



ATLANTA NEIGHBORHOOD CHARTER SCHOOL

helping students learn to use their minds well

Atlanta Neighborhood Charter School

Board Meeting

Date and Time

Tuesday February 17, 2015 at 6:30 PM

Location

ANCS Elementary Campus - 688 Grant St. 30315

Notice of this meeting has been posted on the ANCS website and Facebook page and in the main office at each ANCS campus.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests		Melissa McKay-Hagan	2
B. Call the Meeting to Order		Grace Burley	2
C. Public Comment		Grace Burley	10
D. Approve Minutes	Approve Minutes	Melissa McKay-Hagan	3
E. Principals Open Forum		Lara Zelski	5
F. PTCA Report		Grace Burley	10
II. New Business			
A. Consideration of amending by-laws to increase range of size of ANCS Governing Board	Discuss	Grace Burley	5
III. Fund Development			
A. Collaborative Guidelines for Strong School-Home Partnership	Discuss	Matt Underwood	15
B. Charter Renewal, Enrollment Policy and Attendance Zone Options	FYI	Matt Underwood	5
C. Assessment and Student Progress Reporting Update	FYI	Matt Underwood	5
IV. Educational Excellence			
A. IB Task Force Update	Discuss	Cathey Goodgame	15
V. CEO Support And Eval			
A. Monthly Finance & Operations Report	FYI	Mitch White	10
B. FY15 ANCS Amended Budget	Vote	Mitch White	10
VI. Business & Operations			
A. Monthly Fund Development Report	FYI	Narin Hassan	10
VII. Board Governance			

VIII. Old Business

A. List of Upcoming Events	FYI	Grace Burley	2
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IX. Executive Session

A. May be entered into to discuss matters related to real estate, litigation, and/or personnel	FYI		5
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X. Closing Items

A. Brief Meeting Reflection	Discuss	Grace Burley	5
B. Adjourn Meeting	Vote	Grace Burley	2

Agenda Cover Sheets

Section: **I. Opening Items**
Item: F. PTCA Report
Purpose: FYI
Goal:
Submitted by: Rebecca Hudson
Related Material: PTCA_Report_January_February_2015.pdf

Section: **III. Fund Development**
Item: A. Collaborative Guidelines for Strong School-Home Partnership
Purpose: Discuss
Goal:
Submitted by: Matt Underwood
Related Material:
HowtheGuidingPrinciplesSupporttheSchool-HomePartnership_v3-2.pdf

BACKGROUND:

Guidelines formed after collaboration between school and PTCA leadership and faculty/ staff input. Next steps will be to publish these guidelines for all, facilitate dialogue about them through faculty and parent meetings, and then focus on developing policy to outline role of parent and faculty input into decision-making process on major school issues.

RECOMMENDATION:

Review

Section: **III. Fund Development**
Item: B. Charter Renewal, Enrollment Policy and Attendance Zone
Options
Purpose: FYI
Goal:
Submitted by: Matt Underwood
Related Material: Attendance_Zone_charter_renewal_update_Feb15.pdf

BACKGROUND:

Update on next steps with enrollment policy re: attendance zones following up on initial presentation at January board meeting

RECOMMENDATION:

Review

Section: **III. Fund Development**
Item: C. Assessment and Student Progress Reporting Update
Purpose: FYI
Goal:
Submitted by: Matt Underwood

Related Material: AssessmentandStudentReportingofProgress.pdf

BACKGROUND:

Update on next steps in improving assessment and reporting of student progress following up on presentation from October board meeting

RECOMMENDATION:

Review

Section: **IV. Educational Excellence**

Item: A. IB Task Force Update

Purpose: Discuss

Goal:

Submitted by: Alice Jonsson

Related Material:

ANCSPROPOSEDMYPIImplementationBudget.pdf

IB_Task_Force_Recommendation_to_the_ANCS_Governing_Board.pdf

Section: **V. CEO Support And Eval**

Item: A. Monthly Finance & Operations Report

Purpose: FYI

Goal:

Submitted by:

Related Material: February Expense Explanation.pdf
January 2015 B&O Dashboard.pdf
January Cash Balances.pdf
January Cash Flow.pdf
January Monthly Financials with Proposed Budget Column.pdf

Section: **V. CEO Support And Eval**

Item: B. FY15 ANCS Amended Budget

Purpose: Vote

Goal:

Submitted by:

Related Material: Revised Budget Proposed February 2015.pdf

Section: **VI. Business & Operations**

Item: A. Monthly Fund Development Report

Purpose: FYI

Goal:

Submitted by: Narin Hassan

Related Material: Feb 2015 Report .pdf
Fund_development_report_Feb.pdf

ANCS PTCA Board Report January/February 2015

Overview

PTCA has focused these two months on providing financial support for school programs and on working with the school leadership on the Family School Partnership initiative.

Challenges or Issues

We have made a lot of progress on the Family School Partnership initiative that is part of the Strategic Plan. We tackled the task of documenting how adults (parents, teachers, and staff) partner to support the education of our children. The micro-level of partnership has always worked well and the practices that facilitate those relationships have been captured in written form.

We are now left with the more difficult task of looking at our partnership between parents and the school when it comes to making decisions. We see the need for the school to institutionalize its tradition of parent/school collaboration in a manner that can be a roadmap for the future and a model for others.

The resources here [Encouraging Meaningful Parent/Educator Collaboration](#) and [Strategies for Effective Collaboration with Parents, Schools, and Community Members](#) offer guidance on the vision and practices that would help preserve and grow our culture of parent/school collaboration in a way that support our own success but also provides a model for school reform in our larger community.

We must also let you know that at this time, few of the PTCA officers plan to return next year. It will be necessary to recruit a new slate of officers over the next months.

Monthly Highlights

- New curtains have been installed on the stage in the auditorium at the EC.
- Awarded over \$6,000 in mini-grants including \$2,300 in funds to support the school's food service program. Mini-grant awards have been posted on the ANCS website.
- The PTCA also approved the purchase of additional I-pads and document cameras at the EC and replacement projectors at the MC.
- Bingo Night is sold out for Friday February 20.
- Discounted pre-registration is open for Run with the Wolves. Members of the ANCS community can save \$2 off race fees by registering in the month of February.

Upcoming PTCA Events

February 20: Third Friday Coffee
EC

February 20: Bingo Night EC

February 27: Principal's Coffee MC

March 10: PTCA General Meeting

How the ANCS Guiding Principles Support the School-Home Partnership - *DRAFT*

The mission of the Atlanta Neighborhood Charter School (ANCS) is to “use the principles of the Coalition of Essential Schools to:

- **BUILD** an empowered and inclusive community of students, parents, and educators
- **ENGAGE** the whole child—intellectually, social-emotionally, and physically
- **HELP** all students to know themselves and to be known well by their community
- **CHALLENGE** each student to take an active role as an informed citizen in a global society
- **COLLABORATE** with the larger community to advocate for student-centered schools”

Carrying out this mission requires **a strong partnership between our school and the parents/guardians whose children we serve**. Several of the [CES common principles](#) give guidance about the relationship between school and home:

- Teaching and learning should be personalized to the maximum feasible extent. To capitalize on this personalization, ***decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.***
- The tone of the school should explicitly and self-consciously stress values of unanxious expectation (“I won't threaten you but I expect much of you”), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. ***Parents should be key collaborators and vital members of the school community.***
- The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. ***It should model democratic practices that involve all who are directly affected by the school.*** The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

So what does this all mean for how parents and adults at the school—teachers, staff, administrators—should partner in service to our children and students? **To help provide more guidance about what these principles look like in practice day-to-day at ANCS, the remainder of this document uses our [ANCS Guiding Principles](#) to give examples of how parents and faculty/staff can partner effectively in service to our students.**

1) We come to school and every class prepared to learn and do our best.

As a school (administrators, teachers and staff) we will....

- provide clear weekly communications through a variety of media to keep parents informed about what is happening at school and in the classroom

- give regular updates about each student's progress through report cards, standardized assessment results, and conferences
- aim to respond to emails and phone calls from parents as quickly as possible (and at most within 2 school days)
- provide opportunities for parents to learn more about the practices and concepts used with students at school so that they may support learning at home

As parents we will...

- regularly get our children to school on time and ready to do their best learning
- read the communications sent home from the school and posted on blogs
- communicate with our child's teacher if there is a question or concern that we have about our child or material being discussed in class
- learn more about the practices and concepts used with our children at school by regularly attending PTCA meetings, workshops, curriculum night

2) We respect each other, our surroundings, and ourselves.

As a school (administrators, teachers and staff) we will....

- respect the diverse needs of parents by scheduling events, meetings, and conferences to accommodate a variety of schedules whenever feasible and if possible provide child care
- seek out ways to learn more about parents' perspectives on their children in order to better support them
- involve parents in the decision-making process as appropriate in a way that respects their input and values their experiences

As parents we will...

- respect the schedules of teachers and staff by trying to find times to meet that work best for all parties
- appreciate the professional expertise of teachers and staff in our child's education participate constructively in opportunities to give input into decision-making processes
- report to a teacher or staff member when we suspect a child in our school community is being abused or bullied

3) We take responsibility for our actions and learning.

As a school (administrators, teachers and staff) we will....

- admit when we make a mistake and seek to learn from it
- carry out the responsibilities of our jobs with a focus on doing what is best for students
- respect decisions that may not always be ones with which we agree

As parents we will...

- admit when we make a mistake and seek to learn from it

- respect decisions that may not always be ones with which we agree
- vote for PTCA executive committee members and ANCS Governing Board members and seek to understand the role of the PTCA and the board and their activities and policies by regularly attending meetings and/or reading meeting agendas and minutes

4) We resolve conflicts in a peaceful, meaningful, thoughtful way

As a school (administrators, teachers and staff) we will....

- assume goodwill and seek to understand when resolving a conflict with a parent
- seek to address an issue directly with a parent first before asking for assistance
- recognize that we may not always agree with a parent but work to seek a resolution that addresses their concerns
- keep our discussions of a conflict limited to those directly involved

As parents we will...

- assume goodwill and seek to understand when resolving a conflict with a teacher or staff member
- seek to address an issue directly with the teacher or staff member first before asking for assistance
- recognize that we may not always agree with a teacher or staff member but work to seek a resolution that respects their professional expertise
- keep our discussions of a conflict limited to those directly involved with it

5) We celebrate our individual and collective successes.

As a school (administrators, teachers and staff) we will....

- show our appreciation for the efforts of parents to support their children and the school by...
 - providing opportunities for parents to be involved at school
 - expressing our thanks to parents when they volunteer their time
 - sharing good news with parents about their child's progress including regularly sending home completed work and/or sharing student work via class blogs
 - regularly attending community events and celebrations when possible

As parents we will...

- show our appreciation for the efforts of teachers and staff to support our children and the school by...
 - expressing our thanks to teachers and staff
 - sharing with teachers good news about our child's progress in areas outside the school
 - regularly attending community and celebratory events

Charter Renewal & Attendance Zones

Reminder of Key Background Issues:

- ▶ The elementary and middle campus attendance zones are not currently the same—they remain as they have been since the start of each campus.
- ▶ Charter school regulations have changed and will now require, as a part of our charter renewal, that the attendance zone(s) be the same for the entire school.
- ▶ Any changes to the school's attendance zones would take effect starting with the 2016–17 school year.
- ▶ Initial possible options were presented at January 2015 board meeting

Charter Renewal & Attendance Zones

Next Steps:

- ▶ K-8 leadership team forming principles to guide decision-making on attendance zone issue and will examine data, consider options
- ▶ Community meeting about charter renewal process tentatively scheduled for 3/25 at 6:30 PM; principles and options will be presented as a part of this meeting for discussion and questions
- ▶ K-8 LT will bring recommendation to board for consideration at April 2015 board meeting

Improving Assessment & Reporting of Student Progress at ANCS

At ANCS, the assessment of student progress towards skill and content standards is guided by our belief in [the principles of the Coalition of Essential Schools](#). A few specific sentences and phrases from the CES principles highlight elements of our approach:

- *The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary.*
- *Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance.*

Although we are guided by these ideas, there has admittedly been, through the years, *inconsistency in the ways they are reflected in practice by different teachers and varying degrees of clarity in how student progress gets communicated to students and parents*. Feedback from many teachers and parents identified these two areas for improvement, and over the past year, our faculty and staff has started on a path towards addressing them.

Last year, we began this work with a yearlong focus on using a common language and approach to planning curriculum units. Based on the framework known as ["Understanding by Design"](#), our teachers now work more closely in teams to prepare for their teaching by "planning backwards": first articulating the standards of what students should know and be able to do at the end of a unit, then determining how they will assess those skills, knowledge, and understandings, and finally, mapping out the learning activities and practice that will support students towards those standards. We continue to refine our use of this outlining of units.

The next phase of our improvement has been centered on defining the common language and practices we aim to use across the school. A task force made up of teachers from K-8 worked over the summer to look at survey responses from teachers and parents, discuss similarities and differences in our current grading and assessment approaches in different classrooms, and to research current best practices in assessing student progress. One result of their work was the creation of a "Grading and Assessment at ANCS - Frequently Asked Questions" document. The document incorporated their thinking along with feedback from the full faculty/staff and a range of parents to serve as a starting point for explaining how students are assessed and practices we aspire to use consistently at both campuses.

As we continue to develop consistency in practices across the school, the next steps on our path towards improving our assessment system will focus on greater clarity in how we

communicate about student learning progress: (1) the terms we use to show where a student is at in relation to learning standards, and (2) the way we structure our forms of communicating with students and parents (rubrics, progress reports, etc.). Below is a timeline for next steps in this work:

January 2015:

- Grading task force presented draft of “best practices” in grading and assessment to faculty
- Review and discussion of how consistently these practices are currently used--individually and collectively

Winter-Spring 2015:

- Focus in grade level, content teams on exploring these “best practices” and discussion about how to use them more consistently as a team

Summer 2015:

- Faculty members engage in selected summer reading books focused on areas of rubrics and assessment (differentiated by need)

July faculty retreat:

- Discussion of summer reading texts
- Focused work on refining and agreeing to final version of K-8 best practices in grading and assessment

September 2015:

- Launch of progress reporting task force to review and recommend changes to progress reporting tools to (1) reflect agreed-upon best practices and (2) clarity in communicating information to parents (following decision on IB application for MYP)

September-December 2015:

- Task force works through process of arriving at recommendations with feedback on draft ideas solicited from focus groups of teachers and parents

December 2015:

- Task force presents faculty with recommendations for revision to progress reporting system

January 2016:

- Board presentation about revisions to progress reporting system

ANCS PROPOSED MYP IMPLEMENTATION BUDGET

		CONSIDERATION	CANDIDATE	PARTICIPATION YEAR 1	PARTICIPATION YEAR 2
ACADEMIC YEAR	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
APPLICATION FEE		4,000 (4/16)	4,000? (4/17)		
ANNUAL FEE				9,500	9,500
RESOURCES					
Media center					
Technology resources			500 ¹	500	500
Classroom					
IB Supplies					
Professional Development	\$4450 to send 5 teachers to summer course ²		\$4550 to send 5 more teachers ³		
Regional Workshops					

¹ Somewhat arbitrary fee but we will likely need some upgrade to the media center. Not sure this is the right categor

² This would come out of annual professional development budget so is not actually additional funding. Would do only level 2 or 3

³ Annual professional development budget. Initial: Humanities – 2, MST – 3, Health – 1, Art – 1, Language B – 1, MYP coordinator – 1, Instr coach – 1. We already have 2 staff trained so could train only 3 at this and be in compliance. We have 20+ staff.

In school workshops		\$1000 stipend for teacher to teach IB	Or \$3000 ⁴		
Visits to IB world schools					
Other			65,000-85,000 ⁵	65,000-85,000	65,000-85,000
Professional subscriptions and journals					

⁴ We could potentially train 10 total with in house training and avoid the \$4550 fee this year. This would put us into compliance.

⁵ We feel an MYP coordinator will be needed this year. If we hire a new person, we will need to add 65,000-85,000 / year to the budget. The MYP coordinator is not required until participation year 2, 2017-218.

Potenital other fees:

Program evaluation fee every five years..

Relevant dates:

January 1 – March 31 – sign up for Casie; cost is \$890 / teacher and \$930 if we sign up late

Spring 2015 – 3-4 teachers tour IB schools

June / July 2015 – 5 teachers attend IB

April 1, 2016 – Application fee due

April 1, 2017 – Application B fee

Do we need funds for another Spanish teacher

TOTAL					
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IB Task Force Recommendation to the ANCS Governing Board

February 17, 2015

Introduction

Since August 2014, the IB Task Force has met twice each month to explore myriad aspects of the International Baccalaureate Program. The guiding questions for the task force were presented to the board in May 2014. Those questions are: What would be the benefits to students of an IB Programme while at ANCS? What would the costs - financial and otherwise - be? What, if anything, about the ANCS experience would change for students and/or teachers by becoming IB authorized? If ANCS were to become IB authorized, what are the advantages to ANCS students if they attend an IB Programme in high school? If ANCS did not become IB authorized, would there be any disadvantages to students who go on to the IB Programme at MJHS or elsewhere?

IB Task Force Members

Cathey Goodgame - Middle Campus Principal and worked in an IB school in Decatur; Nickey Hardon - Middle Campus MST teacher and worked as an IB Coordinator; Lesley Michaels - 4-8 Instructional Coach; Layne Wiggins - Middle Campus parent; Beth Wells - former ANCS Governing Board member and parent of two former and two current ANCS students; Alice Jonsson - current ANCS Governing Board member and worked as a teacher in an IB high school in NC.

Task Force Activities

The task force used the MYP Sample Application for Candidacy (http://www.ibo.org/globalassets/publications/become-an-ib-school/myppapplicationforcandidacy_e.pdf) to guide the early work. This application has three major areas - Philosophy, Organization, and Curriculum. We were able to investigate each of these areas to make an early determination of the fit between ANCS and IB.

In addition to this work, we sought the expertise of IB educators at three local schools. In October, Cheryl Nahmias, IB Coordinator at Decatur High School, joined us for a discussion about MYP. She shared insights about the authorization process in Decatur as well as the benefits for students involved in the MYP. In November we visited Atlanta International School (<http://www.aischool.org/>), a private IB institution, and Ridgeview Charter School (<http://school.fultonschools.org/ms/ridgeview/Pages/default.aspx>), a public IB charter middle school. These visits allowed us to see IB in action as we were able to speak with coordinators and visit multiple classrooms.

The repeated theme from all three schools was the importance of teacher buy-in to the success of implementation. Considering this strong and consistent message, the task force formulated a two-step plan to assess teacher buy-in, beginning with whole staff learning about MYP on January 21. Cathey Goodgame, Nickey Hardon, and Lesley Michaels worked together to present the staff with an update on the work of the Task Force, an in-depth look at MYP, and activities comparing the IB standards to our current work at the Middle Campus.

At the close of the faculty meeting on January 21 teachers were asked to express questions they had about the MYP programme through an anonymous online survey, polleverywhere. This survey revealed many questions teachers had, some being positive, such as, "When can we start?", and "How can I further get involved?". Other questions were around how the framework of IB would effect the day-to-day instruction at ANCS as well as if implementation of the MYP programme would hinder teacher creativity. For example, teachers wondered, "Am I going to have to revamp my entire curriculum plan and all my projects if we go to the MYP?", "How does integrating this framework affect/change/influence what teachers are already doing in the classroom?", "How will this program benefit our school?", "What are the pros and cons of this program?", and "Will this program foster students learning?". The many questions that the teachers had about the MYP programme further solidified to the task force the importance of obtaining teacher-buy in before making any decisions as to whether or not ANCS would pursue MYP authorization.

The second step of the plan is to provide 5 interested teachers with the opportunity to attend MYP professional development this summer with the expectation that their learning will help inform the final recommendation of the Task Force. Prior to the summer workshops, the selected teachers will receive training about MYP to prepare them for the learning. The MYP Category 2 summer workshops emphasize assessment, teaching and learning methodologies and explore best practices in the classroom. This learning is in line with current ANCS professional development goals and will be useful regardless of our decision about MYP. The training is currently being funded from the Professional Development budget with an application being submitted to the APS Title II office for reimbursement.

Curriculum, Planning, Assessment and Grading

As the Middle Campus continues to grow, there is a recognition on the part of ANCS leadership that there is work to be done around curriculum, planning, assessment and grading. This work needs to be done whether or not MYP authorization is pursued. This informs our discussion about MYP as we consider how this work will best be supported.

Additional information to consider in our decision

GA is a leader in the US in terms of numbers of IB schools and APS is the leader within Georgia.

The Center for the Advancement and Study of International Education, which provides IB training, is located in Atlanta.

Roughly 90% of IB schools in the US are public.

The IB Middle Years Programme (MYP) had just been revamped. Entering at this time may be beneficial as all schools are being trained on the new process.

The Jackson Cluster has proposed through Cluster Planning to be an IB Cluster.

APS now has an IB Coordinator, John Denine, and is considering increasing financial support to IB clusters.

IB Timeline:

Broadly speaking, the process of becoming an IB school takes three years. The first year is one of preparation for candidacy and completion of the application. If the application for candidacy is accepted, the school spends approximately two years as a Candidate School in preparation for an Authorization Visit. Upon authorization, the school becomes a Participant School.

Possible ANCS Timeline:

15-16 Consideration year (notice of intent to apply due in January 2016 with an application deadline of April 1, 2016)

16-17 Candidate year one

17-18 Candidate year two (Authorization visit should occur during this year)

18-19 Participation year one

Budget Estimation: Document from Beth

Recommendation:

The work of the IB Task Force has revealed many positive connections between the goals and focus of ANCS Middle Campus and the MYP. The Task Force members feel strongly that teacher buy-in is critical to this decision and do not want to rush to recommendation without that crucial piece. The Task Force has worked to provide additional learning opportunities for interested teachers in the coming months. Introductory training will take place prior to the MYP training in June 2015. After the trainings, attending teachers will provide feedback on their learning as well as their assessment of the fit of MYP with the Middle Campus. Informed by our work since August 2014 combined with this teacher feedback, the Task Force will make a final recommendation at the August 2015 Governing Board Meeting.

February 13, 2015

From: Mitch White

To: ANCS Governing Board
Ryan Camp
David Griffin
Kari Lovell

In Re: 2/13/15

David Griffin joined the B&O committee as a community volunteer in January. As of Friday (2/13/15) I have provided four reports to you this month: 1) our regular budget to actual report with a column for the new budget we are proposing to vote on ("*January Monthly Financials with Proposed Budget Column*"); 2) our January cash balances report ("*January Cash Balances*"); 3) the cash flow report ("*January Cash Flow*"); and 4) the January Dashboard ("*January 2015 B&O Dashboard*"). In addition, Kari or I will be providing an updated copy of the proposed budget revisions for us to vote on.

Looking at the **budget to actual**, I believe we have discussed the major variance items in December and January. We have included a column for the revised budget we are proposing, and I also compared the revised budget to the budget we originally approved. Please remember that the expected operating loss of \$149k is less than half of the \$300k we decided not to take in the form of a second mortgage (as originally planned). Like last month, I included a memo item that excludes our fixed asset expenditures and ties to our Statement of Activity, which shows that **excluding our fixed asset expenditures we would be showing an operating income of \$323k YTD**.

Looking at our **investment balances**, I note that we improved our cash position by \$167k this month, although approximately \$148k of that improvement was due to expenses we expected to pay in January that we will pay in February (\$105k to McKinneys and \$43k in NTRP expenses). **We are currently holding \$168k (\$20k adjusting for those two expenses) more in short term cash than we were at this time last year.**

Looking at the **cash flow report**, I note that our cash balance on 1/31/15 was more than \$200k higher than our projected balance from last month, driven by the \$148k in timing items and several smaller positive items in categories including curriculum and classroom, salaries and general/admin. More importantly, **we are now projecting to end the school year in May with about \$1.125 million** in money market, cash and CD accounts (up from the May projection of \$1.017m we made last month). Last month we stated that we thought our projections were conservative and hoped to end the school year closer to \$1.2 million, so this is good news.

Finally, you will be receiving an updated copy of the proposed budget we shared last month from either Kari or me as soon as we have finalized it. We plan to vote on adopting the revised budget at the Board meeting Tuesday, so please review it carefully.

Business Operations Dashboard

Finance “Big Rocks”	Operations “Big Rocks”
<ul style="list-style-type: none"> ✓ Refinancing for MC ❑ Produce 2015–2016 Annual Budget ❑ Annual Financial Audit Report / Firm Selection (March 2015) ❑ Fixed Asset Audit ❑ Support for Charter Renewal 	<ul style="list-style-type: none"> ✓ Implement “in-house” food service ✓ Approve Technology Plan (Oct. 2014) ✓ Phase One MC projects ❑ Long-term facilities plan
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <ul style="list-style-type: none"> ✓ Completed ❑ In Progress ❑ Not Started </div>	
Operating Cash (Checking + MMA) (as of 12/31/14)	\$613k (Bank of North Georgia)
Investments (CDs) (as of 9/11/14)	\$6666k (Edward Jones + Self-Help + SunTrust)
Line of Credit (as of 9/11/14)	\$0K
# Students (as of 9/11/14)	665
YTD Operation Income or (Loss) (as of 1/1/15)	\$(226k) Memo: \$323k excluding fixed asset expenditures

Business & Operations Committee

- ▶ David Griffin has joined B&O committee as community representative. Who is usually around our table now:
 - Ryan Camp
 - Leigh Finlayson
 - David Griffin
 - Kari Lovell
 - Matt Underwood
 - Mitch White

Total investments held by ANCS

1/31/2015

<u>Institution</u>	<u>Investment</u>	<u>Amount</u>
Bank of North Georgia	Money Market	351,370.41
Bank of North Georgia	Operating accounts	<u>261,829.44</u>
		613,199.85
Edward Jones	CD	226,956.67 2 year - matures Nov 2015
Self-Help Credit Union	CD	227,076.12 1 year - matures Oct 2015
Self-Help Credit Union	Money Market	7,065.93 Money Market account
SunTrust Bank	CD	<u>206,300.00</u> 1 year - renews automatically
Total invested funds (not at BoNG)		667,398.72
Grand total ANCS funds		1,280,598.57

MEMO:

Total Money Market & Operating Accounts*

Jan. 2014	\$	445,000	Per February 2014 Dashboard
Dec. 2014	\$	445,525	
Jan. 2015	\$	613,200	

*Excludes long term CDs currently valued at \$666k

ATLANTA NEIGHBORHOOD CHARTER SCHOOL
 FY 2015 - Pro Forma Monthly Cash Flow Statement
 January 31, 2014

		Current												
		Allocation based on FTE Count = 669												
		Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15
Revenue														
	Local/State Funding	\$0	\$673,873	\$673,873	\$673,873	\$726,442	\$689,587	\$663,819	\$663,819	\$663,819	\$663,819	\$663,819	\$0	\$0
	Grants	\$130,890	\$103,275	\$201,376	\$7,305	\$0	\$0	\$20,000	\$200,000	\$50,000	\$45,000	\$0	\$0	\$0
	Contributions & Fundraising	\$1,382	\$5,496	\$12,988	\$8,753	\$6,113	\$21,124	\$23,252	\$6,500	\$106,500	\$6,500	\$6,500	\$1,300	\$1,300
	Program Income	\$3,985	\$64,488	\$96,370	\$82,953	\$28,785	\$90,998	\$89,876	\$69,000	\$69,000	\$69,000	\$69,000	\$0	\$0
	Title One	\$0	\$0	\$0	\$0	\$0	\$6,372	\$0	\$6,372	\$0	\$0	\$6,372	\$0	\$6,372
	Other Income	\$895	(\$132)	\$714	\$3,527	\$315	\$9,609	\$3,316	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0
	NTRP Reimbursement	\$0	\$0	\$0	\$0	\$47,444	\$0	\$43,046	\$43,046	\$0	\$0	\$0	\$38,000	\$0
	Total Revenue	\$137,152	\$847,000	\$985,321	\$776,410	\$809,099	\$817,690	\$843,309	\$989,738	\$890,319	\$785,319	\$746,691	\$39,300	\$7,672
Expenditures														
	Salaries and Benefits	\$453,076	\$502,301	\$571,821	\$589,341	\$577,037	\$600,359	\$567,349	\$575,000	\$575,000	\$575,000	\$600,000	\$540,000	\$540,000
	Professional Development	\$35,710	\$24,924	\$3,972	\$29,731	\$5,593	\$15,646	\$8,185	\$2,500	\$2,500	\$2,500	\$2,500	\$0	\$0
	Curriculum & Classroom Expenses	\$7,274	\$36,117	\$8,800	\$7,348	\$12,730	\$21,294	\$2,984	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Program Expenses	\$0	\$4,297	\$17,226	\$14,694	\$7,451	\$24,319	\$15,650	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$0
	Building & Grounds	\$54,168	\$68,929	\$40,564	\$42,780	\$41,948	\$27,431	\$46,715	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000
	Fixed Assets Expenditures	\$130,835	\$17,648	\$151,956	\$216,199	\$18,026	\$11,530	\$2,989	\$95,000	\$0	\$0	\$0	\$0	\$0
	Professional Services	\$0	\$5,185	\$3,972	\$19,055	\$4,190	\$0	\$595	\$0	\$0	\$0	\$0	\$0	\$0
	Gen&Admin/Insurance/Interest	\$26,839	\$23,691	\$27,300	\$20,745	\$9,775	\$17,238	\$8,134	\$20,000	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000
	Nutrition Program Expenses	\$409	\$18,742	\$15,124	\$11,981	\$14,855	\$14,099	\$12,506	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$0
	Equipment Rental (Copiers)	\$5,244	\$0	\$5,256	\$135	\$11,678	\$7,845	\$821	\$4,500	\$4,500	\$4,500	\$4,500	\$0	\$0
	Furniture & Equip (Non Capitalized)	\$0	\$4,904	\$350	\$251	\$4,049	\$2,957	\$68	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0
	Fundraising Expenses	\$0	\$650	\$66	\$2,547	\$4,242	\$1,646	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0
	i3 CREATE Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$1,571	\$0	\$0	\$0	\$0	\$0	\$0
	Total Expenditures	\$713,555	\$707,388	\$846,408	\$954,806	\$711,574	\$744,364	\$667,565	\$780,000	\$725,000	\$685,000	\$710,000	\$602,000	\$602,000
Total Revenues - Total Expenditures		(\$576,403)	\$139,612	\$138,913	\$(178,396)	\$97,525	\$73,327	\$175,744	\$209,738	\$165,319	\$100,319	\$36,691	\$(562,700)	(\$594,328)
EOM Cash Balance		\$209,835	\$315,695	\$468,557	\$283,014	\$379,528	\$445,525	\$613,200	\$822,937	\$988,256	\$1,088,575	\$1,125,267	\$562,567	\$(31,761)
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected

\$200,000 State Facilities Grant
 \$20,000 Sartain Lanier Foundation - Received
 \$50,000 Ziest Matching funds
 \$45,000 i3 Grant (Salary Reimb)
 \$10,000 GA Power Rebate - Received

Note: Adjusted to reflect only Bank of North Georgia operating accounts. Not including \$666k of investments

ATLANTA NEIGHBORHOOD CHARTER SCHOOL
Budget to Actual FY2015
YTD January 2015

Period Ended 1/31/2015

	YTD Actual	YTD Budget	YTD \$Variance	Approved Budget	Proposed Budget	App/Prop Variance
Income						
Local/State Funding	\$ 4,101,467	\$ 4,145,629	\$ (44,162)	\$ 6,909,382	\$ 6,809,142	\$ (100,240)
Grants	\$ 559,708	\$ -	\$ 559,708	\$ -	\$ 687,000	\$ 687,000
Contributions & Fundraising	\$ 76,367	\$ 137,083	\$ (60,716)	\$ 235,000	\$ 327,500	\$ 92,500
Prior year NTRP & Title 1 Funds Received	\$ -	\$ -	\$ -	\$ -	\$ 175,000	\$ 175,000
Program Income	\$ 323,512	\$ 178,792	\$ 144,720	\$ 306,500	\$ 394,000	\$ 87,500
Nutrition Income	\$ 134,167	\$ 90,417	\$ 43,751	\$ 155,000	\$ 220,000	\$ 65,000
i3 CREATE Income	\$ -	\$ -	\$ -	\$ -	\$ 95,000	\$ 95,000
Other Income	\$ 18,411	\$ 37,917	\$ (19,506)	\$ 65,000	\$ 22,244	\$ (42,756)
Total Income	\$ 5,213,631	\$ 4,589,838	\$ 623,794	\$ 7,670,882	\$ 8,729,886	\$ 1,059,004

Expenditures

Salaries and Benefits	\$ 3,953,084	\$ 3,566,305	\$ (386,779)	\$ 6,113,666	\$ 6,746,470	\$ 632,804
Professional Development	\$ 119,786	\$ 34,125	\$ (85,661)	\$ 58,500	\$ 135,000	\$ 76,500
Curriculum & Classroom Expenses	\$ 97,284	\$ 51,522	\$ (45,763)	\$ 88,323	\$ 147,000	\$ 58,677
Program Expenses	\$ 82,684	\$ 177,721	\$ 95,037	\$ 304,665	\$ 145,000	\$ (159,665)
Building & Grounds	\$ 332,276	\$ 281,569	\$ (50,708)	\$ 482,689	\$ 535,000	\$ 52,311
Fixed Asset Expenditures	\$ 549,183	\$ 85,712	\$ (463,472)	\$ 146,934	\$ 645,000	\$ 498,066
Professional Services	\$ 28,825	\$ 17,500	\$ (11,325)	\$ 30,000	\$ 30,000	\$ -
Gen&Admin/Insurance/Interest Expense	\$ 133,305	\$ 70,047	\$ (63,258)	\$ 120,080	\$ 225,938	\$ 105,858
Nutrition Program Purchases	\$ 88,411	\$ 108,967	\$ 20,556	\$ 186,800	\$ 160,000	\$ (26,800)
Equipment Rental (Copiers)	\$ 30,978	\$ 19,250	\$ (11,728)	\$ 33,000	\$ 50,000	\$ 17,000
Furniture & Equipment (Non-Capitalized)	\$ 12,578	\$ -	\$ (12,578)	\$ -	\$ 16,334	\$ 16,334
Fundraising Expenses	\$ 9,810	\$ 57,458	\$ 47,649	\$ 98,500	\$ 43,200	\$ (55,300)
i3 CREATE Grant Expenses	\$ 1,571	\$ -	\$ (1,571)	\$ -	\$ -	\$ -
Total Expenditures	\$ 5,439,776	\$ 4,470,175	\$ (969,601)	\$ 7,663,157	\$ 8,878,942	\$ 1,215,785
Operating Income/Loss	\$ (226,145)	\$ 119,663	\$ (345,808)	\$ 7,725	\$ (149,056)	

Memo: Oper. Inc./Loss Excluding Fixed Expenditures \$ 323,038

Status	REVISED
Year	FY 2015
Date	2/15/15

Atlanta Neighborhood Charter School



		# of Students	669	Proposed Change to FY15 budget	New category Budget total for FY15	669	0
			ANCS Approved Budget FY15			ANCS Actual Budget FY14	ANCS Budgeted Variance FY15
Income	Tab #						
		APS Allocation	\$ 6,734,859	\$ (3,884)	\$ 6,730,975		
		APS Nursing & Transportation Allocation	\$ 52,400		\$ 52,400		
		Other State & Local Funding	\$ 25,767		\$ 25,767		
		FY14 Surplus Carryover	\$ 400,000		\$ 400,000		
		Title 1 Funding	\$ 55,000	\$ (29,500)	\$ 25,500		
		Title 2 Funding	\$ -	\$ 10,000	\$ 10,000		
		Facilities Grant	\$ -	\$ 200,000	\$ 200,000		
		CREATE Grant	\$ -	\$ 45,000	\$ 45,000		
		Grants to Green	\$ -	\$ 260,000	\$ 260,000		
		Grants (<i>Sartian Lanier Grant</i>)	\$ 20,000		\$ 20,000		
		Grants (<i>NTRP Carryover from FY14</i>)	\$ 45,000	\$ 71,000	\$ 116,000		
	<u>1.0</u>	Total Local/State Funding	\$ 7,333,026	\$ 552,616	\$ 7,885,642	\$ 6,451,242	\$ 881,784
		Contributions					
		Contributions (General)	\$ 2,000		\$ 2,000		
		Fund Raising (Annual Campaign)	\$ 130,000	\$ (27,000)	\$ 103,000		
		Auction	\$ 100,000		\$ 100,000		
		Other Fundraising	\$ 3,000		\$ 3,000		
	<u>1.1</u>	Total Contributions & Fundraising	\$ 235,000	\$ (27,000)	\$ 208,000	\$ 293,750	\$ (58,750)
		Program					
	Supply Fee	\$ 7,000		\$ 7,000			
	Meal Program	\$ 155,000	\$ 65,000	\$ 220,000			
	PTCA income	\$ 61,300	\$ 5,900	\$ 67,200			
	Field Trips	\$ 42,000	\$ (21,200)	\$ 20,800			
	Grade Level Trips	\$ -	\$ 30,000	\$ 30,000			
	Athletics	\$ 8,500	\$ 11,500	\$ 20,000			
	After School	\$ 206,000		\$ 206,000			
	Enrichment	\$ 43,000		\$ 43,000			
<u>1.2</u>	Total Program Income	\$ 522,800	\$ 91,200	\$ 614,000	\$ 461,531	\$ 61,269	
	Other Income						
	Community Building	\$ 1,200		\$ 1,200			
	Facilities Use	\$ 2,000		\$ 2,000			
	Other	\$ 500	\$ 18,544	\$ 19,044			
<u>154.9</u>	Total Other Income	\$ 3,700	\$ 18,544	\$ 22,244	\$ 64,000	\$ (60,300)	
	Total Income	\$ 8,094,526	\$ 635,360	\$ 8,729,886	\$ 7,270,523	\$ 824,003	



# of Students	669			669	0
	ANCS Approved Budget FY15	Proposed Change to FY15 budget	New category Budget total for FY15	ANCS Actual Budget FY14	ANCS Budgeted Variance FY15

Expense	2.0	Total Salaries and Benefits	\$ 6,113,666	\$ 632,804	\$ 6,746,470	\$ 5,700,000	\$ 413,666
		Teachers Institute / Retreat	\$ 14,500				
		Conferences and workshops	\$ 37,500				
		Staff Development - Travel	\$ 1,000				
		Staff Development - Consultant	\$ 4,000				
		Staff Devel Materials	\$ 1,500				
	2.1	Total Staff Development	\$ 58,500	\$ 76,500	\$ 135,000	\$ 93,000	\$ (34,500)
		Lunch Program Purchase (not including salary)	\$ 186,800	\$ (26,800)	\$ 160,000		
		Athletics	\$ 11,600	\$ 18,400	\$ 30,000		
		Enrichment	\$ 39,300	\$ (14,300)	\$ 25,000		
		After School Expenses	\$ 15,780	\$ (5,000)	\$ 10,780		
		Field Trips	\$ 42,050	\$ (20,000)	\$ 22,050		
		Grade Level Trips	\$ -	\$ 30,000	\$ 30,000		
		PTCA expenses	\$ 61,300	\$ (44,130)	\$ 17,170		
		Saturday / Summer School	\$ 5,000	\$ 5,000	\$ 10,000		
		Other	\$ 4,700	\$ (4,700)	\$ -		
		Total Program Expenses	\$ 366,530	\$ (61,530)	\$ 305,000		
		Classroom Supplies	\$ 63,575	\$ 58,677	\$ 122,252		
		Instruct. / Curriculum Materials	\$ 24,748		\$ 24,748		
		Total Curriculum Materials & Expenses	\$ 88,323	\$ 58,677	\$ 147,000		
	2.2	Total Curriculum & Program Expenses	\$ 454,853	\$ (2,853)	\$ 452,000	\$ 557,000	\$ (102,147)
		Security system monitoring & servicing	\$ 4,000	\$ 6,000	\$ 10,000		
		Janitorial Services	\$ 93,600	\$ 10,000	\$ 103,600		
		Janitorial Supplies	\$ 5,000	\$ 5,000	\$ 10,000		
		Sanitation	\$ 14,937	\$ 6,000	\$ 20,937		
		Supplies	\$ 2,500	\$ 8,000	\$ 10,500		
		Total Building Services	\$ 120,037	\$ 35,000	\$ 155,037		
		Building rent (Mortgage)	\$ 126,000	\$ (20,739)	\$ 105,261		
		Mobile Unit Lease (Net)	\$ 7,332		\$ 7,332		
		SWAT Budget	\$ 1,000		\$ 1,000		
		Replacements - painting	\$ 20,000	\$ (20,000)	\$ -		
		Replacements - carpet/flooring	\$ 20,000	\$ (20,000)	\$ -		
		Repairs / Maintenance	\$ 40,000	\$ 60,000	\$ 100,000		
		Total Building Repairs/ Maintenance	\$ 214,332	\$ (739)	\$ 213,593		
		Farm	\$ -	\$ 6,050	\$ 6,050		
		Repairs / Maintenance	\$ 10,000	\$ 10,000	\$ 20,000		
		Total Grounds	\$ 10,000	\$ 10,000	\$ 26,050		
		Utilities	\$ 125,000		\$ 125,000		
		Internet Service	\$ 8,820	\$ 2,000	\$ 10,820		
		Telephone	\$ 4,500		\$ 4,500		
		Total Telephone and Utilities	\$ 138,320	\$ 2,000	\$ 140,320		
	2.3	Total Building Expenses	\$ 482,689	\$ 46,261	\$ 535,000	\$ 527,000	\$ (44,311)
		Legal	\$ 1,000		\$ 1,000		
		Accounting	\$ 3,500		\$ 3,500		
		Auditing	\$ 25,500		\$ 25,500		
	2.4	Total Professional Services	\$ 30,000	\$ -	\$ 30,000	\$ 40,000	\$ (10,000)
		Advertising/Web Costs	\$ 5,000		\$ 5,000		
		Bank Service Charges	\$ 3,000		\$ 3,000		
		Copiers	\$ 33,000		\$ 33,000		
		Dues and Subscriptions	\$ 10,000		\$ 10,000		
		Insurance	\$ 55,438	\$ 30,000	\$ 85,438		
		Licenses and Permits	\$ 2,500		\$ 2,500		
		Miscellaneous	\$ 3,000		\$ 3,000		
		Gov Board/Committee Costs	\$ 250	\$ 2,250	\$ 2,500		
		Office supplies/Small Equipment	\$ 22,000	\$ 38,000	\$ 60,000		
		Payroll Service Fees	\$ 16,000		\$ 16,000		
		Postage and Delivery	\$ 24,000	\$ (19,000)	\$ 5,000		
		Printing and Reproduction	\$ 500		\$ 500		
	2.5	Total Other Gen/Admin Expense	\$ 174,688	\$ 51,250	\$ 225,938	\$ 160,000	\$ 14,688
		Direct Mail	\$ 5,000		\$ 5,000		
		Auction	\$ 30,000		\$ 30,000		
		Community Building	\$ 1,200		\$ 1,200		
		Other Events	\$ 1,000	\$ 6,000	\$ 7,000		
	2.6	Total Fundraising Expenses	\$ 37,200	\$ 6,000	\$ 43,200	\$ 89,000	\$ (51,800)
		Library	\$ 12,000	\$ (6,000)	\$ 6,000		
		Furniture	\$ 6,000	\$ 10,334	\$ 16,334		
		Technology: Service, training & supplies	\$ 7,500		\$ 7,500		
		Grants to Green Improvements	\$ -	\$ 492,525	\$ 492,525		
		Equipment: Purchase/Lease	\$ 10,600	\$ 47,875	\$ 58,475		
		Copiers expense	\$ 33,000	\$ 17,000	\$ 50,000		
		Computers: Software/Other	\$ 7,334	\$ (7,334)	\$ -		
		Computers: Hardware	\$ 100,500	\$ (20,000)	\$ 80,500		
	2.7	Total Books/Equipment/Furniture	\$ 176,934	\$ 534,400	\$ 711,334	\$ 50,000	\$ 126,934
		Total Expenses	\$ 7,528,530	\$ 1,344,362	\$ 8,878,942	\$ 7,216,000	\$ 312,530
		Operating Income/Loss	\$ 565,996	\$ (709,002)	\$ (149,056)	\$ 54,523	\$ 511,473

ANCS Annual Campaign Monthly Report

Month of Receipt	
Received this Month	\$9,070.34
Total Received To Date	\$76,885.34
Count Of Donations	439
Thank You Letters Sent	69

	Method of Payment				TOTAL	
	Direct Mail	Online	Direct Debit ACH	Other	Received In Jan 2015	Received To Date
Parents and Guardians	\$2,150.00	\$3,614.00	\$340.00		\$6,104.00	\$46,899.00
Grandparents and Special Friends	\$933.34	\$200.00			\$1,133.34	\$17,173.34
ANCS Faculty and Staff		\$80.00	\$70.00		\$150.00	\$2,699.00
Other	\$1,683.00				\$1,683.00	\$10,114.00
Total	\$4,766.34	\$3,894.00	\$410.00	\$0.00	\$9,070.34	\$76,885.34

Fund Development Report

- ▶ January 2015 total received: \$9070.34
- ▶ Year to date received: \$76,885.34
- ▶ Recent activities:
- ▶ Fund Development table at Elementary campus on Thursday, February 12 with a “Grow the Love” February theme. The goal was to combine Annual Campaign and Auction outreach—asking people if they have donated to the campaign, purchased auction tickets, volunteered for the auction. Students got some valentines swag and created a “what I love about ANCS” set of messages/pictures.

Other Fund Development News / Plans:

- ▶ A “Grow the love” e-blast is planned for February. This will have auction news, annual campaign news, grant/fundraising news along with a reminder of our GA Charter School of the year award
- ▶ “Gather and Grow” plans are developing for an annual campaign week in late April/early May. We will lead up to the week with a grade level penny drive with the goal of reaching 50,000 pennies to match the \$50,000 we won as GA Charter of the year.
- ▶ Elizabeth Hearn is planning a teacher sponsorship drive for Run with the Wolves to increase participation in the campaign.

Auction update:

- ▶ The auction committee is in final weeks of planning. Donation items are arriving and data entry has begun.
- ▶ The committee has received approximately \$9000 in sponsorships so far and all the VIP tables are sold.
- ▶ The committee has hired a professional auctioneer this year and entertainment includes the retro-80s band Electric Avenue.