Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 06/25/2019 • Last updated: 07/03/2019

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 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, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOL
a1. Popular School Name (Optional)	BGLIG
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE-Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 7
d. DATE OF INITIAL CHARTER	10/2007
e. DATE FIRST OPENED FOR INSTRUCTION	09/2008

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

MISSION STATEMENT

Bronx Global Learning Institute for Girls (“BGLIG,” pronounced Big League) will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for life-long learning. Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Our school has a single gender environment coupled with a rigorous instructional program. Our teachers use small group instruction to promote student learning and create a nurturing learning environment. Our students' safety is in the forefront so we pride ourselves on providing a safe learning environment to foster teaching and learning. BGLIG also provides an extended day for our girls, which starts at 8:00am and ends at 4:00pm.
Variable 2	Dual Language Program: The program integrates native English speakers and native Spanish speakers providing instruction to both groups of students in both languages. BGLIG's intention is to produce students who are bilingual and bi-literate in English and Spanish. We focus on Literacy across the curriculum in English and Spanish.
Variable 3	Single gender instruction focusing on creating female leaders: BGLIG's focus on the role of women in history and our

	society which enables our girls to explore the possibilities and qualities needed to be a future female leader.
Variable 4	Data Driven Small Group Differentiated Instruction: All instructional decisions are grounded in the review of data. Lesson planning takes into account the data and the specific needs of our students. Lessons and activities are differentiated to meet the needs of our students. Small group instruction is targeted and meaningful to our student's needs.
Variable 5	*Strong Professional Development for Teachers and Teaching Assistants: Support is given to teachers and teaching assistants by Principals, BGLIG Literacy and Math Coaches. We have a strong Collaborative Professional Learning Environment where our teachers work collaboratively to ensure the consistent delivery of instruction.
Variable 6	We are committed to increasing student achievement and closing the achievement gap. We promote parental and community involvement. Our school provides a technology-rich environment. BGLIG also offers an After School Academic Achievement Program for our scholars. We have monthly academic celebrations which includes a Student of the Month Program and Honor Roll Program.
Variable 7	Our integrated arts program weaves the performing arts (String and Dance Programs) into all academic content areas, encouraging students to communicate and create their own perspective as they explore and experience the arts curriculum.
Variable 8	Our Scholars have access to the following: *Access to MYON Reading System K-8 *SASF - Middle School After School Program *Suzuki Violin Program K-8 *Dance Program K-6 *Physical Education Program in the Middle School *Student Government in the Middle School *Middle School Sports program this year which enabled our student to compete with other schools in Volleyball, Basketball and Softball.
Variable 9	Our integrated arts program weaves the performing arts (String and Dance Programs) into all academic content areas, encouraging students to communicate and create their own perspective as they explore and experience the arts curriculum.

Variable 10	Our 8th grade Scholars are able to participate in BGLIG's Specialized High School Achievement program during early morning sessions to support our 8th graders as they prepare to take this assessment. During the school day, a Regents Math enrichment class has been added to the curriculum to prepare our Middle School students that can register for the Math Regents.

Need additional space for variables No

h. SCHOOL WEB ADDRESS (URL) www.bgligschool.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 433

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	750 Concourse Village West Bronx, NY 10451	718-993-1740	NYC CSD 7	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Edwin Irizarry	718-993-1740		eirizarry@bgligschool.org
Operational Leader	Birmania Matalon	718-993-1740		bmatalon@bgligschool.org
Compliance Contact	Catherine Ventura	718-993-1740		cventura@bgligschool.org
Complaint Contact	Catherine Ventura	718-993-1740		cventura@bgligschool.org
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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		Yes

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 .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

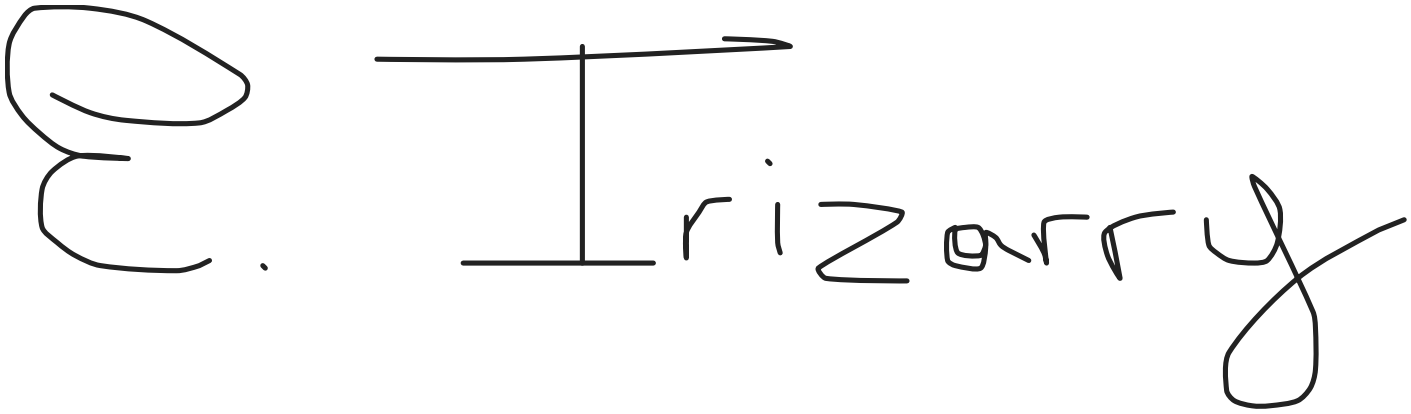
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Edwin Irizarry
Position	Executive Director
Phone/Extension	718-993-1740
Email	eirizarry@bgligschool.org

p. 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. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date 2019/07/03

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 06/25/2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re-select authorizer name from the drop down menu).	NYCDOE-Authorized Charter School
2. NEW YORK STATE REPORT CARD	https://data.nysed.gov/profile.php?instid=800000061079
Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/). **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	

Entry 4 Expenditures per Child

Created: 06/25/2019 • Last updated: 07/24/2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOLSection Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	5411240
Line 2: Year End FTE student enrollment	433
Line 3: Divide Line 1 by Line 2	12497

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	473632
Line 2: Management and General Cost (Column)	398120
Line 3: Sum of Line 1 and Line 2	871752
Line 5: Divide Line 3 by the Year End FTE student enrollment	2013

Thank you.

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS, THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL

Financial Statements

For the years ended June 30, 2019 and 2018

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Financial statements
June 30, 2019 and 2018

Contents **Page**

Independent Auditors' Report 1-2

Statements of Financial Position 3

Statements of Activities 4

Statements of Functional Expenses 5-6

Statements of Cash Flows 7

Notes to the Financial Statements 8-13

Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance And
Other Matters Based on an Audit of Financial
Statements Performed In Accordance with
Government Auditing Standards 14-15

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report

To the Board of Trustees of
Bronx Global Learning Institute for Girls,
The Shirley Rodriguez-Remeneski School
New York, New York

Report on the financial statements

We have audited the accompanying financial statements of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other reporting required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 25, 2019, on our consideration of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting and compliance.



New York, New York
October 25, 2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Financial Position
As of June 30,

	2019	2018
Assets		
Current assets		
Cash and cash equivalents	$ 11,909,893	$ 9,886,544
Grants and contracts receivable	91,790	270,824
Prepaid expenses	-	1,600
Total current assets	12,001,683	10,158,968
Property and equipment, net - Note 5	43,181	32,293
Other assets		
Restricted cash	75,572	75,478
Total assets	$ 12,120,436	$ 10,266,739
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued expenses	$ 82,949	$ 66,049
Accrued salaries and other payroll-related expenses - Note 6	565,255	699,919
Refundable advances	31,233	27,575
Total current liabilities	679,437	793,543
Net assets without donor restrictions		
Undesignated	11,365,427	9,397,718
Reserve - contingency	75,572	75,478
Total net assets without donor restrictions	11,440,999	9,473,196
Total liabilities and net assets without donor restrictions	$ 12,120,436	$ 10,266,739

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Activities
For the years ended June 30,

Operating revenue and other support	2019	2018
State and local per pupil operating revenue		
General education	$ 6,622,196	$ 6,477,820
Special education	315,192	130,540
Total state and local per pupil operating revenue	6,937,388	6,608,360
Grants, contracts and other support		
Federal	399,542	374,754
State and local	44,852	33,503
Contributions	-	1,560
Interest income	4,185	4,144
Total operating revenue and other support	7,385,967	7,022,321
Expenses		
Program expenses		
Regular education	4,449,313	4,477,572
Special education	570,414	608,309
Total program expenses	5,019,727	5,085,881
Supporting Services		
Management and general	398,437	258,712
Total program and supporting services expenses	5,418,164	5,344,593
Change in net assets	1,967,803	1,677,728
Net assets without restrictions - beginning of year	9,473,196	7,795,468
Net assets without restrictions - end of year	$ 11,440,999	$ 9,473,196

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2019

	Program expenses			Supporting services	Total Program and Supporting services 2019
	Regular education	Special education	Total programs	Management/ general	
Salaries					
Instructional personnel	$ 2,570,672	$ 321,098	$ 2,891,770	$ -	$ 2,891,770
Administrative staff personnel	421,041	52,591	473,632	-	473,632
Non instructional personnel	1,649	10,068	11,717	163,788	175,505
Total salaries	2,993,362	383,757	3,377,119	163,788	3,540,907
Operating expenses					
Fringe benefits and payroll taxes	852,000	109,229	961,229	46,619	1,007,848
Retirement	50,939	6,530	57,469	2,787	60,256
Professional services	89,713	11,501	101,214	123,325	224,539
Office expenses	99,184	12,716	111,900	5,427	117,327
Marketing and recruitment	2,293	294	2,587	125	2,712
Insurance	38,336	4,915	43,251	38,670	81,921
Repairs and maintenance	5,436	697	6,133	297	6,430
Staff development	99,118	12,707	111,825	5,424	117,249
Student services	39,737	5,095	44,832	2,174	47,006
Supplies and materials	101,881	13,061	114,942	5,575	120,517
Equipment and furnishings	36,707	4,706	41,413	2,009	43,422
Technology	19,459	2,495	21,954	1,064	23,018
Depreciation expense	13,651	1,750	15,401	747	16,148
Other expenses	7,497	961	8,458	406	8,864
Total operating expense	1,455,951	186,657	1,642,608	234,649	1,877,257
Total expenses	$ 4,449,313	$ 570,414	$ 5,019,727	$ 398,437	$ 5,418,164

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2018

	Program expenses			Supporting services	Total Program and Supporting services 2018
	Regular education	Special education	Total programs	Management/ general	
Salaries					
Instructional personnel	$ 2,467,566	$ 323,837	$ 2,791,403	$ -	$ 2,791,403
Administrative staff personnel	479,032	62,400	541,432	-	541,432
Non instructional personnel	2,673	13,871	16,544	98,852	115,396
Total salaries	2,949,271	400,108	3,349,379	98,852	3,448,231
Operating expenses					
Fringe benefits and payroll taxes	809,649	110,307	919,956	30,699	950,655
Retirement	63,005	8,585	71,590	2,399	73,989
Professional services	174,997	22,765	197,762	103,345	301,107
Office expenses	94,751	12,908	107,659	5,429	113,088
Marketing and recruitment	6,372	904	7,276	252	7,528
Insurance	77,095	10,504	87,599	2,923	90,522
Repairs and maintenance	2,650	362	3,012	146	3,158
Food services	3,432	468	3,900	130	4,030
Staff development	89,749	12,228	101,977	3,403	105,380
Student services	34,714	4,729	39,443	2,033	41,476
Supplies and materials	110,904	15,123	126,027	4,305	130,332
Equipment and furnishings	25,975	3,887	29,862	1,082	30,944
Technology	15,242	2,057	17,299	433	17,732
Depreciation expense	12,582	1,714	14,296	477	14,773
Other expenses	7,184	1,660	8,844	2,804	11,648
Total operating expense	1,528,301	208,201	1,736,502	159,860	1,896,362
Total expenses	$ 4,477,572	$ 608,309	$ 5,085,881	$ 258,712	$ 5,344,593

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Cash Flows
For the years ended June 30,

	2019	2018
Cash flows from operating activities		
Change in net assets	$ 1,967,803	$ 1,677,728
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	16,148	14,773
Changes in operating assets and liabilities		
Grants and contracts receivable	179,035	(45,698)
Prepaid expenses	1,600	(1,600)
Accounts payable and accrued expenses	16,900	(8,165)
Accrued salaries and other payroll-related expenses	(134,664)	275,991
Refundable advances	3,658	(212,636)
Net cash provided by operating activities	2,050,480	1,700,393
Cash flows used in investing activities		
Restricted cash	(94)	(56)
Acquisition of fixed assets	(27,036)	(1,949)
Net cash used in investing activities	(27,130)	(2,005)
Net increase in cash and cash equivalents	2,023,350	1,698,388
Cash and cash equivalents - beginning of year	9,886,543	8,188,156
Cash and cash equivalents - end of year	$ 11,909,893	$ 9,886,544

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

Note 1 Organization

Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School (the "School"), a 501(c) (3) tax-exempt organization, is a Kindergarten through eighth grade charter school, located in Bronx, New York. The School was first chartered in February 2008, and was renewed in 2018 for another 3 years term through June 30, 2021. The School educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue.

Note 2 Summary of significant accounting policies

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

Basis of presentation. The financial statements of the School have been prepared in accordance with U.S. generally accepted accounting principles ("US GAAP"), which require the School to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the organization.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds to be cash equivalents.

Note 2 Summary of significant accounting policies (continued)

Grants receivable. Grants receivable are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability, Grant receivables are $91,970 and $270,824 as of June 30, 2019 and 2018, respectively. No allowance was recorded at June 30, 2019 as in management believes all amounts are collectible.

Donated goods and services. The School is located in a New York City Department of Education facility. The School utilizes approximately 19,000 square feet of classrooms and approximately 8,700 square feet of common areas at no charge. In addition, the School received donated maintenance/security, utilities, and food services from the local school district. For the year ended June 30, 2019, the School was unable to determine a value for these services.

Restricted cash and escrow reserves. Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should such event occur.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

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

Functional allocation of expenses. Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Note 2 Summary of significant accounting policies (continued)

Property and equipment. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $1,000. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

Asset	Useful life
Furniture and fixtures	7 years
Computer, Software and office equipment	3 years

Income taxes. The School filed and received approval of its application for tax exempt status from the Internal Revenue Service under section 501(c)(3) of the Internal Revenue code to be classified as a publicly supported organization as described in Internal Revenue Code section 509 (A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that as of June 30, 2019, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statements.

The School is no longer subject to income tax examination by tax authorities for years before June 30, 2016.

Functional expenses. The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program services, administrative and fund raising. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

Salaries	Time and effort
Fringe benefits and payroll taxes	Time and effort
Professional services	Time and effort
Insurance	Square footage

Note 2 Summary of significant accounting policies (continued)

Change in accounting principle. On August 18, 2016, FABS issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entitles (Topic 958) – Presentation of Financial Statements of Not-for Profit Entities. The update addresses the complexity and understandability of net asset classification, efficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. We have implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

Note 3 Retirement plan

The School offers a 401(k) plan (the "Plan") for all employees. Employees are eligible for the Plan immediately following their first payroll and participation in the Plan is voluntary. Employees can make pretax contributions up to 100% of their annual compensation, up to IRS limits for each calendar year. The School matches the employee contribution up to 4% of the employee's annual compensation. For the years ended June 30, 2019 and 2018, the School's matching contribution was $60,256 and $73,989. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All Plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

Note 4 Liquidity and availability

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

Financial assets:	**2019**	**2018**
Cash and cash equivalents	$ 11,909,893	$ 9,886,544
Grants and other receivables	91,790	270,824
Prepaid expenses	-	1,600
Amount available for general expenditures within one year	$ 12,001,683	$ 10,158,968

Note 5 Property and equipment

Property and equipment consist of the following as of June 30:

	2019	2018
Furniture and fixtures	$ 66,136	$ 59,151
Computer equipment	397,304	377,253
Computer software	25,107	25,107
Office equipment	26,901	26,901
	515,448	488,412
Less: accumulated depreciation	(472,267)	(456,119)
	$ 43,181	$ 32,293

Note 6 Accrued salaries and other payroll-related expenses

Accrued payroll and benefits consist of amounts due to staff for payroll earned during the school year but paid over the summer months. As of June 30, 2019 and 2018, total accrued salaries and other payroll-related expenses amounted to $565,255 and $699,919, respectively.

Note 7 Concentration of risk

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

The School received approximately 94% and 94% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York City Department of Education during the year ended June 30, 2019 and 2018, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Department of Education and the Federal Title I grants.

Note 8 Support services

Subject to annual renewal, the School entered into an agreement (the "Agreement") with a third party to provide assistance with accounting and bookkeeping, financial reporting and budgeting and grant financial management. As of June 30, 2019 and 2018, fees under the agreement amounted to $62,963 and $61,985 respectively.

Note 9 Contingency

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

Note 10 Subsequent events

Subsequent Events. Management has evaluated its June 30, 2019 financial statements for subsequent events through October 25, 2019, which is the date the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
Bronx Global Learning Institute for Girls,
The Shirley Rodriguez-Remeneski School
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2019.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control. Accordingly, we do not express an opinion on the effectiveness of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control.

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

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

Compliance and other matters

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

Purpose of this report

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



New York, New York
October 25, 2019

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

_____

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

_____

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

   Board Chair
   Member of Academic, Finance, Personnel Committees

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	*Please write "None" if applicable. Do not leave this space blank.*		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
100 Hispanic Women, Inc.	Board Member		Alana Barran	

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

Signature

7/24/19
Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

NYDIA NOVOA SANCHO

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

Bronx Global Learning Institute for Girls

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

   Vice chair + member

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** __X__**No**

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

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

   ____**Yes** __X__**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
~~Please write~~ "None" if applicable. ~~Do not~~ leave this space blank.	NONE	NONE	

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	0	N/A	C	

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

Lydia Nova Gonzalez 7/25/2019

Signature Date

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

Business Telephone: N/A

Business Address: N/A

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Silvia T. Pan

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

Bronx Global Learning Institute for Girls - The Shirley Rodriguez-Remenesti School

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

   Board member
   Treasurer

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_ **No**

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

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

   ____**Yes** _X_ **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of financial interest/transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to you**
Please write "None" if applicable. Do not leave this space blank. None			

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

None

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

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

Signature _____ Date 7/24/2019

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

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: JOSEPH CARCAGNO

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS

---

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

   TRUSTEE

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

Signature _____ Date 7/2/2019

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

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Victoria Rodriguez

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

Bronx Global Learning Institute for Girls (BGLIG)

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

Secretary

2. Are you an employee of any school operated by the education corporation?
No

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

3. Are you 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?

No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

7/21/2019

Signature Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone:

_____

Home Address:

_____

last revised 08/21/2018

Entry 8 BOT Table

Created: 06/25/2019 • Last updated: 07/03/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018-19
1	Alana Barran [redacted]	Chair	Executive, Finance, Personnel and Academic Committee	Yes	3	10/01/2007	06/30/2021	12
2	Victoria Rodriguez [redacted]	Secretary	Executive, Fundraising and Finance Committee	Yes	3	10/01/2007	06/30/2021	8
3	Nydia Novoa-Sancho [redacted]	Vice Chair	Executive, Personnel and Academic Committee	Yes	3	10/01/2007	06/30/2021	11
4	Silvia Pan	Treasurer	Executive and Finance Committee	Yes	2	10/01/2015	06/30/2021	11
5	Joseph Carcagno [redacted]	Trustee/Member	Fundraising Committee	Yes	2	09/01/2013	06/30/2021	8

6	Kim Watson-Benjamin	Parent Rep		Yes	1	01/10/2017	06/30/2021	5 or less
7								
8								
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	6
b.Total Number of Members Added During 2018-19	0
c. Total Number of Members who Departed during 2018-19	0
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Created: 06/25/2019 • Last updated: 07/03/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. When the school needs to increase enrollment, BGLIG sends out mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.

	Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	
English Language Learners/Multilingual Learners	BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. When the school needs to increase enrollment, BGLIG sends out mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.
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Students with Disabilities	mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	In order to retain our at-risk students, we will be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.
		In order to retain our at-risk students, we will

English Language Learners/Multilingual Learners	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.
Students with Disabilities	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	In order to retain our at-risk students, we will be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 06/25/2019 • Last updated: 07/03/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 – 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 – 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/3019
	30	2	1	0	29

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 – 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 – 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
	4	1	1	0	4

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Bronx Global Learning Institute for Girls Charter School,
The Shirley Rodriguez-Remeneski School
"Where Every Girl is A Leader"

2019-2020 School Year Calendar

Note: Our school calendar coincides with {our local/city} calendar with respect to school closings. Please keep on your refrigerator for reference during the year. If [NYC School District] is closed due to weather, we will be closed.

August 19 - 30	Pre Service Professional Development Begins ALL STAFF REPORT
September 2	Labor Day - **SCHOOL CLOSED**
September 3	**First Day of School- FULL DAY 8am – 4pm** **NO BUS SERVICE**
September 12	**Bus Service begins**
September 20	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**
September 25	**OPEN SCHOOL** – MS Curriculum Evening 5:00-6:30 pm
September 26	**OPEN SCHOOL** – ES Curriculum Evening 5:00-6:30 pm
September 30 & Oct 1	Rosh Hashanah – **SCHOOL CLOSED**
October 9	**Yom Kippur – SCHOOL CLOSED**
October 14	Columbus Day – **SCHOOL CLOSED**
October 18	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**
November 5	Election Day – **Students will NOT be in attendance**
November 11	Veterans Day Observed – **SCHOOL CLOSED**
November 19	**Middle School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm** **½ Day students will be dismissed at noon *Bus service available***
November 20	**Elementary School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm** **½ Day students will be dismissed at noon *Bus service available***
November 28-29	Thanksgiving Recess – **SCHOOL CLOSED**
December 24 - January 1	Winter Recess (including Christmas and New Year's Day)
January 2	**Students & Staff return to school**
January 17	2020 Winter Arts Celebration - **½ Day students will be dismissed at noon *Bus service available***
January 20	Dr. Martin Luther King, Jr. Day – **SCHOOL CLOSED**
January 24	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**

February 17 – 21	Midwinter Recess (including Washington's Birthday and Lincoln's Birthday) **SCHOOL CLOSED students return on Monday, February 24, 2020**
February 28	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
March 17	**Elementary School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm ½ Day ES students will be dismissed at noon *Bus service available***
March 18	**Middle School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm ½ Day MS students will be dismissed at noon *Bus service available***
March 25-27	**Grades 3-8 NYS English Language Art Exam**
April 9- April 17	**Spring Recess - School CLOSED** Students return to school on Monday, April 20, 2020
April 21 – 23	**Grades 3 -8 NYS Mathematics Exam**
April 24	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
	.
May 15	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
May 19 & 20	**NYS Science Performance Exam for Grades 4**
May 27 & 28	**NYS Science Performance Exam for Grades 8**
May 25	Memorial Day – **SCHOOL CLOSED**
June 1	**NYS Science Written Test – Grade 4 & 8**
June 4	Chancellor's Conference Day -**Students will NOT be in attendance (Professional Development)**
June 9	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
June 26	**LAST DAY FOR ALL STUDENTS – ½ Day students will be dismissed at noon.**
June 30	Last Day for School Staff

Total school days that students are in session for: 184

Please note: Any day that the NYC School District closes due to inclement weather or unforeseen situations, BGLIG will also be closed, please make sure to follow the news for unplanned closures.

Note: Calendar is subject to change. Approved by Board of Trustees on 05.14.19

Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 06/25/2019 • Last updated: 07/03/2019

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 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, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOL
a1. Popular School Name (Optional)	BGLIG
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE-Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 7
d. DATE OF INITIAL CHARTER	10/2007
e. DATE FIRST OPENED FOR INSTRUCTION	09/2008

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

MISSION STATEMENT

Bronx Global Learning Institute for Girls (“BGLIG,” pronounced Big League) will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for life-long learning. Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Our school has a single gender environment coupled with a rigorous instructional program. Our teachers use small group instruction to promote student learning and create a nurturing learning environment. Our students' safety is in the forefront so we pride ourselves on providing a safe learning environment to foster teaching and learning. BGLIG also provides an extended day for our girls, which starts at 8:00am and ends at 4:00pm.
Variable 2	Dual Language Program: The program integrates native English speakers and native Spanish speakers providing instruction to both groups of students in both languages. BGLIG's intention is to produce students who are bilingual and bi-literate in English and Spanish. We focus on Literacy across the curriculum in English and Spanish.
Variable 3	Single gender instruction focusing on creating female leaders: BGLIG's focus on the role of women in history and our

	society which enables our girls to explore the possibilities and qualities needed to be a future female leader.
Variable 4	Data Driven Small Group Differentiated Instruction: All instructional decisions are grounded in the review of data. Lesson planning takes into account the data and the specific needs of our students. Lessons and activities are differentiated to meet the needs of our students. Small group instruction is targeted and meaningful to our student's needs.
Variable 5	*Strong Professional Development for Teachers and Teaching Assistants: Support is given to teachers and teaching assistants by Principals, BGLIG Literacy and Math Coaches. We have a strong Collaborative Professional Learning Environment where our teachers work collaboratively to ensure the consistent delivery of instruction.
Variable 6	We are committed to increasing student achievement and closing the achievement gap. We promote parental and community involvement. Our school provides a technology-rich environment. BGLIG also offers an After School Academic Achievement Program for our scholars. We have monthly academic celebrations which includes a Student of the Month Program and Honor Roll Program.
Variable 7	Our integrated arts program weaves the performing arts (String and Dance Programs) into all academic content areas, encouraging students to communicate and create their own perspective as they explore and experience the arts curriculum.
Variable 8	Our Scholars have access to the following: *Access to MYON Reading System K-8 *SASF - Middle School After School Program *Suzuki Violin Program K-8 *Dance Program K-6 *Physical Education Program in the Middle School *Student Government in the Middle School *Middle School Sports program this year which enabled our student to compete with other schools in Volleyball, Basketball and Softball.
Variable 9	Our integrated arts program weaves the performing arts (String and Dance Programs) into all academic content areas, encouraging students to communicate and create their own perspective as they explore and experience the arts curriculum.

Variable 10	Our 8th grade Scholars are able to participate in BGLIG's Specialized High School Achievement program during early morning sessions to support our 8th graders as they prepare to take this assessment. During the school day, a Regents Math enrichment class has been added to the curriculum to prepare our Middle School students that can register for the Math Regents.

Need additional space for variables No

h. SCHOOL WEB ADDRESS (URL) www.bgligschool.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 433

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	750 Concourse Village West Bronx, NY 10451	718-993-1740	NYC CSD 7	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Edwin Irizarry	718-993-1740		eirizarry@bgligschool.org
Operational Leader	Birmania Matalon	718-993-1740		bmatalon@bgligschool.org
Compliance Contact	Catherine Ventura	718-993-1740		cventura@bgligschool.org
Complaint Contact	Catherine Ventura	718-993-1740		cventura@bgligschool.org
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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		Yes

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 .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

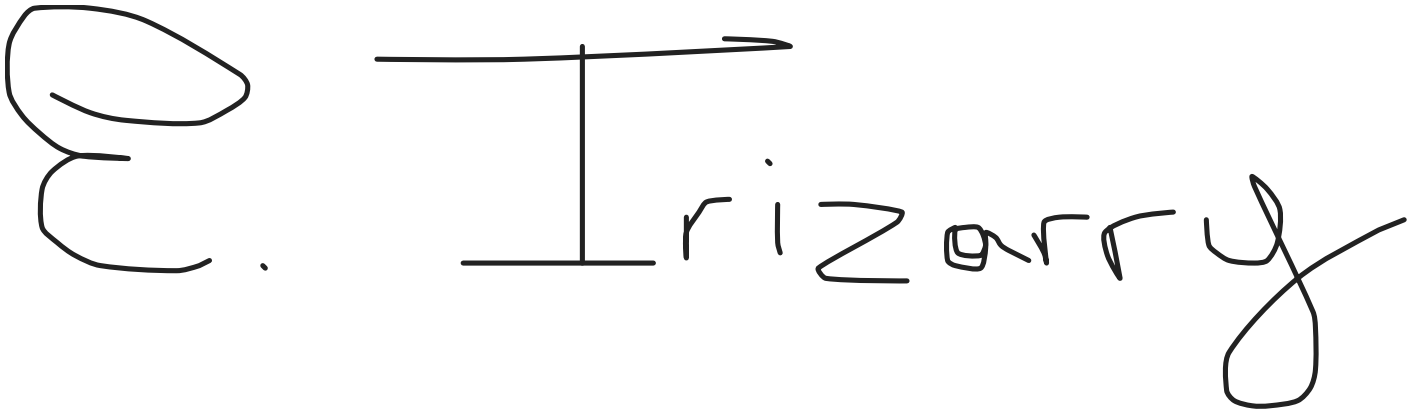
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Edwin Irizarry
Position	Executive Director
Phone/Extension	718-993-1740
Email	eirizarry@bgligschool.org

p. 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. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date 2019/07/03

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 06/25/2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re-select authorizer name from the drop down menu).	NYCDOE-Authorized Charter School
2. NEW YORK STATE REPORT CARD	https://data.nysed.gov/profile.php?instid=800000061079
Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/). **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	

Entry 4 Expenditures per Child

Created: 06/25/2019 • Last updated: 07/24/2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOLSection Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	5411240
Line 2: Year End FTE student enrollment	433
Line 3: Divide Line 1 by Line 2	12497

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	473632
Line 2: Management and General Cost (Column)	398120
Line 3: Sum of Line 1 and Line 2	871752
Line 5: Divide Line 3 by the Year End FTE student enrollment	2013

Thank you.

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS, THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL

Financial Statements

For the years ended June 30, 2019 and 2018

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Financial statements
June 30, 2019 and 2018

Contents **Page**

Independent Auditors' Report 1-2

Statements of Financial Position 3

Statements of Activities 4

Statements of Functional Expenses 5-6

Statements of Cash Flows 7

Notes to the Financial Statements 8-13

Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance And
Other Matters Based on an Audit of Financial
Statements Performed In Accordance with
Government Auditing Standards 14-15

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report

To the Board of Trustees of
Bronx Global Learning Institute for Girls,
The Shirley Rodriguez-Remeneski School
New York, New York

Report on the financial statements

We have audited the accompanying financial statements of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other reporting required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 25, 2019, on our consideration of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting and compliance.



New York, New York
October 25, 2019

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Financial Position
As of June 30,

	2019	2018
Assets		
Current assets		
Cash and cash equivalents	$ 11,909,893	$ 9,886,544
Grants and contracts receivable	91,790	270,824
Prepaid expenses	-	1,600
Total current assets	12,001,683	10,158,968
Property and equipment, net - Note 5	43,181	32,293
Other assets		
Restricted cash	75,572	75,478
Total assets	$ 12,120,436	$ 10,266,739
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued expenses	$ 82,949	$ 66,049
Accrued salaries and other payroll-related expenses - Note 6	565,255	699,919
Refundable advances	31,233	27,575
Total current liabilities	679,437	793,543
Net assets without donor restrictions		
Undesignated	11,365,427	9,397,718
Reserve - contingency	75,572	75,478
Total net assets without donor restrictions	11,440,999	9,473,196
Total liabilities and net assets without donor restrictions	$ 12,120,436	$ 10,266,739

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Activities
For the years ended June 30,

Operating revenue and other support	2019	2018
State and local per pupil operating revenue		
General education	$ 6,622,196	$ 6,477,820
Special education	315,192	130,540
Total state and local per pupil operating revenue	6,937,388	6,608,360
Grants, contracts and other support		
Federal	399,542	374,754
State and local	44,852	33,503
Contributions	-	1,560
Interest income	4,185	4,144
Total operating revenue and other support	7,385,967	7,022,321
Expenses		
Program expenses		
Regular education	4,449,313	4,477,572
Special education	570,414	608,309
Total program expenses	5,019,727	5,085,881
Supporting Services		
Management and general	398,437	258,712
Total program and supporting services expenses	5,418,164	5,344,593
Change in net assets	1,967,803	1,677,728
Net assets without restrictions - beginning of year	9,473,196	7,795,468
Net assets without restrictions - end of year	$ 11,440,999	$ 9,473,196

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2019

	Program expenses			Supporting services	Total Program and Supporting services 2019
	Regular education	Special education	Total programs	Management/ general	
Salaries					
Instructional personnel	$ 2,570,672	$ 321,098	$ 2,891,770	$ -	$ 2,891,770
Administrative staff personnel	421,041	52,591	473,632	-	473,632
Non instructional personnel	1,649	10,068	11,717	163,788	175,505
Total salaries	2,993,362	383,757	3,377,119	163,788	3,540,907
Operating expenses					
Fringe benefits and payroll taxes	852,000	109,229	961,229	46,619	1,007,848
Retirement	50,939	6,530	57,469	2,787	60,256
Professional services	89,713	11,501	101,214	123,325	224,539
Office expenses	99,184	12,716	111,900	5,427	117,327
Marketing and recruitment	2,293	294	2,587	125	2,712
Insurance	38,336	4,915	43,251	38,670	81,921
Repairs and maintenance	5,436	697	6,133	297	6,430
Staff development	99,118	12,707	111,825	5,424	117,249
Student services	39,737	5,095	44,832	2,174	47,006
Supplies and materials	101,881	13,061	114,942	5,575	120,517
Equipment and furnishings	36,707	4,706	41,413	2,009	43,422
Technology	19,459	2,495	21,954	1,064	23,018
Depreciation expense	13,651	1,750	15,401	747	16,148
Other expenses	7,497	961	8,458	406	8,864
Total operating expense	1,455,951	186,657	1,642,608	234,649	1,877,257
Total expenses	$ 4,449,313	$ 570,414	$ 5,019,727	$ 398,437	$ 5,418,164

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2018

	Program expenses			Supporting services	Total Program and Supporting services 2018
	Regular education	Special education	Total programs	Management/ general	
Salaries					
Instructional personnel	$ 2,467,566	$ 323,837	$ 2,791,403	$ -	$ 2,791,403
Administrative staff personnel	479,032	62,400	541,432	-	541,432
Non instructional personnel	2,673	13,871	16,544	98,852	115,396
Total salaries	2,949,271	400,108	3,349,379	98,852	3,448,231
Operating expenses					
Fringe benefits and payroll taxes	809,649	110,307	919,956	30,699	950,655
Retirement	63,005	8,585	71,590	2,399	73,989
Professional services	174,997	22,765	197,762	103,345	301,107
Office expenses	94,751	12,908	107,659	5,429	113,088
Marketing and recruitment	6,372	904	7,276	252	7,528
Insurance	77,095	10,504	87,599	2,923	90,522
Repairs and maintenance	2,650	362	3,012	146	3,158
Food services	3,432	468	3,900	130	4,030
Staff development	89,749	12,228	101,977	3,403	105,380
Student services	34,714	4,729	39,443	2,033	41,476
Supplies and materials	110,904	15,123	126,027	4,305	130,332
Equipment and furnishings	25,975	3,887	29,862	1,082	30,944
Technology	15,242	2,057	17,299	433	17,732
Depreciation expense	12,582	1,714	14,296	477	14,773
Other expenses	7,184	1,660	8,844	2,804	11,648
Total operating expense	1,528,301	208,201	1,736,502	159,860	1,896,362
Total expenses	$ 4,477,572	$ 608,309	$ 5,085,881	$ 258,712	$ 5,344,593

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

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS,
THE SHIRLEY RODRIGUEZ-REMENESKI SCHOOL
Statements of Cash Flows
For the years ended June 30,

	2019	2018
Cash flows from operating activities		
Change in net assets	$ 1,967,803	$ 1,677,728
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	16,148	14,773
Changes in operating assets and liabilities		
Grants and contracts receivable	179,035	(45,698)
Prepaid expenses	1,600	(1,600)
Accounts payable and accrued expenses	16,900	(8,165)
Accrued salaries and other payroll-related expenses	(134,664)	275,991
Refundable advances	3,658	(212,636)
Net cash provided by operating activities	2,050,480	1,700,393
Cash flows used in investing activities		
Restricted cash	(94)	(56)
Acquisition of fixed assets	(27,036)	(1,949)
Net cash used in investing activities	(27,130)	(2,005)
Net increase in cash and cash equivalents	2,023,350	1,698,388
Cash and cash equivalents - beginning of year	9,886,543	8,188,156
Cash and cash equivalents - end of year	$ 11,909,893	$ 9,886,544

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

Note 1 Organization

Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School (the "School"), a 501(c) (3) tax-exempt organization, is a Kindergarten through eighth grade charter school, located in Bronx, New York. The School was first chartered in February 2008, and was renewed in 2018 for another 3 years term through June 30, 2021. The School educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue.

Note 2 Summary of significant accounting policies

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

Basis of presentation. The financial statements of the School have been prepared in accordance with U.S. generally accepted accounting principles ("US GAAP"), which require the School to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the organization.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds to be cash equivalents.

Note 2 Summary of significant accounting policies (continued)

Grants receivable. Grants receivable are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability, Grant receivables are $91,970 and $270,824 as of June 30, 2019 and 2018, respectively. No allowance was recorded at June 30, 2019 as in management believes all amounts are collectible.

Donated goods and services. The School is located in a New York City Department of Education facility. The School utilizes approximately 19,000 square feet of classrooms and approximately 8,700 square feet of common areas at no charge. In addition, the School received donated maintenance/security, utilities, and food services from the local school district. For the year ended June 30, 2019, the School was unable to determine a value for these services.

Restricted cash and escrow reserves. Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should such event occur.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

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

Functional allocation of expenses. Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Note 2 Summary of significant accounting policies (continued)

Property and equipment. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $1,000. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

Asset	Useful life
Furniture and fixtures	7 years
Computer, Software and office equipment	3 years

Income taxes. The School filed and received approval of its application for tax exempt status from the Internal Revenue Service under section 501(c)(3) of the Internal Revenue code to be classified as a publicly supported organization as described in Internal Revenue Code section 509 (A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that as of June 30, 2019, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statements.

The School is no longer subject to income tax examination by tax authorities for years before June 30, 2016.

Functional expenses. The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program services, administrative and fund raising. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

Salaries	Time and effort
Fringe benefits and payroll taxes	Time and effort
Professional services	Time and effort
Insurance	Square footage

Note 2 Summary of significant accounting policies (continued)

Change in accounting principle. On August 18, 2016, FABS issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entitles (Topic 958) – Presentation of Financial Statements of Not-for Profit Entities. The update addresses the complexity and understandability of net asset classification, efficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. We have implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

Note 3 Retirement plan

The School offers a 401(k) plan (the "Plan") for all employees. Employees are eligible for the Plan immediately following their first payroll and participation in the Plan is voluntary. Employees can make pretax contributions up to 100% of their annual compensation, up to IRS limits for each calendar year. The School matches the employee contribution up to 4% of the employee's annual compensation. For the years ended June 30, 2019 and 2018, the School's matching contribution was $60,256 and $73,989. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All Plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

Note 4 Liquidity and availability

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

Financial assets:	**2019**	**2018**
Cash and cash equivalents	$ 11,909,893	$ 9,886,544
Grants and other receivables	91,790	270,824
Prepaid expenses	-	1,600
Amount available for general expenditures within one year	$ 12,001,683	$ 10,158,968

Note 5 Property and equipment

Property and equipment consist of the following as of June 30:

	2019	2018
Furniture and fixtures	$ 66,136	$ 59,151
Computer equipment	397,304	377,253
Computer software	25,107	25,107
Office equipment	26,901	26,901
	515,448	488,412
Less: accumulated depreciation	(472,267)	(456,119)
	$ 43,181	$ 32,293

Note 6 Accrued salaries and other payroll-related expenses

Accrued payroll and benefits consist of amounts due to staff for payroll earned during the school year but paid over the summer months. As of June 30, 2019 and 2018, total accrued salaries and other payroll-related expenses amounted to $565,255 and $699,919, respectively.

Note 7 Concentration of risk

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

The School received approximately 94% and 94% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York City Department of Education during the year ended June 30, 2019 and 2018, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Department of Education and the Federal Title I grants.

Note 8 Support services

Subject to annual renewal, the School entered into an agreement (the "Agreement") with a third party to provide assistance with accounting and bookkeeping, financial reporting and budgeting and grant financial management. As of June 30, 2019 and 2018, fees under the agreement amounted to $62,963 and $61,985 respectively.

Note 9 Contingency

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

Note 10 Subsequent events

Subsequent Events. Management has evaluated its June 30, 2019 financial statements for subsequent events through October 25, 2019, which is the date the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
Bronx Global Learning Institute for Girls,
The Shirley Rodriguez-Remeneski School
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2019.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control. Accordingly, we do not express an opinion on the effectiveness of Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School's internal control.

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

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

Compliance and other matters

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

Purpose of this report

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



New York, New York
October 25, 2019

The Bronx Global Learning In

Financial Plan

(For Years Ending June 30)

STUDENTS (At Full Capacity)
STUDENTS (Budgeted Enrollment)
STUDENTS (Final Enrollment)

REVENUES
- Per Pupil Revenues
- State Funding
- Federal Funding
- SPED Funding
- Grants/Contributions
- Food Service
- Interest Income
- Other Income

TOTAL REVENUES

EXPENSES
- Personnel
  - Employee Salaries
  - Payroll Taxes
  - Employee Benefits
  - *Subtotal Personnel*

- Non-Personnel
  - General/Administrative
  - Professional Services
  - Direct Educational Expenses
  - Operating/Maintenance
  - School Administration Services
  - *Subtotal Non-Personnel*

TOTAL EXPENSES

Fixed Assets (Grants Only)

NET SURPLUS (DEFICIT)

ENDING CASH BALANCE (CUMULATIVE)

NOTES:

The Bronx Global Learning Institute for Girls

Revenue

(For Years Ending June 30)	**Budget 2020E**		**Budget 2021E**	
Per Pupil Revenue (5000)				
Base Per Pupil	7,371,000	7%	7,371,000	0%
Other (Grant assistance)	-	0%	-	0%
Subtotal Per Pupil Revenue	7,371,000	7%	7,371,000	0%
State Funding (5100 - 5199)				
NYSTL(5110)	36,754	5%	38,525	5%
Subtotal State Funding	36,754	5%	38,525	5%
Federal Funding (5200 - 5299)				
Title I (5210)	300,255	6%	324,166	8%
Title I - ARRA (5211)	-	0%	-	0%
Title IIA - Professional Development (5220)	45,000	-37%	48,584	8%
Title IID - Technology (5230)	-	0%	-	0%
Title IV - Other (5230)	18,360	0%	-	0%
Title Program - Prior Year (5260)	-	0%	-	0%
Federal Aid - IDEA (5320)	-	0%	-	0%
Subtotal Federal Funding	363,615	2%	372,749	3%
SPED Funding (5300 - 5399)				
State Aid - Pupils with Disabilities (5310)	130,540	0%	130,540	0%
Federal Aid - IDEA (5320)	23,646	0%	23,646	0%
Subtotal SPED Funding	154,186	0%	154,186	0%
Grants/Contributions (5300 - 5399)				
City/Local Grants (5410)	20,036	0%	-	0%
State Grants (5420)	5,372	0%	-	0%
PICCS Grant (5430)	-	0%	-	0%
E-Rate (5440)	-	0%	-	0%
Private Funds/Contributions (5450)	-	0%	-	0%
Other Grants (5460)	-	0%	-	0%
Subtotal Grants/Contributions	25,408	49%	-	0%
Food Service (5500 - 5520)				
Government Subsidies (5510)	-	0%	-	0%
Student Payments (5520)	-	0%	-	0%
Subtotal Food Service	-	0%	-	0%
Interest Income (5550)	4,198	0%	4,198	0%
Other Income (5600 - 5699)				
Other Revenue (5600)	3,200	0%	3,200	0%
In-Kind Rent Revenue (5601)	-	0%	-	0%
Activity Fee Revenue (5602)	-	0%	-	0%
Contributed Services (5603)	-	0%	-	0%
Transfer of Net Assets (5604)	-	0%	-	0%
Subtotal Other Income	3,200	0%	3,200	0%
Total School Revenues	7,958,361	7%	7,943,858	0%

NOTES:

The Bronx Global Learning Institute for Girls

Personnel

(For Years Ending June 30)	Budget 2020		Budget 2021	
Employee Salaries				
Administration (6010)	509,410	-5%	524,692	-4%
Teachers (6020)	1,409,082	9%	1,451,354	52%
Title I Teachers (6020-01)	187,799	6%	193,433	7%
Special Education (6030)	156,117	1%	160,800	5%
Pupil Services (6035)	222,435	-12%	229,108	6%
Teacher Assistants (6040)	651,133	24%	670,667	66%
Specialists (6050)	775,527	121%	798,793	70%
Summer School Staff (6060)	-	0%	-	0%
After-School Staff (6065)		0%	-	0%
Substitutes (6080)	-	0%	-	0%
Operational Support (6090)	312,218	182%	321,585	7%
Discretionary Bonus (6200) [NOTE: FOR MASTER's Degree Comp]		0%	-	0%
Other (6099)		0%	-	0%
Additional Resources/Salaries (To be incorporated)				
Subtotal Employee Salaries	4,223,721	22%	4,350,433	33%
Payroll Taxes (6300)	341,228	7%	354,877	8%
Employee Benefits				
Health/Dental (6410)	769,116	22%	799,881	55%
403b Contributions (6420)	88,490	20%	92,030	8%
Workers Compensation (6430)	31,588	6%	32,852	8%
Disability/Life Insurance (6440)	19,718	10%	20,507	8%
Transit Chek (6450)	-	0%	-	0%
Other (6455)	-	0%	-	0%
Subtotal Employee Benefits	908,913	21%	945,269	46%
Total Personnel Costs	5,473,862	21%	5,650,579	33%

NOTES:

Izarry/Edwin	Admin	Executive Director
Keitt, Sylvia/Thomas Courtney	Admin	Principal - Elementary
Matalon, Brimania	Admin	Business Manager
Umpierre, Carmen	Admin	Principal - Middle
Total Admin		
Batista,Yonalisa	Operational Support	School Aide/Security
Medina, Liz	Admin	Business Assistant
Ventura, Catherine	Operational Support	Assistant Business Manager/Office Assistant
Gomez, Sonia	Admin	Administrative Assistant
Velazquez, Noemi	Operational Support	MS Office Aide
Marrero, Ana	Operational Support	School Aide
Fuentes, Helen	Operational Support	School Aide
Figueroa Sosa, Kimberly	Operational Support	School Aide
Total Operations		
Allen, Shanika	Pupil Services	Guidance Counselor - Middle School
Carlo, Julia	Pupil Services	Guidance Counselor - Elementary
Polanco, Raymond	Pupil Services	School Culture Advisor
Santiago, Ruth	Pupil Services	Coord of Student/Parent Affairs
Total Pupil Services		
Baines-Roberts, Razena	Specialists	Dance
Brown-Pough, Tiezailyahu	Specialists	AIS
Tanaka-Suwan, Kokoe	Specialists	Strings
TBD	Specialists	Music
Smullen, Kyle	Teachers	
McWilliams, Jessica	Teachers	music
Guarino, Gregory	Specialists	Academic Coach - Middle School
TBD	Specialists	ESL/ENL Teacher
Cedeno	Specialists	Math Coach
Pagan, Erica	Specialists	Academic Coach 3-5
Biondo, Diane	Specialists	Literacy Coach
Total Specialists		
Mueller, Krystina Maria	SpEd	
Andersen, Christine	SpEd	SPED - K-8 Coordinator
McGarvey, Geraldine	SpEd	K-6 SpEd/ 6 AIS
Total Special Education		
Hernandez, Arline	Teacher Assistants	2nd English
Desay, Leidy Batista	Teacher Assistants	4th- Spanish
Dick, Joshua	Teacher Assistants	MS
Gonzalez, Jaedea	Teacher Assistants	3rd - Spanish
Diaz, Marlene	Teacher Assistants	5th - Spanish
TBD	Teacher Assistants	Dance Assistant
Munoz, Wanda	Teacher Assistants	1st-Spanish
Peart, Ingrid	Teacher Assistants	Middle

Rivas, Nelda	Teacher Assistants	Middle
Jimenez, Martha	Teacher Assistants	MS
Kuilan, Shantall	Teacher Assistants	MS
Frances, Minaya	Teacher Assistants	MS
Nunez, Elisa	Teacher Assistants	K-English
Ramirez, Clarisa	Teacher Assistants	5th- English
Ramirez, Natalia	Teacher Assistants	K-Spanish
Sanchez, Ariana	Teacher Assistants	1st. English
Woodall, Karen	Teacher Assistants	4th-English
Mendez, Sylvia	Teacher Assistants	2nd- Spanish
Felix, Juana Maria	Teacher Assistants	3rd- Spanish
Total Teacher Assistants		

Harvey, Solange	Teachers	K - Spanish
Braccia, Myrializ Rosalee		1st English
Arroyo, Melissa/Emiliza Cruz	Teachers	1st-Spanish
Perez, Miriana	Teachers	3rd - Spanish
Guzman, Ana	Teachers	3rd - English
Watler, Carole	Teachers	5th - English
Luciano, Madeline	Teachers	2nd- Spanish
TBD	Teachers	2nd - English
Perez, Rasil	Teachers	5th - Spanish
Parker, Sharri	Teachers	4th-English
Martin, Tamika	Teachers	K-English
Peralta, Yasalenny	Teachers	4th- Spanish
Fequiere, Wendell	Teachers	MS Math -1
Rosado, Samuel	Teachers	MS Science - S & E
Steinberger, Andrew	Teachers	Physical Education
Sullivan, Gerald	Teachers	Social Studies - Middle
Meyers, Danielle	Teachers	ELA 1
Math Teacher	Teachers	Math -2
Ewashchychyn, Steven	Teachers	ELA-2
Hieroms, Mariely	Teachers	Spanish
Vanderpool, Luisa	Teachers	SLA Teacher
Total Teachers		

Mueller, Krystina Maria	Title I	7 & 8 SpEd/AIS
Rabsatt, Jennifer	Title I	Title I - Math
McGarvey, Geraldine	Title I	
Smullen, Kyle	Title I	3-5 Literacy Intervention
Total Title I		

After School
Bonus
Other

Title 1 Break Out
Rabsatt 100%

Smullen	80%
McGarvey	50%
Bentov	40%
Mueller	40%

	2019 Budget	2019 Actual	2020 Budget
187,775.00	187,775	-	172,010
145,993.01	151,833	151,733	120,000
65,000.00	80,000	80,000	82,400
122,003.50	126,884	126,884	135,000
	546,491	**358,616**	**509,410**
30,596.80	31,821	31,824	32,779
42,598.40	55,000	55,000	56,650
34,008.00	42,000	41,995	43,255
40,268.80	41,880	41,870	43,127
33,758.40	35,109	36,358	40,000
34,964.80	34,965	31,200	32,136
	30,000	31,200	32,136
31,827.00	30,000	31,200	32,136
	300,774	**300,648**	**312,218**
58,405.76	65,000	65,000	66,950
71,111.63	73,956	73,956	76,175
70,000.00	77,000	77,000	79,310
55,000.00	-		
	215,956	**215,956**	**222,435**
63,585.04	66,128	66,128	68,112
63,037.00	63,037	63,037	64,928
78,548.29	81,690	81,690	84,141
			61,000
	13,753	13,753	14,166
		61,000	62,830
59,519.67	75,000	75,000	77,250
			70,000
			98,000
65,847.72	85,000	85,000	87,550
77,250.00	85,000	51,000	87,550
	469,609	**496,609**	**775,527**
	38,240	38,240	39,387
77,182.71	80,270	80,270	82,678
66,119.82	34,382	33,060	34,052
	152,892	**151,570**	**156,117**
30,000.00	31,200	31,200	32,136
30,000.00	31,200	31,200	32,136
38,245.34	39,775	39,775	40,968
33,948.80	35,307	35,307	36,366
30,900.00	32,136	32,136	33,100
30,000.00	35,000		48,000
38,245.45	39,775	39,775	40,969
30,000.00	31,200	31,200	32,136

32,000.00	33,280	33,280	34,278
30,000.00	31,200	31,200	32,136
30,000.00	31,200	31,200	32,136
		30,000	30,900
		32,000	32,960
		30,000	30,900
		30,000	30,900
		30,000	30,900
		34,093	35,116
32,000.00	32,000	32,000	32,960
		31,200	32,136
	403,273	**585,566**	**651,133**
		52,000.00	53,560
			63,630
60,572.09	62,995	60,200.00	62,006
62,233.00	64,722	64,722.32	66,664
61,147.65	63,594	63,594	65,501
59,156.33	61,523	61,523	63,368
64,480.00	67,059		69,070
65,847.72	72,000	67,059	55,000
53,989.52	56,149	62,000	63,860
71,269.82	74,121	74,121	76,344
		51,000	52,530
54,000.00	56,160	56,160	57,845
61,309.72	63,762	63,672	65,675
80,000.00	83,200	83,200	85,696
63,223.27	65,752	65,752	67,725
74,263.00	81,700	81,700	84,151
82,832.00	82,832	82,832	85,317
		82,000	65,675
		63,000	64,890
		55,000	56,650
			83,924
	955,569	**1,189,535**	**1,409,082**
63,733.00	25,493	25,493	26,258
64,154.09	66,720	2,566	70,828
	34,382	33,060	34,052
66,119.82	55,012	55,012	56662.04
	181,607	**116,131**	**187,799**
3,068,071.97	3,226,171	3,414,631	4,223,721
	40,000		
	10,000		
	4,868		
	3,281,039		
	66,720	68,764.61	70,827.55

68,765	68,764.61	70,827.55
68,765	66,119.82	68,103.41
-		
63,733	63,733.00	65,644.99

4,180,292

(954,121)

The Bronx Global Learning Institute for Girls

Non-Personnel

(For Years Ending June 30)	Budget 2020E		Budget 2021E	
General/Administrative (7100 - 7199)				
Office Supplies (7110)	16,687	4%	17,354	4%
Postage (7120)	1,912	4%	1,988	4%
Printing/Copying (7130)	351	4%	366	4%
Advertising (7140)	1,500	0%	1,560	4%
Fundraising (7150)	-	0%	-	0%
Equipment - Non Capitalized (7160)	13,000	-11%	13,520	4%
Equipment Maintenance/Repairs (7170)	28,222	4%	29,351	4%
Computer Maintenance/Support (7175)	-	0%	-	0%
Website (7176)	4,056	4%	4,218	4%
Software (7180)	15,000	1567%	15,600	4%
Consolidation App	2,000		2,080	
Renewal App	2,000		2,080	
Other G/A (7199)	-	0%	-	0%
Subtotal General/Administrative	84,728	29%	88,117	4%
Professional Services (7200 - 7299)				
Accounting/Audit (7210)	13,600	5%	14,144	4%
Finance Services (7211)	72,405	6%	75,301	4%
Administrative Fees (7220)	102,439	1%	106,537	4%
Legal & Professional Fees (7230)	100,000	141%	104,000	4%
Board Expenses(7240)	10,000	126%	10,400	4%
Insurance (7250)	45,000	14%	46,800	4%
Temporary Staff (7260)	30,000	0%	31,200	4%
Staff Appreciation (7265)	1,800	0%	1,800	0%
Tech Support (7270)	48,000	-4%	49,920	4%
Sign Language Professional (7280)	-		-	
Other Professional Services (7299)	25,000	84%	26,000	4%
Subtotal Professional Services	448,244	27%	466,102	4%
Direct Educational Expenses (8100 - 8999)				
Texts/Materials (8100)	150,000	168%	156,000	4%
NYSTL Texts/Materials (8105)	36,467	88%	37,925	4%
Teacher Disretionary Account (8110)	1,877	26%	1,952	4%
Classroom Supplies (8120)	31,200	14%	32,448	4%
Athletic Supplies (8125)	1,000	0%	1,040	4%
Professional Development (8200)	55,000	-6%	57,200	4%
Dual Language Consultant (8201)	43,264	4%	44,995	4%
Special Education Consultant (8202)	17,400	1%	18,096	4%
Special Ed Coordinator	-	0%	-	0%
Math Consultant (8203)	-	0%	-	0%
Tuition Reimbursement Fund (8210)	15,000	101%	15,600	4%
Contracted Special Education Services (8300)	-	0%	-	0%
Contracted Substitute Services (8305)	50,000	18%	52,000	4%
Staff Recruitment (8310)	4,000	56%	4,160	4%
Student Recruitment (8350)	1,500	20%	1,560	4%
Field Trips (8400)	5,089	4%	5,293	4%
Student Testing (8410)	14,940	5%	15,537	4%
Student Tutoring (8415)	-	0%	-	0%
Subscriptions/Dues (8420)	1,350	0%	1,404	4%
Student Activities (8421)- CHANGE description to Stud	9,873	6%	10,268	4%

Music Consultant (8422)	9,626	4%	10,011	4%
Graduation (8423)	5,060	4%	5,262	4%
Moving Up Ceremony (8424)	1,768	4%		0%
Student/Staff Uniforms (8425)	4,000	269%	4,160	4%
High School Prep Program (8426)	750	48%	780	4%
December Student Appreciation (8427)	1,496	-21%	1,556	4%
December Staff Appreciation (8428)	754	11%	784	4%
Middle School Athletic Program (8429)	18,221	-13%	18,950	4%
Teacher Appreciation Week (8432)	1,359	3%	1,414	4%
Statistics Consultant	-	0%	-	0%
	-	0%	-	0%
Other Direct Educational (8999)	2,518	-6%	2,619	4%
Subtotal Direct Educational	483,512	39%	501,014	4%
Total G/A, Prof Services, Direct Ed Costs	1,016,484	20%	1,055,232	4%

NOTES:

The Bronx Global Learning Institute for Girls

Non-Personnel (Continued)

(For Years Ending June 30)	**Budget 2020E**		**Budget 2021E**	
Operating/Maintenance (9000 - 9999)				
Rent/Lease Payments (9010)	-	0%	-	0%
Extended Use - NYCDOE (9012)	-	0%	-	0%
Storage Rent Payments (9020)	-	0%	-	0%
Moving Expenses (9025)	-	0%	-	0%
Renovations/Repairs (9030)	-	0%	-	0%
Furniture/Fixtures - Non-Capitalized (9040)	6,000	126%	6,240	4%
Real Estate Taxes (9060)	-	0%	-	0%
Operational Supplies (9070)	988	4%	1,028	4%
Maintenance/Security (9080)	3,864	550%	4,019	4%
Transportation Service (9090)	-	0%	-	0%
Transportation Staff (9095)	3,465	64%	3,604	4%
Food Service (9100)	-	0%	-	0%
Other Food Payments (9105)	3,500	75%	3,640	4%
Utilities (9110)	-	0%	-	0%
Internet Service (9115)	9,000	-38%	9,360	4%
Phone Service (9120)	-	0%	-	0%
Cell Phone Reimbursement (9125)	**1,200**		**4,800**	
Bad Debt Expense (9200)	-	0%	-	0%
Depreciation (9300)	72,121	171%	75,006	4%
Interest Expense (9400)	459	4%	477	4%
Interest Expense Under Capital Plan (9400)	-	0%	-	0%
Other Operating/Maitenance (9499)	-	0%	-	0%
Subtotal Operating/Maintenance	100,596	84%	108,172	8%
School Administration Service (9500 - 9599)				
School Management Fee - VSI (9510)	-	0%	-	0%
Subtotal School Administration Service	-	0%	-	0%
Total Operating/Maint & School Admin Fees	100,596	84%	108,172	8%
Total Non-Personnel Costs	1,117,080	24%	1,163,405	4%

NOTES:

The Bronx Global Learning Institute for Girls

Capital Expenditure Plan - Summary

(For Years Ending June 30)	**Budget 2020E**	**Budget 2021E**
Fixed Assets		
Classroom Furniture/Fixtures (1510)	10,000	11,330
Office Equipment (1515)	-	-
Computer Equipment (1520)	218,000	12,360
Telephone Equipment (1540)	-	-
Leasehold Improvements (1550)	-	-
Construction in Progress (1560)	-	-
Software (1580)-	-	7,000
Subtotal Fixed Assets	228,000	30,690
Depreciation		
Classroom Furniture/Fixtures (1511)	1,429	7,619
Office Equipment (1516)	-	2,680
Computer Equipment (1521)	72,667	16,620
Telephone Equipment (1541)	-	-
Leasehold Improvements (1551)	-	-
Construction in Progress (1560)	-	-
Software (1581)	-	5,333
Subtotal Depreciation	74,095	32,252
Net Present Value		
Classroom Furniture/Fixtures (1510)	8,571	3,711
Office Equipment (1515)	-	(2,680)
Computer Equipment (1520)	145,333	(4,260)
Telephone Equipment (1540)	-	-
Leasehold Improvements (1550)	-	-
Construction in Progress (1560)	-	-
Software (1580)	-	1,667
Subtotal Net Present Value	153,905	(1,562)

NOTES:

The Bronx Global Learning Institute for Girls

Balance Sheet

(For Years Ending June 30)	Budget 2020E	Notes
ASSETS		
Current Assets		
Cash (1000 - 1099)	12,366,426	
Escrow Account (1025)	75,750	
Accounts Receivable (1200 - 1299)	-	
Accrued Revenue/Other Current Assets (1300 - 1399)	46,102	
Prepaids (1400 - 1499)	-	
Subtotal Current Assets	12,488,278	
Other Assets		
Fixed Assets, net (1500 - 1599)	195,411	
Debt Reserve	-	
Other Assets (1600 - 1999)	-	
Subtotal Other Assets	195,411	
TOTAL ASSETS	12,683,689	
LIABILITIES/EQUITY		
Current Liabilities		
Accounts Payable (2000)	28,000	
Accruals (2100 - 2199)	650,000	
Unearned Income (2200)	-	
Payroll Tax Liabilities (2300 - 2399)	-	
Deferred VSI Management Fees (2410)	-	
Cash Advances Due to Victory Schools (2420)	-	
Other Due To/From (2411 - 2499)	-	
Payroll Liabilities (2500 - 2599)	-	
Subtotal Current Liabilities	678,000	
Long-Term Liabilities Liabilities		
Obligations Under Capital Lease (2810)	-	
School Bulding Financing	-	
Principal Payback	-	
Other Long Term Liabilities (2820 - 2999)	-	
Subtotal Long-Term Liabilities	-	
Equity		
Retained Earnings (3900)	11,770,464	
Total Surplus/(Deficit)	1,367,419	
Subtotal Equity	13,137,883	
TOTAL LIABILITIES/EQUITY	13,815,883	
Difference	(1,132,194)	

NOTES:

The Bronx Global Learning Institute for Girls

Cash Flow

(For Years Ending June 30)	Budget 2020E	Budget 2021E	Notes
OPERATING ACTIVITIES			
Net Surplus/(Deficit)	1,367,419	1,129,874	
Changes in Net Assets			
Escrow Account	(184)	-	
Accrued Revenue/Other Current Assets	(251,167)	(251,167)	
Prepaids	-	-	
Depreciation	72,121	2	
Debt Reserve	-	-	
Other Assets	-	-	
Changes in Net Liabilities			
Accounts Payable	(12,002)	(12,002)	
Accruals	34,221	-	
Unearned Income	(75,000)	(75,000)	
Payroll Tax Liabilities	(62,000)	(62,000)	
Deferred VSI Management Fees	-	-	
Cash Advances Due to Victory Schools	-	-	
Other Due To/From	-	-	
Payroll Liabilities	(90,590)	(90,590)	
NET CASH PROVIDED BY OPERATING ACTIVITIES	982,817	639,117	
INVESTING ACTIVITIES			
Fixed Asset Additions	(228,000)	(30,690)	
Other Investing Activities	-	-	
NET CASH PROVIDED BY INVESTING ACTIVITIES	(228,000)	(30,690)	
FINANCING ACTIVITIES			
Obligations Under Capital Lease	-	-	
School Building Financing	-	-	
Principal Payback	-	-	
Other Long-Term Liabilities	-	-	
NET CASH PROVIDED BY FINANCING ACTIVITIES	-	-	
BEGINNING CASH	11,611,608	11,611,608	
Net Cash Increase/(Decrease)	754,817	608,427	
ENDING CASH	12,366,426	12,220,035	
Difference	-	(12,220,035)	

NOTES:

The Bronx Global Learning Institute for Girls

Enrollment

(For Years Ending June 30)

Classes

	Actual 2019A	Budget 2020E	Budget 2020E
PK	0	0	0
K	2	2	2
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2
6	2	2	2
7	2	2	2
8	2	2	2
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	18	18	18

dents per Clas

	Budget 2019E	Budget 2019E	Budget 2019E
PK	0	0	0
K	25	25	25
1	25	25	25
2	25	25	25
3	25	25	25
4	25	25	25
5	25	25	25
6	25	25	25
7	25	25	25
8	25	25	25
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	225	225	225

t Enrollment C

	Budget 2018E	Budget 2018E	Budget 2018E
PK	0	0	0
K	50	50	50
1	50	50	50
2	50	50	50
3	50	50	50
4	50	50	50
5	50	50	50
6	50	50	50
7	50	50	50

8	50	50	50
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	450	450	450

rollment Summ

	Budget 2019E	**Budget 2019E**	**Budget 2019E**
Budgeted %	**100%**	**100%**	**100%**
Budgeted	**450**	**450**	**450**
Actual	**0.000**	**0.000**	**0.000**
Actual %	**0%**	**0%**	**0%**

NOTES:
Enrollment counts do not include PK

The Bronx Global Learning Institute for Girls

Other Assumptions

(For Years Ending June 30)	Budget 2017E	Budget 2018E	Budget 2019E
Base Per Pupil Revenue Inflator	14027	14527	15307
Additional Revenue Inflator	3%	3%	3%
Operating Expense Inflator	4%	4%	4%
Salary Inflator	3%	3%	3%
Money Market Interest Rate	1%	1%	1%
Health/Vision Inflator	8%	15%	15%
Dental Inflator	8%	15%	15%
Weighted Average Retirement %	2%	2%	2%
Social Security Tax	6.20%	6.20%	6.20%
Medicare Tax	1.45%	1.45%	1.45%
State Tax	2.35%	2.35%	2.35%
NYSTL Textbooks - per student		58.35	58.35
NYSTL Software		14.98	14.98
NYSTL Library		4.59	4.59
Insurance			
Legal & Professional			
Temporary Staff			
Sign Language			
Other Professional Services			
Athletic Supplies			
Professional Development			
Special Education Consultant			
Tuition Reimbursement			
Student Recruitment			
Student Uniforms			
Advertising			
Equipment, non-capitalized			
Website			
Software			
Audit			

Health Insurance Cost Calc	
FY19 Forecast Salaries	3,722,962
FY19 Forecast Insurance Expense	633,580
Ratio	17.02%
FY20 Escalation	
FY20 Forecast	

Budget 2020E	Notes
16380	
3%	
3%	
3%	
1%	
7%	
7%	
2%	
6.20%	
1.45%	
2.35%	
58.35	
14.98	
4.59	
45,000	
100,000	
30,000	
-	
25,000	
1,000	
55,000	
17,400	
15,000	
2,500	
4,000	
1,500	
13,000	
3,600	
15,000	
13,600	
4,223,721	
718,799.97	
17.02%	
7%	
769,115.97	

	Admin	inance Director				125,000
Pullman, Step	Admin	usiness Manager				66,667
Evans, Dina	Specialists	Stings	53,199.50	2,046.1	1,000	53,200
Harvey, Solan	Teacher Assis	1st -Spanish	30,900.00	1,188.5		30,900
Vartanian, Ali	Specialists	Strings	52,000.00	2,000.0		
Biondo, Diane	SpEd	Literacy Coach	77,250.00	2,971.2	1,000	77,250
Altamirano, M	Teacher Assis	School Aide	34,964.80	1,344.8		34,967
Gonzalez, Jasi	Teacher Assis	MS	31,827.00	1,224.1		31,827
Duncanson, D	Teacher Assis	2nd - Spanish	30,000.00	1,153.8		
Batista Miche	Teacher Assistants					28,840
Quero, Jaime	Teacher Assistants					30,900
Ruiz, Crystal	Teacher Assis	4th - English	30,900.00	1,188.5		30,900
Martin, Tamik	Teacher Assis	K English	30,900.00	1,188.5		30,900
Figueroa, Ash	Teacher Assis	K				31,827
Johnson, Radi	Teacher Assistants					
Soto, Erika	Teachers	1st - Spanish	52,947.40	2,036.4	1,000	52,947
Fuentes, Jenn	Teachers	3rd - Spanish	63,524.22	2,443.2	1,000	63,524
Serrano, Myri	Teachers	1st English	61,777.00	2,376.0	1,000	
Guzman, Ann	Teachers	1st English				61,148
Bentov, Yanet	Teachers					36,612
	Teachers					33,059
Horowitz, Eur	Teachers	MS SLA Literac	78,346.00	3,013.3	1,000	65,000

55,327	
32,136	
54,080	54,080.00
-	
-	-
33,100	
31,200	31,200
32,136	
32,136	51,000
-	-
	32,900
55,065	
66,065	
61,777	61,777
	63,594
81,480	

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

_____

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

_____

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

   Board Chair
   Member of Academic, Finance, Personnel Committees

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

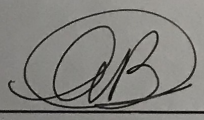
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	*Please write "None" if applicable. Do not leave this space blank.*		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
100 Hispanic Women, Inc.	Board Member		Alana Barran	

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



Signature

7/24/19
Date

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

Business Telephone: 646 526 9100

Business Address: 295 Madison Avenue, 12th Fl. NY, NY 10017

E-mail Address: alanabarran@yahoo.com

Home Telephone: (973) 744 0959

Home Address: 70 Valley Road Montclair, NJ 07042

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

NYDIA NOVOA SANCHO

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

Bronx Global Learning Institute for Girls

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

   Vice chair + member

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** __X__**No**

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

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

   ____**Yes** __X__**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
~~Please write~~ "None" if applicable. ~~Do not~~ leave this space blank.	NONE	NONE	

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	0	N/A	0	0

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

Lydia Nova Sanchez 7/25/2019

Signature Date

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

Business Telephone: N/A

Business Address: N/A

E-mail Address: NNSANCHO@AOL.COM

Home Telephone: 914-723-8323

Home Address: 73 TINTERN LANE, SCARSDALE, NY 10583

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Silvia T. Pan

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

Bronx Global Learning Institute for Girls - The Shirley Rodriguez-Remenesti School

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

   Board member
   Treasurer

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_ **No**

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

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

   ____**Yes** _X_ **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of financial interest/transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to you**
Please write "None" if applicable. Do not leave this space blank. None			

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

None

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

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

Signature _____ Date 7/24/2019

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

Business Telephone: (203) 719-2437

Business Address: 600 Washington Blvd, Stamford, CT

E-mail Address: mspan@chicagobooth.edu

Home Telephone: (860) 499-8061

Home Address: 218 Kent Rd, Warren CT 06754

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: JOSEPH CARCAGNO

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS

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

   TRUSTEE

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

Signature _____ Date 7/2/2019

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

Business Telephone: 718-872-0533

Business Address: 7610 13th AVENUE, BROOKLYN, NY 11228

E-mail Address: joseph.carcagno@gmail.com

Home Telephone: 914-804-7287

Home Address: 1208 EDISON GLEN TER, EDISON, NJ 08837

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Victoria Rodriguez

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

Bronx Global Learning Institute for Girls (BGLIG)

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

Secretary

2. Are you an employee of any school operated by the education corporation?
No

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

3. Are you 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?

No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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



7/21/2019

Signature Date

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

Business Telephone: 917-868-1538

Business Address: 198 Bloomfield Ave. Suite 206, Bloomfield, NJ 07003

E-mail Address: rodriv23@gmail.com

Home Telephone:

_____

Home Address:

_____

last revised 08/21/2018

Entry 8 BOT Table

Created: 06/25/2019 • Last updated: 07/03/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018-19
1	Alana Barran alanabarran@yahoo.com	Chair	Executive, Finance, Personnel and Academic Committee	Yes	3	10/01/2007	06/30/2021	12
2	Victoria Rodriguez vrodri13@aol.com	Secretary	Executive, Fundraising and Finance Committee	Yes	3	10/01/2007	06/30/2021	8
3	Nydia Novoa-Sancho nnsancho@aol.com	Vice Chair	Executive, Personnel and Academic Committee	Yes	3	10/01/2007	06/30/2021	11
4	Silvia Pan	Treasurer	Executive and Finance Committee	Yes	2	10/01/2015	06/30/2021	11
5	Joseph Carcagno joseph.carcagno@gmail.co	Trustee/Member	Fundraising Committee	Yes	2	09/01/2013	06/30/2021	8

	m							
6	Kim Watson-Benjamin	Parent Rep		Yes	1	01/10/2017	06/30/2021	5 or less
7								
8								
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	6
b.Total Number of Members Added During 2018-19	0
c. Total Number of Members who Departed during 2018-19	0
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 06/25/2019 • Last updated: 07/03/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 – 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 – 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/3019
	30	2	1	0	29

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 – 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 – 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
	4	1	1	0	4

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 10 Enrollment and Retention of Special Populations

Created: 06/25/2019 • Last updated: 07/03/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL, THE SHIRLEY RODRGUEZ-REMENESKI SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. When the school needs to increase enrollment, BGLIG sends out mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.

	Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	
English Language Learners/Multilingual Learners	BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. When the school needs to increase enrollment, BGLIG sends out mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.
	BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. When the school needs to increase enrollment, BGLIG sends out	

Students with Disabilities	mailers through Vanguard Mailing which reaches all students in the District. For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result, we have seen a marked increase in the number of ELL students in our school. Our school encourages the enrollment of students with disabilities. In fact, our staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model. Presently, approximately 89% of our student body are eligible for free and reduced lunch. BGLIG has a number of supports in place to retain students in these at-risk populations. The Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English Language learners.	We will continue our efforts promoting the school. We will participate in recruitment fairs, daycares, local businesses and local events. Our flyers will be in English and Spanish and will indicate that we will service all students, including economically disadvantaged students, English Language Learners and Students with Disabilities. We will advertise in newspapers and on other forms of media. This year we will also send out a Vanguard mailing to target at risk students in the community.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	In order to retain our at-risk students, we will be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.
		In order to retain our at-risk students, we will

English Language Learners/Multilingual Learners	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.
Students with Disabilities	BGLIG takes pride in supporting all of our students. Each classroom has a teacher and a teaching assistant to support learning and intervention. We provide daily academic intervention to our at-risk students. In addition to our daily programming, we also provide an After School Academic Achievement Academy after the school day to further support our students' academic success. We also have on staff Guidance Counselors to support our students' social emotional growth.	In order to retain our at-risk students, we will be refining our academic intervention program to provide more instructional support to our students. We recognize that our at-risk students have social emotional needs, so we are adding to the staff a counselor/dean that will support our behavior management system and assist with the girls' social emotional growth. We are also redefining the role of our Coordinator of Parents and Student Affairs. Our expectation is that BGLIG will be providing workshops and activities to support our at-risk student population and assist their parents in understanding their rights and giving them workshops that will help them as they assist and support their daughters.

Bronx Global Learning Institute for Girls Charter School,
The Shirley Rodriguez-Remeneski School
"Where Every Girl is A Leader"

2019-2020 School Year Calendar

Note: Our school calendar coincides with {our local/city} calendar with respect to school closings. Please keep on your refrigerator for reference during the year. If [NYC School District] is closed due to weather, we will be closed.

August 19 - 30	Pre Service Professional Development Begins ALL STAFF REPORT
September 2	Labor Day - **SCHOOL CLOSED**
September 3	**First Day of School- FULL DAY 8am – 4pm** **NO BUS SERVICE**
September 12	**Bus Service begins**
September 20	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**
September 25	**OPEN SCHOOL** – MS Curriculum Evening 5:00-6:30 pm
September 26	**OPEN SCHOOL** – ES Curriculum Evening 5:00-6:30 pm
September 30 & Oct 1	Rosh Hashanah – **SCHOOL CLOSED**
October 9	**Yom Kippur – SCHOOL CLOSED**
October 14	Columbus Day – **SCHOOL CLOSED**
October 18	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**
November 5	Election Day – **Students will NOT be in attendance**
November 11	Veterans Day Observed – **SCHOOL CLOSED**
November 19	**Middle School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm** **½ Day students will be dismissed at noon *Bus service available***
November 20	**Elementary School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm** **½ Day students will be dismissed at noon *Bus service available***
November 28-29	Thanksgiving Recess – **SCHOOL CLOSED**
December 24 - January 1	Winter Recess (including Christmas and New Year's Day)
January 2	**Students & Staff return to school**
January 17	2020 Winter Arts Celebration - **½ Day students will be dismissed at noon *Bus service available***
January 20	Dr. Martin Luther King, Jr. Day – **SCHOOL CLOSED**
January 24	**Coaching Day – ½ Day. Students will be dismissed a noon.** **Bus Service Available**

February 17 – 21	Midwinter Recess (including Washington's Birthday and Lincoln's Birthday) **SCHOOL CLOSED students return on Monday, February 24, 2020**
February 28	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
March 17	**Elementary School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm ½ Day ES students will be dismissed at noon *Bus service available***
March 18	**Middle School Parent / Teacher conference from 1pm-4pm & 5pm -7:30pm ½ Day MS students will be dismissed at noon *Bus service available***
March 25-27	**Grades 3-8 NYS English Language Art Exam**
April 9- April 17	**Spring Recess - School CLOSED** Students return to school on Monday, April 20, 2020
April 21 – 23	**Grades 3 -8 NYS Mathematics Exam**
April 24	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
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May 15	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
May 19 & 20	**NYS Science Performance Exam for Grades 4**
May 27 & 28	**NYS Science Performance Exam for Grades 8**
May 25	Memorial Day – **SCHOOL CLOSED**
June 1	**NYS Science Written Test – Grade 4 & 8**
June 4	Chancellor's Conference Day -**Students will NOT be in attendance (Professional Development)**
June 9	**Coaching Day – ½ Day. Students will be dismissed a noon. Bus Service Available**
June 26	**LAST DAY FOR ALL STUDENTS – ½ Day students will be dismissed at noon.**
June 30	Last Day for School Staff

Total school days that students are in session for: 184

Please note: Any day that the NYC School District closes due to inclement weather or unforeseen situations, BGLIG will also be closed, please make sure to follow the news for unplanned closures.

Note: Calendar is subject to change. Approved by Board of Trustees on 05.14.19