high-level corporate transactions qualify him to serve as the board member primarily responsible for overseeing the school's budgeting process and fiscal operations.

Legal Matters – Priscilla Forsyth has experience practicing law in various capacities, including corporate law and work at the US Attorney's office. With this experience, Ms. Forsyth is well qualified to provide the Board with legal advice in matters relating to the school. Ms. Forsyth will monitor the school's handling of legal matters such as human resource issues, financing and institutional relationships.

Development planning – Joy Collins brings extensive business development experience to the Board. Her skills and knowledge in identifying multiple sources of additional funding for the school is a great asset.

Community Relations and Cultural Issues – Angela Fernandez has served the residents of the Bronx as an educator for the last seven years and most recently as an immigration lawyer during the last year. She brings to the Board extensive relationships with and knowledge of the local community, including its various constituent communities. As the school’s ability to integrate itself into the South Bronx community is always an important factor in the school’s success, Ms. Fernandez ensures the school develops productive relationships with the community and remains responsive to community needs.

- b. Describe the methods you will use to build capacity of your board of trustees. The application must provide for the training of the initial board of trustees and any new members, so that the trustees may understand their role, responsibility and the scope of their authority.*

New Board members receive an orientation which reviews the following:

Bylaws, Charter Agreement, Service Agreement, Lighthouse Academies and BLCS Organizational Charts, Board Meeting Calendar, Board Member Roles and Responsibilities, School Calendar, *Student-Family Handbook*, *Personnel Handbook*, Principal Evaluation Policy, Employee Compensation Policy, Budget Approval Policy, LHA Assessment & Academic Accountability Frameworks

All Board members receive a copy of and are expected to read “Ultimate Board Book” by Kay Sprinkle Grace and an overview of Board Roles and Responsibilities based on The Ten Basic Responsibilities of Nonprofit Boards by Richard Ingram.

- c. Provide the qualifications that you seek in potential board members.*

We actively seek board members who have experience in the following fields: finance, law, operations, educational programming, assessments and Arts education.

Additionally please see Part 1, section III 1c of this application.

IX. Personnel

1. Personnel Process and Policies

- a. Describe the hiring policies and procedures of the school to be used, and the qualifications to be considered, in the hiring of teachers [Ed.L. §2851(2)(g)]. Describe the attributes and qualifications that you will seek out in teachers. What mechanisms and venues will your school utilize to recruit effective teachers? How will you ensure that your teacher recruitment targets a universe of candidates that aligns with your school’s mission and culture?*
- b. Describe the hiring policies and procedures of the school to be used, and the qualifications to be considered, in the hiring of school administrators and other school employees [Ed.L. §2851(2)(g)]. Describe the attributes and qualifications that you will seek out in each of these positions. What mechanisms and venues will your school utilize to recruit effective school leaders and key administrative staff? How will you ensure that your recruitment targets a universe of candidates that aligns with your school’s mission and culture?*

The school employs many of the same hiring policies and procedures, as well as seeks out similar attributes and qualities in prospective candidates, for both teacher and school leader. The major difference is in the qualifications and experiences and is delineated below.

All school employees will embody the six essential qualities as outlined earlier (Part 1, section III 1c) as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of a teacher include:

- Highly Qualified status under *No Child Left Behind*
- Three to five years of teaching experience
- Bachelor's degree in the field of education

The specific qualifications of school leaders include:

- At least five years of teaching experience
- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

In addition to finding school leaders and teachers who possess the attributes and qualifications described above, the school also desires to assemble and maintain a staff that aligns with the culture of the school and the community in which the school operates. In order to recruit a large pool of candidates, the school employs a variety of strategies including:

- Seeking referrals from current staff members, parents and members of the community
- Attending teacher recruitment fairs that invite and attract a diverse audience
- Posting positions on web pages and publications that target a diverse audience
- Utilizing partnership with Teach For America that recruits a diverse teaching force

In order to secure these teachers, the principal employs a standard interview and hiring protocol. At the beginning of the selection process, the principal, or designee, will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled the principal, or designee, conducts a phone interview designed to verify the candidate fits the profile outlined above. Candidates who advance are invited to the school for the in-person interview process that includes preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team that includes the principal, the director of instruction and at least one other instructional staff member. The interview team determines next steps that may include a second interview, site visit to candidate's current classroom, reference check or elimination from the process. Once a candidate is advanced to the stage of receiving an offer, appropriate reference and background checks are completed. **Approval for employment is sought by the principal from the Board.** Please see **Attachment 13** for the LHA teacher interview protocol.

A similar process is followed for the hiring of school leaders (principals or director of instruction, **college transitions** or school culture). Please see **Attachment 14** for the LHA school leader interview protocol.

All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and

regulations. Neither the personnel manual nor the policies and procedures set forth herein are intended to create or constitute a contract between the school and its employees or to change the nature of the employment relationship between the school and its employees, which is at-will.

Standard employment practices are outlined in **Attachment 15** and are given to employees (with signed receipt) at the start of each year as part of the *BLCS Personnel Handbook*.

Recruitment

Lighthouse Academies supports recruitment at the school level specifically through two national employees, the Executive Recruiter and the Community Development Specialist. Their recruitment support is summarized below.

Executive Recruiter

- Recruits and manages interview and hiring process of all school leaders
- Manages on-line application system
- Supports principals with teacher and other staff recruitment
- Manages partnership with Teach For America
- Markets leadership pipeline that outlines leadership potential and opportunities within the network

Community Development Specialist

- Manages all marketing materials: website, sell sheets, standard marketing materials
- Assists with job postings
- Works closely with principals to ensure marketing needs are met

c. Please describe the evaluation process for teachers and leadership staff, and the rationale behind the selected evaluation tools provided in Exhibit M.

Student achievement at BLCS is driven by data and assessment. The achievement levels of the adults at the school are measured in the same manner. The principals, DOI, and teacher evaluation systems have three goals:

- To gather information to support continuous performance improvement and professional growth
- To support the continuous improvement of the education program in the school
- To create a record of facts and assessments upon which decisions on continuing employment of the principal, the DOI, or the teacher are made

To achieve these goals Lighthouse Academies has designed an annual review cycle that actively involves several parties and multiple sources of data. Many of the data sources provide feedback on inputs. The system is designed to take these inputs into account but to make judgments about the employees' success and continued employment based on achievement of Lighthouse Network goals, individual school goals, and individual professional goals. Lighthouse Academies strives to be a learning organization, and part of this impulse is captured in the IPDP, or Individual Professional Development Plan, a document which sets forth the individual goals for each staff member at BLCS and at Lighthouse Academies. The evaluation systems used by Lighthouse Academies aim to generate important conversation, reflection and learning that yield results, both for the adult and for the students.

The evaluation processes for the principal, DOI, and teachers are detailed in **Exhibit M – School Leader and Teacher Evaluation System**.

Exhibit N - Job Descriptions

2. *Collective Bargaining: Explain how you will comply with the collective bargaining requirements set forth in the New York Charter Schools Act if applicable to your proposed charter school.*

According to Section 2854(3)(b-1)(ii) of the Charter School Act, the 250 student enrollment trigger does not apply to the renewal or extension of a charter.

X. Community Support

1. **Community Engagement:** *Provide evidence of community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment.*

Exhibit O - Parent Petition of Support

Exhibit P - Letters of Community Support

The Community Support section and the related Exhibits are not applicable to Bronx Lighthouse Charter School as this application is for the renewal of an existing charter.

XI. Financial Management Plan

1. Financial Management

- a. *Describe the policies that your school will use to monitor the following internal fiscal procedures:*

The Board approves all operational policies and procedures relating to the school's finances. The Board has appointed a Finance Subcommittee to oversee the school's finances. The finance subcommittee working with Lighthouse Academies and the principal prepares the annual school budget and at that same time updates the five (5) year financial projection. The annual budget is reviewed and approved by the Board at its March meeting. The school's five (5) year budget projection is attached as **Exhibit Q**. Budget amendments may be made during the year after review by the Finance Subcommittee and approval by the Board.

The school maintains its accounting records and issues financial statements in accordance with Generally Accepted Accounting Principles. Monthly financials statements are prepared by Lighthouse Academies and reviewed by the Board's finance subcommittee. The monthly statements include year to date expenditures vs. revenues, monthly revenues and expenditures and a cash flow projection. The finance subcommittee then reviews the reports at the monthly meetings with the entire Board.

The Board contracts with a certified public accountant for an annual audit. The annual audit is reviewed by the finance subcommittee and the Board. The annual audit is submitted to The New York City Department of Education.

Specific financial functions are as follows:

- a. **Payroll:** The principal hires staff subject to Board approval in accordance with the approved budget and the Board's approved employee compensation policy. The school follows the employment policies described in Part 3, Section IX Personnel. The segregation of duties in payroll preparation provides the required internal controls.
- b. **Employee Benefits:** The Board reviews employee benefits annually. Proposals for health, dental and disability insurance are solicited by Lighthouse Academies and reviewed by the

Finance Subcommittee, who in turn makes a recommendation to the Board. The Board approves all benefits.

- c. *Management of Payroll and Benefits:* Payroll and benefits are managed by the school through web based systems with the support of Lighthouse Academies.
- d. *Purchases:* The school incurs expenses only as budgeted for in the approved budget. The school follows the purchasing procedures found in the school accounting procedures. These procedures include: purchase orders, receiving goods, payment of invoices, issuance of an RFP and contracts. The segregation of duties for purchasing preparation provide for the required internal controls.
- e. *Cash management and investing:* The Finance Subcommittee discusses investment strategies and takes a prudent and conservative approach while trying to maximize interest or investment income but not to jeopardize the school's resources in anything but low risk cash depository accounts.

Exhibit Q – Financial Management Plan FY09

Exhibit R - Budget Narrative

Lighthouse Academies®

FINANCIAL REPORT
OF
BRONX LIGHTHOUSE CHARTER SCHOOL
JUNE 2013

July 11, 2013

To: The Board of Trustees of
Bronx Lighthouse Charter School (BLCS)

From: Linda Ahronian, Controller – NY, WI, DC, IL, MI
Lighthouse Academies, Inc. (LHA)

CC: Otty Westenfield, CFO (LHA)

Enclosures:

- Financial statements for the one month and the twelve months ended June 30, 2013.
 - Statement of Financial Position
 - Statement of Activities
 - Bank Resolution changing signers on accounts to follow – requires Board approval

Statement of Financial Position

- Total cash was \$3.2M at the end of June 2013, of which \$1.1M is restricted. The majority of the school's cash is held in public funds at Chase and is fully insured. Bank of America is also offering public funds and the change is in progress, to be completed within the next two months. Resolutions from the board will be needed at that time to complete the process. Funds deposited in other banks, including TD Bank, NCB and Popular are under \$250K and insured by FDIC.
- Additionally the school had not set up a true escrow account for dissolution but initially deemed a separate savings account. Please advise if the board wishes to use the same legal firm that Metropolitan did to establish the dissolution escrow agreement.
- The debt service sinking fund is fully funded for the year through June 30, 2013.
- Accrued expenses reflect a five day accrual through June 30, 2013 as well as a 15 day accrual of academic staff salaries and taxes. Other payroll related expenses reflected in accrued expenses include retirement and unpaid FY12 vacation time.
- Deferred revenue reflects the overpayment of special education revenue prior to the IEP adjustments. Once the FY13 reconciliation is completed by July 31, 2013, an adjustment will be made for the financial audit and the City will adjust payment with the October/November 2013 per pupil and special education revenue payment.

Statement of Activities

- The projected net surplus, under Generally Accepted Accounting Principles (GAAP), is estimated to be \$127K
- Statement of Activities reflects the current board approved budget.
 - The School's debt covenant test for the bond is estimated to pass.
 - The test of income available to service debt passes by \$207K
 - The second test on loan A only which needed to be at 1.5 is currently at 2.44 and passes.
- Revenues:
 - The per pupil and special education revenue are adjusted in the statements according to the last invoice sent to the City and payments received. A large adjustment was made for fiscal yearend to per pupil revenue which greatly contributed to passing debt service covenants.
 - ERATE revenue, for one of the two XO contracts, is received monthly as credits to XO Communications invoices. Both the revenue and the expense are being recorded as invoices are received. In June, a year-to-date adjustment was made based on analysis.
 - Federal Title grants reflect the year to date related expenditures.

- Expenditures:
 - Overall salaries through June 30, 2013 are over budget by \$175K, the majority of which is from substitutes, aides, after school and additional payroll expense for Winter and Spring breaks as a result of Hurricane Sandy.
 - Taxes and benefits are running under budget by \$193K. \$125K remains in Group Bonuses as unspent until actual bonuses are calculated in the fall. 401K and health insurance expenses end the year under budget as well.
 - Other expenses to note include LHA bonus, which will be calculated for the audit, unspent capital expenses and unspent contingency.

Banking Resolution

- Banking resolutions will be provided to make necessary changes to the signers on BLCS and BPHC accounts. Bob Stearns will be removed from all accounts and the following LHA staff will be added or remain:
 - Otty Westenfield, CFO
 - Linda Ahronian, Controller
 - Howard Hammond, Controller
 - Sharon Lepire, Payroll and Benefits Manager
 - Mike Ronan, CEO
 - Please note, that Linda Ahronian will sign checks only when all other signers are unavailable to comply with separation of duties.

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION

	<u>06/30/13</u>	<u>03/31/13</u>	<u>12/31/12</u>	<u>09/30/12</u>	<u>06/30/12</u>
Assets					
Cash	\$ 2,834,654	\$ 3,702,573	\$ 4,879,824	\$ 4,211,726	\$ 3,220,841
Accounts and Grants Receivable	19,782	12,259	103,950	99,499	132,180
Prepaid Expenses	50,913	89,396	124,010	165,760	62,430
Total Current Assets	2,905,350	3,804,227	5,107,783	4,476,985	3,415,451
Property and Equipment (Net)	262,099	262,099	226,340	226,340	226,340
Security Deposits	45,685	35,610	35,610	35,610	35,610
Cash Restricted - Facility Major Repair Fund	437,070	411,895	411,641	411,383	411,124
Cash Restricted - BLCS Sinking Fund	509,999	482,499	482,499	412,499	379,999
Cash Restricted - Reserve per Lease	89,682	76,600	76,596	76,592	76,586
Cash Restricted - NYC DOE Dissolution	70,246	70,243	70,240	70,236	70,231
Total Assets	\$ 4,320,130	\$ 5,143,174	\$ 6,410,709	\$ 5,709,645	\$ 4,615,341
Current Liabilities					
Accounts Payable	\$ 86,364	\$ 36,853	\$ 155,646	\$ 113,912	\$ 116,632
Accrued Expenses	348,321	298,495	207,054	290,688	319,898
Deferred Revenue	119,649	1,066,590	1,515,771	820,720	3,162
Capital Lease Payable	172,122	172,122	172,122	172,122	172,122
Line of Credit - Bank of America 400K	-	-	-	-	-
Total Current Liabilities	726,457	1,574,060	2,050,594	1,397,442	611,815
Total Net Assets	3,593,673	3,569,114	4,360,116	4,312,203	4,003,526
Total Liabilities and Net Assets	\$ 4,320,130	\$ 5,143,174	\$ 6,410,709	\$ 5,709,645	\$ 4,615,341

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES

1	A	B	C	E			H			J	K	N
				D	F	G	I	Year-to-Date 6/30/13	Remaining Budget			
2												
3		Eleven Month(s) - Actual		One Month - Actual	One Month - Budget	Variance	Twelve Month(s) - Actual	Twelve Month(s) - Budget	Variance	Annual Budget FY13 - Approved 3/21/13	Remaining in Budget	GAAP Based projection
4	Revenue											
5	Per Pupil Revenue	6,751,664	Per pupil revenue grossed up to last payment from NYC	896,096	613,788	282,308	7,647,759	7,365,452	282,307	7,365,452	282,307	7,647,760
6	Special Ed Revenue	190,073	Projection reflects most current billing to NYC paid - changes made to IEPs	19,882	43,722	(23,839)	209,955	524,658	(314,703)	524,658	(314,703)	210,000
7	Federal IDEA	57,611	\$57,611 rec'd 5/3/13	0	57,611	(57,611)	57,611	85,027	(27,416)	85,027	(27,416)	57,611
8	Title I Revenue	275,161		22,251	27,442	(5,191)	297,413	329,302	(31,889)	329,302	(31,889)	330,000
9	InKind - State Textbooks	46,337	Offset with In-Kind expenses	0	0	0	46,337	46,337	0	46,337	0	46,337
10	Title II (a) Revenue	15,810	FY12 fully spent FY13 to be spent in summer 2013	0	0	0	15,810	14,538	1,272	14,538	1,272	15,810
11	Erate Reimb	287,720	reflects YTD adjustment	1,030	0	1,030	288,751	236,000	52,751	236,000	52,751	296,000
12	Lunch Program-parent collections	434		0	1,283	(1,283)	434	15,400	(14,967)	15,400	(14,967)	434
13	PDAE Revenue	0		0	0	0	0	0	0	0	0	0
14	Miscellaneous Income	35,848		0	0	0	35,848	33,937	1,911	33,937	1,911	35,848
15	Interest Earned	5,349		214	0	214	5,564	2,500	3,064	2,500	3,064	5,564
16	Uniform Revenue	8,377		0	1,467	(1,467)	8,377	17,600	(9,223)	17,600	(9,223)	8,377
17	Reimbursement from MET - Specialist	11,313	Reimbursement for Sierra	0	979	(979)	11,313	11,748	(435)	11,748	(435)	17,000
18	InKind Rent	0		0	0	0	0	0	0	0	0	0
19	Other Donations	(34)		0	0	0	(34)	0	(34)	0	(34)	0
20	Total Revenue	7,685,663		939,473	746,291	193,182	8,625,136	8,682,499	(57,363)	8,682,499	(57,363)	8,670,741
21												
22	Expenses											
23												
24	Payroll-Administrative											
25	Head of School	138,462		11,538	11,538	0	150,000	150,000	0	150,000	0	150,000
26	Principal	137,689	Ms Runco promoted to Principal mid-	14,462	11,451	(3,011)	152,151	148,862	(3,289)	148,862	(3,289)	152,151
27	Director of Instruction	77,668	Became principal during May	0	6,538	6,538	77,668	85,000	7,332	85,000	7,332	77,668
28	Director of College Transition	69,231		5,769	5,769	(0)	75,000	75,000	(0)	75,000	(0)	75,000
29	Business Manager	62,844		5,231	5,231	0	68,075	68,000	(75)	68,000	(75)	68,075
30	Administrative Assistant	133,424	4 admin, 1 PT receptionist from outside service	10,968	10,504	(464)	144,392	136,553	(7,839)	136,553	(7,839)	144,392
31	Overtime for Office Manager and Admin Asst	16,226		1,545	1,923	378	17,771	25,000	7,229	25,000	7,229	17,771
32	Total Payroll-Administrative	635,544		49,513	52,955	3,442	685,057	688,415	3,358	688,415	3,358	685,057
33												
34	Basic Education											
35	Classroom Teachers	1,316,050		219,766	206,745	(13,022)	1,535,817	1,535,817	0	1,535,817	0	1,535,817
36	Mid Year salary increase											0
37	Specialists	268,935		39,297	41,493	2,195	308,232	308,232	(0)	308,232	(0)	308,232
38	Specialist - Assistant Teacher	46,818		7,283	6,723	(560)	54,101	49,940	(4,161)	49,940	(4,161)	54,101
39	Substitutes	326,865		20,982	40,385	19,403	347,847	300,000	(47,847)	300,000	(47,847)	347,847
40	Aides	249,908		25,294	32,516	7,222	275,202	241,550	(33,652)	241,550	(33,652)	275,202
41	Total Teaching Salaries	2,208,576		312,623	327,861	15,238	2,521,199	2,435,539	(85,660)	2,435,539	(85,660)	2,521,199
42												
43	Title I											
44	Academic Intervention Specialist	89,611		13,939	13,939	(0)	103,550	103,550	(0)	103,550	(0)	103,550
45	Title I TA's - Ac Inter + Arts Infusion	85,166		13,044	13,044	0	98,210	96,900	(1,310)	96,900	(1,310)	98,210
46	Total Title I	174,776		26,984	26,984	(0)	201,760	200,450	(1,310)	200,450	(1,310)	201,760
47												
48												
49	Payroll Expense due to extra school days during previously scheduled school breaks. Added school days due to Hurricane Sandy											
50	Winter Break	47,613		0	0	0	47,613	0	(47,613)	0	(47,613)	
51	Spring Break	17,993		0	0	0	17,993	0	(17,993)	0	(17,993)	
52	Total Supplementary Education Programs	65,606		0	0	0	65,606	0	(65,606)	0	(65,606)	0
53												
54												
55	Supplementary Education Stipends											
56	After-School Program	317,834		20,576	28,160	7,584	338,411	281,600	(56,811)	281,600	(56,811)	338,411
57	Detention Payroll	0		0	0	0	0	1,250	1,250	1,250	1,250	0
58	Summer School	27,718		0	0	0	27,718	29,320	1,602	29,320	1,602	27,718
59	Total Supplementary Education Programs	345,552		20,576	28,160	7,584	366,128	312,170	(53,958)	312,170	(53,958)	366,129
60												
61	Special Education											

A		B	D			E			F			G	H
			Month Ended 6/30/13			Year-to-Date 6/30/13			Remaining Budget				
		Eleven Month(s) - Actual	One Month - Actual	One Month - Budget	Variance	Twelve Month(s) - Actual	Twelve Month(s) - Budget	Variance	Annual Budget FY13 - Approved 3/21/13	Remaining in Budget	AAP Based projection		
62	Special Education Director	54,233	8,390	8,430	40	62,622	62,622	0	62,622	0	62,622		
63	Special Education Teachers	254,341	39,662	41,865	2,203	294,004	311,000	16,996	311,000	16,996	294,004		
64	Special Education Teacher	8,538	8,077	8,077	0	16,615	25,000	8,385	25,000	8,385	16,615		
65	Total Special Ed Salaries	317,112	56,129	58,372	2,243	373,241	398,622	25,381	398,622	25,381	373,241		
66													
67	Service Providers-Other Staff												
68	School Guidance Counselor	84,426	14,808	15,640	832	99,234	116,180	16,946	116,180	16,946	99,234		
69	School Psychologist	0	0	0	0	0	0	0	0	0	0		
70	Family/Parent Coordinator	45,346	3,543	6,910	3,367	48,888	51,332	2,444	51,332	2,444	48,888		
71	Library Associate	45,900	7,140	7,140	0	53,040	53,040	0	53,040	0	53,040		
72	IT Staff	30,739	2,442	4,242	1,800	33,181	31,512	(1,669)	31,512	(1,669)	33,181		
73	IT Staff-Shared with MET	6,559	793	1,087	294	7,352	8,073	721	8,073	721	7,252		
74	Head Custodian	58,417	4,718	8,735	4,017	63,135	64,889	1,754	64,889	1,754	63,135		
75	Custodians Night / PT	145,487	11,441	19,385	7,944	156,928	144,000	(12,928)	144,000	(12,928)	156,928		
76	Lunch Room Monitors	32,663	2,356	4,038	1,683	35,019	30,000	(5,019)	30,000	(5,019)	35,019		
77	Total Service Providers-Other Staff	449,537	47,240	67,177	19,936	496,777	499,026	2,249	499,026	2,249	496,677		
78	TOTAL PAYROLL	4,196,702	513,065	561,508	48,443	4,709,767	4,534,222	(175,545)	4,534,222	(175,545)	4,644,063		
79													
80													
81	Taxes & Benefits												
82	Payroll Taxes	374,045	40,789	29,165	(11,624)	414,834	379,145	(35,689)	379,145	(35,689)	414,834		
83	Health Insurance	484,570	60,672	48,109	(12,564)	545,243	577,305	32,062	577,305	32,062	545,243		
84	Dental Vision, Disability Life	36,693	4,084	3,150	(934)	40,777	40,944	167	40,944	167	40,777		
85	401k Retirement	47,289	2,860	7,874	5,014	50,149	102,359	52,210	102,359	52,210	50,149		
86	Bonuses	15,000	0	0	0	15,000	140,213	125,213	140,213	125,213	140,213		
87	Workers Comp	23,191	7,479	0	(7,479)	30,669	40,944	10,275	40,944	10,275	30,669		
88	Tuition and PD Reimbursement	673	0	769	769	673	10,000	9,327	10,000	9,327	673		
89	Total Taxes & Benefits	981,461	115,884	89,066	(26,817)	1,097,345	1,290,910	193,565	1,290,910	193,565	1,222,558		
90													
91	Staff Development & Recruitment												
92	Staff Development	103,457	38,809	11,096	(27,712)	142,266	144,250	1,984	144,250	1,984	142,266		
93	Tuition and Mentoring Stipends	0	0	385	385	0	5,000	5,000	5,000	5,000	0		
94	SEA Summer PD	55,034	0	0	0	55,034	54,944	(90)	54,944	(90)	55,034		
95	Consultants-Visiting Artists	3,400	628	1,696	1,068	4,028	22,050	18,022	22,050	18,022	4,028		
96	Staff Recruitment	39,467	2,525	1,231	(1,294)	41,992	16,000	(25,992)	16,000	(25,992)	41,992		
97	Total Staff Development & Recruitment	201,358	41,962	14,408	(27,554)	243,319	242,244	(1,075)	242,244	(1,075)	243,320		
98													
99													
100													
101	Professional Fees												
102	Academic Services-SEA	206,250	18,750	18,750	0	225,000	225,000	0	225,000	0	225,000		
103	SEA Licensing - SEA	5,000	0	0	0	5,000	5,000	0	5,000	0	5,000		
104	SEA Travel	9,519	217	1,000	784	9,736	12,000	2,264	12,000	2,264	9,736		
105	Bonus to SEA	0	0	0	0	0	35,000	35,000	35,000	35,000	35,000		
106	Charter General	0	0	417	417	0	5,000	5,000	5,000	5,000	0		
107	Legal	0	0	417	417	0	5,000	5,000	5,000	5,000	0		
108	Accounting & Auditing	576	18,000	18,000	0	18,576	18,000	(576)	18,000	(576)	18,576		
109	Computer Support	11,045	197	2,000	1,803	11,242	24,000	12,758	24,000	12,758	11,242		
110	GIS	24,490	1,837	2,431	594	26,327	29,172	2,845	29,172	2,845	26,327		
111	Benefit Administration	3,713	36	333	297	3,749	4,000	251	4,000	251	3,749		
112	Marketing Expense	3,930	0	208	208	3,930	2,500	(1,430)	2,500	(1,430)	3,930		
113	Translations	5,963	125	1,667	1,542	6,088	20,000	13,912	20,000	13,912	6,088		
114	Tutoring Services - supplies -plan and Bell Curve	357,678	0	0	0	357,678	368,000	10,322	368,000	10,322	0		
115	Supplemental Services	875	0	0	0	875	875	0	875	0	875		
116	Assessment and Data Service	28,405	0	0	0	28,405	26,400	(2,005)	26,400	(2,005)	30,478		
117	Total Professional Fees	657,443	39,162	45,223	6,061	696,605	779,947	83,342	779,947	83,342	376,001		
118													
119	Supplies												
120	Classroom Supplies	75,279	3,798	3,000	(798)	79,077	72,000	(7,077)	72,000	(7,077)	79,077		
121	Textbooks	55,916	0	6,178	6,178	55,916	74,135	18,219	74,135	18,219	55,916		
122	State Textbooks	46,337	0	0	0	46,337	46,337	0	46,337	0	46,337		

1	A	B	Month Ended 6/30/13			Year-to-Date 6/30/13			Remaining Budget		AAP Based projection
			One Month - Actual	One Month - Budget	Variance	Total Month(s) - Actual	Total Month(s) - Budget	Variance	Annual Budget Y13 - Approved 3/21/13	Remaining in Budget	
2											
3		Eleven Month(s) - Actual									
123	Library Supplies / Books	34,327	1,266	1,634	368	35,593	19,610	(15,983)	19,610	(15,983)	35,593
124	Music	3,133	0	817	817	3,133	9,805	6,672	9,805	6,672	3,133
125	Office Supplies	53,058	0	2,867	2,867	53,058	34,400	(18,658)	34,400	(18,658)	53,058
126	Custodial Supplies	38,527	4,073	4,925	852	42,600	59,100	16,500	59,100	16,500	42,600
127	Uniforms	21,085	0	0	0	21,085	22,000	915	22,000	915	21,085
128	Total Supplies	327,661	9,137	19,421	10,284	336,798	337,387	589	337,387	589	336,799
129											
130	Capital Lease										
131	Capital Lease Payments	111,184	4,307	10,332	6,025	115,491	123,982	8,491	123,982	8,491	25,000
132	LEASE equipment	260,460	0	0	0	260,460	260,460	0	260,460	0	0
133	Purchases of LE	184,173	0	28,070	28,070	184,173	336,840	152,667	336,840	152,667	50,000
134	Total LE	555,816	4,307	38,402	34,095	560,123	721,282	161,159	721,282	161,159	75,000
135											
136	Occupancy										
137	Operating	603,273	54,843	56,276	1,433	658,116	675,316	17,200	675,316	17,200	658,116
138	Operating - in mind	0	0	0	0	0	1	1	1	1	0
139	Debt Service Sinking Fund	130,000	0	10,833	10,833	130,000	130,000	0	130,000	0	0
140	Utilities	171,997	21,465	17,500	(3,965)	193,462	210,000	16,538	210,000	16,538	193,462
141	Future Major Repairs Fund	0	0	0	0	0	25,000	25,000	25,000	25,000	0
142	Insurance	107,233	3,687	10,000	6,313	110,920	120,000	9,080	120,000	9,080	110,920
143	Maintenance Contracts	78,000	4,964	7,500	2,536	82,967	90,000	7,033	90,000	7,033	82,967
144	Repair Maintenance - Facility	55,626	3,070	6,667	3,596	58,697	80,000	21,303	80,000	21,303	58,697
145	Facility Replacement Reserve Funds Escrow (Required per lease)	0	0	0	0	0	13,079	13,079	13,079	13,079	0
146	Security	25,061	0	0	0	25,061	25,000	(61)	25,000	(61)	25,061
147	Telecommunications	53,742	11,450	5,583	(5,867)	65,192	67,000	1,808	67,000	1,808	65,192
148	Total Occupancy	1,224,935	99,479	114,360	14,880	1,324,414	1,435,396	110,982	1,435,396	110,982	1,194,415
149											
150	Other Expenses										
151	Miscellaneous	5,170	0	985	985	5,170	11,820	6,650	11,820	6,650	5,170
152	Bank Charges	2,527	75	533	458	2,602	6,400	3,798	6,400	3,798	2,602
153	Dues Subscriptions	15,556	0	0	0	15,556	15,600	44	15,600	44	15,556
154	Field Trips	39,175	7,193	3,561	(3,632)	46,369	42,735	(3,634)	42,735	(3,634)	46,369
155	Student Transportation	24,300	0	0	0	24,300	43,709	19,409	43,709	19,409	24,300
156	Travel	2,106	0	648	648	2,106	7,770	5,664	7,770	5,664	2,106
157	Copying Printing	27,906	6,712	2,280	(4,432)	34,618	27,358	(7,260)	27,358	(7,260)	34,618
158	Postage Shipping	11,558	2,844	1,230	(1,613)	14,402	14,765	363	14,765	363	14,402
159	Staff Recognition	22,116	4,368	821	(3,547)	26,484	9,850	(16,634)	9,850	(16,634)	26,484
160	Lunch Program - parent collections	17,428	1,183	1,269	86	18,611	15,231	(3,380)	15,231	(3,380)	18,611
161	Parent resources	0	0	83	83	0	1,000	1,000	1,000	1,000	0
162	Contingency Reserve	0	0	0	0	0	43,165	43,165	43,165	43,165	0
163	Total Other Expenses	167,843	22,375	11,411	(10,964)	190,218	239,403	49,185	239,403	49,185	190,218
164											
165	Total Expenses	8,313,220	845,371	893,798	48,428	9,158,591	9,580,791	422,200	9,580,791	422,200	8,282,374
166											
167	Operating Income (Revenue)	(627,557)	94,102	(147,507)	241,610	(533,455)	(898,292)	364,837	(898,292)	364,837	388,367
168											
169											
170	Depreciation	0	0	0	0	0	0	0	0	0	(261,000)
171											
172	Net Surplus (Deficit) after Loan Payments	(627,557)	94,102	(147,507)	241,610	(533,455)	(898,292)	364,837	(898,292)	364,837	127,367
173											
174											
175	Beginning Balance										
176											
177	Ending Balance										
178											
179											
180	proof										(0.00)
181		43,440									

1 2	A	B	E			Year-to-Date 6/30/13			Remaining Budget		AAP Based projection
		Eleven Month(s) - Actual	One Month - Actual	One Month - Budget	Variance	Twelve Month(s) - Actual	Twelve Month(s) - Budget	Variance	Annual Budget Y13 - Approved 3/21/13	Remaining in Budget	
182		(102,500)									
183		(59,060)									
184		0									
185											
186											127,367
187											
188											
189											25,000
190											-
191											261,000
192											260,000
193											-
194											-
195											-
196											658,116
197											-
198											-
199											-
200											1,331,483
201											
202											
203											
204											25,000
205											658,116
206											130,000
207											123,982
208											
209											937,098
210											
211											
212											1.42
213											PASSES
214											passes by
215											
216											
217											2.44
218											PASSES
219											
220											
221											
222											
223											316,310
224											135,561
225											126,162
226											578,033
227											
228											
229											261,723

- FY14 BUDGET AMENDMENT #2
- BRONX LIGHTHOUSE CHARTER SCHOOL
 - EFFECTIVE JULY 18, 2013

July 16, 2012

To The Board of Trustees of
Bronx Lighthouse Charter School (BLCS)

From: Linda Ahronian, Controller – NY, WI, DC, IL, MI
Lighthouse Academies, Inc (LHA)

CC: Otty Westenfield, LHA CFO

Enclosure: FY14 Proposed Budget Amendment #2

The enclosed budget amendment shows the progression of changes to the budget since its initial approval in May 2013.

Amendment #1 reflects the increase in health, dental and other insurances which was offset with a reduction in contingency to one percent from two percent and made an assumption that textbooks would be increased to \$150K and then leased.

Amendment #2 reverses the textbook lease and adopts the new LHA staffing and organizational structure. Highlights of these changes include:

Administrative:

- Head of School position is eliminated for FY14 and reflects four months' pay in accordance to the separation agreement.
- The school is returning to the two principal model for LA and CPA.
- The new position of School Operations Manager (SOM) is added with two staff members holding that position, one in LA and one in CPA.
- An office manager/registrar is added to the CPA.
- Three administrative assistants are included for the LA.
- Director of Instruction has been changed to Director of Teacher Leadership (DTL) and there are two budgeted for the LA. An additional DTL may be hired for CPA later in the school year if needed and the enrollment allows.

Basic Education:

- Overall salaries decrease by \$25K and head count remains the same, although all CPA teachers are now being recorded as teachers without a breakout of specialists.
- Aides are budgeted as three with additional aides recorded in Title I.
- A Teacher Leader Fellow has been added to the CPA.

Title I:

- The consolidated application for Title I, etc. is due the end of August 2013. More work will be needed to determine which Aides will be moved to Basic Education as the application is

completed. Overall head count will remain the same and any changes made will not affect the surplus.

Special Education:

- Although the head count remains the same, the position of Director of Scholar Services (DSS) has been added in place of the former Special Education Director. This position will also work with scholars who are behind in core subjects and do not have an IEP in place. Each academy now has an ELL Coordinator budgeted one of which is also a special educator.

Service Providers – Other Staff:

- The CPA does not have a counselor in this version of the budget
- An additional Coordinator of Family and Community Partnerships (formerly Family Coordinator) has been added with each academy budgeting; one for each academy.
- One less custodian is budgeted. The CPA and LA will share the Head Custodian. The CPA will have an additional custodian on staff and the LA will have two additional custodians.

Overall budget has a budgeted budgetary surplus of \$12,933 with the one percent contingency still in place and enrollment budgeted at 95% of target. Both debt service tests pass.

Additional work will be done to breakout the revenue and expenses by academy and building to better assist the principals in making sound budget decisions.

BRONX LIGHTHOUSE CHARTER SCHOOL

	A			S	T	U			Y
	Bronx Lighthouse Charter School		Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes	Proj. FY14 - Amendment #2 - 7/18/2013
1									
2		2	46		46		46		46
3	1	2	46		46		46		46
4	2	2	46		46		46		46
5	3	2	46		46		46		46
6	4	2	46		46		46		46
7	5	2	46		46		46		46
8	6	2	46		46		46		46
9	7	4	92		92		92		92
10	8	3	68		68		68		68
11	9	2	46		46		46		46
12	10	2	46		46		46		46
13	11	2	46		46		46		46
14	12	-	-		-		-		-
15	Enrollment	27	620		620		620		620
16	ATE (Paid enrollment)	-	589.0		589.0		589		589
17	Budgeted under enrolled	-	95		95		95		95
18			419,337		419,337		419,337		419,337
19									
20	Rate	-	13,527		13,527		13,527		13,527
21									
22	increase		-		-		-		-
23									
24	Revenue		-		-		-		-
25	Per Pupil Revenue		7,967,403		7,967,403		7,967,403	-	7,967,403
26	Special Ed Revenue		529,198		529,198		529,198	-	529,198
27	SPED-Federal IDEA		95,999		95,999		95,999	(0)	95,999
28	Title Revenue		329,000		329,000		329,000	-	329,000
29	Title (a) Revenue		37,106		37,106		37,106	(0)	37,106
30	State Textbook / Library / Tech Grant		46,799		46,799		46,799	-	46,799
31	Food Program		17,360		17,360		17,360	-	17,360
32	E-rate reimbursement for telecomm only		51,300		51,300		51,300	-	51,300
33	EMATE - internal connections		-		-		-	-	-
34	Revenue from Students for Uniforms		15,000		15,000		15,000	-	15,000
35	Miscellaneous Revenue		-		-		-	-	-
36	Reimbursement from MET - Specialist		10,360		10,360		10,360	-	10,360
37	Interest Earned		4,000		4,000		4,000	-	4,000
38	Total Revenue		9,103,526		9,103,526		9,103,526	(0)	9,103,526
39			2		2		2		2

BRONX LIGHTHOUSE CHARTER SCHOOL

	A				S	T	U			Y
	Brnx Lighthouse Charter School		Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes		Proj. FY14 - Amendment #2 7/18/2013
1										
40	Expenses									
41										
42	Payroll-Administrative									
43	Head of School	1.0	153,000		153,000		153,000	(103,000)	0	50,000
44	Principal for EA	1.0	95,000		95,000		95,000	22,000	1	117,000
45	Principal for High School	1.0	96,700		96,700		96,700	22,300	1	119,000
46	Director of Teacher Leadership	3.0	230,000		230,000		230,000	(80,000)	2	150,000
47	Director of College Transition	1.0	76,500		76,500		76,500	(900)	1	75,600
48	Office Manager	1.0	75,000		75,000		75,000	(33,000)	1	42,000
49	Stipends							10,000		10,000
50	School Operations Manager							121,000	2	121,000
51	Administrative Assistant	5.0	195,977		195,977		195,977	(90,763)	3	105,214
52	Overtime Salary-Office	-	21,000		21,000		21,000	0	0	21,000
53	Total Payroll-Administrative	13.0	943,177	0	943,177	0	943,177	(132,363)	11	810,814
54										
55	Basic Education									
56	Classroom Teacher Salaries	29.5	1,777,049		1,777,049		1,777,049	30,551	31.5	1,807,600
57	Teacher Leader Stipend								1	75,000
58	Teacher Leader Stipends									10,000
59	Specialists	8.0	476,275		476,275		476,275	137,928	10	614,204
60	Substitutes	-	80,000		80,000		80,000	0	0	80,000
61	School Aides	8.0	299,608		299,608		299,608	(224,470)	4	75,138
62	OT				0		0	0	0	0
63	Total Teaching Salaries	45.5	2,632,932	0	2,632,932	0	2,632,932	(55,991)	46.5	2,661,942
64										
65	Title I									
66	Assessment Specialist									
67	Title I A/S	1.0	54,101		54,101		54,101	(9,364)	1	44,737
68	Title I (Math Intervention Specialist)	1.0	51,000		51,000		51,000	(51,000)		
69	Title I Teaching Assistant (Academic Intervention)	1.0	44,737		44,737		44,737	163,249	5	207,986
70	Academic Interventionist	0.5	27,571		27,571		27,571	(27,571)		0
71	Academic Interventionist	0.5	30,090		30,090		30,090	(30,090)		0
72	Title I Teaching Assistant (Arts infusion)	0.5	27,050		27,050		27,050	(27,050)		0
73	Total Title I	4.5	234,549	0	234,549	0	234,549	18,174	6	252,723
74										
	Payroll Expense due to extra school days during previously scheduled school									
75	Breaks Added school days due to Hurricane Sandy									
76	Winter Break									
77	Spring Break									
78	Total Supplementary Other Breaks									
79										
80	Supplementary Educational Stipends									
81	Remedial After-School Program		31,142		31,142		31,142	0		31,142
82	After School Academics (ASA)	all A/S	40,000		40,000		40,000	0		40,000
83	After-School Programs		40,000		40,000		40,000	0		40,000
84	Summer School		27,718		27,718		27,718	0		27,718
85	Detention				0		0	0		0
86	Total Supplementary Programs		138,860	0	138,860	0	138,860	0		138,860
87										

BRONX LIGHTHOUSE CHARTER SCHOOL

	A			S	T	U			Y
1	Brnx Lighthouse Charter School		Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes	Proj. FY14 - Amendment #2 - 7/18/2013
88	Special Education								
89	Special Education Teachers	5.5	304,388		304,388		304,388	(12,686)	5 291,703
90	Special Ed Director	1.0	65,000		65,000		65,000	10,000	1 75,000
91	ELL Teacher	1.0	60,505		60,505		60,505	68,345	2 128,850
92	Total Student Support Services	7.5	429,893	0	429,893	0	429,893	65,659	8 495,553
93									
94	Service Providers-Other Staff								
95	School Counselor	2.0	113,120		113,120		113,120	(57,120)	1 56,000
96	Family Coordinator	1.0	49,781		49,781		49,781	60,000	2 109,781
97	Librarian	1.0	54,101		54,101		54,101	0	1 54,101
98	IT Staff	0.8	38,372		38,372		38,372	0	0.8 38,372
99	IT Staff-Shared with MET	0.2	9,593		9,593		9,593	(0)	0.2 9,593
100	Lunch Monitors	1.0	8,000		8,000		8,000	0	1 8,000
101	Lead Custodian (Day)	1.0	61,568		61,568		61,568	0	1 61,568
102	Custodian (Night/Full-Time)	4.0	130,000		130,000		130,000	(38,319)	4 91,681
103	Custodian (Summer, Su's and IT)	1.0			0		0	0	1 0
104	Total Service Providers-Other Staff	12.0	464,535	0	464,535	0	464,535	(35,439)	12 429,096
105		83	4,843,947	0	4,843,947	0	4,843,947	(139,960)	84 4,788,987
106	Taxes & Benefits								
107	Payroll Taxes	8.6	418,265		418,265		418,265	(6,412)	411,853
108	Health Insurance	13.5	655,282		655,282	117,000	719,216	0	719,216
109	Dental, Disability & Vision	1.0	46,474		46,474	3,000	49,474	0	49,474
110	401(k) Expense	2.4	116,185		116,185		116,185	(1,249)	114,936
111	Bonuses				0		0	0	0
112	Raises				0		0	0	0
113	Workers Comp	1.0	46,474		46,474		46,474	1,416	47,890
114	Tuition & PD Reimbursement	0.3	10,000		10,000		10,000	0	10,000
115	Total Taxes & Benefits	0	1,292,679	0	1,292,679	120,000	1,359,614	(6,245)	1,353,368
116									
117	Staff Development & Recruitment								
118	Staff Development		85,000		85,000	15,171	100,171	0	100,171
119	Teacher Leader & Fellow Stipends		5,000		5,000		5,000	0	5,000
120	EA Summer PD		26,500		26,500		26,500	0	26,500
121	Consultants-Visiting Artists		6,000		6,000		6,000	0	6,000
122	Staff Recruitment		8,000		8,000		8,000	0	8,000
123	Total Staff Development & Recruitment	-	130,500	0	130,500	15,171	145,671	0	145,671
124									

BRONX LIGHTHOUSE CHARTER SCHOOL

	A			S	T	U			Y
	Brnx Lighthouse Charter School	Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes		Proj. FY14 - Amendment #2 7/18/2013
125	Professional Fees								
126	Academic Services-PA Fee	225,000		225,000		225,000	0		225,000
127	PA PA Fee	5,000		5,000		5,000	0		5,000
128	PA travel	12,000		12,000		12,000	0		12,000
129	Bonus to PA	35,000		35,000		35,000	0		35,000
130	Charter renewal			0		0	0		0
131	Legal	500		500		500	0		500
132	Accounting / Auditing	18,000		18,000		18,000	0		18,000
133	Computer Support	20,000		20,000		20,000	0		20,000
134	OB	25,000		25,000		25,000	0		25,000
135	Benefit Administration	1,260		1,260		1,260	0		1,260
136	Marketing Expense	1,500		1,500		1,500	0		1,500
137	Translations	5,000		5,000		5,000	0		5,000
138	Assessment and Data Service	29,040		29,040		29,040	0		29,040
139	Tutoring						0		
140	Supplemental Services (drama)	0		0		0	0		0
141	Total Professional Fees	-	377,300	0	377,300	0	377,300	0	377,300
142									
143	Supplies								
144	Classroom Supplies	58,950		58,950		58,950	0		58,950
145	Textbooks/consumables	74,135	75,865	150,000	(150,000)	0	150,000		150,000
146	Textbook lease -3 years, lease factor 0342374 (14)			0	61,627	61,627	(61,627)		0
147	State Textbook / Library / Tech Grant (in-kind)	46,799		46,799		46,799	(0)		46,799
148	Science Grant	0		0		0	0		0
149	Classroom Libraries / Library	19,610		19,610		19,610	0		19,610
150	Music / PE Supplies	9,805		9,805		9,805	0		9,805
151	Office Supplies	34,400		34,400		34,400	0		34,400
152	Custodial Supplies	40,000		40,000		40,000	0		40,000
153	Uniforms	15,000		15,000		15,000	0		15,000
154	Total Supplies	298,699	75,865	374,564	(88,373)	286,192	88,372		374,564
155									
156	EE								
157	Purchase of new EE for PA	0		0		0	0		0
158	Donated furniture	0		0		0	0		0
159	Capital Lease Payments	123,982		123,982		123,982	0		123,982
160	E-ATE Equipment - Internal Connections	0		0		0	0		0
161	PA and new staff laptops	45,000		45,000		45,000	0		45,000
162	replacement computers	25,000		25,000		25,000	0		25,000
163	Purchases of EE	25,000		25,000		25,000	0		25,000
164	Total EE	218,982	0	218,982	0	218,982	0		218,982
165									

BRONX LIGHTHOUSE CHARTER SCHOOL

	A			S	T	U			Y
	Brnx Lighthouse Charter School	Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes		Proj. FY14 - Amendment #2 - 7/18/2013
166	Occupancy								
167	rent - PA	1		1		1	0		1
168	rent - PA (BP's interest)	658,116		658,116		658,116	0		658,116
169	rent - PA (BP's operating exp)	17,200		17,200		17,200	0		17,200
170	rent - PA (sinking fund transfer)	230,000		230,000		230,000	(0)		230,000
171	Molding	0		0		0	0		0
172	Utilities (elec, water, etc)	260,000		260,000		260,000	0		260,000
173	Facility Reserve - per PA lease	13,079		13,079		13,079	0		13,079
174	Future Major Repairs Fund - PA	25,000		25,000		25,000	0		25,000
175	Future Major Repairs Fund - PA	0		0		0	0		0
176	Insurance	122,400		122,400		122,400	0		122,400
177	Maintenance Contracts	91,800		91,800		91,800	0		91,800
178	Facility Repair Maintenance	70,000		70,000		70,000	0		70,000
179	Security (one-time service July2012)			0		0	0		0
180	Telecommunications	57,000		57,000		57,000	0		57,000
181	Total Occupancy	-	1,544,596	0	1,544,596	0	1,544,596	(0)	1,544,596
182									
183	Other Expenses								
184	Miscellaneous	12,000		12,000		12,000	0		12,000
185	Bank Charges	2,000		2,000		2,000	0		2,000
186	Dues Subscriptions	12,253		12,253		12,253	0		12,253
187	Field Trips	40,000		40,000		40,000	0		40,000
188	Student Transportation	43,709		43,709		43,709	0		43,709
189	Travel	7,770		7,770		7,770	0		7,770
190	Copying Printing	27,358		27,358		27,358	0		27,358
191	Postage Shipping	14,765		14,765		14,765	0		14,765
192	Staff Recognition	20,000		20,000		20,000	0		20,000
193	Lunch Program - parent paid over	15,234		15,234		15,234	0		15,234
194	Fundraising Expense	0		0		0	0		0
195	Parent Resources	1,000		1,000		1,000	0		1,000
196	Contingency	182,071	(91,036)	91,036		91,036	0		91,036
197	Total Other Expenses	378,160	(91,036)	287,124	0	287,124	0		287,124
198									
199	Total Expenses	9,084,863	(15,171)	9,069,693	46,798	9,063,425	(57,832)		9,090,593
200									
201	Net Income - budgetary basis	18,663	15,171	33,833	(46,798)	40,101	57,832		12,933
202									
203									
204	Concert to AAP Net Income								
205	Net Income (Loss)	18,663		33,833		40,101			12,933
206	Add Backs								
207	Fixed Asset Additions	0		0		0			0
208	Capital Leases	123,982		123,982		123,982			123,982
209	Transfer to Reserved Cash	268,079		268,079		268,079			268,079
210									
211	Less								
212	Depreciation	(261,000)		(261,000)		(261,000)			(261,000)
213	Interest portion on Capital Leases	(30,996)		(30,996)		(30,996)			(30,996)
214	Net Income AAP	118,728		133,898		140,166			112,998
215									

BRONX LIGHTHOUSE CHARTER SCHOOL

	A			S	T	U			Y
	Brnx Lighthouse Charter School		Proj. FY14 - Budget Presented at Meeting on 5/16/13	revisions agreed to at Meeting on 5/16/13	Proj. FY14 - Budget Approved by Board 5/16/13	Amendment #1 - increase health insurance	Approved FY14 - Amendment #1 - 6/2013	Amendment #2 changes	Proj. FY14 - Amendment #2 7/18/2013
1									
238									
239									
240									
241	EASE SE								
242									
243									
244	Net income - Budgetary Basis		18,663		33,833		40,101		12,933
245									
246	Add Back								
247	Interest		-		-		-		-
248	Taxes		-		-		-		-
249	Depreciation and Amort		-		-		-		-
250	PA fee and bonus		260,000		260,000		260,000		260,000
251	Facility Reserve - per PA lease		13,079		13,079		13,079		13,079
252	Future Major Repairs Fund - PA		25,000		25,000		25,000		25,000
253	Future Major Repairs Fund - PA		-		-		-		-
254	Net - PA (BP's interest)		658,116		658,116		658,116		658,116
255	Net - PA (sinking fund transfer)		230,000		230,000		230,000		230,000
256	Capital Lease		123,982		123,982		123,982		123,982
257	Capital Asset Additions		-		-		-		71,250
258	Net income available to service Debt		1,328,840		1,344,010		1,350,278		1,394,360
259									
260									
261	Debt								
262	Interest		30,996		30,996		30,996		30,996
263	Net - PA (BP's interest)		658,116		658,116		658,116		658,116
264	Net - PA (sinking fund transfer)		230,000		230,000		230,000		230,000
265	Capital Lease		123,982		123,982		123,982		123,982
266	PFD								
267			1,043,094		1,043,094		1,043,094		1,043,094
268									
269									
270	Lease Service Coverage Ratio (combined) 1:2		1:27		1:29		1:29		1:34
271			Passed		Passed		Passed		Passed
272									
273									
274									
275	Lease Service Coverage Ratio (Note A only) 1:5		2:1		2:1		2:1		2:2
276			Passed		Passed		Passed		Passed
277									
278									
279									
280	Debt Payments Principal by BP								
281	TE A		345,065		345,065		345,065		345,065
282	TE B		147,885		147,885		147,885		147,885
283	TE		137,631		137,631		137,631		137,631
284			630,582		630,582		630,582		630,582
285									
286									
287	Note B and C debt Payments		285,516		285,516		285,516		285,516
288									
289									

**RESOLUTION OF
THE BOARD OF DIRECTORS OF
BRONX LIGHTHOUSE CHARTER SCHOOL**

WHEREAS, the Board of Directors of Bronx Lighthouse Charter School (the “Board”) has entered into a contract pursuant to the New York Charter School Act of 1988 dated May 18, 2004 to operate Bronx Lighthouse Charter School (BLCS); and

WHEREAS, BLCS currently has five accounts at Bank of America ending in 4148, 4151, 2495, 0813 and 1251; and

WHEREAS, BLCS seeks to add the LHA CFO and LHA Controller as signers to all accounts, and

WHEREAS, BLCS seeks to remove Robert Stearns as a signer on all accounts; therefore

RESOLVED, that the Board agrees to add Otto Westenfield, CFO, and Howard Hammond, Controller, as signers on all Bank of America accounts, removing Robert Stearns.

Secretary

Date

**RESOLUTION OF
THE BOARD OF DIRECTORS OF
BRONX LIGHTHOUSE CHARTER SCHOOL**

WHEREAS, the Board of Directors of Bronx Lighthouse Charter School (the “Board”) has entered into a contract pursuant to the New York Charter School Act of 1988 dated May 18, 2004 to operate Bronx Lighthouse Charter School (BLCS); and

WHEREAS, BLCS currently has an imprest checking account at Banco Popular; and

WHEREAS, BLCS currently has a lunch checking account at Banco Popular; and

WHEREAS, BLCS seeks to add the LA Principal and the CPA Principal as signers to both the imprest and lunch accounts at Banco Popular; and

WHEREAS, BLCS seeks to remove all other signers on the imprest and lunch accounts at Banco Popular; therefore

RESOLVED, that the Board agrees to add Dianne Hardcastle, CPA Principa,l and Liz Runco, LA Principal, as signers on the imprest and lunch accounts at Banco Popular, removing all other signatories on both accounts.

Secretary

Date