

# Application: The Bronx Charter School for Better Learning 1

Dasha Alexander - dalexander@bronxbetterlearning.org  
2022-2023 Annual Report

## Summary

ID: 0000000162

Last submitted: Nov 1 2023 06:46 PM (EDT)

Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Jul 26 2023

### Instructions

#### Required of ALL Charter Schools

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

## Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

BRONX CHARTER SCHOOL FOR BETTER LEARNING 800000056593

**a1. Popular School Name**

BBL 1

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. DISTRICT / CSD OF LOCATION**

CSD #11 - BRONX

**e. Date of Approved Initial Charter**

Feb 1 2003

**f. Date School First Opened for Instruction**

Sep 1 2003

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

N/A

**h. School Website Address**

<https://www.bronxbetterlearning.org/>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

545

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

547

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

## School Site 1 (Primary)

### m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3740 Baychester Ave Bronx NY 10466	7186556660	NYC CSD 11	K-5	K-5	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shubert Jacobs	Executive Director	347-813-0807		<a href="mailto:sjacobs@bronxbetterlearning.org">sjacobs@bronxbetterlearning.org</a>
Operational Leader	Dasha Alexander	Supervisor of Operations and Accountability	718-655-6660		<a href="mailto:dalexander@bronxbetterlearning.org">dalexander@bronxbetterlearning.org</a>
Compliance Contact	Shubert Jacobs	Executive Director	347-813-0807		<a href="mailto:sjacobs@bronxbetterlearning.org">sjacobs@bronxbetterlearning.org</a>
Complaint Contact	Shubert Jacobs	Executive Director	347-813-0807		<a href="mailto:sjacobs@bronxbetterlearning.org">sjacobs@bronxbetterlearning.org</a>
DASA Coordinator					
Phone Contact for After Hours Emergencies	Shubert Jacobs	Executive Director	347-813-0807		<a href="mailto:sjacobs@bronxbetterlearning.org">sjacobs@bronxbetterlearning.org</a>

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

Co-located Space

**m1c. Please list the terms of your current co-location.**

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

No

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

**o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Dasha Alexander
Position	Supervisor of Operations and Accountability
Phone/Extension	718-660-6665
Email	<a href="mailto:dalexander@bronxbetterlearning.org">dalexander@bronxbetterlearning.org</a>

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

## Responses Selected:

Yes


As outlined in ENTRY 10:

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

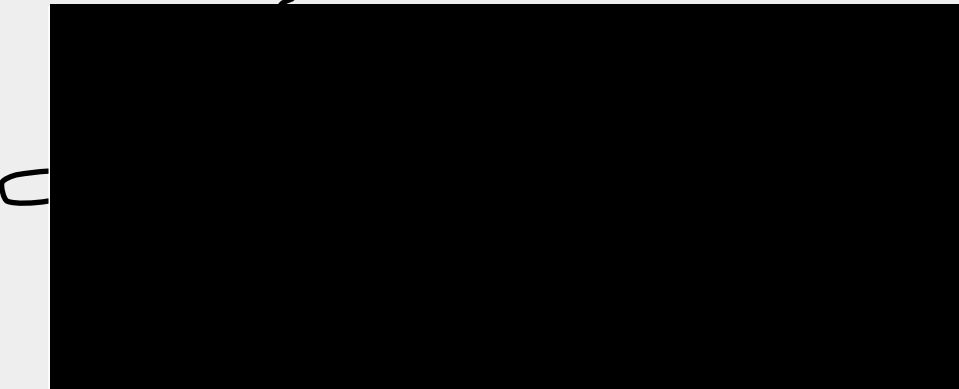
**Responses Selected:**

Yes

Signature, Head of Charter School

A black rectangular redaction box covers the signature of the Head of Charter School. A small, handwritten mark is visible to the right of the box.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature of the President of the Board of Trustees. A small, handwritten mark is visible to the left of the box.

Date

Jul 26 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Jul 26 2023

### Instructions

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

## Form for Entry 2 Links to Critical Documents on School Website

School Name: The Bronx Charter School for Better Learning 1

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item**

**4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://resources.finalsite.net/images/v1676763200/bronxbetterlearningorg/npcbtbksktsf7n62zmlk/BBL1-annual-report-2023.pdf">https://resources.finalsite.net/images/v1676763200/bronxbetterlearningorg/npcbtbksktsf7n62zmlk/BBL1-annual-report-2023.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://www.bronxbetterlearning.org/about/accountability-reports">https://www.bronxbetterlearning.org/about/accountability-reports</a>
3. New York State School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000056593">https://data.nysed.gov/profile.php?instid=800000056593</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://resources.finalsite.net/images/v1664561285/bronxbetterlearningorg/zouobyinohka2uafnfyw/Bronx-Charter-Schools-for-Better-Learning-Safety-Plan-2022-A.pdf">https://resources.finalsite.net/images/v1664561285/bronxbetterlearningorg/zouobyinohka2uafnfyw/Bronx-Charter-Schools-for-Better-Learning-Safety-Plan-2022-A.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://resources.finalsite.net/images/v1676763463/bronxbetterlearningorg/f79zi64bt7td4jwqjocm/BBL-FOIL-regs-2023.pdf">https://resources.finalsite.net/images/v1676763463/bronxbetterlearningorg/f79zi64bt7td4jwqjocm/BBL-FOIL-regs-2023.pdf</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://www.bronxbetterlearning.org/about/accountability-reports">https://www.bronxbetterlearning.org/about/accountability-reports</a>

Thank you.



# Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

## Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

# Entry 3 Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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## 2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

### 2. Do have more academic goals to add?

(No response)

## 2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
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Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

#### 4. ORGANIZATION GOALS

**For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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## 2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

**7. Do have more financial goals to add?**

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 2023

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

#### BBL 1 APPR 22-23

Filename: BBL\_1\_APPR\_22-23.pdf Size: 541.8 kB

## Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

#### BRONX CHARTER SCHOOL FOR BETTER LEARNING - 06

Filename: BRONX\_CHARTER\_SCHOOL\_FOR\_BETTER\_LE\_rwS7w5l.pdf Size: 408.7 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

#### Copy of BBL1 2022-23-Audited-Financial-Statement

Filename: Copy\_of\_BBL1\_2022-23-Audited-Fina\_eWoFpeM.xlsx Size: 175.3 kB

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

Incomplete - Hidden from applicant

#### Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

**Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.**

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

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

## Entry 4c – Additional Financial Documents

**Incomplete** - Hidden from applicant

**Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

## Entry 4d - Financial Contact Information

**Incomplete** - Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2023**.

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

### [FY24 Budget-Narrative-Questionnaire](#)

Filename: FY24\_Budget-Narrative-Questionnaire.pdf Size: 365.3 kB

### [Copy of BBL1 2023-24-Budget-and-Quarterly-Report](#)

Filename: Copy\_of\_BBL1\_2023-24-Budget-and-Q\_CSIJfkP.xlsx Size: 535.0 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 26 2023

### **Required of ALL Charter Schools**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

### [Bernhardt](#)

Filename: Bernhardt.pdf Size: 1.6 MB

### [Dobkin](#)

Filename: Dobkin\_wx3G3nL.pdf Size: 542.7 kB

### [Kimble](#)

Filename: Kimble.pdf Size: 544.9 kB

### [Henry](#)

Filename: Henry\_PbYkOm.pdf Size: 544.5 kB

### [Pagan](#)

Filename: Pagan.pdf Size: 542.3 kB

### [Kelly](#)

Filename: Kelly\_ilxxtUF.pdf Size: 590.5 kB

### [Maye](#)

Filename: Maye\_3Ov5kFM.pdf Size: 545.2 kB

### [Myerberg](#)

Filename: Myerberg\_N4z3q8s.pdf Size: 544.8 kB

### [Jack](#)

Filename: Jack\_OckYg5D.pdf Size: 545.1 kB

### [Thomas](#)

Filename: Thomas.pdf Size: 544.0 kB

### [Waldman](#)

Filename: Waldman.pdf Size: 706.3 kB

## Entry 7 BOT Membership Table

Completed - Jul 26 2023

## Instructions

### Required of ALL charter schools

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

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.

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

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY

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**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	William Bernhardt	[REDACTED]	Trustee/Member	Complaint Review, Teacher Employment, Strategic Planning, Education Committee	Yes	8	07/01/2020	6/30/2023	11
2	Dean Thomas	[REDACTED]	Trustee/Member	Fundraising/Development, Policy/Governance	Yes	3	07/01/2020	06/30/2023	5 or less
3	Marilyn Maye	[REDACTED]	Treasurer	Finance/Audit, Teacher Employment, Strategic Planning, Education Committee	Yes	8	07/01/2020	06/30/2023	11
4	Jem	[REDACTED]	Trustee/Member	Strategic Planning	Yes	2	07/01/2021	06/30/2024	5 or less

	P a g a n								
5	M a r l o n H e n r y	<div></div> <div></div> <div></div>	Parent Rep	Complain t Review, Educatio n Committe e, Teacher Employment	Yes	2	07/01/20 22	06/30/20 25	10
6	Kimberly Kelly	<div></div> <div></div>	Chair	Finance/ Audit, Complain Review, Policy/G overnanc e, Teacher Employment, Strategic Planning	Yes	7	07/01/20 22	06/30/20 25	11
7	S y r i o n J a c k	<div></div> <div></div> <div></div>	Trustee/ Member	Finance/ Audit, Complain t Review	Yes	1	07/01/20 22	06/30/20 25	11
8	M a r v i n W a l d m a n	<div></div> <div></div> <div></div> <div></div>	Vice Chair	Fundrais ing/Devel opment, Policy/G overnanc e, Strategic Planning ,	Yes	7	07/01/20 22	06/30/20 25	10

				Education Committee					
9	Ariel Dobkin	<div>████████</div> <div>████████</div> <div>██</div>	Secretary	Fundraising/Development, Policy/Governance, Strategic Planning	Yes	2	07/01/2022	06/30/2025	9

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

Yes

### 1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Gregory Kimnle, Jr.	[REDACTED]	Trustee/Member	Fundraising, Policy/Governance	Yes	2	07/01/2020	06/30/2023	11
11	Neal Myerberg	[REDACTED]	Trustee/Member	Audit/Finance, Fundraising/Development, Complaint Review	Yes	3	07/01/2021	06/30/2024	6
12									
13									
14									
15									

### 1c. Are there more than 15 members of the Board of Trustees?

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	11
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

### 3. Number of Board meetings held during 2022-2023

11

### 4. Number of Board meetings scheduled for 2023-2024

11

### Total number of Voting Members on June 30, 2023:

11

### Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

13

Thank you.

## Entry 8 Board Meeting Minutes

Completed - Jul 26 2023 - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

### **April 27, 2023, Board Minutes (1)**

Filename: April\_27\_2023\_Board\_Minutes\_1.pdf Size: 184.6 kB

### **August 25, 2022 Board Minutes**

Filename: August\_25\_2022\_Board\_Minutes.pdf Size: 333.7 kB

### **December 15 2022 Board Minutes**

Filename: December\_15\_2022\_Board\_Minutes.pdf Size: 267.0 kB

### **February 16, 2023, Board Minutes**

Filename: February\_16\_2023\_Board\_Minutes.pdf Size: 330.6 kB

### **January 26, 2023 Board Minutes**

Filename: January\_26\_2023\_Board\_Minutes.pdf Size: 240.9 kB

### **March 30, 2023 Board Minutes**

Filename: March\_30\_2023\_Board\_Minutes\_.pdf Size: 359.2 kB

### **November 17th 2022 Board Minutes**

Filename: November\_17th\_2022\_Board\_Minutes.pdf Size: 240.3 kB

### **September 29, 2022 Board Minutes**

Filename: September\_29\_2022\_Board\_Minutes.pdf Size: 187.6 kB

## [October 27, 2022 Board Meeting Minutes](#)

Filename: October\_27\_2022\_Board\_Meeting\_Minutes.pdf Size: 173.7 kB

## [June Board of Trustees Meeting Minutes](#)

Filename: June\_Board\_of\_Trustees\_Meeting\_Minutes.pdf Size: 621.5 kB

## [May 25, 2023 Board of Trustees Meeting Minutes](#)

Filename: May\_252023\_Board\_of\_Trustees\_Meeti\_4B2C58G.pdf Size: 967.9 kB

## **Entry 9 Enrollment & Retention**

Completed - Jul 26 2023

### [Instructions for submitting Enrollment and Retention Efforts](#)

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

#### **\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## **Entry 9 Enrollment and Retention of Special Populations**

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## Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>This year, we continued our initiative by having information sessions in local daycare centers and preschools, whose population is predominantly economically disadvantaged, to establish and maintain a relationship with the parents and staff of these centers and expand the community's awareness of our school. These demonstrations were done both virtually and in person. We also purchased local billboard advertising space in 10 locations and ran advertisements on those billboards for 4 weeks.</p>	<p>We will continue our recruitment outreach plan, as done this year, and increase our social media presence.</p>
English Language Learners	<p>We continued our recruitment of ELL students by:</p> <ul style="list-style-type: none"> <li>-hosting information sessions in community centers, churches, and UPKs in targeted neighborhoods in the Bronx</li> <li>-distributing flyers through local businesses and apartment houses</li> </ul> <p>We also provided our application in Spanish, which is the alternative language of the community. Additionally, we purchased local advertising space in Spanish printed publications.</p>	<p>We will continue our recruitment outreach plan, as done this year, and increase our social media presence.</p>
Students with Disabilities	<p>We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery,</p>	<p>We will continue our recruitment outreach plan, as done this year, and increase our social media presence.</p>

including students currently on or being evaluated for IEPs. During our outreach, we explain to potential parents the systems we have in place to guarantee their child is going to receive the full services required.	
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## Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	We offered a comprehensive student support program, which is staffed to provide services for the needs of our student population (e.g. guidance counselors, and behavior consultants). We maintained a small-school environment with a "warm/strict school culture that offers students explicit instruction in positive character development, and clear and consistent behavioral expectations. We maintain frequent communication with parents about their child's development.	We will continue our retention efforts, as done this year.
English Language Learners	We have appointed an RTI coordinator to ensure that the needs of all ELL students are met. We ensured the academic needs of all students are met with support from our Academic Leaders and ELL teacher. We ensured that in addition to all requirements, ELL students receive adequate academic support from their classroom teachers. We continued to provide parents/guardians of ELL students avenues to provide feedback and express concerns through our conferences.	We will continue our retention efforts, as done this year.
Students with Disabilities	Our school continues to develop strategies to meet the needs of its special education students. The guidance department has expanded in order to provide social and	We will continue our retention efforts, as done this year.

	<p>emotional support to students with behavioral challenges. In addition, we continue to partner with the community agencies that provide related services to our students. This school continued to engage parents in understanding their student's IEPs and advocate on their behalf. IEP meetings were held on a yearly basis and we continued to meet the needs of all students with IEPs.</p>	
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## Entry 10 – Teacher and Administrator Attrition

Completed - Jul 26 2023

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

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

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

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

#### 1. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

**B. Emergency Conditional Clearances**

**Emergency Conditional Clearances**

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

**Attestation**

**Responses Selected:**

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

**Entry 11 Percent of Uncertified Teachers**

Incomplete - Hidden from applicant

**Instructions**

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

**Entry 11 Uncertified Teachers**

School Name:

# Instructions for Reporting Percent of Uncertified Teachers

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed - Jul 26 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

### [23 Calendar rev](#)

Filename: 23\_Calendar\_rev.pdf Size: 250.5 kB

## Entry 14 Staff Roster

Incomplete - Hidden from applicant

### [INSTRUCTIONS](#)

#### Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

**Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.**

**Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	<b>Select</b> your school's authorizer from the <b>drop-down list first</b> , before completing the roster.
<b>NOTE: MUST BE DONE FIRST</b>	
School Name and Institution ID	<b>Select</b> your school's name from the <b>drop-down list</b> .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the <b>7 digit TEACH ID</b> for the Faculty/Staff person.
Role in School	<b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .

CPR/AED Certification Status	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Subject Taught	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Notes	Optional

## Optional Additional Documents to Upload (BOR)

Incomplete



# **The Bronx Charter School for Better Learning 1**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By Shubert Jacobs and Dasha Alexander

3740 Baychester Ave – Annex  
Bronx NY 10466

718 665-6660

[www.bronxbetterlearning.org](http://www.bronxbetterlearning.org)

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shubert Jacobs, Executive Director, and Dasha Alexander, Supervisor of Operations and Accountability, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kimberly Kelly	Chair	Complaint Review, Policy/Governance, Strategic Planning, Finance/Audit, Teacher Employment Committees
Marvin Waldman	Vice Chair	Fundraising/Development, Policy/Governance, Education, Strategic Planning Committees
Ariel Dobkin	Secretary	Fundraising/Development, Policy/ Governance, Strategic Planning Committees
Marilyn Maye	Treasurer	Finance/Audit, Strategic Planning, Education, Teacher Employment Committees
Marlon Henry	Parent Representative	Complaint Review, Teacher Employment, Education Committees
William Bernhardt	Trustee	Teacher Employment, Education, Complaint, Strategic Planning Committees
Dean Thomas	Trustee	Fundraising/Development Committee
Neal Myerberg	Trustee	Fundraising/Development, Finance/Audit Committees
Jem Pagan	Trustee	Strategic Planning Committee
Gregory Kimble, Jr.	Trustee	Fundraising/Development, Policy/ Governance Committees
Syrion Jack	Trustee	Finance/Audit, Complaint Review Committees

Mr. Shubert Jacobs has served as the Acting Executive Director since March 2023 and officially became the Executive Director of the Bronx Charter Schools for Better Learning in mid-October 2023.

## SCHOOL OVERVIEW

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 1 (BBL 1) on February 23, 2003; it was subsequently approved by the Board of Regents on March 25, 2003. BBL 1 opened in the fall of 2003 with an enrollment of 50 students in Grade 1. One grade was added each year thereafter and enrolled 285 students in Grades 1-5 in the fall of 2007, the final year of its original charter term. On January 15, 2008, the State University Trustees granted BBL a full-term charter renewal for 5 years, authorizing the school to provide instruction in Grades K-5 through the 2012-2013 school year. BBL 1 added a Kindergarten program in the fall of 2008 and served 345 students in grades K-5. In 2010-11 the school enrolled 386 students in those same grades. On March 4, 2013, the State University Trustees granted another full five-year renewal of the charter for Bronx Charter School for Better Learning. Additionally, on June 4, 2014, the State University Trustees approved a five-year charter for the replication of BBL 1 and, in turn, the opening of Bronx Better Learning 2 (BBL 2) for September 2015. Since September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters, i.e., BBL 1 and BBL 2.

BBL 1 was originally located in a facility leased from the Bronx Bethany Church of the Nazarene at 971 East 227<sup>th</sup> Street in the Bronx, NY. Following the first year of operation, BBL 1 reached a shared space agreement with the New York City Department of Education, through which BBL 1 received permission to locate in the annex portion of P.S. 111 (Seton Falls Elementary School) at 3740 Baychester Avenue in the Bronx, NY. The school used 3 classrooms and an office in the main building of P.S. 111 for the first time in 2008-09, to accommodate its growth in enrollment. Its new Kindergarten classes were situated there in 2008-2009, replaced by 5<sup>th</sup> grade in 2009-2010. Beginning September 2014, BBL 1 occupied three additional classrooms in the main building and added another two classrooms for the 2015-16 school year. Currently, its Kindergarten, 1<sup>st</sup> Grade, and some 2<sup>nd</sup> Grade classes situate in the main P.S. 111 building.

The mission of the Bronx Charter School for Better Learning is as follows:

*The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.*

To fulfill its mission, the school's teachers endeavor to practice *the subordination of teaching to learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons; assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop criteria for understanding; recognizing every child's high intellectual capacity and, thereby, welcoming errors in students' work as guides to help them harness that capacity; promoting students' use of what they know to master new content; and encouraging student initiative and self-sufficiency.

In 2015, BBL 1 was recognized by the Commissioner Elia and the Board of Regents as a 2014-15 "High Progress Reward School". The award celebrates BBL 1's success in closing the gap between historically low and high performing students in the state. In 2018, BBL 1 was recognized as a Recognition School by the New York State Department of Education for having high academic achievement and student growth. Subsequently, the Bronx Charter School for Better Learning was acknowledged as a Recognition School for Academic Achievement in 2019.

BBL 1:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children "construct" their knowledge, understanding and skills, so our teaching is guided by their learning and does not dominate it;
- does not have extended school days;
- does not incorporate an extended school year;
- backfills at all grade levels; and
- welcomes and actively recruits students eligible for free and reduced lunch, eligible for special education services and/or eligible for support as Multilingual Learners (MLLs).

On Wednesday, March 15, 2023, the SUNY Board of Trustees unanimously voted to renew Bronx Charter Schools for Better Learning's charters as a single entity, thereby aligning our charter cycles through 2028. The SUNY Board of Trustees approved our full-term charter renewals without condition.

In response to the learning disruptions experienced due to the COVID-19 pandemic, the Bronx Charter Schools for Better Learning made curricular adjustments to accelerate learning. For example, we have modified our mathematics program to include additional computation practice in all grades to ensure students possess the skills needed to address grade-specific curricular content. Our primary reading program, *Words in Color*, is now utilized more frequently in the older grades to address decoding deficiencies. To mitigate learning losses in

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

reading comprehension and writing, BBL is including *Junior Great Books* and a literacy-rich Social Studies curriculum, *Inquiry Journeys*. These curricular interventions have proven fruitful, and we continue to use the aforementioned platforms to enhance our academic program.

Professional development has always been an essential component of BBL's academic program. While our past two summers have been dedicated to addressing the needs of students in response to the COVID-19 pandemic, BBL school leaders across both schools unanimously expressed the need to focus on teacher and teaching assistant preparation. In response to a needs assessment conducted by Principals, Academic Leaders, and the Professional Development department, BBL decided to dedicate the time and resources to train instructional staff during the Summer of 2023. Investing in summer training for instructional staff deepens their understanding of the curriculum, enhances pedagogical skills, fosters collaboration, and prepares them to address the diverse needs of students. BBL is confident that such dedication to staff development directly translates to enhanced student success and well-being.

We continue to offer a comprehensive suite of supports for students, staff, and families.

<b>Students</b>	<ul style="list-style-type: none"> <li>• <b>Monthly wellness checks for students and families:</b> check-ins via calls or text for working parents; providing counseling as needed</li> <li>• <b>Monthly SEL guidance classes:</b> social-emotional learning support through our 7 Mindsets Program</li> <li>• <b>College and career lessons:</b> based on their career aspirations of students</li> <li>• <b>Trauma recovery training for students:</b> supportive forum for students to share their experiences and relate to one another with a focus on learning coping skills</li> <li>• <b>Saturday Academics:</b> providing targeting support for students in need</li> <li>• <b>Targeted independent middle school and specialized programs for current 5<sup>th</sup> graders and early exposure for grades 2-4:</b> Summer on the Hill, REACH Prep, A Better Chance, Prep for Prep, Independent School Entrance Examination Preparation for 5<sup>th</sup> graders on Saturdays</li> <li>• <b>Support for alumni:</b> Oliver Program, TEAK, and Prep 9</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• <b>Coffee and Conversation:</b> provide parents the opportunity to meet with principals to collaborate, share feedback, and discuss school events and culture in an intimate setting</li> <li>• <b>Parent Involvement Days:</b> parents invited into classrooms to participate in learning activities</li> <li>• <b>Parent support workshops:</b> focus on community-building, sharing, and learning coping skills</li> <li>• <b>Middle school spotlight:</b> weekly meetings about middle school application process</li> <li>• <b>Special programs:</b> invited guests, such as program coordinators or directors of Summer on the Hill/ REACH Prep/ Prep for Prep as well as independent schools.</li> <li>• <b>Commonsense Parenting:</b> two cycles of 10-week virtual sessions</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• <b>Trauma sensitive behavior management strategies:</b> sharing instructional and social-emotional strategies based on the needs and behaviors exhibited by students</li> <li>• <b>Mandated reporter training:</b> workshop for staff to learn state and local mandated reporter guidelines regarding suspected cases of child abuse</li> </ul>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	<ul style="list-style-type: none"><li>• <b>Weekly grade level meetings:</b> attending planning meetings to help teachers interpret the behaviors and needs of students while sharing strategies</li><li>• <b>Additional professional development:</b> trauma-informed instruction, differentiation, meeting the needs of all students</li><li>• <b>Nonviolent Crisis Intervention Training:</b> empowering educators to effectively and safely meet the needs of students in varying degrees of crisis</li><li>• <b>7 Mindsets:</b> Multitiered preK-12 SEL Curriculum designed to drive student achievement as well as create safe, supportive, and thriving communities</li><li>• <b>Data Days:</b> dedicating time for staff to review and analyze data and ultimately generate data-informed action plans</li></ul>
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## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	103	102	77	78	99	94								553
2021-22	104	104	104	75	77	88								552
2022-23	101	103	98	100	70	74								546

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers and writers of the English Language.

### BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

- 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching;
- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;
- 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student;
- 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

During the 2022-2023 school year, BBL 1 maintained its strong commitment to ensuring a quality ELA program for all its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Developing and continuing to revise its ELA curriculum, which is based on authentic texts and promotes rich conversations, vocabulary development and critical analysis. Our curriculum consists of thematic units, including various reading and writing genres;
- Continuing to edit and revise K-5 ELA curriculum, primarily to increase rigor and to transition away from skill-based instruction to one that is theme based, focusing on the underlying mental functionings that are called upon for the range of reading skills that ensure high achievement;
- Continuing to emphasize the consistent application of Bronx Better Learning's pedagogical approach, the *subordination of teaching to learning*;
- Continuing to incorporate, as part of its ELA class sessions, the use of Reader's Workshop and Writer's Workshop;
- Supporting increased reading proficiency through NWEA's Assessment program;
- Providing technology resources and computer-based non-fiction resources with *Achieve 3000*, a web-based, adaptive, differentiated instructional resource;
- Continuing to closely monitor each student's progress through regularly scheduled internal, interim assessments;
- Having one "Data Day" per month when teachers have the opportunity to analyze student data and develop action plans;
- Providing training an data analysis through our campus-based Assessment Team;
- Continuing to provide supplemental support to students identified as not progressing as expected;
- Employing a Supervisor of Curriculum and Instruction to oversee and coordinate teacher development, designed specifically to promote teachers' capacity to practice well our unique pedagogy, the *subordination of teaching to learning*;
- Elevating high performing teachers to the position of Academic Leaders, assigned to further support teacher development at each grade level;
- Continuing to provide Professional Development, through our in-house Professional Development specialists and outside consultants, to both teachers and instructional assistants, further ensuring each person's readiness to support the needs of all of our students;
- Including supplementary programs, such as Junior Great Books;
- Continuing to utilize writing rubrics that are aligned with the State's Learning Standards and;
- Broadening our instructional technology resources and platforms for both students and teachers.

### ELEMENTARY ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	100	0	0	0	0	0	0	100
4	70	0	0	0	0	0	0	70
5	74	0	0	0	0	0	0	74
All	244	0	0	0	0	0	0	244

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	100	56	56%	97	55	57%
4	70	42	60%	69	41	59%
5	74	35	47%	73	34	47%
All	244	133	55%	239	130	54%

### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57%	97	35%	2059
4	59%	69	41%	2334
5	47%	73	39%	2318
All	54%	239	38%	6711

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Charters Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	77.0	53.3	37.9	0.80

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>4</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
4	81.8	35.1	30.8	0.24
5	77.5	47.1	29.3	1.08
All	78.8	45.1	32.5	0.72

### ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

As illustrated in the table entitled *2022-23 NWEA MAP ELA Assessment End of Year Results*, BBL 1 students did not meet the median growth percentile for all students tested. The target growth goal for this measure is 50, with BBL 1's results being 45. While it is clear that BBL 1 students experienced growth in ELA, we fell short of the normed median growth percentile rate. Further, our result on this measure for the 2021-2022 school year was 41, demonstrating improvement on our achievement between the 2021-2022 and 2022-2023 school years.

Neither our low initial achievers nor our students with disabilities groups achieved their target growth goals.

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

### NWEA ELA

2022-23 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?

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rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	238	45	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	132	46	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	45	33	42	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>6</sup>	2+ students	75%	235	40%	No

### End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>7</sup>	Number Tested	Percent Proficient	Number Tested
3	51%	99	52%	95

<sup>5</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>6</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>7</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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4	37%	70	37%	68
5	29%	73	29%	72
All	40%	242	40%	235

### End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	47	96
4	39	69
5	49	73
All	45	238

### SUMMARY OF THE ELA GOAL

BBL 1 did not meet *Absolute* measure 1 requiring that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

BBL 1 met both *Comparative* accountability measures stipulating that:

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison;
- and, each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF ELA GOAL

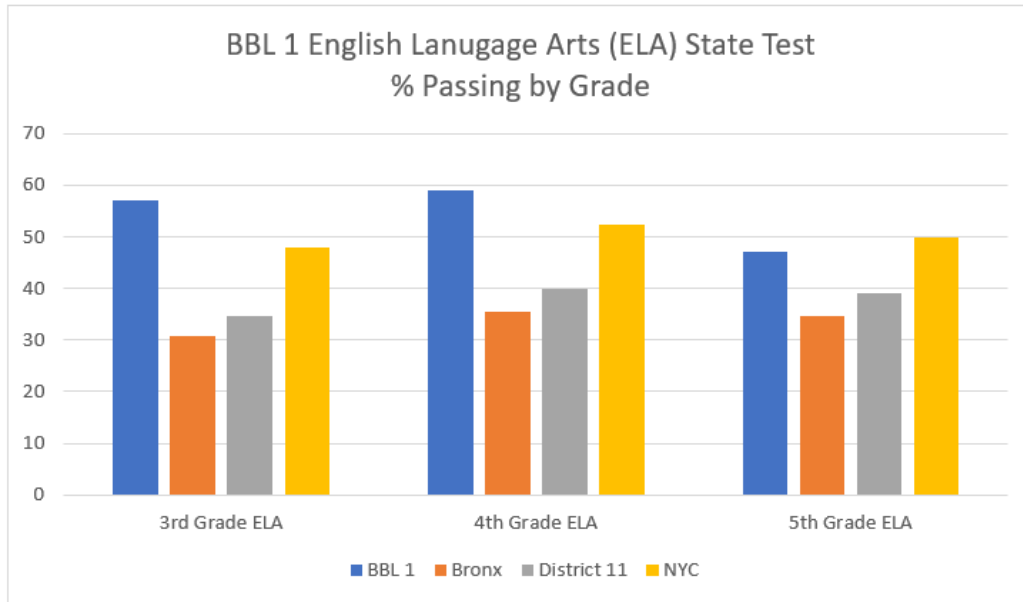
It is crucial to recognize that while BBL 1 did not reach all desired targets in English Language Arts, progress is clearly evident. BBL 1 exhibited resilience and adaptability in the face of pandemic and post-pandemic challenges, including disrupted learning and teacher retention.

Testament to the efforts of our students, teachers, and staff, the percentage of proficient students, those with us for at least two years, saw an increase of 46% to 54% within a year. This growth, despite the lingering setbacks caused by aforementioned pandemic-related challenges, is a clear indicator that the interventions implemented by BBL 1 in ELA are both effective and conducive to accelerated student learning.

Additionally, BBL 1 continues its track record of outperforming both its resident district and schools of similar socioeconomic levels. 54% of BBL 1 students passed the NYS ELA test as compared to District 11, which has a 38% passing rate. Students in our school outperformed students in schools with comparable socioeconomic levels to a meaningful degree, with an effect size of 0.72.

The table below demonstrates that in addition to outperforming District 11, our students outsourced the borough and New York City students in grades 3, 4, and 5 in English Language Arts. As we anticipate further data from New York State and NYC charter schools, we acknowledge the released data demonstrates that we are on a positive trajectory in English Language Arts.

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### ADDITIONAL CONTEXT AND EVIDENCE

The utilization of assessments like the NWEA MAP is valuable as it offers a comprehensive view of student performance. The 2022-2023 school year was our first year using this assessment platform. In BBL 1's second year of implementing this assessment, we have taken what we learned from the 2022-2023 school year and have diligent steps to solidify our administration processes and protocols for 2023-2024. We aim to ensure that the data derived are both reliable and valid.

It is noteworthy that while NWEA MAP is a normed tool with statistical alignment to State Test proficiency rates (as cited in the 2020 linking study), there exists a noticeable disparity in student performance between it and our most recent state test data. We recognize the difference in modality, paper-based versus adaptive computer-based, can contribute to variations in performance. Recognizing these variances, we are committed to thoroughly analyzing the results of both tests.

#### BBL 1 NYS ELA Test Proficiency Compared to MAP Proficiency Percentages

BBL 1 ELA	State	MAP	Difference
3	57	52	-5
4	59	37	-22
5	47	29	-18
Total	55	40	-15

In our pursuit of excellence, our chief aim is to ensure that every assessment tool we employ provides an authentic representation of our students' abilities.

### ELA ACTION PLAN

As highlighted in our action plan, below, we continue to closely review and enhance our newly revamped ELA curriculum, along with several ancillary actions that have proven successful. The BBL Board of Trustees affirms its commitment to ensure the continued improvement of student performance in ELA, including working with the Executive Director to provide all needed resources.

The following steps have been taken in order to further boost student achievement:

1. BBL consistently and constantly seeks to increase the rigor of the content and academic challenges presented to students. By raising the level of vocabulary students are exposed to and expected to use, their writing and reading comprehension is improved. Our instructional staff will continue to plan and integrate the reading, writing, and Words in Color ELA curricula (K-5), which in turn will provide a comprehensive, broader perspective for teaching and learning and a cohesive literacy program. Students will be able to analyze high-level texts and incorporate such writing mechanics in their own writing.
2. We will continue to incorporate daily reading times in our schedule. We will use the *Junior Great Books* curriculum which combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. *Junior Great Books* exposes students to both fiction and informational texts. Teachers are trained to provide students with a staircase of text complexity which they can apply to other works, while focusing on finding evidence to support their responses. Additionally, this program exposes students to rich vocabulary. BBL also has adopted *Inquiry Journeys* as part of its social studies curriculum since it not only aligns with the pedagogy but supplies rich engaging texts. The inquiry process engages students' drive to discover, their need to question, and their ability to create solutions that transform the world around them. Like *Junior Great Books*, students engage in rich text that supports culturally responsive instruction. This inquiry-based approach allows students to build knowledge in history, civics, geography, economics through investigations.
3. Instructional Rigor. We will continue to maintain:
  1. A high level of administrative support: The Principal will continue to make frequent classroom visits to ensure instructional rigor and continuity in the instructional program across the school. She will review weekly lesson plans and provide targeted feedback during "walkthroughs," as well as during grade level meetings.
  2. Assistant Principal: The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.

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4. Increased Teacher-to-Student Ratio: We will continue to provide small group instruction as part of our pedagogy. We will have co teachers in ELA in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. That level of staffing will further improve the student to adult ratio and will allow the teacher to create smaller groups during instruction and more individualized instruction.
5. Data-Driven Decision Making: Weekly reviews and reflections on student work, both quantitative and anecdotal, will take place to ensure that students are making substantial growth throughout the school year and instructional decisions are data-driven.
6. Student Support: Students who are “at-risk” will be identified early in the school year to ensure that they receive the support services needed.
  1. Special education instructional options: Students who are identified as needing special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
  2. Multilingual Learners (MLLs): We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
  3. Academic support: The scheduling of academic support, both during and after school hours, will be reviewed and expanded as needed to better meet the needs of underperforming students.
7. Professional Development: The ELA Professional Development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through professional development sessions during lunch and after school hours, along with in-class support. For the 2023-2024 school year, we offer additional professional development opportunities on Saturdays on a voluntary, compensatory basis. Through informal observation of teachers and through collaboration with the Professional Development team, academic leaders, and mentor/master teachers, monitors teacher performance and implements processes for efficiently and effectively practicing the *subordination of teaching to learning* and compatible teaching practices. This data guides our weekly WIC and writing institutes.
8. We will continue to utilize our assessment platform: NWEA. After reviewing the offerings of NWEA in terms of questions available, analysis (item and growth over time), and alignment with our Student Information System, we believe we will be able to better support our students’ academic growth over time.
9. Expanded Parent Partnerships:

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As listed in the table above, we will continue to support parents with curriculum needs, social and emotional support, and resources for the greater BBL community. We will host 5 curriculum nights in English Language Arts for parents throughout the 2023-2024 school year.

10. Finally, our expanded Technology Department is determined to work with administration, Professional Development, and our Academic Leaders to ensure tech equity. We have significantly increased our technology capability given that technology is now a cornerstone of education during these unprecedented times. Our school has taken the following steps to boost student achievement, especially during remote instruction:

1. Provided each student in grades 3-5 with a Google Classroom account and each student in grades PreK-2 with a SeeSaw account.
2. Collaborated with our Professional Development team to create online versions of our curriculum tools and documents, including Words in Color Charts and Primers.
4. Augmented our online subscriptions to ensure engagement with a multitude of online resources for literacy, vocabulary development, reading comprehension, and writing skills.
5. Hosted numerous training sessions for both parents and staff to ensure everyone is ready to engage with the technology platforms used by BBL.
6. Engaged grade-level coordinating teachers in supporting instructional technology.

### GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

#### BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

- 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching;
- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;
- 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student;
- 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy all students sustain a personal sense of their own innate abilities.

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BBL 1 demonstrates a strong commitment to those school-wide priorities, to ensure the delivery of a challenging and meaningful instructional program in mathematics for all of its students by:

- Reviewing the mathematics curriculum to ensure that the pacing of the instructional program effectively supports student learning of the full scope of the Learning Standards;
- Maintaining a strong commitment to the Bronx Better Learning's pedagogical approach, *the subordination of teaching to learning*;
- Consistently applying the use of manipulatives, primarily Cuisenaire rods, even in the earliest stages, so students develop models for thinking mathematically;
- Providing supplemental support to students identified as not progressing as expected;
- Continuing to provide professional development, through our in-house Professional Development specialists, to both teachers and assistants to bolster each person's readiness to meet the needs of all of our students;
- Increasing feedback to teachers and assistants on their instructional approach through more frequent classroom visits by the principals;
- Emphasizing our students' development of two overarching capacities, i.e., becoming swift and accurate in computation skills and increasing their ability to focus on problem solving activities that involve practice and real-world application of those skills;
- Ensuring that instructional decisions are made based on specific student performance data. As with ELA, teachers utilize both formative and summative assessments, along with real-time, moment-to-moment analysis of how students are responding to instruction and
- Broadening our instructional technology resources and platforms for both students and teachers.

## ELEMENTARY MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	100	0	0	0	0	0	0	0	100

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4	70	0	0	0	0	0	0	0	70
5	74	0	0	0	0	0	0	0	74
All	244	0	0	0	0	0	0	0	244

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	100	65	65%	97	63	65%
4	70	44	63%	69	44	64%
5	74	36	49%	73	36	49%
All	244	145	59%	239	143	60%

#### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

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3	65%	97	43%	2128
4	64%	69	41%	2405
5	49%	73	39%	2353
All	60%	239	41%	6886

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

#### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	77.0	53.3	38.4	0.70
4	81.8	44.2	29.4	0.73
5	77.5	45.9	26.6	1.05
All	78.8	47.7	31.3	0.83

### Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## MATHEMATICS INTERNAL EXAM RESULTS

As illustrated in the table entitled *2022-23 NWEA MAP Mathematics Assessment End of Year Results*, BBL 1 students did meet the median growth percentile for all students tested. The

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target growth goal for this measure is 50, with BBL I's results being 51. While it is clear that BBL 1 students experienced growth in math, we fell short of the normed median growth percentile rate for our low initial achievers and our students with disabilities.

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

### NWEA MATH

2022-23 NWEA MAP Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	238	51	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	159	53	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>8</sup>	51	33	45	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>9</sup>	2+ students	75%	235	37%	No

<sup>8</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>9</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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### End of Year Performance on 2022-23 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	35%	99	36%	95
4	46%	70	47%	68
5	30%	73	31%	72
All	37%	242	37%	235

### End of Year Growth on 2022-23 NWEA MAP Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42	96
4	58	69
5	52	73
All	51	238

## SUMMARY OF THE MATHEMATICS GOAL

BBL 1 did not meet Absolute Measure 1 requiring that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Math exam for grades 3-8.

BBL 1 met both Comparative accountability measures stipulating that:

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Math exam will be greater than that of students in the same tested grades in the school district of comparison;
- and, each year, the school will exceed its predicted level of performance on the state Math exam by an effect size of 0.3 or above (performing higher than expected to a

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

It is crucial to recognize that while BBL 1 did not reach all desired targets in math, progress is clearly evident in mathematics. BBL 1 exhibited resilience and adaptability in the face of pandemic and post-pandemic challenges, especially with regards to disrupted learning. A significant factor contributing to our progress has been the stability in staffing within our math department, which has ensured effective teaching strategies aligned with our pedagogical approach, *the subordination of teaching to learning*.

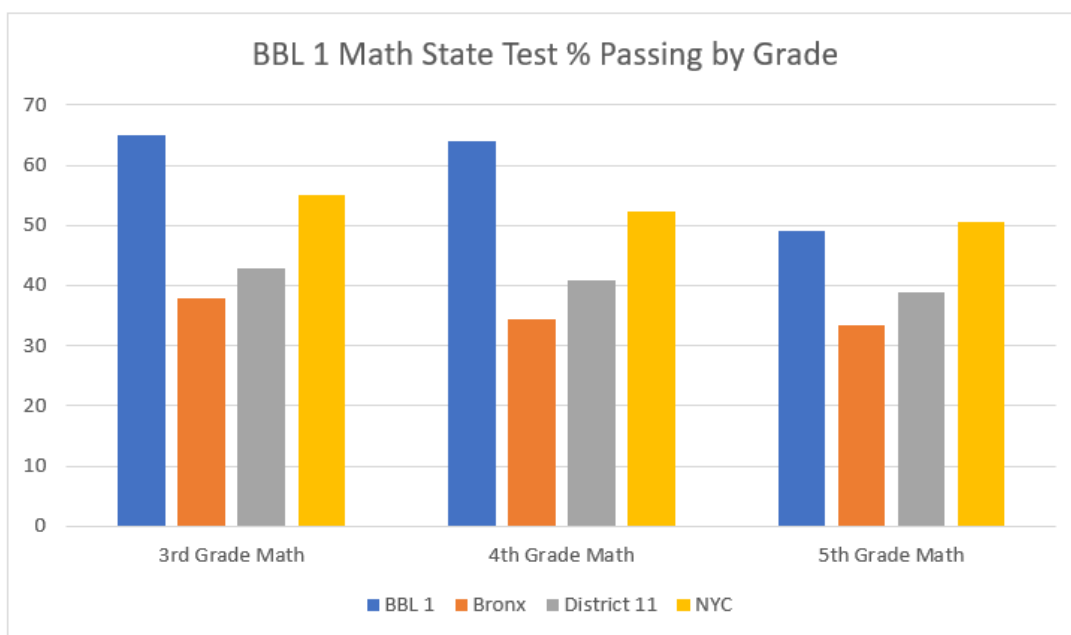
The percent of proficient students who have been enrolled with us for at least two years saw an increase of 49% to 60% within a year. Despite the lingering setbacks caused by aforementioned pandemic-related challenges, the growth witnessed is a clear indicator that the interventions and teaching strategies implemented by BBL 1 in math are both effective and conducive to accelerated student learning.

Moreover, BBL 1 continues its track record of outperforming both its resident district and schools of similar socioeconomic levels. 60% of BBL 1 students passed the NYS math test as

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

compared to District 11, which has a 41% passing rate. Students in our school outperformed students in schools with comparable socioeconomic levels to a meaningful degree, with an effect size of 0.83.

The table below demonstrates that in addition to outperforming District 11, our students outscored the borough and New York City students in grades 3 and 4 in mathematics. As we anticipate further data from New York State and NYC charter schools, and given our consistent staff retention in this department, we are confident that our mathematics scores will continue on an upward trajectory.



### ADDITIONAL CONTEXT AND EVIDENCE

The utilization of assessments like the NWEA MAP is valuable as it offers a comprehensive view of student performance. In BBL 1's second year of implementing this assessment, we have taken diligent steps to solidify our administration processes and protocols, ensuring that the data derived are both reliable and valid.

It is noteworthy that while NWEA MAP is a normed tool with statistical alignment to State Test proficiency rates (as cited in the 2020 linking study), there exists a noticeable disparity in student performance between it and our most recent state test data. We recognize the difference in modality, paper-based versus adaptive computer-based, can contribute to variations in performance. Recognizing these variances, we are committed to thoroughly analyzing the results of both tests.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### BBL 1 NYS Math Test Proficiency Compared to MAP Proficiency Percentages

BBL 1 Math	State	MAP	Difference
3	65	36	-29
4	64	47	-17
5	49	31	-18
Total	60	37	-23

In our pursuit of excellence, our chief aim is to ensure that every assessment tool we employ provides an authentic representation of our students' abilities.

### MATHEMATICS ACTION PLAN

BBL will continue to offer an experiential approach to mathematics that promotes deeper understanding of mathematical concepts and numerical relationships. They will assess student knowledge and skills through the NWEA online assessments. 2022-2023 serves as a baseline year for both our accountability period in our charter cycle, as well as the first year of the Next Generation State Standards. We will continue to analyze individual student test results on the practice exam to effectively plan and map our instruction this year. Those analyses will lead to additional adjustments in our mathematics program as the school year begins, we have already begun to implement the following targeted steps:

- 1) **Instructional Alignment:** Our mathematics Professional Development staff, as well as the two mathematics Academic Leaders, one in K-2 and the other in grades 3-5, along with our teachers, will continue to review our informal assessments and in-class assignments to reflect the structure of the assessment questions of the NYS Mathematics exam. Through weekly grade-level planning, Professional Development staff, AL's and teachers will adapt the curriculum to ensure students' familiarity of the nature of the assessment when tested, especially in 3<sup>rd</sup> grade, which once again will include a cohort of students who will be taking this assessment for the first time.
- 2) **Instructional Rigor:** The mathematics program will continue to focus on ensuring that students demonstrate competence in their understanding and application of mathematical computation and problem solving. The assigned mathematics Academic Leaders have several years' experience with the mathematics curriculum. Their expertise will support the teachers' professional development, curriculum planning, the facilitation of common planning meetings, one-on-one targeted coaching with the teachers around our approach and the use of manipulatives in the classroom.
- 3) **Data-Driven Decision Making:**  
We will give two benchmark exams and one NYS practice assessment to help monitor student progress and to identify where the instructional program requires modification to better support student learning.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- NYS assessment-like groupings will be created and incorporated into daily math lessons to allow teachers an additional opportunity to monitor student progress and adjust instruction as necessary.
  - We administer two benchmark exams and one NYS practice assessment through EdVista to monitor student progress.
- 4) Continued Adult Supervision: That level of staffing will maintain a favorable student to adult ratio and will allow our teachers to create smaller groups during instruction and more individualized instruction.
- 5) Student Support: Students who are “at-risk” will be identified early in the school year to ensure that they receive the support services needed. We will provide targeted instruction in areas where students are struggling and/or underperforming.
- Special Education instructional options: Students who are identified as needing special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETSS).
  - English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
- 6) The mathematics Professional Development staff will continue to support teachers and classroom assistants in learning the approach through regular professional development sessions (both during the school day, and after school) and in-class support.
- Every other week our Professional Development math specialists conduct Mathematics Institutes by grade level for classroom and special education teachers. The purpose of these institutes is to discuss the current topics, curricular presentations and the progress of the children, as well as particular learning and teaching issues as they emerge. For additional support, new teachers who teach math meet weekly after school, studying various aspects of the *subordination of teaching to learning* and often preparing and critiquing lessons and materials together. Teaching Assistants are also given the option of attending bi-weekly lunchtime meetings, so that they gain further expertise in the materials and techniques of the Gattegno approach.
  - Importantly, the Professional Development staff regularly visits classrooms where and when math is being taught in order to further support the learning of the approach – observing teachers and students, doing demonstration lessons, and, more frequently, teaching in small groups, side by side with the classroom teachers.
- 7) Home-School Connection: Much of our connections to families in the upcoming school year will take place virtually (as we can reach more parents in the virtual space) but will follow the similar structures to in-person, allowing for parents to learn and ask questions regarding our approach. To build more support for mathematics at home, we will continue to use parent teacher conferences to review individual scores with parents, virtual “Coffee and

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Conversation” sessions to go over overall progress of each grade, and we will also have two Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Over the course of the school year, we will host 5 curriculum nights for families in mathematics. Our primary purpose will be to increase parents’ comfort with and willingness to rely on manipulatives to bolster students’ deep understanding of basic mathematical concepts.

- 8) Support from Instructional Leadership: The Principal, Assistant Principal, and Professional Development staff will make more frequent visits into the classrooms to ensure continuity in the instructional program across the grades, as well as to ensure instructional rigor. They will very closely monitor the mathematics program to ensure that students’ needs are met, and progress is being made by:
- frequent visits to the classrooms.
  - reviewing weekly lesson plans and homework.
  - providing targeted feedback to both teachers and assistants.
  - working closely with the Academic Leaders, PD staff and teachers to ensure consistency in rigor of mathematics instruction throughout the grades.

### GOAL 3: SCIENCE

Science Students will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

Bronx Better Learning 1 continues its focus on four priorities:

- 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching;
- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;
- 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student;
- 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

The Bronx Charter School for Better Learning 1 continues to promote student mastery of the State’s standards in science by:

- a. Continuing to implement the Bronx Better Learning’s pedagogical approach, *the subordination of teaching to learning*, incorporating techniques and materials that foster students’ active participation in lessons;
- b. Continuing to implement lessons that emphasize hands-on experimentation and make use of BOCES prepared science kits (Science 21 Program) that complement the school’s core pedagogy;

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- c. Continuing to incorporate a problem-solving approach that presents students with “real life” problems and working in groups, which analyze data/information to come up with solutions to the problems, all of which leads students to a deeper appreciation of cause-and-effect relationships; and
- d. Continuing to provide supplemental support to students who are not progressing as expected.
- e. Leveraging technology and online platforms to ensure a rich and rigorous science curriculum.

### ELEMENTARY SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school did not administer the New York State Testing Program science assessment to students in 4<sup>th</sup> in spring 2023.

#### Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

#### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

#### 2022-23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year	All District Students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

### EVALUATION OF THE SCIENCE GOAL

N/A

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ACTION PLAN

Our science goal is for students to demonstrate competency in the understanding and application of scientific reasoning. We believe that our efforts to meet this goal have proven effective. As shown above, our work in the science department continues to focus on academic rigor, the scientific method and problem-based learning projects. This approach, coupled with the success of our students on past state science exams prove that we continue to provide a sound and enriching science education for all our students. We remain committed to providing a rigorous, high-quality education that promotes independence, autonomy and success. To that end, below is our action plan for continued success in science.

1. Instructional Rigor: The science program will continue to focus on facilitating the development of effective analytical skills for all students through:

- a. Academic Leaders and Professional Development, who have been placed at each grade level to ensure consistent delivery of a rigorous and meaningful instructional program, including facilitating the ongoing process of collaborative planning, the review of weekly

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

lesson plans and aligning of the overall instructional program with the high expectations articulated through the NY State standards.

b. Data Driven Decision Making: Frequently scheduled interim assessments will help monitor student progress and identify where the instructional program requires modification to better support student learning.

2. Focus on At-Risk Students: The science program continues to support students identified as being at-risk and with special needs through:

a. Experienced Teachers: The Academic Leaders, who represent some of BBL's most experienced and effective teachers, will serve as the support teachers for the at-risk students, with the in-house professional development specialists working directly with them and their students to ensure the precision of each student's instructional program.

b. Special Education Instructional Options: Students identified in need of special education support services will continue to have access to a variety of services, including integrated co-teaching (ICT) classes, SETSS provided as either push-in or pull-out services, and related services, e.g., speech, occupational therapy and counseling.

c. Multilingual Learners (MLL) Program/Support: The MLL Coordinator's schedule ensures the effective delivery of needed support for students identified as MLL.

3. Professional Development: The science program will ensure that all teachers are effectively prepared to provide students with the highest quality of instruction through:

a. Weekly Institutes: The in-house Professional Development Specialists and the Academic Leaders have arranged a weekly Institute schedule that will focus on the continued application of the school's pedagogy throughout the school.

b. In-Class Support: Professional development will continue to push-in to the classrooms to provide teachers and assistants with direct feedback on instructional practices and to provide examples that illustrate in "real situations" the effectiveness of the school's approach.

c. Technology Training: The Technology department and Professional development department will continue to partner to ensure that teachers are prepared to leverage online platforms and online problem-based learning opportunities in science.

### GOAL 4: ESSA

#### ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

The Bronx Charter School for Better Learning 1 will continue to provide a rigorous academic program in ELA, Mathematics and Science/Social Studies with support for students to meet expectations set forth in our Accountability Plan.



**BRONX CHARTER SCHOOL FOR BETTER LEARNING**

**BRONX, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2023**

**(With Comparative Totals for 2022)**



BUSINESS  
ADVISORS  
AND CPAS

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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Bronx Charter School for Better Learning

### **Report on the Financial Statements**

#### ***Opinion***

We have audited the financial statements of Bronx Charter School for Better Learning, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Bronx Charter School for Better Learning as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bronx Charter School for Better Learning and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Change in Accounting Principle***

As discussed in Note A to the financial statements, in 2023, Bronx Charter School for Better Learning adopted new accounting guidance related to accounting for leases. Our opinion is not modified with respect to this matter.

#### ***Responsibilities of Management for the Financial Statements***

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Bronx Charter School for Better Learning's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for Better Learning's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Bronx Charter School for Better Learning's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### ***Report on Summarized Comparative Information***

We have previously audited Bronx Charter School for Better Learning's June 30, 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 28, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2023 on our consideration of Bronx Charter School for Better Learning's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for Better Learning's internal control over other financial reporting and compliance.

Rochester, New York  
October 30, 2023

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2023

(With Comparative Totals for 2022)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 10,373,010	\$ 9,007,620
Certificates of deposit	1,013,200	1,422,857
Accounts receivable, net of allowance of \$493,001 at June 30, 2023	28,333	367,965
Grants and contracts receivables	1,825,898	1,274,848
Prepaid expenses and other current assets	<u>97,509</u>	<u>66,084</u>
TOTAL CURRENT ASSETS	13,337,950	12,139,374
<u>PROPERTY AND EQUIPMENT, net</u>	591,945	703,781
<u>OTHER ASSETS</u>		
Right-of-use assets - operating	4,014	-
Right-of-use assets - finance	531,886	-
Escrow account	<u>158,010</u>	<u>158,010</u>
	<u>693,910</u>	<u>158,010</u>
TOTAL ASSETS	<u>\$ 14,623,805</u>	<u>\$ 13,001,165</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 221,522	\$ 332,234
Accrued payroll and benefits	1,534,712	1,511,151
Deferred revenue	11,593	16,593
Current portion of lease liabilities - operating	3,432	-
Current portion of lease liabilities - finance	<u>135,560</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	1,906,819	1,859,978
<u>OTHER LIABILITIES</u>		
Long-term lease liabilities - operating	582	-
Long-term lease liabilities - finance	<u>518,739</u>	<u>-</u>
	<u>519,321</u>	<u>-</u>
TOTAL LIABILITIES	2,426,140	1,859,978
<u>NET ASSETS</u>		
Without donor restrictions	12,167,445	11,109,943
With donor restrictions	<u>30,220</u>	<u>31,244</u>
TOTAL NET ASSETS	<u>12,197,665</u>	<u>11,141,187</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 14,623,805</u>	<u>\$ 13,001,165</u>

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

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

	Year ended June 30,			
	2023			2022
	Without donor restrictions	With donor restrictions	Total	Total
Revenue, gains, and other support:				
Public school district				
Resident student enrollment	\$ 17,144,331	\$ -	\$ 17,144,331	\$ 16,599,183
Students with disabilities	1,192,968	-	1,192,968	1,419,925
Grants and contracts				
State and local	183,996	-	183,996	183,996
Federal - Title and IDEA	706,241	-	706,241	708,695
Federal - other	1,022,482	-	1,022,482	1,277,660
Contributed rent	5,143,299	-	5,143,299	4,979,755
TOTAL REVENUE, GAINS AND OTHER SUPPORT	25,393,317	-	25,393,317	25,169,214
Expenses:				
Program services:				
Regular education	18,540,110	-	18,540,110	17,589,016
Special education	3,698,140	-	3,698,140	3,611,535
Total program services	22,238,250	-	22,238,250	21,200,551
Management and general	1,823,388	-	1,823,388	1,435,260
Fundraising and special events	615,776	-	615,776	383,567
TOTAL OPERATING EXPENSES	24,677,414	-	24,677,414	23,019,378
SURPLUS FROM SCHOOL OPERATIONS	715,903	-	715,903	2,149,836
Support and other revenue:				
Contributions				
Foundations	186,881	-	186,881	51,541
Individuals	51,560	-	51,560	25,645
Special events	91,091	-	91,091	-
Interest income	10,900	-	10,900	3,955
Net assets released from restriction	1,024	(1,024)	-	-
Miscellaneous income	143	-	143	76
TOTAL SUPPORT AND OTHER REVENUE	341,599	(1,024)	340,575	81,217
CHANGE IN NET ASSETS	1,057,502	(1,024)	1,056,478	2,231,053
Net assets at beginning of year	11,109,943	31,244	11,141,187	8,910,134
NET ASSETS AT END OF YEAR	\$ 12,167,445	\$ 30,220	\$ 12,197,665	\$ 11,141,187

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

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

		Year ended June 30,							
		2023						2022	
		Program Services			Supporting Services				
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total
Personnel services costs:									
Administrative staff personnel	12	\$ 99,412	\$ 41,065	\$ 140,477	\$ 594,579	\$ 283,895	\$ 878,474	\$ 1,018,951	\$ 787,523
Instructional personnel	145	7,981,100	1,754,952	9,736,052	-	-	-	9,736,052	9,909,858
Non-instructional personnel	17	1,701,740	237,829	1,939,569	273,607	22,426	296,033	2,235,602	1,779,338
Total personnel services costs	174	9,782,252	2,033,846	11,816,098	868,186	306,321	1,174,507	12,990,605	12,476,719
Fringe benefits and payroll taxes		2,364,514	489,051	2,853,565	237,904	66,348	304,252	3,157,817	3,070,069
Retirement		206,650	42,703	249,353	20,523	5,434	25,957	275,310	249,720
Legal service		-	-	-	39,156	-	39,156	39,156	(4,949)
Accounting / audit services		-	-	-	47,100	-	47,100	47,100	44,640
Other purchased / professional / consulting services		273,416	41,738	315,154	64,729	3,000	67,729	382,883	544,201
In-kind rent		3,847,897	796,116	4,644,013	388,920	110,366	499,286	5,143,299	4,979,755
Repairs and maintenance		163,024	33,702	196,726	16,290	4,421	20,711	217,437	176,951
Insurance		100,390	20,739	121,129	9,936	2,593	12,529	133,658	116,296
Utilities		114,742	23,701	138,443	11,322	2,920	14,242	152,685	149,768
Supplies and materials		171,284	26,589	197,873	7,886	2,166	10,052	207,925	171,836
Non-capitalized equipment/furnishings		9,387	1,936	11,323	901	206	1,107	12,430	18,926
Staff development		94,139	19,472	113,611	9,481	2,656	12,137	125,748	75,563
Marketing and recruitment		22,049	3,858	25,907	39,423	624	40,047	65,954	53,959
Technology		55,606	9,523	65,129	4,306	822	5,128	70,257	124,934
Food service		22,510	4,667	27,177	2,341	734	3,075	30,252	30,666
Student services		197,662	22,135	219,797	-	-	-	219,797	140,795
Office expense		178,305	36,865	215,170	17,843	4,872	22,715	237,885	200,860
Depreciation and amortization		319,601	65,997	385,598	31,423	7,973	39,396	424,994	331,369
Special events		-	-	-	-	92,938	92,938	92,938	-
Interest		8,548	1,759	10,307	795	152	947	11,254	-
Bad debt expense		556,954	13,179	570,133	-	-	-	570,133	-
Other		51,180	10,564	61,744	4,923	1,230	6,153	67,897	67,300
		<u>\$ 18,540,110</u>	<u>\$ 3,698,140</u>	<u>\$ 22,238,250</u>	<u>\$ 1,823,388</u>	<u>\$ 615,776</u>	<u>\$ 2,439,164</u>	<u>\$ 24,677,414</u>	<u>\$ 23,019,378</u>

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

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

	<u>Year ended June 30,</u>	
	<u>2023</u>	<u>2022</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,056,478	\$ 2,231,053
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	424,994	331,369
Bad debt expense	570,133	-
Changes in certain assets and liabilities affecting operations:		
Accounts receivable	(153,369)	(122,362)
Grants and contracts receivables	(628,182)	(341,800)
Prepaid expenses and other current assets	(31,425)	(30,644)
Accounts payable and accrued expenses	(110,712)	235,548
Accrued payroll and benefits	23,561	(18,359)
Deferred revenue	<u>(5,000)</u>	<u>5,000</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,146,478	2,289,805
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(254,060)	(618,674)
Proceeds from maturity of certificates of deposit	409,657	-
Purchases of certificates of deposit	<u>-</u>	<u>(1,045)</u>
NET CASH PROVIDED FROM (USED FOR) INVESTING ACTIVITIES	155,597	(619,719)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Proceeds from lease buyout	131,255	-
Repayments on finance lease	<u>(67,940)</u>	<u>-</u>
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>63,315</u>	<u>-</u>
NET INCREASE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH	1,365,390	1,670,086
Cash, cash equivalents, and restricted cash at beginning of year	<u>9,165,630</u>	<u>7,495,544</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT END OF YEAR	<u>\$ 10,531,020</u>	<u>\$ 9,165,630</u>

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

	<u>Year ended June 30,</u>	
	<u>2023</u>	<u>2022</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash, cash equivalents, and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and cash equivalents	\$ 10,373,010	\$ 9,007,620
Cash in escrow	<u>158,010</u>	<u>158,010</u>
	<u>\$ 10,531,020</u>	<u>\$ 9,165,630</u>
 Cash paid during the year for interest	 <u>\$ 11,254</u>	 <u>\$ -</u>
 <u>NON-CASH OPERATING ACTIVITIES</u>		
Contributed rent	<u>\$ 5,143,299</u>	<u>\$ 4,979,755</u>
 <u>NON-CASH INVESTING AND FINANCING ACTIVITIES</u>		
Right-of-use assets obtained in exchange for finance lease liabilities	<u>\$ 577,785</u>	<u>\$ -</u>

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

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Bronx Charter School for Better Learning (“the Charter School”) is an educational corporation that operates as a charter school in the borough of Bronx, New York. The Charter School operates two schools, Bronx Charter School for Better Learning (“BBL I”) and Bronx Charter School for Better Learning II (“BBL II”). On March 25, 2003, the Board of Regents of the University of the State of New York granted BBL I a provisional charter valid for a term of five years and renewable upon expiration. On May 24, 2017, BBL I obtained a five-year charter renewal with the ability to operate through July 31, 2023.

On July 22, 2014, the Board of Regents of the University of the State of New York amended the charter agreement permitting an additional school to be opened by the Charter School. During the 2015 fiscal year, the Charter School added BBL II under its expanded charter. BBL II has the authority to operate through July 31, 2025. The Charter School was established to provide its students in grades K-5 with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The Charter School operates a Pre-K program which is not considered a chartered grade. There is a separate contract between the Charter School and the New York Department of Education regarding the operation of the Pre-K program.

On March 15, 2023, the Board of Regents of the University of the State of New York approved the alignment of the charter renewal cycles of BBL I and BBL II and granted a renewal of each charter with the ability to operate through July 31, 2028.

The accompanying financial statements include the accounts of BBL I and BBL II (collectively referred to as the “Charter School”). All intercompany balances and transactions have been eliminated in the accompanying financial statements.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

*Net Assets With Donor Restrictions*

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had net assets with donor restrictions of \$30,220 and \$31,244 at June 30, 2023 or 2022, respectively.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition. The Charter School's public school district revenues qualify as exchange transactions and the revenues are earned over time.

Public School District Revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Charter School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Universal Pre-Kindergarten (Pre-K)

Similar to public school district revenue, the Charter School recognizes Pre-K revenue as educational programming is provided to students throughout the year. The maximum revenue amount is based on a contractually determined fixed amount per student and the number of students enrolled at a point in time. This amount could be further reduced if actual costs incurred in providing the Pre-K program are less than the maximum calculated amount of the contract. Amounts are paid in installments throughout the course of the year, with the final 5% paid upon submission of all required documentation at the end of the contract year. Approximately \$184,000 of funding was received during the years ending June 30, 2023 and 2022 and is included in the state and local grants line on the accompanying statement of activities and changes in net assets.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Fundraising

The Charter School conducts special events in which a portion of the gross proceeds paid by the participant represents payment for the direct cost of the benefits received by the participant at the event— the exchange component, and a portion represents a contribution to the Charter School. Unless a verifiable objective means exists to demonstrate otherwise, the fair value of meals and entertainment provided at special events is measured at the actual cost to the Charter School. The contribution component is the excess of the gross proceeds over the fair value of the direct donor benefit. The direct costs of the special events, which ultimately benefit the donor rather than the Charter School, are recorded as fundraising expense in the statement of functional expenses. The performance obligation is delivery of the event. The event fee is set by the Charter School. Special event fees collected by the Charter School in advance of its delivery are initially recognized as liabilities (deferred revenue) and recognized as special event revenue after delivery of the event.

For special event fees received before year-end for an event to occur after year-end, the Charter School follows AICPA guidance where the inherent contribution is conditioned on the event taking place and is therefore treated as a refundable advance along with the exchange component.

The following tables summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	<u>2023</u>	<u>2022</u>	<u>2021</u>
Accounts receivable, gross	\$ 521,334	\$ 367,965	\$ 245,603

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. Approximately \$12,000 and \$17,000 was deferred at June 30, 2023 and 2022, respectively, mostly related to the Charter School's summer program.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidating statement of activities and changes in net assets as net assets released from restrictions.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There was no grant revenue deferred at June 30, 2023 and 2022, respectively. The Charter School received cost-reimbursement grants of approximately \$3,585,000 that have not been recognized at June 30, 2023 because qualifying expenditures have not yet been incurred.

Cash and cash equivalents

Cash and certain money market account balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. The Charter School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. In the normal course of business, the cash and cash equivalent account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Certificates of deposit

Certificates of deposit represent certificates of deposit with maturities of twelve months or less. These assets are carried at their original cost plus interest earned. In the normal course of business, the account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in certificates of deposit.

Accounts, grants and contracts receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. At June 30, 2023, there was a \$493,001 allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2022.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to five years.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Escrow account

The Charter School segregated certain certificates of deposit to fund an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2023 and 2022 was \$158,010. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

Tax exempt status

The Charter School is a tax-exempt Charter School under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2020 through June 30, 2023 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

In-kind donations

Gifts and donations other than cash are recorded at fair value at the date of contribution.

Contributed services

The Charter School receives contributed services from volunteers to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed. The Charter School received donated transportation, food services and special education services from the local school district. The Charter School was unable to determine a value for these services.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$66,000 and \$54,000 for the years ended June 30, 2023 and 2022, respectively.

Comparatives for year ended June 30, 2022

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Leases

The Charter School leases office equipment and determines if the arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, current liabilities, and other liabilities on the accompanying statement of financial position. Finance leases are included in finance lease right-of-use assets, current liabilities and other liabilities on the accompanying statement of financial position.

ROU assets represent the Charter School's right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the leases. Operating lease ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As the leases do not provide an implicit rate, the Charter School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU assets also include any lease payments made and exclude lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Charter School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term, and for finance leases, as amortization and interest expense.

The Charter School's lease agreements do not contain any material residual value guarantees or restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the Charter School considers factors such as if the Charter School has obtained substantially all of the rights to the underlying asset through exclusivity, if the Charter School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

Adoption of new accounting standard – leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School adopted ASC 842 with the date of initial application of July 1, 2022.

The Charter School recognized and measured leases existing at July 1, 2022 (the beginning of the period of adoption) through a cumulative effect adjustment, with certain practical expedients available. Lease disclosures for the year ended June 30, 2022 are made under prior lease guidance in FASB ASC 840.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

As part of the adoption of ASC 842, the Charter School elected practical expedients to account for the existing operating leases as operating leases under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard; (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance; or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

As a result of the adoption of the new lease accounting guidance, the Charter School recognized on July 1, 2022 operating lease liabilities of \$112,455, which represents the present value of the remaining operating lease payments of \$113,688 discounted using the risk-free rate of 2.88%, and the right-of-use asset of \$112,455.

New accounting pronouncement – credit losses

In June 2016 the FASB issued ASU 2016-13, "Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments" (ASU 2016-13), which requires entities to use a new impairment model referred to as the current expected credit losses (CECL) model rather than incurred losses. The new standard affects accounting for loans, accounts (trade) receivable, held-to-maturity debt securities, and other financial assets included in the scope. For non-public entities, the new standard is effective for fiscal years beginning after December 15, 2022, including interim periods within those fiscal years. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 30, 2023, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash and cash equivalent accounts and certificates of deposit.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal years 2023 and 2022.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
Cash and cash equivalents	\$ 10,373,010	\$ 9,007,620
Certificates of deposit	1,013,200	1,422,857
Accounts receivable	28,333	367,965
Grants and other receivables	<u>1,825,898</u>	<u>1,274,848</u>
Total financial assets available within one year	13,240,441	12,073,290
Less:		
Amounts unavailable for general expenditures within one year, due to:		
Restricted by donors with purpose restrictions	<u>(30,220)</u>	<u>(31,244)</u>
Total amounts unavailable for general expenditures within one year	<u>(30,220)</u>	<u>(31,244)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 13,210,221</u>	<u>\$ 12,042,046</u>

NOTE C: SCHOOL FACILITY

The Charter School has an agreement with the New York City Department of Education for dedicated and shared space of approximately 32,000 square feet at no charge at P.S. 111 Annex, a New York City Public School located at 3740 Baychester Avenue, Bronx, New York. In valuing the contributed space in the school building, the Charter School estimated the fair value of \$2,893,293 and \$2,782,314 for the years ended June 30, 2023 and 2022, respectively, on the basis of financial information provided to the Charter School under the New York City Rental Assistance Program. There were no associated donor restrictions with the contributed facility.

The Charter School has an agreement with the New York City Department of Education for dedicated and shared space of approximately 20,000 square feet at no charge at MS 144, a New York City Public School located at 2545 Gunther Avenue, Bronx, New York. In valuing the contributed space in the school building, the Charter School estimated the fair value of \$2,250,006 and \$2,197,441 for the years ended June 30, 2023 and 2022, respectively, on the basis of financial information provided to the Charter School under the New York City Rental Assistance Program. There were no associated donor restrictions with the contributed facility.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE C: SCHOOL FACILITY, Cont'd

See the table below for program utilization:

<u>Program or Supporting Service</u>	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
Regular education	\$ 3,847,897	\$ 3,812,388
Special education	796,116	792,826
Management and general	388,920	288,895
Fundraising and special events	110,366	85,646
	<u>\$ 5,143,299</u>	<u>\$ 4,979,755</u>

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
Furniture and fixtures	\$ 838,756	\$ 838,756
Computer equipment	2,681,643	2,427,583
	<u>3,520,399</u>	<u>3,266,339</u>
Less accumulated depreciation	2,928,454	2,562,558
	<u>\$ 591,945</u>	<u>\$ 703,781</u>

NOTE E: LEASES

The Charter School leases office equipment under certain non-cancelable operating lease agreements expiring through August 2024. As of June 30, 2023, monthly payments on the operating leases approximate \$300 per month. Operating lease expense was approximately \$110,000 and \$158,000 for the years ended June 30, 2023 and 2022, respectively.

During the year ended June 30, 2023, the Charter School began leasing additional office equipment which is classified as a finance lease. The finance lease calls for monthly payments of \$13,199 per month through December 2027.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE E: LEASES, Cont'd

A summary of lease right-of-use assets and liabilities at June 30, 2023 are as follows:

<u>Statement of Financial</u> <u>Position Classification</u>		
<u>Assets</u>		
Operating Leases	Other assets	\$ 4,014
Finance Leases	Other assets	531,886
		<u>\$ 535,900</u>
 <u>Liabilities</u>		
Current:		
Operating Leases	Current liabilities	3,432
Finance Leases	Current liabilities	135,560
		<u>138,992</u>
Non-current:		
Operating Leases	Other liabilities	582
Finance Leases	Other liabilities	518,739
		<u>519,321</u>
		 <u>\$ 658,313</u>

The components of lease expense for the year ended June 30, 2023 are as follows:

Finance lease cost:		
Amortization of right-of-use assets		\$ 59,098
Interest on lease liabilities		<u>11,254</u>
	Total finance lease costs	70,352
Operating lease cost		<u>109,611</u>
	Total lease cost	<u>\$ 179,963</u>

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE E: LEASES, Cont'd

As of June 30, 2023, minimum payments due for lease liabilities for each of the five succeeding fiscal years are as follows:

	Finance leases	Operating leases	Total
2024	\$ 158,388	\$ 3,495	\$ 161,883
2025	158,388	582	158,970
2026	158,388	-	158,388
2027	158,388	-	158,388
2028	79,194	-	79,194
Total lease payments	712,746	4,077	716,823
Less: interest	(58,447)	(63)	(58,510)
Present value of lease liabilities	<u>\$ 654,299</u>	<u>\$ 4,014</u>	<u>\$ 658,313</u>

Supplemental information for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities:

Operating cash flows for finance leases	\$ 9,113
Financing cash flows for finance leases	\$ (74,373)
Operating cash flows for operating leases	\$ 109,611

Right-of-use assets obtained in exchange for new lease liabilities  
(non-cash):

Operating leases	\$ -
Finance leases	\$ 577,785

Weighted-average remaining lease term:

Operating leases	1.17 years
Finance leases	4.50 years

Weighted-average discount rate:

Operating leases	2.88%
Finance leases	3.94%

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE F: RETIREMENT PLAN

The Charter School sponsors a 403(b) retirement plan (the "Plan") for its employees. All employees of the Charter School are eligible to participate. The Charter School matches 100% of the employee's contributions up to \$2,520 per year. During the years ended June 30, 2023 and 2022, the Charter School contributed approximately \$275,000 and \$250,000, respectively, to the Plan.

NOTE G: CONTINGENCY

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

NOTE H: CONCENTRATIONS

At June 30, 2023 and 2022, accounts receivable and grants and contracts receivables are comprised of the following:

	June 30,	
	2023	2022
Federal Government	97%	74%
Mt. Vernon Department of Education	*	21%

\* Below 10% of receivables

During the years ended June 30, 2023 and 2022, approximately 72% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE I: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	2023	2022
Undesignated	\$ 11,575,500	\$ 10,406,162
Invested in property and equipment	591,945	703,781
	<u>\$ 12,167,445</u>	<u>\$ 11,109,943</u>

BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2023  
(With Comparative Totals for 2022)

NOTE I: NET ASSETS, Cont'd

Net assets with donor restrictions consisted of the following:

	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
Scholarship fund	\$ 30,220	\$ 31,244

NOTE J: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE K: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized approximately \$963,000 and \$1,056,000 of revenue relative to ESSER grants during the years ended June 30, 2023 and 2022, respectively. As of June 30, 2023, the Charter School has approximately \$3,533,000 of ESSER grants available for expenditure through September 30, 2024.

**BRONX CHARTER SCHOOL FOR BETTER LEARNING**

**OTHER FINANCIAL INFORMATION**

## INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
Bronx Charter School for Better Learning

We have audited the financial statements of Bronx Charter School for Better Learning as of and for the year ended June 30, 2023, and have issued our report thereon dated October 30, 2023, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2023, as a whole.

A black rectangular redaction box covering the signature of the auditor.

Rochester, New York  
October 30, 2023

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2023

	Bronx Charter School for Better Learning I	Bronx Charter School for Better Learning II	Eliminations	Total
Revenue, gains, and other support:				
Public school district				
Resident student enrollment	\$ 9,644,311	\$ 7,500,020	\$ -	\$ 17,144,331
Students with disabilities	611,840	581,128	-	1,192,968
Grants and contracts				
State and local	183,996	-	-	183,996
Federal - Title and IDEA	395,560	310,681	-	706,241
Federal - other	631,124	391,358	-	1,022,482
Contributed rent	<u>2,893,293</u>	<u>2,250,006</u>	<u>-</u>	<u>5,143,299</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	14,360,124	11,033,193	-	25,393,317
Expenses:				
Program services:				
Regular education	10,797,485	7,742,625	-	18,540,110
Special education	<u>2,154,775</u>	<u>1,543,365</u>	<u>-</u>	<u>3,698,140</u>
Total program services	12,952,260	9,285,990	-	22,238,250
Management and general	992,428	830,960	-	1,823,388
Fundraising and special events	<u>287,256</u>	<u>328,520</u>	<u>-</u>	<u>615,776</u>
TOTAL OPERATING EXPENSES	<u>14,231,944</u>	<u>10,445,470</u>	<u>-</u>	<u>24,677,414</u>
SURPLUS FROM SCHOOL OPERATIONS	128,180	587,723	-	715,903
Support and other revenue:				
Contributions				
Foundations	186,881	-	-	186,881
Individuals	44,960	6,600	-	51,560
Special events	91,091	-	-	91,091
Interest income	10,900	-	-	10,900
Miscellaneous income	<u>143</u>	<u>-</u>	<u>-</u>	<u>143</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>333,975</u>	<u>6,600</u>	<u>-</u>	<u>340,575</u>
CHANGE IN NET ASSETS	462,155	594,323	-	1,056,478
Net assets at beginning of year	<u>5,585,092</u>	<u>5,556,095</u>	<u>-</u>	<u>11,141,187</u>
NET ASSETS AT END OF YEAR	<u>\$ 6,047,247</u>	<u>\$ 6,150,418</u>	<u>\$ -</u>	<u>\$ 12,197,665</u>

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF FUNCTIONAL EXPENSES – BRONX CHARTER SCHOOL FOR BETTER LEARNING I

YEAR ENDED JUNE 30, 2023

		Year ended June 30, 2023						
		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
Personnel services costs:								
Administrative staff personnel	5	\$ 63,403	\$ 23,060	\$ 86,463	\$ 295,701	\$ 119,547	\$ 415,248	\$ 501,711
Instructional personnel	80	4,696,867	1,016,712	5,713,579	-	-	-	5,713,579
Non-instructional personnel	8	856,263	125,731	981,994	106,766	6,671	113,437	1,095,431
Total personnel services costs	93	5,616,533	1,165,503	6,782,036	402,467	126,218	528,685	7,310,721
Fringe benefits and payroll taxes		1,408,222	289,713	1,697,935	130,993	25,003	155,996	1,853,931
Retirement		137,387	28,265	165,652	12,780	2,439	15,219	180,871
Legal service		-	-	-	39,156	-	39,156	39,156
Accounting / audit services		-	-	-	30,615	-	30,615	30,615
Other purchased / professional / consulting services		177,781	27,760	205,541	59,096	1,450	60,546	266,087
In-kind rent		2,197,707	452,134	2,649,841	204,432	39,020	243,452	2,893,293
Repairs and maintenance		103,087	21,208	124,295	9,589	1,830	11,419	135,714
Insurance		68,558	14,104	82,662	6,377	1,217	7,594	90,256
Utilities		80,122	16,484	96,606	7,452	1,423	8,875	105,481
Supplies and materials		95,090	15,291	110,381	4,511	861	5,372	115,753
Non-capitalized equipment/furnishings		7,858	1,617	9,475	730	140	870	10,345
Staff development		55,516	11,421	66,937	5,163	986	6,149	73,086
Marketing and recruitment		4,205	479	4,684	37,810	-	37,810	42,494
Technology		46,289	9,523	55,812	4,306	822	5,128	60,940
Food service		9,366	1,927	11,293	871	166	1,037	12,330
Student services		120,433	13,733	134,166	-	-	-	134,166
Office expense		111,343	22,907	134,250	10,357	1,977	12,334	146,584
Depreciation and amortization		229,395	47,193	276,588	21,338	4,073	25,411	301,999
Special events		-	-	-	-	78,794	78,794	78,794
Interest		8,548	1,759	10,307	795	152	947	11,254
Bad debt expense		281,463	5,816	287,279	-	-	-	287,279
Other		38,582	7,938	46,520	3,590	685	4,275	50,795
		\$ 10,797,485	\$ 2,154,775	\$ 12,952,260	\$ 992,428	\$ 287,256	\$ 1,279,684	\$ 14,231,944

BRONX CHARTER SCHOOL FOR BETTER LEARNING

STATEMENT OF FUNCTIONAL EXPENSES – BRONX CHARTER SCHOOL FOR BETTER LEARNING II

YEAR ENDED JUNE 30, 2023

Year ended June 30, 2023								
	No. of Positions	Program Services			Supporting Services			Total
		Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	
Personnel services costs:								
Administrative staff personnel	7	\$ 36,009	\$ 18,005	\$ 54,014	\$ 298,878	\$ 164,348	\$ 463,226	\$ 517,240
Instructional personnel	65	3,284,233	738,240	4,022,473	-	-	-	4,022,473
Non-instructional personnel	9	845,477	112,098	957,575	166,841	15,755	182,596	1,140,171
Total personnel services costs	81	4,165,719	868,343	5,034,062	465,719	180,103	645,822	5,679,884
Fringe benefits and payroll taxes		956,292	199,338	1,155,630	106,911	41,345	148,256	1,303,886
Retirement		69,263	14,438	83,701	7,743	2,995	10,738	94,439
Accounting / audit services		-	-	-	16,485	-	16,485	16,485
Other purchased / professional / consulting services		95,635	13,978	109,613	5,633	1,550	7,183	116,796
In-kind rent		1,650,190	343,982	1,994,172	184,488	71,346	255,834	2,250,006
Repairs and maintenance		59,937	12,494	72,431	6,701	2,591	9,292	81,723
Insurance		31,832	6,635	38,467	3,559	1,376	4,935	43,402
Utilities		34,620	7,217	41,837	3,870	1,497	5,367	47,204
Supplies and materials		76,194	11,298	87,492	3,375	1,305	4,680	92,172
Non-capitalized equipment/furnishings		1,529	319	1,848	171	66	237	2,085
Staff development		38,623	8,051	46,674	4,318	1,670	5,988	52,662
Marketing and recruitment		17,844	3,379	21,223	1,613	624	2,237	23,460
Technology		9,317	-	9,317	-	-	-	9,317
Food service		13,144	2,740	15,884	1,470	568	2,038	17,922
Student services		77,229	8,402	85,631	-	-	-	85,631
Office expense		66,962	13,958	80,920	7,486	2,895	10,381	91,301
Depreciation and amortization		90,206	18,804	109,010	10,085	3,900	13,985	122,995
Special events		-	-	-	-	14,144	14,144	14,144
Bad debt expense		275,491	7,363	282,854	-	-	-	282,854
Other		12,598	2,626	15,224	1,333	545	1,878	17,102
		<u>\$ 7,742,625</u>	<u>\$ 1,543,365</u>	<u>\$ 9,285,990</u>	<u>\$ 830,960</u>	<u>\$ 328,520</u>	<u>\$ 1,159,480</u>	<u>\$10,445,470</u>

SUNY Charter Schools Institute  
Budget Narrative

Education Corporation Name: Bronx Charter School for Be

Fiscal Contact:

Date: June 29, 2023

Name: Nicole Tennnat

Email: ntenant@bronxbetterlearni

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

Bronx Charter School for Better Learning (BBL) initial review process involved taking a detailed look at all budget line items to determine what items were essential to running the education corporation and what items needed to be reduced or eliminated.

BBL has taken precaution steps in the current fiscal year against the decrease in student enrollment and will continue to do the same steps for FY24. We budgeted conservatively for both General Education and Special Education enrollment by using the lowest reasonable figures for estimating.

When preparing the budget, we were as accurate as possible by using actual figures and including sources that have already promised funding for the upcoming fiscal year. We used the current fiscal year's figures as a baseline and estimated conservatively for both income and expenses where we did not have actual figures.

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

BBL will spend \$1,424,295 of ESSER funds Tier 2 by September 30, 2023.

BBL anticipates spending \$1,662,039 of ESSER funds Tier 3 by September 30, 2024

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

A portion of the funding was used to cover the costs of technology and online instructional resources. All students have an electronic device which will continue to provide quality instruction and other programming as well as meet the diverse learning needs of all students. The investment of technology in the classroom will continue to provide multiple resources for students to participate in learning and demonstrate their mastery of the learning standards.

Funding was also used to fund Social & Emotional Learning training and support for our Director of Student Support and Guidance Counselors . Staff are CPI certified though the "Train the Trainer Program" and can now train other staff members and provide them with the tools and skillsets that can be used to respond to difficult behavior in the safest and most effective way possible.

ARP funds covered the costs of professional development consultants who engaged with the school's leadership, professional development specialists, academic leaders, teachers, and assistants. Additional funding was used to cover the costs of our Professional Development Specialists who support the schools professional development program by providing ongoing coaching and mentoring. As with the training in Social & Emotional Learning, the training from outside professional development consultants and in-house professional development specialists, staff are well equipped to continue to train current and new staff.

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

William Bernhardt

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

N/A

**Business Address:**

N/A

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

**Signature**

[REDACTED]

7/20/23  
Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Ariel Dobkin

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Secretary

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

NA

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

NA

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

-

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

☒ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
None	None	None	None	None

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

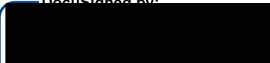
\_\_\_\_\_

**Home Telephone:**

Not listed

**Home Address:**

Not listed

DocuSigned by:  <small>660C886506D6403...</small>	7/19/2023
<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Gregory Kimble

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
N/A	N/A	N/A	N/A	N/A

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

[REDACTED]

**E-mail Address:**

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**Home Telephone:**

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**Home Address:**

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Marlon Henry

---

**Name of Charter School Education Corporation:**

Bronx Charter School For Better Learning

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Parent Representative

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

I am the father of a student

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

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**Business Telephone:**

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**Home Telephone:**

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**Home Address:**

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**Signature**

**Date**

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- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jem Pagan

---

**Name of Charter School Education Corporation:**

Bronx for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
N/A	N/A	N/A	N/A	N/A

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

kimberly kelly

---

**Name of Charter School Education Corporation:**

The Bronx Charter School for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chairperson

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/a

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/a

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/a

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

☐ **Yes** ☒ **No**

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

N/a

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
N/a	N/a	N/a	N/a	N/a

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**Home Telephone:**

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**Home Address:**

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[REDACTED]

7/12/2023

**Signature**

**Date**

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

MARILYN MAYE

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
12/1/2010-2/21/2011	Employee	Did not vote, did not participate in discuss	Richard Maye, Son
12/1/2009-6/30/2010	Employee	Did not vote, did not participate in discuss	
12/1/2005-6/30/2007	Employee	Did not vote, did not participate in discuss	

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

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**Business Telephone:**

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<b>Signature</b>	<b>Date</b>

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Neal Myerberg

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

na

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

na

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

na

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

☐ **Yes** ☒ **No**

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

na

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
na	na	na	na	na

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**Business Telephone:**

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7/18/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Syrion Jack, Esq.

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
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7/19/2023

**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Dean Thomas

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

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

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

NA

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

NA

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

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

-

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

☐ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
NA	NA	NA	NA	NA

-

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

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**E-mail Address:**

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**Home Telephone:**

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**Home Address:**

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7/20/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Marvin Waldman

---

**Name of Charter School Education Corporation:**

Bronx Charter School for Better Learning

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice-chair

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

NA

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

NA

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NA	NA	NA	NA	NA

-

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

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**E-mail Address:**

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**Home Telephone:**

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**Home Address:**

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<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Bronx Charter Schools for Better Learning**

**Board Minutes**

**April 27, 2023, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 895 3983 9067**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marilyn Maye
- Marvin Waldman
- Bill Bernhardt
- Syrion Jack
- Marlon Henry
- Gregory Kimble, Jr

**Board Members absent:**

- Dean Thomas
- Jem Pagán
- Neal Myerberg
- Ariel Dobkin

**Administration and Staff Present on Zoom:**

- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Vanessa Trezza
- Monay Harris (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its April 27, 2023 board meeting.

## **VOTE- Board Minutes**

Motioned	Gregory Kimble
Second	Marvin Waldman
In Favor	7
Oppositions	0
Abstentions	0

## **I. Executive Director's Report – April 27, 2023**

### **State Testing**

The Bronx Charter Schools for Better Learning 1 and 2 successfully administered the New York State English Language Arts (ELA) exams on Wednesday and Thursday, April 19-20. Preparations by BBL for state testing include:

- Training sessions for staff in Grades 2-5 on proctoring practices, led by the Assessment Team
- Professional development and curriculum support throughout the school year for teachers and teaching assistants
- Benchmark exams that reinforce state testing norms for students and instructional staff
- Targeted weekly Saturday sessions with students to support their learning needs and exam readiness. Students received support in ELA from March 4 – April 1 and for mathematics from March 25 – April 29
- The state math exams for grades 3-5 will be administered Tuesday and Wednesday, May 2nd-3rd. There is no science test this year.
- Structured analysis of the 2023 state test results will guide plans to accelerate student learning and curriculum adjustments for the 23-24 school year.

Moving forward, we anticipate the following shifts to state testing and accountability measures:

- In preparing to transition to computer-based testing next year for grades 3-5 in ELA and Math and Science in grade 5, we are exploring relevant training and working with the

Technology Department to ensure network capacity and the acquisition of any necessary hardware. Additionally, the Assessment Team is exploring online administration of our internal benchmark assessments to provide students with additional practice.

- During the pandemic period, accountability measures were adjusted statewide to focus on academic growth as opposed to proficiency rates. Further, during this timeframe, data from normed assessments other than the state tests (i.e., NWEA and STAR) were emphasized due to pandemic-related impediments to state testing. We anticipate the annual Accountability Report measures to include all previous accountability categories and incorporate both state test data in addition to other normed assessments that schools continue to utilize.
- The science state test, which previously assessed 4th graders, is being moved to 5th grade. The standards are now more closely aligned with ELA and math.

### PowerSchool Update

PowerSchool is an ecosystem of integrated education platforms designed to synthesize school functions, including student information systems, internal and external communication, grade books, and learning management. With Rediker, our current system, teachers, principals, and office staff currently toggle between different applications and external platforms to accomplish school-based tasks for which PowerSchool offers more streamlined solutions.

Over the past few months, principals, the technology team, operations, and office staff have collaborated with PowerSchool to develop and enact a scope and sequence for its implementation. The first part of the project to go live in August was the parent communication function, which offers two-way correspondence with BBL families for staff members. Feedback on the tool from parents, teachers, office staff, principals, and the development team has been consistently positive. One of the system's highlights is that parents are no longer required to download applications or log into portals. School communications now reach BBL families directly via email and text, allowing them to respond to messages directly through their preferred communication method.

The next phase of the PowerSchool launch was the Enrollment/Lottery function. PowerSchool offers an updated, largely automated, and customizable approach to lottery and registration, whereas our previous system required a high degree of manual data entry. All registration and enrollment forms are now available in Spanish, and the system guides parents throughout the process. While PowerSchool software supports parents with the paperwork component, we will return to inviting newly registered families and children to our schools before the beginning of the next school year to meet with the principals. New parent cohorts will also attend comprehensive, in-person orientations at each campus. Families registering their children in our schools will also be invited into the buildings to meet with principals.

### Lottery Update

BBL 1 and 2 held our annual lottery on Thursday, April 20, 2023. Results:

The Lottery for campuses at BBL1 & BBL2 was held on Thursday, April 20, 2023, at 4:00 p.m.

This was a single Lottery held to accommodate both schools and admission was open for Grades Pre-K to 5 for which there were 905 applications (483 at BBL1 and 422 at BBL2). Emails were sent out immediately to parents to inform them of the status of their applications.

The email sent to those parents whose children were offered a seat asks them to respond by Friday, April 28 as to whether they would accept the offer; the others were informed that their children are on a waiting list.

Pre-K had a total of 54 applications, 18 of which are siblings of currently enrolled students and will occupy the seats for the coming school year. Letters are being sent to the others who are now on a waitlist.

Parents who accept our offer will be asked to upload the required registration documents between May 1 and May 26. We anticipate that in-person meetings will be held between May 30 and June 2 with these parents hosted by the Principals and the Student Support Coordinators of each campus to complete the Home Language Survey. We also ask that parents bring their children for a quick in-take meeting with school administrators.

June 13 is the date that has been set for the New Student Orientation session for both campuses.

The next component of the PowerSchool platform to go live will be the student information system (SIS). This part of the platform incorporates all elements of student data management, including attendance, academics, discipline, demographic information, scheduling, and alumni records. The technology team, operations, principals, and office staff are collaborating to develop the SIS, which will continue through the beginning of summer. Time will be allocated during Summer Orientation to train staff on the platform before the launch.

### **Teacher Recruitment and Retention**

Teacher recruitment and retention remain priorities for both BBL campuses. Over the course of the year, school leadership has advertised job openings on different employment platforms in both English and Spanish, attended job fairs, engaged staff in referring friends and former colleagues, reached out to colleges, and produced teacher recruitment videos to post on our website and social media platforms.

Efforts implemented to promote teacher retention include:

- hosting faculty appreciation events and staff gatherings, including a holiday party;
- redesigning the salary scale to incorporate pay increases (at least 5% for teachers and 15% for teaching assistants), holiday and longevity bonuses, and incentive pay;
- inviting staff to share feedback both formally and informally through events such as the World Café, town halls, and scheduled meetings, and by leadership making a concerted effort to be open and available upon request;
- offering opportunities for training and professional advancement, including stipend positions, ongoing professional development, and participation in our enrichment program;
- continuing to provide a robust benefits package and tuition reimbursement.

As detailed in February's Executive Director's Report, BBL experienced an instructional staff turnover rate of roughly 43% between the summers of 2000 and 2022. While we remain hopeful that our teacher retention efforts will lead to a decreased turnover rate for the

upcoming school year, we are proactively exploring additional means of attracting and retaining qualified teachers.

We will continue the abovementioned strategies to promote teacher recruitment and retention during the 2023-2024 school year. Additionally, we are exploring a long-term opportunity that can aid our efforts for the 2024-2025 school year. In response to the nationwide teacher shortage, recruiting teachers from overseas has become increasingly common in charter, private, and district schools. To learn more about the process, on Monday, April 3, I met with Jennifer Chun, a board-certified immigration lawyer who specializes in supporting schools and those seeking to come to the United States to pursue teaching careers. During our initial information-seeking discussion, we educated ourselves on the different types of visas, potential costs, benefits of sponsorship, and the general process:

- The H-1B visa is recommended for employment in schools. A non-immigrant visa allows US employers to hire foreign workers in specialty occupations temporarily.
- The US government places an 85,000 cap on the number of H-1B visas that can be issued. However, schools can qualify as H-1B visa cap-exempt employers and not be subjected to the quota.
- H-1B registration process:
  1. Send Jennifer Chun an IRS letter showing your school is tax-exempt under IRS rule 501(c)(3) for educational purposes.
  2. Current Memorandum of Understanding (MoU), demonstrating affiliation with a college or university.
  3. Complete Jennifer Chun's questionnaire and provide Financial documents.

#### H-1B Fees:

1. One-time filing fee to US Department of Homeland Security: \$960
2. Filing fee of Extension is \$460
3. One-time lawyer fee of \$3900 to review and establish H1-B cap exemption
4. Lawyer fee of \$3900 per applicant
5. Optional premium processing fee (Expedite) of \$2500

In addition to widening the pool of applicants, this practice provides schools with greater staffing stability. As explained by Ms. Chen, educators working in the United States on H-1B visas tend to remain with their employers until they have achieved their green card status.

**VOTE – Personnel Action Items 1.a.i.-2**

Motioned	Marilyn Maye	
Second	Gregory Kimble	
In Favor	7	
Oppositions	0	
Abstentions	0	

## **II. PERSONNEL ITEMS– April 27, 2023**

### **1. New Hires**

- a) The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

i. BBL2

1. Doreen Harris, Teacher Assistant, \$36,140.57, effective April 24, 2023.

### **2. Resignations**

- a) The Bronx Charter School for Better Learning Board of Trustees approves the following resignations:

i. BBL1

1. Charity Ralph, Teacher Assistant, effective, April 14, 2023.

\*\*\*\*\*

The Board Meeting adjourned at 7:00 PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of April 27, 2023, Board Minutes \*\*\***

**Bronx Charter Schools for Better Learning**

**August 25, 2022, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 891 3567 3572**

**Board Minutes from August 25, 2022**

**Trustees Present on Zoom:**

- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Kimberly Kelly
- Gregory Kimble, Jr
- Marilyn Maye
- Neal Myerberg
- Marvin Waldman

**Board Members absent:**

- Marlon Henry
- Jem Pagan
- Dean Thomas

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its August 25, 2022 board meeting.

**Motion:** Syrion Jack

**Second:** Gregory Kimble, Jr

**In favor:** 8

**Opposed:** 0

**Abstentions:** 0

## I. Executive Director's Report – Aug. 25, 2022

### A Look Forward

In its 19th year of operation, the Bronx Charter Schools for Better Learning (BBL) Educational Corporation (Board of Trustees) applied to the Charter School Institute (CSI) for a complete five-year renewal for two charter schools. SUNY authorizes 221 charter schools serving approximately 120,000 students across New York State in the 2021-22 school year:

- 193 in and around NYC, Manhattan (40); Brooklyn (71); Bronx (58); Queens (16); Staten Island (1); Long Island (5); Mt. Vernon (1); and Poughkeepsie (1)
- 8 in the Capital District, Albany (6); Troy (1); Schenectady (1)
- 10 in Western NY, Buffalo (10); and,
- 10 in Central NY, Rochester (7); Elmira (1); Homer (1); Ithaca (1)

Officially, through a comprehensive application process, the Board of Trustees applied to CSI for the fifth full-term renewal for BBL I and the third cycle for BBL II. CSI employs a nine-phase application process to determine if BBL made a good case for renewal in its operation and governance of two schools. The method informs CSI's recommendation to SUNY and addresses four central questions:

1. Is the charter an academic success?
2. Is the charter an effective, viable organization?
3. Is the education corporation fiscally sound?
4. Are the plans for the charter reasonable, feasible, and achievable?

**Renewal Application Status:** On August 15, 2022, BBL submitted the Application for Charter Renewal for BBL I and II. A special commendation goes to the Supervisor of Operations and Accountability and school-based administrators for their efforts to engage the charter renewal process and timeline.

**Next Steps:** On November 9-10, 2022, CSI will host a series of in-person focus group interviews. The groups include the Board of Trustees, BBL staff, and parents. The dates of importance include the following:

- Pre-Visit Documents Due: October 14, 2022, at 12 PM
- Pre-Visit Call: October 21, 2022, at 11 AM
- School-Based Renewal Visit: November 9 – 10, 2022
- Board Interview: November 9, 2022, at 5:30 PM
- Parent Focus Group: To be determined during the CSI Pre-Visit Call

***Board Prep for CSI Interview:*** In October 2022, the Board will host a series of sessions to plan for an in-person meeting with CSI. The suggested steps include but are limited to the following.

1. Strategy Committee – Outline a five-year plan for the organization
2. Finance Committee – Review the five-year budget projection
3. Full Board – Participate in two preparation sessions
4. Full Board – Attend the in-person CSI interview on November 9, 2022, at 5:30 PM

## **Gala 2022**

Gala plans are underway as the Gala approaches on October 13, 2022. The Director of Advancement sent invitation packets to all Trustees for you to share with your networks and conduct your solicitations. Our team is here to assist Trustees' outreach. In addition to current and former donors, we have invited past and present parents, adult alums, vendors, and consultants to participate by purchasing a ticket, table, or contributing. Please make and confirm your Gala commitment as soon as possible by contacting Mala Sukhman.

## **ALLIANCE FOR BETTER LEARNING UPDATE:**

In July 2022, the Alliance for Better Learning partnered with the I Have a Dream Foundation to implement a five-week program for 20 Pre-school to 2nd-grade students at the 13th Avenue Elementary School in Newark, NJ. Before the start of the program, three teachers and several teaching assistants participated in a week-long training, focusing on three apps, *iReadBetter*, *iCountBetter*, *iSpellBetter*, as well as the principles of *The Subordination of Teaching to Learning*. Throughout the five-week program, the key strategies included classroom management, Words in Color, Read-Alouds, and the writing process.

The training helped teachers improve their practice and become skilled at forging strong relationships with students, planning and preparing lessons, differentiating instruction, and implementing the academic choice. Data from the apps and extensive video footage reveal this summer's incredible learning. Preschool students learned to read, write words and sentences, share stories, do mathematics, and articulate and regulate their emotions. Older students improved their literature analysis, wrote, and revised numerous drafts, greatly expanded their

understanding of quantity, ordinals, and cardinals, and strengthened their conflict-resolution skills. Teachers reported that the training and coaching sessions were indispensable to their progress as educators.

The Alliance for Better Learning will build on its success, expanding to reach more teachers and students in the 2022-2023 academic year.

### **Priorities**

The 2022 – 2023 school year serves as a baseline year post-pandemic and anticipates the execution of a well-established and respected educational program. Management seeks to reach this objective by prioritizing the following actions.

1. Charter School Renewal – By November 2022, BBL will effectively complete the charter renewal process to obtain a full-term five-year renewal for BBL 1 and 2.
2. Professional Development (PD) – Throughout the 2022-23 school year, the PD department will collaborate with school leaders to offer an enhanced training and coaching program for teachers in years one to three of their stint at BBL.
3. Enrichment Program – By January 2022, BBL will implement a pilot enrichment after school to introduce students to project-based learning integrated with science, technology, engineering, and math.
4. 20th Anniversary – By January of 2022, BBL will introduce a list of activities designed to celebrate the 20th year of operation.
5. Alliance for Better Learning (ABLE) – By June of 2022, BBL will engage ABLe as a sister organization to expand the reach and interest in our pedagogy – the subordination of teaching to learning.

## **II. ANNUAL REORGANIZATION – Aug. 25, 2022**

The Bronx Charter School for Better Learning Board of Trustees approves and accepts the Election of Officers of the following individuals below:

### **ELECTION OF TRUSTEES**

- i) **Chairperson**- Kimberly Kelly  
**Motion:** Marvin Waldman      **Second:** Syrion Jack  
**In Favor:** 7      **Opposed:** 0      **Abstentions:** 1
- ii) **Vice Chairperson**- Marvin Waldman  
**Motion:** William Bernhardt      **Second:** Syrion Jack

- In Favor: 7                  Opposed: 0                  Abstention: 1**
- iii) **Secretary**- Ariel Dobkin
- Motion:** Marvin Waldman                  **Second:** Syrion
- In Favor: 7                  Opposed: 0                  Abstention: 1
- iv) **Treasurer**- Marilyn Maye
- Motion:** Kimberly Kelly                  **Second:** Marvin Waldman
- In Favor: 7 Opposed: 0                  Abstention: 1**

**NOTE:** The Parent Representative will be voted on and presented before the board in September 2022 Board Meeting.

The Bronx Charter School for Better Learning Board of Trustees approves and accepts the Election of Trustees term renewals of the following individuals:

#### **ELECTION OF TRUSTEES- TERM RENEWALS**

- i) Kimberly Kelly, renewed for term C through 2025.
- ii) Marvin Waldman, renewed for term C through 2025.
- iii) Syrion Jack, renewed for term C through 2025.
- iv) Marlon Henry, renewed for term C through 2025.
- i) Ariel Dobkin, renewed for term C through 2025.

**Motion:** Marvin Waldman                  **Second:** Syrion Jack

**In Favor: 7                  Opposed: 0                  Abstention: 1**

The Bronx Charter School for Better Learning Board of Trustees approves and accepts the Election of Trustees term renewals of the following individuals:

#### **COMMITTEES**

##### **FUNDRAISING-DEVELOPMENT**

- Dean Thomas
- Gregory Kimble Jr.

- Ariel Dobkin
- Neal Myerberg
- Marvin Waldman

#### **FINANCE-AUDIT**

- Marilyn Maye
- Neal Myerberg
- Kimberly Kelly
- Syrion Jack

#### **COMPLAINT REVIEW**

- William Bernhardt
- Neal Myerberg
- Kimberly Kelly
- Marlon Henry
- Syrion Jack

#### **EDUCATION**

- William Bernhardt
- Marilyn Maye
- Marlon Henry
- Marvin Waldman
- Gregory Kimble Jr.

#### **TEACHER EMPLOYMENT**

- William Bernhardt
- Marilyn Maye
- Marlon Henry
- Kimberly Kelly

#### **STRATEGIC PLANNING**

- William Bernhardt
- Marilyn Maye
- Jem Pagan
- Ariel Dobkin
- Kimberly Kelly
- Marvin Waldman

#### **POLICY-GOVERNANCE**

- Marilyn Maye
- Gregory Kimble Jr.
- Ariel Dobkin
- Kimberly Kelly
- Marvin Waldman

**Motion:** Marvin Waldman    **Second:** Syrion Jack

**In Favor:** 7

**Opposed:** 0

**Abstention:** 1

**NOTE:** Syrion Jack was added to the Complaint Review and Finance Committees. Gregory Kimble was added to the Education Committee.

### III. PERSONNEL ITEMS– Aug. 25, 2022

#### **Resignations**

The Bronx Charter School for Better Learning Board of Trustees accepts the resignations of the following individuals:

- I. Natalie Carrero, BBL1 Teacher, effective June 30, 2022.
- II. Fahim Chowdhury, BBL1 Teacher, effective June 30, 2022.
- III. Anniesha Edwards, UPK Teacher, effective August 29, 2022.
- IV. Taylor Goldstein, BBL1 Teacher, effective June 30, 2022.
- V. Sushane Locke, BBL1 SPED Teacher, effective August 16, 2022.
- VI. Mary-Kate Petz, BBL1 Teacher, effective August 31, 2022.
- VII. Tracy Rubinstein, BBL1 Teacher, effective August 14, 2022.
- VIII. Daveisha Augustin, BBL1 Teacher Assistant, effective August 31, 2022.
- IX. Jackelyn Aguirre, BBL2 Teacher, effective June 30, 2022.
- X. Nykia Comerie, BBL2 Academic Leader, effective August 2, 2022.
- XI. Victoria Frascone, BBL2 Teacher, effective, August 26, 2022.
- XII. Tisha Joseph, BBL2 Guidance Counselor, effective June 30, 2022.
- XIII. Madelyn Jurish, BBL2 Teacher, effective August 2, 2022.
- XIV. Gabrielle Hosny, Executive Assistant to ED, effective, July 7, 2022.

#### **New Hires**

The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

- XV. Nichole Campbell-Brown, BBL1 Teacher, \$59,483.18, effective, September 1, 2022.
- XVI. Michael Llano, BBL1 Instructional Assistant, \$31,202.17, effective September 1, 2022.
- XVII. Christopher Metzger, BBL2 Teacher, \$54,804.73, effective September 1, 2022.

- XVIII. Pamela Pindling, BBL2 SPED Teacher, \$59,483.18, effective September 1, 2022.
- XIX. Anuri Ireaia, Part-Time Development Assistant, \$25/hr., effective July 13, 2022.

### **Salary Adjustments**

The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments:

- XX. Petagaye Smith-Loague, BBL2 Teacher Assistant to BBL2 Teacher, \$54,804.73, effective September 1, 2022.
- XXI. Anuri Ireaia, Full-Time Development Assistant, \$48,000, effective August 16, 2022.
- XXII. Dian Scott, BBL2 Office Manager from \$65,579.46 to \$70,000, effective July 1, 2022.

**Motion:** Marvin Waldman      **Second:** Syrion Jack

**In Favor:** 7      **Opposed:** 0      **Abstention:** 1

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

## **IV. BBL SAFETY PLAN– Aug. 25, 2022**

### **The Bronx Charter Schools for Better Learning Safety Plan 2022-23**

The Bronx Charter Schools for Better Learning (BBL) provides a safe, nurturing environment so that all students feel safe and are able to focus on learning activities. To continue to foster such an environment we remain clear that the safety of our students and staff is our top priority. Our policies and procedures reflect that priority. Moreover, we maintain an outstanding relationship with our colocated schools such that issues inside and outside the school building are effectively communicated between BBL and our NYCDOE schools to swiftly resolve them. We recognize that both the established policies and consistent communication with our colocated schools are key to protecting our children in the face of threats of violence and threats of natural disasters. As such, preventing any direct harm to our students by way of those threats starts with preparation for them and taking all steps necessary to prevent them. Furthermore, should an emergency occur, we seek to mitigate their effects, stabilize our environment afterward and ultimately restore a safe, learning environment.

**Effective Classroom Practices Training for all Staff:**

Preventing acts of aggression or violence is of utmost importance in providing a positive school culture. In this prevention effort, during our annual Staff Orientation Week, prior to the start of the school year, staff are required to participate in emergency response training conducted by our administration. Furthermore, all BBL staff are required to participate in workshops and ongoing professional development on Effective Classroom Practices (page 9 of [Parent Handbook](#)). In building a caring community, we recognize the importance of continuous professional development to implement best practices and address individual situations as they arise. Our teaching staff holds daily morning meetings to make connections with students and to gauge the social/emotional state of each individual student. These meetings have a specific structure and system so that each student participates. If a student reveals information that indicates a problem or challenge, he/she is facing or is aware of, the teacher notifies our guidance staff who then meets with the student to discuss the issue presented. If the Guidance Counselor determines that administration must be notified, he/she will notify the principal/designee to identify a current or potential violation of the BBL Code of Conduct.

**Code of Conduct:**

A detailed Code of Conduct describes the expected behavior of student, staff and visitors to the school buildings and the disciplinary actions. Expectations will be communicated to all students, staff and parents. The BBL Code of Conduct can be found in our [Parent Handbook](#) (pages 25-36), located on our website:

<https://www.bronxbetterlearning.org/parent-resources/information-resources>

In either case, the parent is notified to inform him/her of any penalty and to partner with us to best support the student going forward.

As part of our community-building plans to prevent and correct, if necessary, any instances of bullying or other poor social behavior, we have a biweekly lesson by our guidance staff on varying topics of social/emotional learning. Moreover, we invite organizations to provide assemblies for our students on bullying. Any violation of our code of conduct is approached from a restorative justice lens to encourage students against further transgressions and to provide support for those students who may have been the target of said transgression.

**Contacting Parents:**

Parents are our first partners in our student's education and all efforts to keep our students feeling safe are done through our partnership with them. In the event of a school emergency, BBL has policies and procedures in place to inform parents/guardians (page 12 of the [Parent Handbook](#)). Parents/guardians will be notified, if necessary, via email, phone, and text messaging in the event of an unscheduled early dismissal due to a school emergency. Additionally, BBL has policies and procedures (page 12 of the [Parent Handbook](#)) in place to contact parents in the event of an act of violence perpetrated by an individual within our school community.

Through our partnership with our NYCDOE collocated schools, we actively participate in the Building Response Team. The Building Response Teams meet once a month to address current

and ongoing issues. Any coordination of schedules or special activities is discussed and planned for at the meetings. More importantly, as it relates to school emergencies, the Building Response Teams discuss any emerging issues of safety with the team to address and curb them.

### **School Safety Agents:**

Each BBL school building has School Safety Agents to log in school visitors and, when necessary, respond to emergencies in the building and on school grounds. The School Safety Agents have an excellent working relationship with the local police precinct and will immediately call them to the school to secure any threats. School Safety Agents are well-trained by the NYPD and work closely with the BBL administrative team to ensure a safe environment for staff and students.

### **Training and Drills:**

All principals are required to complete mandatory Emergency Readiness training, which is valid for two years. Training is offered online during July and August, and during the school year for new principals who begin their positions after September 1.

All drills are building wide and are scheduled by our Building Response Team to meet the necessary mandates of the NYCDOE. These drills are thus coordinated between the principals/designees and the School Safety Agents to ensure the safety of all staff and students. The PA system in the building is used to alert all colocated schools of the drill and in the event of an actual emergency. These emergencies include dangerous storms, hazardous material spillages, mass casualty accidents, active shooters, pandemics and other emergencies that threaten the safety and/or health of our staff and students.

**Fire Drills:** Fire drills are scheduled to train staff and students in emergency evacuation procedures to leave the building in the shortest time possible.

Teachers are trained to:

- Grab the evacuation folder (with attendance sheet and Assembly Cards).
- Lead students to evacuation location as identified on Fire Drill Posters. ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.
- Take attendance and account for students.
- Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

Soft Lockdown (Shelter-In) Drills: Soft lockdown drills train staff and students to be prepared to remain in classrooms, away from windows, in the event that a threat or some threatening activity comes from outside the school building.

Teachers are trained to:

- Increase situational awareness.
- Conduct business as usual. The Shelter-In directive will remain in effect until hearing the “All Clear” message: “The Shelter-In has been lifted,” followed by specific directions

Hard Lockdown: Hard lockdown drills train staff and students to remove themselves from visibility in the event that an intruder enters the building. Any students not already in a classroom or office will go to the closest one and remain there until the drill is complete. Doors are locked, lights are turned off and all staff and students remain out of sight from the hallway until the lockdown is lifted.

Bus Drills: BBL Staff conducts bus drills, in cooperation with the bus drivers, and with students who take the bus.

As stated above, all emergency procedures are intended to prepare staff and students to remain calm and focused on the safety of themselves and others in the event of an actual emergency. BBL works with our staff and students to prevent threats from members of our community. Additionally, BBL works collaboratively with our collocated schools to ensure that all systems in place work together to secure the building and the people in it. The team conducts a debrief after every drill with school leaders, as well as a multi-agency debrief to assess the effectiveness and identify any areas where corrective action may be required. Our communication is scheduled through the Building Response Team (BRT) and continues throughout the year as different situations present themselves.

**Emergency Response Protocols:**

Quick and accurate contact with appropriate law enforcement officials is essential in the event of an emergency. These relationships have been established by the participation of members of the BRT. The means to contacting law enforcement officials and Department of Education safety officials is documented in the Building-Level Emergency Response Plan

For Building-Level safety Response Plans and protocols, please contact your building administrator.

**NOTE:** The updated version includes the changes suggested by Shubert and Gregory Kimble. The words "Parent Handbook" contains the hyperlink to the website.

**Motion:** Marilyn Maye

**Second:** Bill Bernhardt

**In favor:** 8

**Opposed:** 0

**Abstentions:** 0

\*\*\*\*\*  
\*\*\*

The Board Meeting went into Executive Session at 6:28 PM and returned at 7:14 PM

The Board Meeting adjourned at 7:15 PM

**Motion:** Syrion Jack

**Second:** Bill Bernhardt

**In favor:** 8

**Opposed:** 0

**Abstentions:** 0

Respectfully submitted,

Monay Harris, Interim Executive Assistant

**\*\*\*End of Board Minutes from August 25, 2022\*\*\***

[BACK TO THE AGENDA!](#)

**Bronx Charter Schools for Better Learning**

**December 15, 2022, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 815 9900 6516**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marilyn Maye
- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Dean Thomas
- Marlon Henry
- Neal Myerberg
- Jem Pagán
- Gregory Kimble, Jr

**Board Members absent:**

- Marvin Waldman

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)
- Ms. Nadia Duncan

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its December 15, 2022 board meeting.

**VOTE- Board Minutes**

Motioned	Ariel Dobkin
Second	William Bernhardt

In Favor	10
Oppositions	0
Abstentions	0

Note: Eight Trustees were present at the time of the vote.

## I. Executive Director's Report – December 15, 2022

### Reflection

Four months into the 2022-2023 school year, the Bronx Charter Schools Better Learning (BBL) is in full swing - managing, with expected challenges, reset of policies, practices, and routines after two years of upheaval due to the pandemic. I cannot thank the parents, staff, students, and administrators enough for embracing in-person learning as the best modality to deliver our unique approach and pedagogy – the subordination of teaching to learning.

As Executive Director, I publicly renew my commitment to supporting the educational philosophy that has served the BBL so well for almost 20 years. Specifically, I encourage BBL to sustain a robust investment in a systems approach to training, coaching, and reflecting on the pedagogy's implementation to ensure that the following ideals are true in our schools.

- **Teachers, administrators, and the Board** – Promote an engaging and effective educational experience in our school that depends on teachers' realizing a simple fact: "every person, adult, and child learns by creating his or her own personal understanding."
- **Teachers, administrators, and the Board** – Model and inspire a Better Learning environment that is "significant, satisfying, and energizing", where "great teachers do not try to pass on knowledge."
- **Teachers, administrators, and the Board** – Recruit, employ, and train skilled educators to "create the conditions that support a learner's process of self-education, and look to reduce the burden on memory, relying instead on people's intelligence, through which they create their understanding."

At best, our educational program and practices align well with the natural elements of human learning. Our pedagogy is challenging to learn. Also, the theory and practice of our pedagogics

require an interconnected system of leadership, professional development, coaching, and materials to support the following.

- **Recruitment** – Staff our schools, at **all levels**, with individuals who demonstrate the prerequisite mindset and skills to embrace the pedagogy.
- **Onboarding** – Onboard **all** new staff in a manner that efficiently unveils BBL expectations and supports them through professional development, coaching, and effective training resources.
- **Continuous Learning** – Promote continuous learning, one of four core values, as the means to build professional capacity to yield high academic outcomes.

With all people and systems in place, culture, climate, and resources, we have an opportunity to emerge **again** as an exemplar of educational excellence.

### BBL Cultural Survey

During the summer of 2022, the Board of Trustees authorized the formation of an ad hoc committee to collect feedback from 16 school-based leaders from across the network. BBL hired a consultant to develop a seven-question survey and evaluate the qualitative findings. The committee approved the distribution of the survey and held multiple conversations to deliberate a comprehensive report submitted by the consultant.

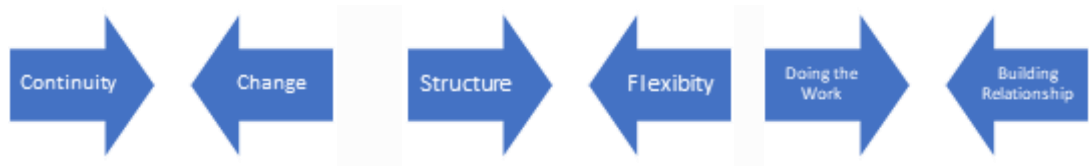
The committee will subsequently share a detailed report to the Board of Trustees with findings that fall into three categories summarized as follows.

1. **Organizational Change** – Survey respondents are transitioning through organizational change at different speeds.
2. **Standards and Vision** – The Executive Director is held to a different and higher standard than other staff and is expected to offer a vision and cultivate and utilize the gifts of staff.
3. **Feeling Stuck** – The BBL community is experiencing feeling stuck, requiring collective involvement, communication, and feedback to move forward.

Next, the ad hoc committee asked the Executive Director (ED) to offer a vision to move the organization forward while bolstering the strength of the pedagogy. The ED agreed and will

present a draft tool that offers clarity on a systemic approach to address long-standing problems and equipment for the organization to manage the polarity tensions, presented below, and disclosed in the recent survey.

### ***BBL Polarity Map***



### **Core Values Diagram**



**SMART Goal** – By 2025, BBL will restore a high level of professional skill and capacity across the network whose academic results rival that of the recent past, mainly the academic data from 2018-2019, while nurturing a culture around the Core Leadership Values where the educational philosophy – the subordination of teaching to learning, thrives in perpetuity.

### **Charter Renewal Update – Public Hearing**

On Thursday, December 8, 2022, BBL participated in a public hearing facilitated by the NYC Charter Office. The session allowed the public to share sentiments about BBL and the pending charter renewal.

### **Alliance for Better Learning**

In 2021, the Bronx Charter Schools for Better Learning (BBL) Board of Trustees approved the creation of the Alliance for Better Learning (Alliance) as a nonprofit. The mission of the Alliance is to support the proliferation of the BBL pedagogy – the Subordination of Teaching to Learning.

The Alliance has a Board structure of five members, of which they delegated two seats to BBL. BBL Trustee Gregory Kimble is Chair of the Alliance Board, and Dr. Author Powell serves as the Executive Director. BBL has one additional seat to fill on the Alliance Board.

### **Status Updates**

1. Certificate of Incorporation – On April 8, 2022, the Alliance filed with the State of New York (the Certificate) for the Certificate of Incorporation, and the Board adopted a resolution.
2. Alliance For Better Learning INC. – IRS EIN – 88-1813104.
3. Tax Exempt Status – The Alliance intends to submit Form 1023, an Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code.
4. Alliance and BBL Agreement – The document is undergoing a second revision under the legal direction of attorneys Paul O'Neill and Lisa Holtzmuller.
5. Loan Request – The Alliance has not formally submitted a startup funding request.

## **II. PERSONNEL ITEMS– December 15, 2022**

### **1. New Hires**

- a. The Bronx Charter Schools for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.
  - i. BBL1

1. Anniesha Edwards, Teacher, \$66,904.28, effective October 24, 2022.
2. Brittani Detiege, Teaching Assistant, \$31,202.17, effective December 16, 2022.

ii. BBL2

1. Essie Rogers, Guidance Counselor, \$57,216.16, effective December 16, 2022.

**2. Adjustments**

- a. The Bronx Charter Schools for Better Learning Board of Trustees accepts the following salary adjustments

i. Network

1. Kevin Melendez, Part-time Media Specialist at \$25/hr to Full-time Media Specialist, \$50,000, effective December 16, 2022.

ii. BBL2

1. Khea Lynch, Level 1 Teaching Assistant at \$33,757.69 to Level 3 Teaching Assistant, \$35,534.44, effective December 3, 2022.

**3. Resignations**

- a. The Bronx Charter Schools for Better Learning Board of Trustees approves the following resignations:

i. BBL1

1. Rhonda Taylor-Colquhoun, Teaching Assistant, effective November 25, 2022.
2. Yomary Velez, Teacher, effective December 16, 2022.

**4. Leave**

- a. The Bronx Charter Schools for Better Learning Board of Trustees accepts the paternity leave request for Keyvan Perez, BBL2 Teacher, from January 6, 2023 - February 14, 2023, and May 8, 2023 – June 26, 2023.

## **5. Holiday Bonus**

- a. The Bronx Charter Schools for Better Learning Board of Trustees approves holiday bonuses for the staff members listed on the FY23 Holiday Bonus attachment. The total cost of the holiday bonus is \$193,750; \$113,000 BBL1 and \$80,750 BBL2. Total amounts are subject to change pending Board approval of the Executive Director and Administration bonus amounts.

### **VOTE - Personnel Items 1.0 – 4. a.**

Motioned	Neal Myerberg	
Second	William Bernhardt	
In Favor	10	
Oppositions	0	
Abstentions	0	

### **VOTE -Personnel Item 5. a.**

Motioned	Syrion Jack	
Second	Dean Thomas	
In Favor	10	
Oppositions	0	
Abstentions	0	

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

\*\*\*\*\*

The Board Meeting went into Executive Session at 6:09 PM and returned at 7:14 PM

The Board Meeting adjourned at 7:14 PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of Board Minutes from December 15, 2022\*\*\***

**Bronx Charter Schools for Better Learning**

**Board Minutes**

**February 16, 2023, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 884 2087 5483**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marilyn Maye
- Marvin Waldman
- Bill Bernhardt
- Syrion Jack
- Marlon Henry
- Gregory Kimble, Jr

**Board Members absent:**

- Ariel Dobkin
- Dean Thomas
- Jem Pagán

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its February 16, 2023 board meeting.

## **VOTE- Board Minutes**

Motioned	Syrion Jack
Second	Neal Myerberg
In Favor	8
Oppositions	0
Abstentions	0

## **I. Executive Director's Report – February 16, 2023**

### **Reflection**

The Bronx Charter Schools for Better Learning (BBL) executes an educational program, in theory, and practice, that is unique. The pedagogy - Subordination of Teaching to Learning, and the curriculum, including Words in Color and Gattegno Math are all unique. The challenge for BBL in its 20th year is simple yet complex. We must continue to find ways to staff our schools and build the capacity to execute the model.

### **Staff Attrition**

The staff attrition at BBL in the past three years has been uncommonly high and diminishes the instructional capacity of the organization. Specifically, from the summer of 2020 to 2023, BBL witnessed an approximately 43% turnover of instructional staff (see Table 1). We also saw the retirement of key staff as the prevailing instructional leader at BBL 1 & 2. This role functioned out of the Professional Development Department (PD). In summary, we felt the impact of staff attrition in the following areas.

1. Human Resources – BBL processed approximately 63 resignations in a three-year without support from a robust HR mechanism. The administrative staff pushed forward to recruit and fill all vacancies, i.e., teachers, teaching assistants, guidance, specialist, office staff, and IT positions.
2. Impact of Attrition – BBL witnessed an approximate 43% turnover rate of teaching staff in three years. The number of resignations and subsequent new hires put increased stress on the PD Team, Academic Leaders, and administrators to train, support and coach the influx of new staff over three years.
3. Specialized Pedagogy – A recent assessment of staff mastery and capacity to implement the pedagogy showed that staff in years 1-3 at BBL achieved an average 42% capacity score, and teachers in years 4-6 and 6+ years at BBL had a capacity score of 58% and 67% respectively.
4. Professional Development – The Professional Development Department staff is stretched to capacity across three buildings. The team includes a Supervisor of Curriculum and Instruction, and four PD specialists, buffered by 11 Academic Leaders assigned to two schools, six at BBL 1 and five at BBL 2.

### **Executive Director Recommendations.**

1. Sustained Investment in PD - The Board and management should review the *Staff Capacity Evaluation* and *Staff Attrition Analysis* data to determine the financial investment required to sustain PD and coaching to increase the overall *Instructional Capacity Rating* from 56% to 70% (See Table 2).
2. Data-Driven Culture of Leadership – Management should find ways to reduce its focus on the operational tasks and increases monitoring of program effectiveness, i.e., student achievement data, attendance data, student engagement data, teacher effectiveness data, program implementation data, student feedback data, and outcome data. (See Table 3).
3. Operations & Accountability – The Supervisor of Operations and Accountability (SOA) will continue to facilitate bi-weekly Executive Management Team meetings with a focus on Operations and host weekly meetings with the Academic Leaders to collect feedback on operational tasks that affect their work in the classroom.
4. Human Resources – The Director of Finance will continue as project manager of the search to fill the Human Resources Director position and collaborate with Professional Nonprofit Partners (PNP) to build a candidate pool.
5. Culture and Climate Consultant – The Executive Director seeks the Strategy Committee’s review and consideration of an agreement with Culture Partners. CP shared a proposal to conduct a series of service activities designed to assess and improve the climate and culture of BBL.

#### Advancement – A Community-Based Approach to Philanthropy

At a recent Development Committee meeting, our trustees suggested a community-based fundraising and development approach. The approach emphasizes collaboration and community engagement to achieve greater awareness of the Bronx Charter Schools for Better Learning by local businesses and philanthropic-minded individuals. The method includes research on local businesses, marketing outreach strategy, and donor cultivation events targeting zip codes 10466 and 10469.

#### BBL Community Conference

On Tuesday, February 28, 2023, from 5:00 to 7:00 PM, BBL will host a Community Conference focused on Educational Excellence. The purpose is to showcase BBL as an exemplar in the community and promote ideas that will inspire the community to advocate excellence in community schools. The targeted audience for this event includes BBL parents, community members, local businesses, politicians, and BBL staff and Trustees. We have lined up four powerful speakers, and our performing arts team is preparing a joint vocal and dance performance featuring students from BBL 1 and 2.

# Tables

**Table 1. Staff Turnover Rate – Summer 2000, 2021, and 2022**

BBL1									
Date	Teachers		Assistants		Guidance		All Staff		
	Total	# Resigned	Total	# Resigned	Total	# Resigned	Total	# Resigned	Percentage
Summer 2020	46	6	31	1	6	0	83	7	8.43%
Summer 2021	44	8	32	8	6	1	82	17	20.73%
Summer 2022	49	6	28	2	6	1	83	9	10.84%

BBL2									
Date	Teachers		Assistants		Guidance		All Staff		
	Total	# Resigned	Total	# Resigned	Total	# Resigned	Total	# Resigned	Percentage
Summer 2020	35	4	21	2	3	0	59	6	10.17%
Summer 2021	34	11	24	3	4	1	62	15	24.19%
Summer 2022	33	7	26	1	4	1	63	9	14.29%

BBL1 & BBL2									
Date	Teachers		Assistants		Guidance		All Staff		
	Total	# Resigned	Total	# Resigned	Total	# Resigned	Total	# Resigned	Percentage
Summer 2020	81	10	52	3	9	0	142	13	9.15%
Summer 2021	78	19	56	11	10	2	144	32	22.22%
Summer 2022	82	13	54	3	10	2	146	18	12.33%

**Table 2. Staff Capacity Ratings – Sorted by the School, Years at BBL, and Category**

Average Percent of Possible Points Earned by School and Employment Category					
School	Hire Date (group)	Category	Total Points Earned	Total Possible Points	Avg. Percent of Possible Points Earned
BBL 1	1st – 3rd Year	Teacher	155	320	49.9%
		Assistant	148	320	46.3%
		Specials	15	32	46.9%
	4th – 6th Year	Teacher	230	352	65.8%
		Assistant	86	140	62.5%
		Specials	32	48	66.7%
	> 6 Years	Teacher	133	192	71.2%
		Assistant	69	104	65.6%
		Specials	25	32	78.1%
BBL 2	1st – 3rd Year	Teacher	149	428	34.4%
		Assistant	84	284	29.7%
		Specials	25	32	78.1%
	4th – 6th Year	Teacher	75	160	49.8%
		Assistant	32	68	48.1%
		Specials	29	48	60.4%
	> 6 Years	Teacher	102	160	63.5%
		Assistant	26	56	45.0%
		Specials	10	16	62.5%

**Table 3. Principal's Meeting Topic Analysis – Meetings**

Agenda Categories	Agenda Count	Percentage
Operations	68	67%
Academic Program	22	22%
Network-Related Subjects	1	1%
Fundraising	5	5%

PD/Curriculum	<u>5</u>	<u>5%</u>
Total	101	100%

## II. PERSONNEL ITEMS– February 15, 2023

### 1. New Hires

a. The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

#### i.BBL1

1. Laciann Green, Instructional Assistant \$36,932.37, effective February 27, 2023.

#### ii.BBL2

1. Sharlyane Jacobs, Teacher, \$68,203.95, effective February 17, 2023

2. Cinia Lopez, Teaching Assistant, \$33,757.69, effective February 6, 2023.

### 2. Adjustments

a. The Bronx Charter School for Better Learning Board of Trustees accepts the following salary adjustments:

#### i.BBL1

1. Nichole Campbell-Brown, Teacher, \$2,500 Sustainability Coordinator stipend.

#### ii.BBL2

1. Lesia Danyluk, Teacher, \$56,448.87 to \$59,483.18 for obtaining Masters.

2. Jacqueline Medina, Teacher, \$56,448.87 to \$59,483.18 for obtaining Masters.

### 3. Resignations

a. The Bronx Charter School for Better Learning Board of Trustees approves the following resignations:

#### i.BBL2

1. Patricia Bolton, SPED Teacher, effective February 28, 2023.

2. Khea Lynch, Teaching Assistant, effective January 30, 2023.

3. Evelyn Rojas Reyes, Teaching Assistant, effective February 1, 2023.

4. **Leave**

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the maternity leave for Michele Farese, BBL2 RTI Coordinator from March 9, 2023 – June 30, 2023.

5. **Termination**

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the termination of Devon Holmes, BBL1 Teaching Assistant, effective February 1, 2023.

**VOTE - Personnel Items 1.0 – 5. a.**

Motioned	Neal Myerberg	
Second	William Bernhardt	
In Favor	8	
Oppositions	0	
Abstentions	0	

\*\*\*\*\*

The Board Meeting went into Executive Session at 6:27 PM and returned at 7:25 PM

The Board Meeting adjourned at 7:25PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of February 16, 2023, Board Minutes \*\*\***

**Bronx Charter Schools for Better Learning**

**January 26, 2023, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 843 5300 1735**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marilyn Maye
- Marvin Waldman
- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Marlon Henry
- Jem Pagán
- Gregory Kimble, Jr

**Board Members absent:**

- Neal Myerberg
- Dean Thomas

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)
- Ms. Karlene Buckle

**Public Participation Present on Zoom:**

- 4 Participants

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its January 26, 2023 board meeting.

**VOTE- Board Minutes**

Motioned	William Bernhardt
Second	Marilyn Maye
In Favor	7
Oppositions	0
Abstentions	0

Note: Seven Trustees were present at the time of the vote.

## **I. Executive Director's Report – January 26, 2023**

### **Reflection - The Physical Plant**

The purpose of the educational program at the Bronx Charter Schools for Better Learning (BBL) is to provide students with a quality learning experience as a springboard to future academic success. On average, BBL students spend approximately 1,335 hours in school annually in pursuit of this ideal, and our program takes place in two colocated buildings operated by the New York City Department of Education, shown below.

- BBL 1, co-located at 3740 Baychester Ave., Bronx, NY 10466
  - DOE Name - Seton Falls Elementary School, P.S. 111, main building constructed in 1963, and the Annex/trailer installed in 2000.
  - BBL 1 allocated space = 25,425 square feet
- BBL 2, co-located at 2545 Gunther Ave., Bronx, NY, 10469
  - DOE Name - Michelangelo Jr High School, M.S. 144, constructed in 1968.
  - BBL 2 allocated space = 37,908 square feet

### **Charter School Co-Location Facts**

1. Co-location refers to the policy of allowing charter schools to operate out of facilities owned by the New York Department of Education.
2. Co-located charter schools operate under a Building Usage Plan developed and approved by the chancellor.
3. The Building Usage Plan outlines the allocation and sharing of classroom and administrative space between the charter and non-charter schools.
4. Co-located charter schools in New York City are not required to pay rent for the use of the district school space.
5. Charter Schools have no regular public revenue source dedicated to capital needs and rely on the enrollment-based per-pupil revenues they receive for operating purposes.

## CO-Location Facts - BBL

BBL 1 began its co-located arrangement in 2004 and reached the maximum student enrollment and utilization of spaces allocated space in 2008. BBL 2 opened its co-located relationship in 2015 and reached maximum enrollment and space use in 2020. Both schools occupy a total of 63,333 square feet in two DOE co-locate spaces in District 11.

The literature suggests that specific building features and conditions influence human comfort and student achievement. A recent report submitted by BBL school administrators highlights the constraints and advantages of housing our educational program in co-located school buildings. Some of the underlying challenges and benefits include the following:

### Challenges

- Related Services – We have limited space for special education services, i.e., speech, physical and occupational therapy, often impacting instructional time.
- Academic Support and Enrichment – Space limitations affect small group/targeted instruction, the Arts, and Pupil Assistance Team.
- Guidance and Multilingual Learners Services – We have no room for private counseling and multilanguage learners.
- Shared Large Group Space – The master schedule reveals challenges for the use of the cafeteria, kitchen, gymnasium, playground, and auditorium.
- Health Concerns – The HVAC system in the Annex is outdated and requires replacement and the roof leaks throughout the building.
- Storage – The storage capacity is inadequate, and the workaround consumes instructional space and contributes to crowded quarters.
- Annex/Trailer – The Annex building at BBL 1 has outlived its intended lifespan of ten years.

### Benefits

- Rent Savings – BBL does not have to pay rent and uses excess funding to support the staffing model and professional development.

### Despite the Challenges

Facility challenges notwithstanding, BBL engaged its problem-solving mindset to achieve the intended academic results before the pandemic. However, our co-located arrangements may affect teacher recruitment, retention, commitment, and effort. For students, we have seen a discernable decrease in academic achievement levels, post-pandemic, related to our co-located status that affected learning and growth in achievement.

## BBL Co-Location Data Summary (January 2023)

	<u>BBL1</u>	<u>BBL2</u>
<b>Total Square Feet Occupied</b>	25,425	37,908
<b>Total Number of Classrooms</b>	28	18

<b>Average Classroom Square Feet</b>	702 SF	634 SF
<b>Total Number of Academic Support Rooms</b>	2	2
<b>Total number of Offices</b>	5	9
<b>Total Number of Staff</b>	100	88*
<b>Average Class Size</b>	25	25
<b>Executive Office</b>	1	1
<b>PD Offices</b>	1	1
<b>Finance Offices</b>	1	1
<b>Guidance Offices</b>	1	1
<b>Number of Storage Spaces</b>	2 containers; 1 closet	3
<b>Number of Auxiliary/Shared Spaces</b>	4	8

## Vision

The management seeks the Board's commitment to acquire a building to house both charter schools. A single build will allow us to maximize professional development in one location versus two buildings and a trailer. We also believe that a site designed to support our educational program will bode well in supporting BBL in meeting the six accountability goals of our authorizer – Charter Schools Institute, in English Language Arts and mathematics, as outlined below.

<b>Type</b>	<b>Measure</b>
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
<b>Absolute</b>	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.
<b>Comparative</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.
<b>Comparative</b>	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
<b>Growth</b>	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

## Program Considerations

	<b>Number of Students</b>	<b>Number of Classrooms</b>	<b>Estimated Square Footage</b>	<b>Implications</b>
--	---------------------------	-----------------------------	---------------------------------	---------------------

<b>BBL Elementary School Complex K - 5</b>	900	36	65,000 SF (estimate only)	<ul style="list-style-type: none"> <li>Secure one location for a K-5 educational program.</li> <li>Consider one of three options: lease, purchase, or build a facility.</li> <li>Adjust the budget model.</li> <li>Support pedagogy through PD in one location.</li> </ul>
<b>BBL Pre-Kindergarten Complex</b>	180	10	27,000 SF	<ul style="list-style-type: none"> <li>Maintain co-located space in the Annex/trailer of P.S. 111 for pre-K.</li> <li>Expand the DOE pre-k program from one to ten classrooms.</li> <li>Seek renovation or replacement of the Annex/trailer.</li> </ul>

### SMART Goal

By the 2026 -2027 school year, BBL seeks a building to operate its K-5 educational program in a newfound facility that supports our pedagogy's core features and grows the pre-K program. The space should support our schools in accomplishing the desired academic outcomes and environment for professional development and coaching.

1. Comfort For Students, Teachers, and Administrators
  - a. Design a space with temperature control, air quality, lighting, water, electricity, internet, acoustic management, sanitary services, and egress.
2. Space for developmental activities and talent
  - a. Build a space with ample space for libraries, sciences, information technology, the Arts, entertainment, sports, and culture.
3. Areas for Continuous Learning
  - a. Include space for flexible classroom arrangements, small group instruction, team meeting rooms, special education services, and professional development.
4. Twenty-First Century Technology
  - a. Configure the information technology infrastructure, offices, and classrooms to support various modes of teaching, learning, communication, and collaboration.

### Facilities Options:

1. Land Purchase and Build – Purchase commercial or industrial property in District 11 to construct a new school building.
2. Leasehold Agreement – Enter a lease agreement with a real estate developer to turnkey a building based on our educational program and infrastructure requirements.



receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

i. BBL2

1. Bethany Brown, Teacher, \$63,683.18, effective January 27, 2023.
2. Nkozi Pelle, Teaching Assistant, \$37,203.58, effective January 27, 2023.
3. Cinia Lopez, Instructional Assistant, \$32,138.22 effective February 6, 2023.

## **2. Adjustments**

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the following salary adjustments.

i. BBL1

1. Tian Davis, Instructional Assistant at \$35,432.37 to Level 1 Teaching Assistant and obtaining Bachelors, \$37,640.57
2. Sheba Edwards, moving from Parent Engagement Coordinator to Guidance Counselor (no salary change) and Middle School Placement Coordinator, \$10,000 stipend.

ii. BBL2

1. Sasha-Lee Kid, Level 1 Teaching Assistant at \$37,949.69 to Level 3 Teaching Assistant, \$39,724.44, effective January 18, 2023.
2. LaDahja Langley-Hart, Level 1 Teaching Assistant at \$36,140.57 to Level 3 Teaching Assistant and obtaining Bachelors, \$39,417.32, effective January 3, 2023.

## **3. Resignations**

- a. The Bronx Charter School for Better Learning Board of Trustees approves the following resignations:

i. BBL2

1. Weslin Tejeda, Teacher, effective January 5, 2023
2. Maritza Santana, Teacher, effective February 3, 2023.

#### 4. Leave

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the unpaid leave request for Shereka Saenz Bell, BBL2 Teaching Assistant, from January 17, 2023 - February 3, 2023,

#### **VOTE - Personnel Items 1.0 – 4. a.**

Motioned	Gregory Kimble	
Second	Marlon Henry	
In Favor	7	
Oppositions	0	
Abstentions	0	

Note: Seven Trustees were present at the time of the vote.

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

\*\*\*\*\*

The Board Meeting went into Executive Session at 6:35 PM and returned at 7:10 PM

The Board Meeting adjourned at 7:10 PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of January 26, 2023, Board Minutes \*\*\***

**Bronx Charter Schools for Better Learning**

**Board Minutes**

**March 30, 2023, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 895 1548 8813**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marilyn Maye
- Marvin Waldman
- Bill Bernhardt
- Syrion Jack
- Marlon Henry
- Gregory Kimble, Jr
- Ariel Dobkin

**Board Members absent:**

- Dean Thomas
- Jem Pagán
- Neal Myerberg

**Administration and Staff Present on Zoom:**

- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Vanessa Trezza (recording minutes)
- Dasha Alexander (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its March 30, 2023 board meeting.

## VOTE- Board Minutes

Motioned	Marvin Waldman
Second	Marilyn Maye
In Favor	8
Oppositions	0
Abstentions	1

## I. Executive Director's Report – March 30, 2023

### 1. SUNY Board of Trustees Committee Meeting

On Wednesday, March 15, 2023, the SUNY Board of Trustees unanimously voted to renew Bronx Charter Schools for Better Learning's charters as a single entity, thereby aligning our charter cycles through 2028.

The Bronx Charter Schools for Better Learning Education Corporation						
	22-23	23-24	24-25	25-26	26-27	27-28
BBL 1		Full-Term Renewal: 5 Years				Expiration Year for New Cycle
BBL 2				Full-Term Renewal: 3 Year "Extension"		Expiration Year for New Cycle

The SUNY Board of Trustees did not pose questions to the BBL representatives participating in the Committee Meeting. Instead, they immediately moved to vote on the renewal of our schools' charters. They attributed the brevity of the proceeding to our schools' demonstrable results, having consistently outperformed District 11 in Math, ELA, and Science throughout each campus' respective charter term. While technically, BBL 2's renewal is a 3-year "extension," it is considered a *full-term* renewal. BBL 2's cycle now aligns with BBL 1's full five-year charter renewal term. The SUNY Board of Trustees approved our charter renewals without condition.

## 2. Charter Schools Institute (CSI) Renewal Recommendation Report

### Highlights

As part of the charter renewal recommendation process, CSI seeks answers to four essential questions. These questions and CSI's related findings are detailed below.

#### **Is the education corporation an academic success?**

##### *Findings:*

"BBL 1 and BBL 2 are each an academic success. During the charter term, both charters met or came close to meeting their academic Accountability Plan goals over the charter term. BBL Schools demonstrates success in the following ways:

- Both charters posted proficiency rates in English Language Arts ("ELA") and mathematics that surpassed the local district in every year during the charter term with state data suitable for analysis.
- The education corporation posted high achievement for students with disabilities. Over the term, the charters' students with disabilities posted proficiency rates that exceeded the composite district in ELA and mathematics each year.
- BBL 1 posted effect sizes far above the target in both ELA and mathematics in all years with available data indicating higher than expected performance compared to similar schools.
- BBL 2 posted high academic achievement in 2018-19, its first year administering state assessments in ELA and mathematics. Among 3rd grade students enrolled at the charter for at least two years, 62% scored at or above proficiency in ELA and 78% did so in mathematics."

#### **Is the education corporation an effective, viable organization?**

##### *Findings:*

"BBL Schools is an effective, viable organization. The board maintains an effective governance and oversight of both charters."

**Is the education corporation fiscally sound?**

*Findings:*

“The education corporation as well as the individual charters continue to be fiscally strong based on the evidence collected through the renewal review. The education corporation presents a reasonable and appropriate fiscal plan for each charter over the next charter term.”

**If the SUNY Trustees renew each charter, are the education corporation’s plans for each charter reasonable, feasible, and achievable?**

*Findings:*

“BBL Schools’ plans for the future are reasonable, feasible, and achievable. The charters plan to maintain the effective instructional program and unique approach to support students’ academic, social, and emotional success. BBL Schools’ implementation of its defining instructional approach, ‘the Subordination of Teaching to Learning’, consists of the Gattegno Mathematics program, which facilitates an understanding of mathematical concepts and the application to the real world; Words in Color, a Gattegno related reading program in the primary grades that draws on students’ phonemic awareness to teach elements of reading and writing; and, an ELA program in upper grades that is based on authentic texts and increased rigor in reading comprehension and writing. In the current charter term, BBL Schools expanded its understanding of “Better Learning” to include meaningful incorporation of technology and social emotional education in pedagogical practices and curricular materials. Both charters provide students with rigorous educational experiences aligned to strategic priorities that lead to academic, social, and emotional success. Because of its commitment to providing the highest quality educational program for all students, BBL Schools offers intensive and extensive professional development programs through regular collaboration with instructional staff members. Board members and leaders closely monitor student learning and the charters’ progress toward producing high academic achievement. Based on the Institute’s review of the education corporation’s performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial

documentation; and, a renewal review of each of the charter's academic program, the Institute finds that the education corporation and each charter within it meet the required criteria for renewal. The Institute recommends that the SUNY Trustees grant BBL 1 a Subsequent Full-Term Renewal of five years and BBL 2 a Subsequent Full-Term Renewal of three years with each charter's expiration date of July 31, 2028, to align the charter expiration dates of BBL Schools."

### **Program Highlights Identified by CSI**

- Ongoing feedback from staff and families is integral to BBL Schools' decision-making process.
- The education corporation engages families in a number of ways including monthly coffee and conversations meetings with principals.
- The schools extend comprehensive offerings to families, including college and career lessons and assistance with middle school placement.
- Schools implemented several initiatives to provide academic and social-emotional support for students, families, and staff members.
- BBL Schools' professional development team and academic leaders modified the charter's existing curricular materials to better meet the needs of students by developing and including activities specifically designed to give students additional practice in high-priority academic areas such as writing, decoding, and computation.
- BBL Schools provide curriculum training courses for families seeking to support their children academically.
- In response to staffing challenges, BBL Schools' sustained, robust professional development program provides direct mentorship to new teachers and supports the implementation of the education corporation's programs to mitigate the effects of interrupted instruction.

### **CSI-Identified Areas to Address**

- Bylaws

“The education corporation’s bylaws require revision regarding the appointment of members to standing committees. The Institute will support the education corporation with updating its bylaws before the next charter term.”

- Complaint Policy

“The education corporation’s formal complaint policy impermissibly provides for too many steps prior to a complainant bringing a complaint directly to the board. The institute will ensure the charter updates its policy to the start of the next charter term.”

- Code of Ethics/Conflict of Interest Policy

“The education corporation’s conflict of interest policy is missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.”

### 3. Transition Planning

Over the past few years, the Bronx Charter Schools for Better Learning have weathered numerous challenges. Regardless of whether the challenges are new or pre-existing, all were exacerbated by both the COVID-19 pandemic and shifts in leadership, including the retirement of Dr. Brennan, Dr. Swartz, and Dr. Ballard. As the Trustees are aware, we are attempting to concurrently rebuild our academic programs, stabilize staffing, and meet the social-emotional needs of students, staff, and families. While we will continue to explore external resources to support the needs of the schools, focusing on *internal* growth and capacity is essential.

In order to faithfully execute my roles as Principal and Acting Executive Director, I seek to design and implement a leadership structure that is sustainable and collaborative while providing opportunities to build capacity from within. In doing so, concerted attention will be paid to restructuring our instructional leadership to better support professional development, curriculum, instruction, Response to Intervention (RTI), and assessment in all subject areas and grade levels. In the coming months, we will enlist the expertise of Dr. Sandra Hayes as we

cooperatively design a “system of teams” to promote collaboration and accountability amongst school leaders. We are in the initial planning stages of this ongoing process. However, to address the immediate needs of the organization, the first phase will be to immediately reallocate the responsibilities of six individuals:

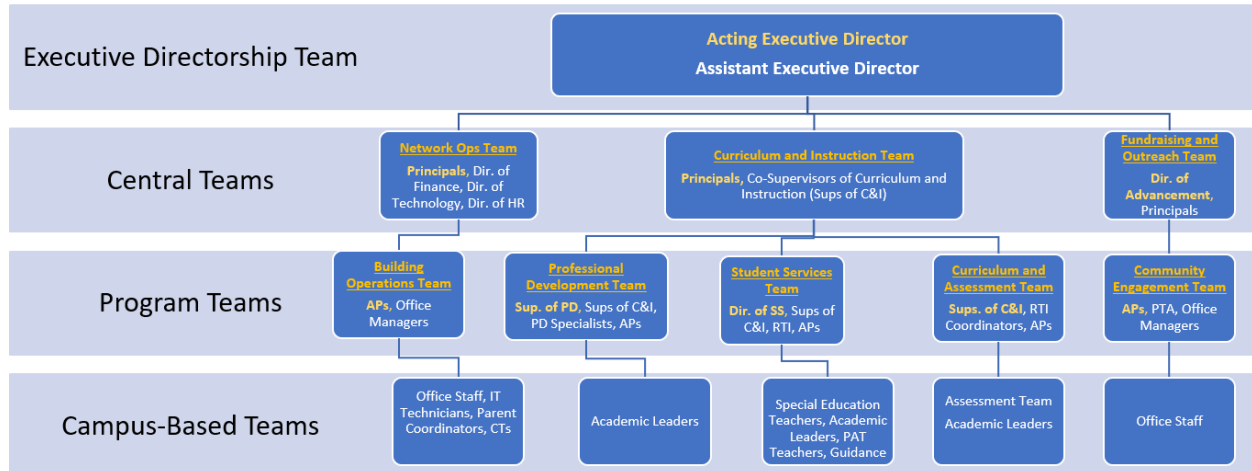
- Dasha Alexander, Assistant Executive Director
- Vanessa Trezza, Senior Assistant Principal
- Aderemi Ogundiran, Director of Student Services and Interim Assistant Principal BBL 1
- Rose Lee, Co-Supervisor of Curriculum and Instruction
- Lachandra McPherson, Senior Guidance Counselor BBL 1
- Salian Guerrier, Senior Guidance Counselor BBL 2

The aforementioned shifts serve multiple purposes:

- to ensure the Executive Director’s office, BBL 1 principalship, PD, and student services departments receive the support they require for optimal operation;
- to promote collaborative leadership;
- to provide mentorship and training for individuals in leadership positions.

The proposed leadership structure, as detailed in the diagram below, is sustainable and can be in place to fully support the needs of BBL students, staff, and families for the duration of the 2023-2024 school year.

## Bronx Charter Schools for Better Learning: Sustainable Leadership Restructuring



### Rationale for personnel shifts:

Creating a sustainable system of layered support for our instructional program and school operations.

- Additional support in the ED's office and BBL 1 principalship will enable Mr. Jacobs to faithfully execute his duties in both areas and attend to the needs of both campuses equally.
- Assigning two people to share the responsibility of professional development, curriculum, and assessment in all subject areas will enable these programs to fully flourish.
- Creating a data coordinating position that serves both campuses will assist in compliance reporting for all departments, attendance management, and accurate updating of all instructional and non-instructional platforms.

Position	Personnel	Description
Acting Executive Director	Shubert Jacobs	Accountable to the BBL Board of Trustees for the operation of schools, directly oversee Central Teams
Assistant Executive Director	<b>Proposed: Dasha Alexander</b>	Support ED in all tasks, receive training, directly oversee compliance reporting
Principals	Shubert Jacobs, BBL 1 Anne Clarke-Raysor, BBL 2	Instructional leadership and building operations
Assistant Principals	Vanessa Trezza, <b>Proposed: Senior Assistant Principal, BBL 1</b> Amanda Santos, BBL 2 <b>Proposed: Aderemi Ogundiran, BBL 1</b>	Support Principals in instructional leadership and building operations
Supervisor of Curriculum and Instruction	Stephanie Poillucci	Designs PD program and coordinates delivery of staff training in all departments
Supervisor of Curriculum and Instruction	<b>Proposed: Rose Lee</b>	Oversees modification, organization, alignment, and trainings related to curriculum and assessment
Director of Finance	Nicole Tennent	Accounting operations, budgets, related reporting
Director of Student Services	Aderemi Ogundiran	RTI, MLL, Guidance, Compliance
Director of Technology	Kevin Williams	Technology support, data protection
Director of Development	Mala Sukhman	Fundraising, outreach, grants
Director of Human Resources	<b>Joyce Leung</b>	Personnel matters, recruitment
Senior Guidance Counselors	<b>Lachandra McPherson, BBL 1</b> <b>Salian Guerrier, BBL 2</b>	Provides support for Dr. Remi's Student Services responsibilities

## 4. Summer 2023

Professional development has always been an essential component of BBL's academic program. While our past two summers have been dedicated to addressing the needs of students in

response to the COVID-19 pandemic, BBL school leaders unanimously expressed the need to focus on teacher and teaching assistant preparation. Having onboarded dozens of new staff members over the past two years while navigating competing urgencies and priorities, we have not yet been able to dedicate the time and resources necessary to adequately train our newer faculty. Attempts were made to design a summer program to serve both teachers and students. However, due to time, space, and staffing constraints, it was immediately apparent that a hybrid summer program is not feasible for 2023.

In response to assessment results identifying the professional development needs of instructional staff conducted by Principals, Academic Leaders, and the PD Department, we will dedicate our Summer 2023 program to staff training. We firmly believe providing teachers and teaching assistants with the training and support they need over the summer will ultimately better serve our students while promoting staff efficacy, morale, and retention. In lieu of Summer Boost, our instructional leaders will design and implement a suite of PD offerings over the summer that address the needs of staff at all proficiency levels and content areas. In addition to curriculum training, we intend to offer workshops on classroom management, social-emotional learning, immersive experiences in the Subordination of Teaching to Learning, Reflective Processes, and non-violent behavior intervention. Although we are prioritizing the needs of instructional staff over the summer, our obligations to BBL students remain at the forefront of our minds. We will restructure our student support offerings for the 2023-2024 school year to maximize opportunities during the school day when we can guarantee regular attendance and full participation of students and staff.

## **5. Human Resources (HR) Director Search**

In order to better resource the organization, efforts have been made to hire a Human Resources Director. BBL has been engaged in the search over the past several months.

### *Timeline/Recruitment Process*

- Total of 220 applications.
- Five candidates from the pool of 220 applicants were screened and selected by Professionals for Nonprofits and interviewed by Dr. Howard and Nicole Tennant.

- Four out of the five have 15-20 years of HR experience.
- Most worked in schools or at an organization that serves children.
- Most were familiar with the cycle of recruiting throughout the school year.
- Two candidates were invited for a second-round interview with the Executive Management Team, Joyce Leung and Alysha Williams.
- The Executive Management Team selected Joyce Leung.

Joyce Leung has been in the Human Resources Management field for over 15 years. She has worked with diverse organizations within the nonprofit and for-profit sectors with employee bases from 80 to 2000+. She's experienced in enhancing HR structures, authoring policies, strengthening internal controls, employee relations and benefits administration.

## 6. Fiscal

Due to the change in leadership, it has become necessary to update our records with whom we do business, namely Chase Bank, Citibank, Sterling, Apple Bank, and Capital One. Our main bank, JP Morgan Chase, requested a resolution to establish Authorized Representatives and signers. The three individuals in these capacities are Dr. Marilyn Maye (Board Treasurer), Mr. Shubert Jacobs (Acting Executive Director), and Mrs. Anne Clarke-Raysor (Principal, BBL 2). CDs at Chase have matured and will be moved to a higher-interest-bearing account. I am recommending that the Finance Committee or representatives thereby meet with Chase Bank to discuss the question of how we manage our reserves. I will contact the other banks listed above to ascertain which documents and approvals are needed.

## II. PERSONNEL ITEMS– March 30, 2023

### 1. New Hires

- a) The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

i. BBL Network

1. Joyce Leung, Human Resources Director, \$125,000, effective May 8, 2023.

ii. BBL2

1. Madeline Villalona, Teacher, \$56,488.87, effective March 29, 2023.

**2. Adjustments**

- a) The Bronx Charter School for Better Learning Board of Trustees accepts the following salary adjustments:

i. BBL2

1. Shania Rivera, \$31,202.17 to \$32,774.45.87 for obtaining Level I Teacher Assistant Certificate.
2. Stephanie Toledo, Teacher, \$2,500 Student Council Assistant stipend.

**3. Resignations**

- a) The Bronx Charter School for Better Learning Board of Trustees approves the following resignations:

i. BBL1

1. Amy Marelli, Teacher, effective March 3, 2023.

ii. BBL2

Alicia Dhani, Teacher, effective March 22, 2023.

**4. Termination**

- a) The Bronx Charter School for Better Learning Board of Trustees accepts the termination of Christopher Latimer, BBL2 Teaching Assistant, effective March 17, 2023.

**VOTE - Personnel Items 1 – 4. a.**

Motioned	Syrion Jack	
Second	Marvin Waldman	
In Favor	8	
Oppositions	0	
Abstentions	0	

**III. Board Resolution– March 30, 2023**

Be it resolved that the following officers and administrators are hereby authorized and empowered as signers or authorized representatives for all accounts with JPMorgan Chase Bank. All "Authorized representatives" are listed below. Any individual not listed below does not have current authority as a signer or account representative.

Marilyn Maye	Finance Director	Authorized Representative	Signer
Shubert Jacobs	Executive Director	Authorized Representative	Signer
Anne Clarke-Raysor	Principal		Signer

**VOTE – Board Resolution- Authorized Representative**

Motioned	Marvin Waldman	
Second	Syrion Jack	
In Favor	8	
Oppositions	0	
Abstentions	0	

**IV. Acting Appointments- March 30, 2023**

1. The Bronx Charter Schools for Better Learning Board of Trustees accepts the recommendation for the following individuals to assume the roles detailed below for an indefinite period. Compensation, whether it be salary increases or stipends, shall be paid retroactively from March 15, 2023.

- a. Dasha Alexander, Acting Assistant Executive Director
- b. Vanessa Trezza, Acting Senior Assistant Principal, BBL 1
- c. Aderemi Ogundiran, Acting Assistant Principal, BBL 1
- d. Rose Lee, Acting Co-Supervisor of Curriculum and Instruction
- e. Lachandra McPherson, Acting Senior Guidance Counselor  
Salian Guerrier, Acting Senior Guidance Counselor

**VOTE – Acting Appointments**

Motioned	Syrion Jack	
Second	Marvin Waldman	
In Favor	8	
Oppositions	0	
Abstentions	0	

\*\*\*\*\*

The Board Meeting went into Executive Session at 5:35 PM and returned at 7:24 PM

The Board Meeting adjourned at 7:33 PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of March 30, 2023, Board Minutes \*\*\***

**Bronx Charter Schools for Better Learning**

**November 17, 2022, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 83740472381**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marvin Waldman
- Marilyn Maye
- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Dean Thomas
- Marlon Henry
- Gregory Kimble, Jr

**Board Members absent:**

- Jem Pagan
- Neal Myerberg

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its November 17, 2022 board meeting.

**VOTE- Board Minutes**

Motioned	Marilyn Maye
Second	William Bernhardt
In Favor	8

Oppositions	0
Abstentions	0

Note: Eight Trustees were present at the time of the vote.

## I. Executive Director's Report – November 17, 2022

### Reflection

On November 9-10, 2022, the Charter School Institute (CSI) conducted a site visit at the Bronx Charter Schools for Better Learning (BBL) schools, BBL 1 and 2. The team conducted small focus group sessions with department heads, teachers, academic leaders, professional development staff, and department heads. The process also involved classroom observations and interviews with the principals, Executive Director, and Board of Trustees.

During the debrief session, CSI noted the strength of our school's culture, a clear system of data utilization, and a strong curricular program. The big follow-up question was, "what will BBL do to get back to the prior levels?"

Also, the next step in the process includes the following.

1. Document Review: CSI will continue its document review following the visit.
2. Draft Report: CSI will send BBL a draft report for review and revisions.
3. SUNY Board of Trustees: CSI will submit its report and recommendation to the Sunny Board of Trustees.
4. Final Decision: SUNY Board of Trustees will host a Virtual Committee meeting in February or April 2023 to articulate the decision.

Management will update the Board of Trustees at each step of the remaining process.

### BBL Charter Renewal History

SCHOOL	YEAR OPENED	RENEWAL YEARS
BBL 1	FALL 2003	2008

		2013
		2018
		2023 (Five-Year Renewal Pending)
<b>BBL 2</b>	<b>FALL 2015</b>	2020
		2023 (Early Five-Year Renewal Pending)

### **Capturing the BBL Experience and Story**

I am pleased to report that the design and build-out of the Digital Media Room are complete. We outfitted the space with fresh paint, new carpeting, sound-dampening panels, and rigging for lights and audio.

BBL has a multi-camera setup and is now prepared to capture digital content reflecting the BBL experience, i.e., staff interviews and small group instruction using the pedagogy and approach in a controlled studio environment. We can broadcast live content streams and feed updated material to our social media platforms and the website. The long-term goal is to capture digital content for professional development training, teacher recruitment, and parent and student recruitment.

### **Community-Based Organization**

The Legal Information Institute at Cornell Law School defined the term community-based organization (CBO) as a public or private nonprofit organization of demonstrated effectiveness that— (a) Is representative of a community or significant segments of a community and (b) provides educational or related services to individuals in the community.

At a recent Development Committee meeting, the members discussed BBL in the context of a CBO. They considered the mission work as future orientation and considered ideas to boost broader awareness and philanthropic support of this great organization. The Director of Advancement challenged us to consider the following.

- Engage Bronx-based businesses to raise awareness and increase philanthropic support.

- Expand our outreach efforts to current BBL business partnerships and new corporate partners.
- Establish new volunteer groups for BBL, including a Junior Board and Alumni Leadership Committee.

#### Key Questions:

- As a CBO, what is the ideal configuration of the Board of Trustees?
- Should BBL look at our work through a new or magnified CBO lens?
- What does BBL not want to become?
- What do the questions above mean for future activities and events?
- Does BBL see itself in the metaverse aligned with the five-year strategic vision? If so, how?

#### **The Fiscal Year 2023-2024 Budget Cycle**

In February 2023, BBL anticipates starting the FY 2023 budget development process. The process will involve conversations and decisions involving BBL management, the Finance Committee, and the Board of Trustees. The Finance desires to complete the budgetary process by May 2022.

#### **Covid Relief Funds**

On March 27, 2020, Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the Coronavirus Aid Relief and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER) Fund.

#### **ESSER Funds**

In Fiscal Year 2020, BBL was awarded \$1,705,622, \$950,917 for BBL 1 and \$754,705 for BBL2 in **Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act – ESSER II)** funds. Additionally, we received \$3,833,355 (\$2,137,169 and \$1,696,186, BBL1 and 2, respectively) in **American Rescue Plan – Elementary and Secondary School**.

As of this report, the remaining funds for BBL 1 are \$695,129.62, and \$502,795.50 for BBL 2.

The Coronavirus Response and Relief Supplemental Appropriations Act			
CRRSA Act - ESSER II			
Period of Availability March 13, 2020 - September 30, 2023			
	BBL1	BBL2	BBL1 & BBL2
Amount Awarded	950,917	754,705	1,705,622
Amount Spent	255,787	251,910	507,697
Amount Received	<u>190,183.00</u>	<u>150,941.00</u>	<u>341,124.00</u>
Remaining Funds	<b>695,129.62</b>	<b>502,795.50</b>	<b>1,197,925</b>

Funding for ARP-ESSER III is set to expire on September 30, 2024. The remaining funds left to spend through September 30, 2024, are \$1,778,595 for BBL1 and \$1,492,992 for BBL2.

American Rescue Plan - Elementary and Secondary School Emergency Relief Fund			
ARP-ESSER III			
Period of Availability March 13, 2020 - September 30, 2024			
	BBL1	BBL2	BBL1 & BBL2
Amount Awarded	2,137,169	1,696,186	3,833,355
Amount Spent	358,574	203,194	561,769
Amount Received	<u>213,716.00</u>	<u>169,618.00</u>	<u>383,334.00</u>
Remaining Funds	<b>1,778,595</b>	<b>1,492,992</b>	<b>3,271,586</b>

Note: During planning for the Fiscal year 2023-24 budget, BBL should find areas of adjustments required to anticipate the growing cost of insurance and the ending period for two federally funded grants.

### **2023 Insurance Renewals**

- Medical Insurance – BBL anticipates moving from Emblem Health to Oxford Health, effective January 1, 2023. The employee and employee + Child premium share will increase from 1% to 5% of the monthly premium. The increased premium share to staff will cut the renewal rate from 19.5% to 15.47%, a total cost of \$1,985,976 per year.

- Dental - Aetna Dental costs will increase by 2% increase due to the addition of orthodontic services for adults. Currently, those services are only offered to children.
- Vision - EyeMed - No change to premium share or plan.
- Life Insurance – For the first time, BBL will offer life Insurance to all staff through Mutual of Omaha.

#### **The fiscal Year 2023-2024 Budget Timeline**

In February 2023, BBL will commence the budget development process for the 2023-2024 school year. Management will commence budget planning in February 2023 and plans to discuss the initial draft at the March 2023 Finance Committee meeting. Pending committee approval, we plan to submit the budget to the full Board at the April 2023 meeting and submit the final version to CSI by June 30, 2023.

## II. PERSONNEL ITEMS– November 15, 2022

### 1. New Hires

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.
  - i. BBL1
    1. Tamika Riley-Warwell, Instructional Assistant, \$33,745.14, effective October 6, 2022.
  - ii. BBL2
    1. Tavon Price, Instructional Assistant, \$32,138.22, effective October 6, 2022.

### 2. Salary Adjustments

- a. The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments and stipend positions:
  - i. BBL1
    1. Faith Bailey, Certified Teacher Assistant to substitute SPED Teacher, \$61,267.68, effective October 1, 2022 – December 31, 2022.
    2. Annie Molina, Instructional Assistant to Level I Certified Teacher Assistant, \$34,770.42, effective October 1, 2022.
    3. Emmanuel Rosado, Level 1 Certified Teacher Assistant to Level 3 Certified Teacher Assistant, \$37,917.32. effective September 20, 2022.
    4. Brittany Tomlin, Instructional Assistant to Level I Certified Teacher Assistant, \$33,757.69, effective October 12, 2022.
  - ii. BBL2
    1. Carine Valere, Academic Leader, \$2,500 Student Council Stipend.

### 3. Resignations

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the resignations of the following individuals:

i. BBL1

1. Tierra Joseph, Instructional Assistant, effective September 30, 2022.

ii. BBL2

1. Tavon Price, Instructional Assistant, effective October 25, 2022.

**VOTE - Personnel Items 1.0 – 3. a. i**

Motioned	Ariel Dobkin	
Second	William Bernhardt	
In Favor	8	
Oppositions	0	
Abstentions	0	

**VOTE -Personnel Item 3.a.ii**

Motioned	Ariel Dobkin	
Second	Gregory Kimble	
In Favor	5	
Oppositions	2	
Abstentions	1	

Note: Eight Trustees were present at the time of the vote.

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

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The Board Meeting went into Executive Session at 5:09 PM and returned at 5:40 PM

The Board Meeting adjourned at 6:37 PM

Respectfully submitted,

Monay Harris, Executive Assistant

**\*\*\*End of Board Minutes from November 17, 2022\*\*\***

[BACK TO THE AGENDA!](#)

**Bronx Charter Schools for Better Learning**

**September 29, 2022, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 82910351245**

**Board Minutes from September 29, 2022**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marvin Waldman
- Marilyn Maye
- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Marlon Henry
- Gregory Kimble, Jr
- Jem Pagan
- Dean Thomas

**Board Members absent:**

- Neal Myerberg

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)
- Kelly Sheehy
- Dr. Amanda Santos
- Salian Guerrier

- Satara James

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its September 29, 2022 board meeting.

**Motion:** Marilyn Maye

**Second:** Ariel Dobkin

**In favor:** 10

**Opposed:** 0

**Abstentions:** 0

## I. Public Segment- Staff Acknowledgements-

Four Administrative Interns were recognized for their leadership and participation during the 2021-2022 School year.

## II. Executive Director's Report – September 29, 2022

### COVID Learning Loss

From March 2020 through June 2022, the onset of COVID-19 caused significant disruption to education systems nationally and among community-based schools like the Bronx Charter Schools for Better Learning (BBL). Educators at BBL 1 and 2 noticed the impact on student learning progress early on while examining an array of qualitative and quantitative evidence. For example, BBL carefully analyzed its interim NWEA assessments from 2021-2022 and the state English Language Arts (ELA) and mathematics tests from the 2019 and 2022 periods. See the summative results for the New York State Exam below.

### New York State Exam Results

**English Language Arts and Mathematics** – During the first post-COVID-19 year, as measured by the New York State English Language Arts and mathematics exams, BBL I and II fell short of 75 percent of students enrolled in at least their second year, performing at proficient levels.

Grades	ELA Outcomes			
	BBL 1		BBL 2	
	<u>2019</u>	<u>2022</u>	<u>2019</u>	<u>2022</u>
All	65.9%	46%	61.8%	38%

Grades	Math Outcomes			
	BBL 1		BBL 2	
	<u>2019</u>	<u>2022</u>	<u>2019</u>	<u>2022</u>
All	72.4%	49%	77.9%	39%

### Two-Tier Educational Interventions

The staff at BBL believes in the principles of Better Learning and the effectiveness of our pedagogy as the desired approach to restoring educational outcomes historically known by BBL. As such, management will scale its investment in staff pedagogical capacity and student interventions. BBL will pay particular attention to teaching staff with less than four years of BBL experience to enhance staff

mastery of the curriculum, approach, and pedagogy. The second-tier intervention will refine the student support systems to address measurable learning loss with the following.

### Student Interventions

- Intervention Progress Tracking – The Student Services Department will collaborate with PD and administrators to implement a progress monitoring and support system for students (a) retained a grade in June 2022, (b) who participated in the 2022 Summer Enrichment program, (c) recommended for the Pupil Assistance Team, and students with an IEP.
- Afterschool Academic Support – Students identified for Pupil Assistance Team support will receive extended learning opportunities after school.

### Staff Interventions:

- Year-Round Teacher Recruitment – BBL will address annual staff attrition and staffing needs with a yearlong recruitment and marketing campaign.
- Differentiated Professional Development (PD) – The PD Department and Academic Leaders will provide teachers who have one-three years of BBL service with tailored coaching and training to build their capacity to master the approach and apply the pedagogy effectively.
- Using Coaching Data to Inform – The Principals, Assistant Principals, PD, and Academic Leaders will use a coach data-tracking system to log and monitor a multi-touch coaching system for instructional staff.

### Insurance Cost

The Executive Director and Director of Finance met with representatives of Emblem Health to review the insurance utilization data for 2022. For example, BBL saw a 145.54% increase in employer costs from \$565,352 to \$1,388,153 from May 2021 to April 2022. The data reflects the utilization of benefits during the first-year post-pandemic. BBL will meet with our insurance broker to discuss a communications strategy to support staff knowledge of available health services and internal adjustments and methods BBL can use to control employer costs.

### Gala 2022

Preparations for the 2022 gala are well underway. The gala entertainment will feature a student master of ceremony and a student production featuring dance, music, and theater. The Director of Advancement supported management in compiling and engaging their donor list. In addition, the Advancement team will continue to support BBL Trustees in reaching their network. To date, our donor response appears slow. Management will update the Board at our September 29, 2022, meeting and adjust its strategy to fill available seats through additional parent, staff, and community support.

### Charter School Renewal Prep

Internal preparation for the Charter School Interview continues. The Executive Management Team - Strategy Committee met to review the list of subgroup prep meetings set for the CSI visit on November 9-10, 2022. Management will also equip school-based teams with one-page talking points and a schedule of mock prep sessions to ensure staff readiness.

### Alliance for Better Learning

The ad hoc Committee assigned to negotiate the agreement with the Alliance for Better Learning (ABLe) met to discuss the draft list of terms between BBL and ABLe. The committee approved the submission of draft terms to the attorney, Paul O'Neill, for legal review and development of the draft agreement.

## III. ANNUAL REORGANIZATION – September 29, 2022

The Bronx Charter Schools for Better Learning Board of Trustees approves and accepts the Election of the Parent Representative by the Parents below for the next three years unless stated otherwise.

### **ELECTION OF PARENT REPRESENTATIVE**

Parent Teacher Association (PTA) Board Resolution We, the undersigned, being all the Directors of the Bronx Better Learning (BBL) 1 and 2, consent and agree that the following resolution was made on 9/27/2022 at 8:21 pm by remote vote. We do hereby consent to the election of the Parent Trustee by a plurality of votes by the PTA Executive Boards of BBL 1 and 2. The parents or guardians of students enrolled at the school elect Marlon Henry as the Parent Trustee for a period of three years. The officers of the PTA are authorized to perform the acts to carry out this PTA resolution. PTA Representative Signatures:

1. Kashon Dubose
2. Keresha Morrison
3. Maileen Dubose
4. Mahosy Marte
5. Cassandra Herron
6. Falani Piggott

7. Saddia Downer
8. O'Rita Johnson
9. Nadene Mais
10. Celestine Ofori

**NOTE:** I have corrected the Finance committee list adding Marlon Henry.

## IV. PERSONNEL ITEMS– September 29, 2022

### 1. **New Hires**

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

- i. BBL1

1. Avian Clarke, Teacher, \$54,804.73, effective September 1, 2022.
    2. Sylvia Galano, UPK Teacher, \$64,331.06, effective September 1, 2022.
    3. Sarah Gutwein, Teacher, \$59,483.18, effective September 12, 2022.
    4. Timothy Porter, Music Teacher, \$52,716.93, effective September 1, 2022.
    5. Marva Walker-Clarke, Teacher, \$65,593.68, effective September 1, 2022.
    6. Esther Boake, Instructional Assistant, \$31,202.17, effective September 12, 2022.
    7. Tierra Joseph, Instructional Assistant, \$33,745.14, effective September 1, 2022.
    8. Ivana Montano, Instructional Assistant, \$31,202.17, effective September 1, 2022.
    9. Julie Rodriguez, Instructional Assistant, \$31,202.17, effective September 1, 2022.
    10. Brittany Tomlin, Instructional Assistant, \$32,138.22, effective September 1, 2022.

ii. BBL2

1. Karina Rondon Farge, Teacher, \$52,716.93, effective September 1, 2022.
2. Brianna Otero, Teacher, \$52,716.93, effective September 1, 2022.
3. Brandon Brown, Teacher Assistant, \$37,917.32, effective September 1, 2022.
4. Khea Lynch, Teacher Assistant, \$33,757.69, effective September 19, 2022.
5. Evelyn Rojas Reyes, Instructional Assistant, \$31,202.17, effective September 8, 2022.

**2. Salary Adjustments**

- a. The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments and stipend positions:

i. BBL1

1. Karen Davis, Teacher Assistant to Teacher, \$52,716.93, effective September 1, 2022.
2. Jennifer Santana, Teacher Assistant to Teacher, \$57,217.16, effective September 1, 2022.
3. Nickeisha Buckley, Coordinating Teacher stipend, \$5,000.
4. Lauren Davis, Coordinating Teacher stipend, \$5,000.
5. Aruna Ramkissoon, Teacher, Student Council stipend \$2,500.
6. Charda Brown, Assistant Coordinating Teacher Stipend, \$5,000.

ii. BBL2

1. Yailene Perez, Teacher Assistant to Teacher \$52,716.93, effective September 1, 2022.
2. Christina Williams, Teacher Assistant, Substitute Art Teacher - stipend \$7,000, effective September 1, 2022.

**3. Resignations**

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the resignations of the following individuals:

i. BBL1

1. Christina Jara, Teacher, effective September 1, 2022.

2. Catherine Thompson, Teacher Assistant, effective September 1, 2022.

ii. BBL2

1. Lana Rosado, Teacher, effective September 1, 2022.
2. Daniel Agosto, Teacher Assistant, effective September 9, 2022.

**Motion:** Marilyn Maye

**Second:** Ariel Dobkin

**In favor:** 10

**Opposed:** 0

**Abstentions:** 0

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

## V. Principal's Report

NOTE: I made the necessary corrections to the Title of September's Principal's report to read September 2022, not July/August.

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The Board Meeting went into Executive Session at 6:15 PM and returned at 7:25 PM

The Board Meeting adjourned at 7:25 PM

Respectfully submitted,

Monay Harris, Interim Executive Assistant

**\*\*\*End of Board Minutes from September 29, 2022\*\*\***

[BACK TO THE AGENDA!](#)

**Bronx Charter Schools for Better Learning**

**October 27, 2022, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

**Meeting ID: 83740472381**

**Board Minutes from October 27, 2022**

**Trustees Present on Zoom:**

- Kimberly Kelly
- Marvin Waldman
- Marilyn Maye
- Bill Bernhardt
- Ariel Dobkin
- Syrion Jack
- Marlon Henry
- Gregory Kimble, Jr
- Jem Pagan
- Neal Myerberg

**Board Members absent:**

- Dean Thomas

**Administration and Staff Present on Zoom:**

- Dr. Thomas Howard, Jr.
- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Mala Sukhman
- Monay Harris (recording minutes)

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its October 27, 2022 board meeting.

**Motion:** Marilyn Maye

**Second:** William Bernhardt

**In favor:** 9\*

**Opposed:** 0

**Abstentions:** 0

Note: Nine Trustees were present at the time of the vote.

## **I. Executive Director's Report – October 27, 2022**

### **Reflection – 2022 Gala**

On Thursday, October 13, 2022, the Bronx Charter Schools for Better Learning (BBL) hosted its first in-person Gala in three years. Our audience reflected a diverse constituency, including parents, staff, students, administration, politicians, donors, and the Board of Trustees.

The highlights of the evening included the Honorable Mayor Eric Adams, City Councilman Kevin Riley, Student Council President Addison Sosa, Honoree Dr. Tyron Taborn, and the student Theater Arts Group. Interestingly, the speaker's comments spoke to the strength of the organization, its past, the present, and an opportunity to envision a future where the quality and character of one's education matters more.

Thank you to the Development Committee, the 2022 Gala Committee, and the Board at large for your contributions and attendance at the Gala. There were approximately 160 people in attendance and a strong contingency of STEM-minded folks seeking to develop partnerships that benefit students.

In summary, the final 2022 Gala report will reflect on this year's event as a friend-raiser that covered its cost, \$72,061.13. As of this report, BBL received **\$75,657 in cash**, \$3,225 in-kind, and \$23,950 in **pledges** (outstanding) totaling **\$102,832**. The net total is \$30,770.87. The Advancement Office will present the final report at the development committee meeting.

### **Better Learning Academy**

The Better Learning Academy is a reimagined afterschool program to begin on January 17, 2022. Our goal is to expose students to an array of enrichment experiences that infuse academics, STEM (science, technology, engineering, and math), and performing arts. Program staff will continue to practice the pedagogy – the subordination of teaching to learning, as the

preferred instructional approach as we promote extended learning in the out-of-school-time space.

### **Five-Year Charter School Renewal – Charter School Institute (CSI)**

CSI uses a multitier-tier evaluation framework. The process involves document collection, data and regression analysis, interviews, a five-year budget plan, and the submission of various reports. The 2022 process emphasized using quantitative and qualitative data to contextualize a story showing BBL as a sound organization.

1. August 15, 2022– BBL submitted information related to crucial programming design elements, five-year budget projection, assurances, bylaws, Code of Ethics, student enrollment and retention/attrition data, parent satisfaction survey, policies, curriculum, professional development, and academic performance data from the past charter cycle for BBL 1. The data reflect a shortened data cycle for BBL 2 due to the merger of the charter renewal process for both schools.
2. September 15, 2022– Management submitted the Accountability Plan Progress Reports (APPR) for BBL 1 and 2, comparing the State test, NWEA MAP, an in-house assessment, and STAR assessment data with the annual goals detailed in our Accountability Plans.
3. October 14, 2022– BBL submitted a batch of board governance materials, current student, and staff data, updated Student Support programming information, staff certification information, and operational materials for FY 2022-2023
4. November 9-10, 2022– CSI will visit both schools. CSI will interview various constituent groups, including teachers, parents, administrators, and the Board of Trustees.
  - a. In-Person Interview– The Trustee meeting with CSI is Wednesday, November 9, 2022, at 5:30 PM.
  - b. Board Prep– BBL will provide the Trustees with summary documents and anticipated questions and conduct a mock interview.

1. Charter School Institute Interview – Please mark your calendar and confirm your participation in the Board's in-person interview with CSI on Wednesday, November 9, 2022, at 5:30 PM.
2. November 29, 2022, Giving Tuesday – Giving Tuesday affords us an excellent opportunity to inspire supporters to give to the mission-based work of BBL. Please promote Giving Tuesday within your networks.
3. End-of-Year Appeal – As the giving season for 2022 winds down, please encourage members of your networks who have not given to BBL this year to consider a gift of any size.

### **Funding Prospects**

1. Sumitomo Corporation - We meet with three representatives of Sumitomo Corporation to explore a collaborative and philanthropic relationship. The Company seeks volunteerism opportunities for staff in their midtown-New York office. Sumitomo is a Japanese American import-export business with a wide variety of goods such as metals, machinery, chemicals, fuel, food, products, and textiles. The Company also operates real estate, construction, shipping, insurance, finance, and leasing businesses and their 2021 revenue was \$41.8B.
2. Grant Writing – The Development Office met with the Charter School Business Management (CSBM) grant writer to review a list of federal grant opportunities for 2022-2023. We tasked CSBM to research select grants and the availability of private grant funding resources.

## II. PERSONNEL ITEMS– October 27, 2022

### 1. New Hires

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.
  - i. BBL1
    - 1. Tamika Riley-Warwell, Instructional Assistant, \$33,745.14, effective October 6, 2022.
  - ii. BBL2
    - 1. Tavon Price, Instructional Assistant, \$32,138.22, effective October 6, 2022.
  - iii. Central
    - 1. Monay Harris, Executive Assistant, \$60,000, effective November 1, 2022.

### 2. Salary Adjustments

- a. The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments and stipend positions:
  - i. BBL1
    - 1. Faith Bailey, Certified Teacher Assistant to substitute SPED Teacher, \$61,267.68, effective October 1, 2022 – December 31, 2022.
    - 2. Annie Molina, Instructional Assistant to Level I Certified Teacher Assistant, \$34,770.42, effective October 1, 2022.
    - 3. Emmanuel Rosado, Level 1 Certified Teacher Assistant to Level 3 Certified Teacher Assistant, \$37,917.32, effective September 20, 2022.
    - 4. Brittany Tomlin, Instructional Assistant to Level I Certified Teacher Assistant, \$33,757.69, effective October 12, 2022.
  - ii. BBL2

1. Carine Valere, Academic Leader, \$2,500 Student Council Stipend.

### 3. Resignations

- a. The Bronx Charter School for Better Learning Board of Trustees accepts the resignations of the following individuals:

- i. BBL1

1. Tierra Joseph, Instructional Assistant, effective September 30, 2022.

- ii. BBL2

1. Tavon Price, Instructional Assistant, effective October 25, 2022.

**Motion:** Marilyn Maye

**Second:** William Bernhardt

**In favor:** 9\*

**Opposed:** 0

**Abstentions:** 0

Note: Nine Trustees were present at the time of the vote.

**\*With the necessary adjustments as discussed and addressed to the Executive Director.**

\*\*\*\*\*  
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The Board Meeting went into Executive Session at 6:40 PM and returned at 7:53 PM

The Board Meeting adjourned at 7:55 PM

Respectfully submitted,

Monay Harris, Interim Executive Assistant

**\*\*\*End of Board Minutes from October 27, 2022\*\*\***

[BACK TO THE AGENDA!](#)





## Board of Trustees Meeting

June 22, 2023, 5:00 PM  
Zoom Login ID: 818 0407 4900

<https://us02web.zoom.us/j/81804074900>

### AGENDA

#### **Trustees Present on Zoom:**

Kimberly Kelly 4:58 - 7:44  
Neal Myerberg 5:02 - 7:44  
Syrion Jack 5:02-7:44  
Gregory Kimble, Jr. 5:03-7:44  
Marlon Henry 5:03 - 7:44  
Marilyn Maye 5:03-7:44  
Marvin Waldman 5:10 - 7:44  
Ariel Dobkin 5:11 – 7:11  
Dean Thomas 5:32 - 7:11  
Bill Bernhardt 6:05 - 7:44

#### **Board Members absent:**

Jem Pagan

#### **Administration and Staff Present on Zoom:**

- Vanessa Trezza
- Anne Clarke-Raysor
- Joyce Leung
- Nicole Tennant
- Karlene Buckle
- Kelly Sheehy
- Nadia Duncan

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its June 22, 2023, board meeting.

#### **VOTE- Board Minutes**

Motioned	Marvin Waldman
Second	Gregory Kimble

In Favor	10
Oppositions	0
Abstentions	0

## EXECUTIVE DIRECTOR'S REPORT

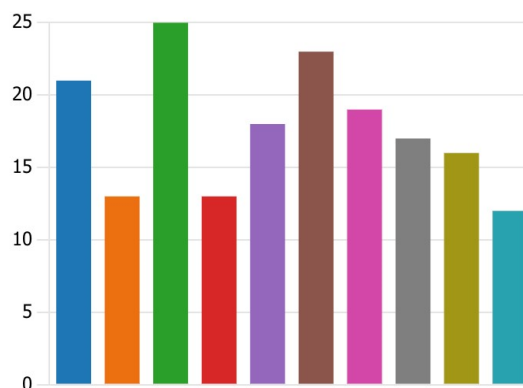
### Executive Director's Report: June

#### 1. 2023-2024 Professional Development Plan

In March, we identified Student Achievement as a main focus for the remainder of the current school year and beyond. Effective teacher training is a key component to the success of our academic program and therefore the success of our students. Further, implementation of the *Subordination of Teaching to Learning* requires ongoing study, reflection, and mentorship. To provide our instructional staff with the support they need to successfully implement instruction aligned with our curricula and approach, we carefully designed a professional development program to meet the needs of all teachers, regardless of when they were hired and what subject areas they teach. We are using the summer months to curate programs and experiences for teachers to meet their specific needs. Full descriptions of the PD courses are attached to this month's board report, entitled *Summer Professional Development Offerings*.

#### Summer PD Offerings

- K-5 Math New Teacher/TA Work... 21
- Grades 2-5 Math Experienced Te... 13
- Grades K-2 Words in Color: Mo... 25
- Grades 3-5 Writing: Mon 7/17/2... 13
- K-5 Science 21 and the Standar... 18
- K-5 New Teachers/TAs Effective ... 23
- K-5 Feedback: Thurs 7/27/23- Fr... 19
- Grades K-2 Writing: Mon 7/31/2... 17
- K-2 Social Studies Inquiry Ed: Th... 16
- 3-5 Social Studies Inquiry Ed: Th... 12



Building upon this robust suite of summer training opportunities, the attached *2023-2024 PD Proposal* outlines professional development institutes to support instructional staff's continued learning in these areas throughout the 2023-2024 school year.

## 2. Curriculum Reflections

*Reflection* was the guiding theme of BBL's Chancellor's Day and Clerical Day professional development for staff this year. This thematic focus emerged from planning by a group of administrative, Curriculum and Instruction, and Student Support leaders. Each wanted to give their teams extended time to critically reflect, self-evaluate, and collaborate to develop recommendations. These recommendations are important feedback that will guide our curriculum adjustments, professional development work, and organizational planning this summer and for the 2023-2024 school year.

Teachers, through their participation in in-depth team curriculum studies, reflected on our current curriculum, vertical alignment, and the state standards. The following questions guided their conversations and recommendations:

- *Which topics did students have the most success with this year?*
- *Which topics did your students need alternative instruction or additional support in?*
- *How did the curriculum impact these students' outcomes?*
- *What adjustments can be made to the curriculum to improve for next year?*
- *Carefully examining the NYS Next Generation Standards alongside the curriculum, where do you find alignment?*
- *Where is there divergence?*
- *Read through the standards and curriculum of the grades above and below your current grade. What reflections, questions, or recommendations do you have regarding curriculum alignment and/or meeting the state standards?*

All teachers participated in the curriculum reflection sessions, facilitated by the Supervisors of Curriculum and Instruction, Professional Development Specialists, and Academic Leaders. The facilitators will organize the data and share any analysis and plans to address curricular needs with Principals and the Executive Director.

### **3. System of Teams**

I am humbled to serve as Acting Executive Director of the Bronx Charter Schools for Better Learning during this auspicious time. We have emerged from the disruption of the COVID-19 pandemic, having been granted full 5-year renewals for both charters and have leaders at the helm who are homegrown and continue to demonstrate their deep commitment to our mission and community. The timing presents us with an opportunity to come together and create a team-based leadership structure that is both sustainable and pedagogically aligned.

Moving forward, we must take a balanced approach, concurrently acknowledging the reality that while our core remains strong in many ways, we are still recovering from professional, social-emotional, and academic challenges posed by the COVID-19 pandemic. Like a building that has weathered a storm, underneath any superficial debris is a strong foundation upon which we can build.

As Executive Director, I am responsible for remaining attuned to the needs and climate of our school and fostering a supportive, psychologically-safe environment where leaders are empowered to engage at their fullest capacities. Whether we are principals, professional developers, department heads, or office managers, our work as school leaders ultimately impacts student achievement. An important element of my role is intentionally connecting our daily tasks to this ultimate purpose: our promise of a Better Learning experience for all students.

Another essential responsibility of the Executive Director is to optimize operational efficiency through meaningful collaboration in our schools. Distinct from previous configurations whereby the same leaders assumed responsibility for all tasks connected to the running of our schools, the System of Teams I propose identifies “focal points” for key responsibilities as well as

essential stakeholders to collaborate with these tasks. Increased role clarity and communication systems will aid in our coordination and our ability to achieve the goal of accelerating learning to promote student achievement.

Embracing interdependence by leveraging one another's strengths will lead to focused and purposeful meetings among stakeholders whose expertise is valued and trusted. Just as we have high expectations and see the innate brilliance in our students, we shall strive to do the same amongst adults. Embodying pedagogy in our leadership practices ultimately reinforces our work with the children we serve.

The System of Teams detailed in the board report attachment outlines an effective and pedagogically-aligned means of meeting both the immediate and future needs of our schools.

### **System of Teams Plan**

- Design a System of Teams that is sustainable and responsive to both immediate and long-term needs of the Bronx Charter School for Better Learning Education Corporation (BBL)

### **Rationale**

- Promote role clarity, collaboration, and communication
- Leverage talents of experts through distributed leadership
- Foster meaningful and productive collaboration amongst stakeholders
- Increase operational efficiency

### **Description**

- The Executive Director (ED) is ultimately responsible for development, accountability, logistics, people management, student achievement, and fiscal health at BBL.
  - Within each of these categories (marked as green in the chart), there are various associated functions and tasks.
- "Focal Points," as identified in the appendices, serve as strategic leadership partners of the ED.

- Focal Points are experts within the fields related to their respective responsibilities as detailed in the appendices.
- “Teams” are groups of diverse stakeholders, often interdisciplinary and interdependent, that regularly collaborate to address the various functions and tasks.

### **Continuities**

- The System of Teams plan is inclusive of pre-existing teams and collaborations, some of which have formed organically.
  - Clearly defining teams, roles, and tasks gives us the opportunity to refine and formalize successful collaborations and partnerships already in place.

### **Distinguishing Features**

- Distributed leadership promotes collaboration and accountability in a means that is pedagogically-aligned with our mission and vision.
- Organizational charts outline a reporting structure but do not include details about the responsibilities, functions, and tasks or how they are accomplished collaboratively.
- In the past, BBL leadership teams met to address all responsibilities and functions. Strategically allocating the work and naming focal points will reduce the number of meetings for school leaders and promote targeted and purposeful collaborations.

## **4. Enrichment**

Our 2022-2023 Enrichment Program culminated in capstone projects, campus-based showcases, and live performances of The Lion King for our students and BBL families. The attached Enrichment Program PDF contains photographs and videos of various artifacts, including capstone projects, performances, and presentations. I encourage you to explore and enjoy this resource. BBL 1 hosted a live showcase for the enrichment clubs on June 5<sup>th</sup>. A virtual showcase of BBL 2’s enrichment clubs will take place on June 15<sup>th</sup>. The Lion King cast performed their production on June 12<sup>th</sup> and 14<sup>th</sup>. Excerpts from the musical will be shared with BBL Board of Trustees in the August board packet.

The 2022-2023 Enrichment Program provided students with rich, engaging opportunities to express themselves, discover new areas of interest, and hone a variety of skills, making the first year of the program a resounding success.

## 5. Planning for Future Board Meetings

During the May board meeting, we discussed the option of returning to an in-person modality given the most recent Open Meetings Law (OML) guidance. To reiterate, establishing a quorum requires a majority of the board or committee members to be physically present. Members participating remotely from locations that are open to the public *may* count toward a quorum and may fully participate and vote in the meeting. Members participating remotely in locations *not* open to the public cannot count towards a quorum but would still be able to vote. The guidance mandates remote participants to remain visible with their cameras on. Whenever a board member is participating in a meeting remotely, the meeting minutes must reflect which members participated remotely, and the public portions of the meeting must be recorded and posted to the board's website within five business day following the meeting and shall remain available for a minimum of five years.

Based on our OML conversation, we will schedule future meetings in the annex building at Bronx Better Learning 1. The table below outlines potential dates. The options listed adhere to the tradition of holding board meetings on the last Thursdays of each month, with a few exceptions due to holidays.

Potential Board Meeting Dates for the 2023-2024 School Year
Thursday August 24, 2023, 5:00 PM
Thursday September 28, 2023, 5:00 PM
Thursday October 26, 2023, 5:00 PM
Thursday November 16, 2023, 5:00 PM
Thursday December 21, 2023, 5:00 PM
Thursday January 25, 2024, 5:00 PM

Thursday February 15, 2024, 5:00 PM
Thursday March 28, 2024, 5:00 PM
Thursday April 18, 2024, 5:00 PM
Thursday May 23, 2024, 5:00 PM
Thursday June 20, 2024, 5:00 PM

## 6. Policies and Guidelines

As noted in the March Executive Director’s report, we await actionable feedback from Charter Schools Institute on our Bylaws, Complaint Policy, and Code of Ethics/Conflict of Interest policies. In the interim, we are conducting a more comprehensive internal review of policies and guidelines ahead of the upcoming school year. Dr. Theodore Swartz is lending his expertise to make recommendations for revisions as well as items to bring to the attention of our school attorney, Mr. Paul O’Neil. I will update the board on our progress and share specific notes from the Institute when they become available.

## 7. Summer Planning

- BBL Board Trustees will receive Financial Disclosure forms to complete by the first week of July. This is an essential component of our Annual Report submission to NYSED, due at the end of July.
- During the upcoming August board meeting, we will make any necessary changes to the board committee list.

## 1. ACTION ITEMS

Motioned	Marvin Waldman
Second	Neil Meyerberg
In Favor	10
Oppositions	0
Abstentions	0

## **Action Items**

### **1. Fiscal**

- a) The Bronx Charter School for Better Learning Board of Trustees approves the budget for the 2023-2024 school year.

### **2. New hires**

- a) The Bronx Charter School for Better Learning Board of Trustees accepts the hiring of the following individuals, at the following effective dates, subject to receipt, where warranted, criminal history checks and Employment Eligibility Verification to the receipt of applicable certification.

#### **i. BBL1**

- 1. Taylor Jones, Teacher, \$55,352.78, effective September 1, 2023.

#### **ii. BBL2**

- 1. Lizmar Betances, Teacher, \$57,217.16, effective September 1, 2023.
- 2. Ketty DuBerry, Teacher, \$64,331.06, effective September 1, 2023.
- 3. Gregory McGoldrick, \$54,298.44, effective September 1, 2023.

### **3. Personnel**

The Bronx Charter School for Better Learning Education Corporation Board of Trustees approves the general release and severance agreement between Mala Sukhman and BBL.

### **4. Salary Adjustment**

- a) The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments:

i. BBL1

1. Saniesh Lowther, Teacher Assistant \$37,034.44 for obtaining Level 3 Certification, effective May 31, 2023.
2. Bridgette Charlton, Teacher Assistant, \$39,724.44 for obtaining Level 3 Certification, effective May 23, 2023.
3. Stacey Swazey-Grant, Teacher Assistant, \$37,917.32 for obtaining Level 3 Certification, effective April 27, 2023.

ii. BBL2

1. Erin Brockenton, Teacher Assistant, \$35,534.44 for obtaining Level 3 Certification, effective May 23, 2023.

**5. Compensation Recommendations**

- a) The Bronx Charter School for Better Learning Board of Trustees approves the following salary recommendations:

Compensation Recommendations - March 2023 - June 2023	
Shubert Jacobs	\$15,000
Vanessa Trezza	\$10,000
Dasha Alexander	\$10,000
Aderemi Ogundiran	\$8,500
Salian Guerrier	\$5,000
LaChandra McPherson	\$5,000
Satara James	\$1,500

**6. Consultants**

- a. The Bronx Charter School for Better Learning Board of Trustees approves the following contracted consultants with noted rates for the 2023-2024 school year:
- i. Andrew Dousis, Independent Consultant - \$66,000 – Work with teachers and assistants on classroom management.

- ii. Arthur Powell, \$14,500 – Work with teachers and assistants on using Cuisenaire rods.
- iii. Dr. Carol Rodgers, \$31,557 – To support the practice of four processes of Descriptive Inquiry.
- iv. Dr. Theodore Swartz, \$63,000 – To provide support in the following areas: accountability, reporting, curriculum, and the continual process of supporting instructional, support and administrative staff in clarifying the foundational pedagogy.
- v. John King, \$1,440 – To provide Science & Social Studies Professional Development to teacher and assistants.
- vi. Jordan Thevenow, \$12,000 – Maintain and further develop the online teacher portal for iReadBetter and iCountBetter.

\*\*\*\*\*

The Board Meeting adjourned at 7:44 PM

Respectfully submitted,

Dasha Alexander, Supervisor of Operations and Accountability

**\*\*\*End of June 22, 2023 Board Minutes \*\*\***



## **Bronx Charter Schools for Better Learning**

### **Board Minutes**

**May 25, 2023, 5:00 PM**

**Chair, Kimberly Kelly**

**Meeting By Zoom Online Conferencing**

Zoom Login ID: 812 4101 7147

#### **Trustees Present on Zoom:**

- Kimberly Kelly 5:03 – 5:34
- Marilyn Maye 5:01 – 7:09
- Marvin Waldman 5:12 – 6:32
- Bill Bernhardt 4:59– 7:09
- Syron Jack 5:08– 7:09
- Marlon Henry 5:01– 7:09
- Gregory Kimble, Jr 5:03– 7:09
- Neal Myerberg 5:04 – 7:01
- Ariel Dobkin 5:23– 7:09

#### **Board Members absent:**

- Dean Thomas
- Jem Pagán

#### **Administration and Staff Present on Zoom:**

- Shubert Jacobs
- Anne Clarke-Raysor
- Nicole Tennant
- Dasha Alexander
- Joyce Leung

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its May 25, 2023, board meeting.

**VOTE- Board Minutes**

Motioned	Marvin Waldman
Second	Gregory Kimble, Jr.
In Favor	6
Oppositions	0
Abstentions	0

## **Executive Director's Report – May 25, 2023**

### **Annual Accountability Summaries**

In establishing high standards for renewal, SUNY Charter Schools Institute requires authorized charter schools to create and commit to a performance agreement, or Accountability Plan, which contains a common set of goals along with specific measures that set the same criteria for each school's success across the state. Every year, SUNY Charter Schools Institute releases Accountability Summaries which provide analyses of individual school performance in the context of renewal criteria and Accountability Plans including absolute, comparative, and growth measures.

## Summary of Required Goals and Outcome Measures for Elementary/Middle (Kindergarten – 8<sup>th</sup> Grade) Schools

GOAL	REQUIRED OUTCOME MEASURES				
	ABSOLUTE		COMPARATIVE		GROWTH
	75% proficient on state exam	PI meets MIP	Percent proficient greater than school district	Effect size greater than 0.3	Mean growth percentile greater than 50
English language arts	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓
Science	✓		✓		
ESSA	School is deemed in good standing under the state's ESSA accountability system: it has not met the criteria to be identified as needing comprehensive or targeted school improvement.				

**PI:** Performance Index

**MIP:** Measure of Interim Progress as set forth in NY's ESSA accountability system

**Effect Size:** the degree to which the difference between a school's actual and predicted performance in each grade, relative to other schools with similar "economically disadvantaged" statistics (the difference between the actual and predicted outcome divided by the standard deviation)

### Example of How to Calculate a Performance Index

Level 1	Level 2	Level 3	Level 4
10%	25%	45%	20%
$\begin{aligned} \text{Level 2} + \text{Levels 3 \& 4} &= 90 \\ + \text{Levels 3 \& 4} &= 65 \\ + 0.5 * \text{Level 4} &= 10 \\ \hline \text{PLI} &= 165 \end{aligned}$			

Due to the COVID-19 pandemic-related interruption of state assessments, the Institute views the 2021-2022 state exam results as baseline data from which they can interpret future results. The 2023 state test results will mark the first year of BBL 1 and 2's charter cycles' accountability period. The 2022 results will contribute to the Institute's ability to calculate whether or not our schools meet growth measure targets in 2023.

The Bronx Charter Schools for Better Learning Education Corporation						
	22-23	23-24	24-25	25-26	26-27	27-28
BBL I		Full-Term Renewal: 5 Years				Expiration Year for New Cycle

	<b>New Charter Cycle Accountability Period</b>		
<b>BBL 2</b>		Full-Term Renewal: 3 Year “Extension”	<b>Expiration Year for New Cycle</b>
	<b>New Charter Cycle Accountability Period</b>		

Of all accountability goals, comparative measures make the most impactful case for a charter school’s ability to provide a superior educational alternative to that of the local school district, which for BBL is District 11. For comparative measures, the performance of all students tested in our schools who have been enrolled for at least two years is compared to students in the same tested grades in the district.

Economic disadvantage has consistently proven to be one of the most statistically significant indicators of student performance. Therefore, the Institute examines school performance in terms of the performance of all of their public schools in the state enrolling a similar proportion of economically disadvantaged students. Of note in the Accountability Summaries for both BBL campuses, neither met the absolute measures, both schools met almost all comparative measures, and growth measures are not available due to pandemic-related testing disruption. During the charter renewal vote, the SUNY Board of Trustees highlighted our students’ demonstrable academic achievement as indicated in our comparative measures.

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Bronx Charter School for Better Learning

		2017-18 Grades Served K-5				2018-19 Grades Served K-5				2021-22 Grades Served K-5							
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	66.0 (97)	69.0 (87)		3	70.4 (98)	70.0 (90)		3	53.3 (75)	50.0 (64)					
		4	58.5 (94)	57.3 (89)		4	71.3 (94)	71.3 (87)		4	35.1 (77)	37.3 (67)					
		5	42.6 (61)	41.4 (58)		5	57.6 (92)	56.3 (87)		5	47.1 (85)	48.8 (82)					
		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)					
		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)					
		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)					
		All	57.5 (252)	57.7 (234)	NO	All	66.5 (284)	65.9 (264)	NO	All	45.1 (237)	45.5 (213)	NO				
Absolute Measure	2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP					
		3-5	158	101	YES	3-5	169	105	YES	3-5			NA				
Comparative Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 11				Comparison: Bronx CSD 11				Comparison: Bronx CSD 11							
		Grades	School	District		Grades	School	District		Grades	School	District					
		3-5	57.7	35.2	YES	3-5	65.9	36.6	YES	3-5	45.5	29.5	YES				
	4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	
		3	74.0	66.0	44.9	1.16	3	87.9	607.0	595.0	1.39	3	77.0	53.3	37.9	0.80	
		4	78.5	58.5	40.0	0.96	4	79.2	608.0	595.0	1.64	4	81.8	35.1	30.8	0.24	
		5	76.6	42.6	29.6	0.80	5	82.8	610.0	594.9	1.86	5	77.5	47.1	29.3	1.08	
		6					6					6					
		7					7					7					
		8					8					8					
		All	76.3	57.5	39.4	1.00	YES	All	83.3	608.3	594.9	1.63	YES	All	78.8	45.1	32.5
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State					
		4	46.5			4	56.9			4							
		5	54.3			5	54.4			5							
		6	0.0			6	0.0			6							
		7	0.0			7	0.0			7							
		8	0.0			8	0.0			8							
		All	49.6	50.0	NO	All	55.6	50.0	YES	All			NA				

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Bronx Charter School for Better Learning

		2017-18 Grades Served K-5				2018-19 Grades Served K-5				2021-22 Grades Served K-5			
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	74.5 (98)	74.7 (87)		3	65.3 (98)	66.7 (90)		3	53.3 (75)	51.6 (64)	
		4	74.5 (94)	74.2 (89)		4	79.8 (94)	79.3 (87)		4	44.2 (77)	43.3 (67)	
		5	65.6 (61)	67.2 (58)		5	77.2 (92)	75.9 (87)		5	45.9 (85)	48.1 (81)	
		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)	
		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)	
		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
		All	72.3 (253)	72.6 (234)	NO	All	73.9 (284)	73.9 (264)	NO	All	47.7 (237)	47.6 (212)	NO
Absolute Measure	2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP	
		3-5	183	103	YES	3-5	187	107	YES	3-5			NA

Comparative Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 11					Comparison: Bronx CSD 11					Comparison: Bronx CSD 11						
	Grades	School	District				Grades	School	District				Grades	School	District			
	3-5	72.6	33.3			YES	3-5	73.9	34.6			YES	3-5	47.6	28.5			YES
Comparative Measure	4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES		
		3	74.0	74.5	47.9	1.29	3	87.9	605.0	594.9	1.06	3	77.0	53.3	38.4	0.70		
		4	78.5	74.5	39.4	1.67	4	79.2	612.0	596.0	1.61	4	81.8	44.2	29.4	0.73		
		5	76.6	65.6	35.0	1.66	5	82.8	617.0	595.1	2.08	5	77.5	45.9	26.6	1.05		
		6					6					6						
		7					7					7						
		8					8					8						
		All	76.3	72.3	41.6	1.52	YES	All	83.3	611.2	595.3	1.57	YES	All	78.8	47.7	31.3	0.83
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State			Grades	School	State			Grades	School	State				
		4	57.5				4	55.8				4						
		5	46.6				5	65.5				5						
		6	0.0				6	0.0				6						
		7	0.0				7	0.0				7						
		8	0.0				8	0.0				8						
		All	53.2	50.0			YES	All	60.6	50.0			YES	All		NA		

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Bronx Charter School for Better Learning II

		2017-18 Grades Served K-2				2018-19 Grades Served K-3				2021-22 Grades Served K-5						
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	()	()		3	60.0 (75)	61.8 (68)		3	37.0 (73)	39.1 (64)				
		4	()	()		4	(0)	(0)		4	41.9 (74)	41.0 (61)				
		5	()	()		5	(0)	(0)		5	34.7 (72)	32.8 (67)				
		6	()	()		6	(0)	(0)		6	(0)	(0)				
		7	()	()		7	(0)	(0)		7	(0)	(0)				
		8	()	()		8	(0)	(0)		8	(0)	(0)				
		All	()	()	NA	All	60.0 (75)	61.8 (68)	NO	All	37.9 (219)	37.5 (192)	NO			
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP					
				NA	3	157	105	YES	3-5			NA				
Comparative Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 11				Comparison: Bronx CSD 11				Comparison: Bronx CSD 11						
		Grades	School	District		Grades	School	District		Grades	School	District				
				NA	3	61.8	42.8	YES	3-5	37.5	29.5	YES				
	4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES
		3					3	74.3	603.0	597.2	0.69	3	76.6	37.0	38.1	-0.06
		4					4					4	77.2	41.9	32.8	0.52
		5					5					5	75.0	34.7	30.3	0.27
6						6					6					
7						7					7					
8					8					8						
All				NA	All	74.3	603.0	597.2	0.69	YES	All	76.3	37.9	33.7	0.25	NO
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
		4				4				4						
		5				5				5						
		6				6				6						
		7				7				7						
		8				8				8						
		All			NA	All			NA	All			NA			

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Bronx Charter School for Better Learning II

		2017-18 Grades Served K-2				2018-19 Grades Served K-3				2021-22 Grades Served K-5								
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET					
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()		3	74.7 (75)	77.9 (68)		3	44.4 (72)	45.3 (64)						
		4	()	()		4	(0)	(0)		4	36.5 (74)	36.1 (61)						
		5	()	()		5	(0)	(0)		5	36.1 (72)	34.3 (67)						
		6	()	()		6	(0)	(0)		6	(0)	(0)						
		7	()	()		7	(0)	(0)		7	(0)	(0)						
		8	()	()		8	(0)	(0)		8	(0)	(0)						
		All	()	()	NA	All	74.7 (75)	77.9 (68)	YES	All	39.0 (218)	38.5 (192)	NO					
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP							
				NA	3	183	107	YES	3-5			NA						
Comparative Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 11				Comparison: Bronx CSD 11				Comparison: Bronx CSD 11								
		Grades	School	District		Grades	School	District		Grades	School	District						
				NA	3	77.9	38.5	YES	3-5	38.5	28.5	YES						
	4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES		
		3					3	74.3	606.0	597.4	0.95	3	76.6	44.4	38.6	0.28		
		4					4					4	77.2	36.5	31.8	0.23		
		5					5					5	75.0	36.1	27.8	0.45		
6						6					6							
7						7					7							
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	8					8					8						
		All				NA	All	74.3	606.0	597.4	0.95	YES	All	76.3	39.0	32.8	0.32	YES
		Grades	School	State		Grades	School	State		Grades	School	State						
		4				4				4								
		5				5				5								
		6				6				6								
		7				7				7								
8				8				8										
	All				NA	All				NA	All					NA		

## State Testing

The Bronx Charter Schools for Better Learning 1 and 2 successfully administered the New York State Mathematics exams on Wednesday and Thursday, May 3<sup>rd</sup>-4<sup>th</sup>. As highlighted in last month's report, there is no Science state test this year. Both campuses will administer computer-based "field tests" during the month of May; both paper-based and computer-based. The computer-based field exam will enable us to assess our ability to administer such assessments on a larger scale, both in terms of hardware and network capacity.

We are making preparations for the 2023-2024 State Testing program to include computer-based testing and the new 5<sup>th</sup> grade science exam, which is aligned to the new Next Generation State Standards. While shifting to computer-based testing has its challenges, there are benefits

in terms of both ease and access for students. For example, students who are entitled to have questions read aloud to them as outlined in their IEPs will no longer need to depend on adult support for this service. Instead, the technology enables them to have questions read and repeated as needed. We anticipate computer-based testing will decrease impediments to our student's ability to fully demonstrate their mastery of content, such as "bubbling" mistakes on scantrons, handwriting or writing stamina issues, and having to sift through multiple booklets while reading, writing, and answering multiple-choice questions.

### **Math League**

Math League represents the largest network of local and state math competitions for school-aged children in the United States and abroad. They hold more than 400 contents globally, with over 30,000 student competitors. Both BBL campuses invited select groups of 4<sup>th</sup> and 5<sup>th</sup> graders to participate in weekly math enrichment from January through March. These same students competed in a regional math competition on March 25, 2023. A total of 6 BBL students qualified for the National Math League competition, which takes place in June.

### **Research Project: Dr. Arthur Powell's Multiplicative and Proportional Reasoning about Fractions from a Measuring Perspective**

On November 10, 2021, Dr. Powell received a grant award letter from the Bronx Charter Schools for Better Learning and permission to commence his research with a select group of teachers. Due to the untimely death of his research partner, Muteb M. Alqahatani, Ph.D., the project was partially disrupted, mostly in grades 3 through 5. As the sole researcher, Dr. Powell continued to engage teachers in grades 1 and 2 consistently and attempted to include teachers in grades 3 through 5. Despite the challenges, the research project has benefited the BBL community by providing professional development and immersion in mathematical strategies and concepts deeply rooted in our instructional approach, *the subordination of teaching to learning*. Additionally, the project has led to one published paper, another in process of publication

focusing on Gattegno's concept of children's mental powers, and a third on the horizon focusing on the proliferation of the mathematical lens and techniques Dr. Powell explores with teachers.

Dr. Powell requests a 1-year extension of the project at no additional cost to the school. He will continue to work with us in a mutually-beneficial manner in accordance with the scope of his original proposal.

## Open Meetings Law

The Open Meetings Law (OML) has been amended to expand use of videoconferencing by public bodies to conduct open meetings. However, the most recent amendment to OML (May 5, 2023) communicates clear parameters for videoconferencing for both regular board meetings and committee meetings, signaling a return to prior meeting norms and modalities. This change presents our Board of Trustees with an opportunity to reflect and reconsider the means by which we engage and collaborate.

Unlike what was allowed during the COVID-19 emergency, the use of videoconferencing from locations closed to the public is only permitted in extraordinary circumstances, unless there is a state or local declaration of emergency. Below is a summary of the requirements for videoconferencing as outlined by the guidance from the Committee on Open Government regarding the 2022 amendments.

Under extraordinary circumstances, a board member may now participate in an open meeting remotely by videoconference from a location not open to in-person physical attendance by the public as long as the following procedures are met:

1. The board must first adopt a resolution authorizing such remote attendance (this only needs to be done once and can be added to the bylaws in lieu of a resolution); and,
2. The board must establish written procedures that set forth what they determine to be "extraordinary circumstances." The amended OML includes examples such as "disability, illness, caregiving responsibilities, or any other significant or unexpected factor or event

which precludes the member's physical attendance at such meeting." These written procedures need to be prominently posted on the board's website.

A board member participating remotely under extraordinary circumstances may not be counted toward a quorum of the board but may participate and vote if there is a quorum of members at a physical location or locations open to the public. If there is a state of emergency, a quorum is not required at a location or locations open to the public.

Regardless of extraordinary circumstances, board members may still participate remotely from multiple physical locations if:

1. The board's bylaws allow, or the board has adopted a resolution authorizing, the use of videoconferencing which then may be incorporated into amended bylaws. Please note that Bronx Charter School for Better Learning's bylaws already permit the use of videoconference per Article VI (B)(2);
2. The board has written procedures governing member and public attendance and the procedures are conspicuously posted on the public website of the board;
3. The remote locations are open to in-person public attendance (with posted signage);
4. The video link (for streaming) and all locations, including the public remote locations, are identified in the meeting notice; and,
5. The members are visible to the public via videoconferencing. Teleconferencing, or audio-only participation, is only permitted during executive sessions because the OML requires that the public be able to see and identify members of the board during open meetings.

Members participating remotely from locations that are open to the public may count toward a quorum and may fully participate and vote in the meeting. Whenever a board member is participating in a meeting remotely, the meeting minutes must reflect which members participated remotely, and the public portions of the meeting must be recorded and posted to the board's website within five business day following the meeting and shall remain available for a minimum of five years.

Given this most recent guidance, items to contemplate include a return to pre-pandemic meeting norms and modalities, clarifying parameters around remote meeting attendance of trustees, and reassessing how we enable the public to participate in-person and/or through a streaming link separate from Zoom.

## Enrichment Program

Our enrichment cycle for the 2022-2023 school year culminates in Capstone Projects, including performances of The Lion King. BBL welcomes our Board of Trustees to attend. Our students will be performing on Monday, June 12<sup>th</sup> and Wednesday, June 14<sup>th</sup> at 5:30 PM in the Main Building auditorium of BBL 1 located at 3740 Baychester Ave.

Additionally, I have compiled highlights from the Enrichment Program for you, detailed below:

- Capstone presentations from all enrichment clubs will be recorded and edited together to create a video to showcase students' projects. It will be shared with the school community at our final showcase on June 5<sup>th</sup>:
  - BBL 1 video presentation will be from 9:00 – 11:00 a.m.
  - BBL 2 presentation will be from 12:30-2:00 p.m.
- Enrichment staff are creating a digital magazine to feature all the clubs in the enrichment space.
- BBL 2 students (12 from the student council and 12 from 4<sup>th</sup>/5<sup>th</sup> grade ICT classes) have been working with NineDot Energy in their environmental activism/clean energy campaign. The collaboration has given our students the following opportunities:
  - Science Sessions with students directed by Adam Cohen (Cofounder & CTO) and Jon Carbajal (Director of Product Development)
  - Working in groups as art activists, sketching personal messages to the Bronx community about environmental health.
  - Presenting sketches and pitching them to Ninedot representatives
  - Engaging family members in the painting process.

- Receiving mention in the recent publication by Popular Science Magazine:  
<https://www.popsci.com/technology/ninedot-battery-energy-storage-system-bronx/?amp>
- The final mural painting session will take place in June. Artbridge, who is managing the grant, will install the mural.

## Action Items – April 27, 2023

Motioned	Neal Myerberg
Second	Marvin Waldman
In Favor	8
Oppositions	0
Abstentions	0

### a. Salary Adjustments

The Bronx Charter School for Better Learning Board of Trustees approves the following salary adjustments:

#### i. BBL2

1. Kelly Sheehy, Academic Leader, \$85,514.66 to \$88,080.10 for obtaining Masters + 15 credits, effective April 1, 2023.

### b. Resignations

The Bronx Charter School for Better Learning Board of Trustees approves the following resignations:

#### i. BBL1

1. Aruna Ramkissoon, Teacher, effective May 19, 2023.

### c. Employment Renewal

The Bronx Charter School for Better Learning Board of Trustees approves the contract renewal for staff members listed on the attached list, effective July 1, 2023, for 12-month employees and September 1, 2023, for 10-month employees.

**d. Stipends**

The Bronx Charter School for Better Learning Board of Trustees approves the stipends for the listed staff members for the 2023-2024 school year.

**e. Salary Guide**

The Bronx Charter School for Better Learning Board of Trustees approves the attached salary guide for the 2023-2024 school year.

**f. Research Project**

The Bronx Charter Schools for Better Learning Board of Trustees approves the following Research Project extension for one year of Dr. Powell's multiplicative and proportional reasoning about fractions from a measuring Perspective at no additional cost to the school.

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The Board Meeting adjourned at 7:09 PM

Respectfully submitted,

Dasha Alexander, Supervisor of Operations and Accountability

**\*\*\*End of May 25, 2023, Board Minutes \*\*\***



The Bronx Charter Schools for Better Learning  
2023 – 2024

JULY

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER (16 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER (21 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 20 instructional days

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER (16 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY (21 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY (16 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH (20 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL (13 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY (22 Instructional Days)

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE 15 instructional days

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

First Day and Last Day of School

No school

Half Days

Half Days – PreK & K

Asynchronous Instruction