



ATLANTA NEIGHBORHOOD CHARTER SCHOOL

helping students learn to use their minds well

Atlanta Neighborhood Charter School

Board Meeting

Date and Time

Tuesday March 17, 2015 at 6:30 PM

Location

ANCS Middle Campus - 820 Essie Avenue 30316

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		Cathey Goodgame	5
F. PTCA Report		Grace Burley	10
II. New Business			
A. Board member nomination process update	FYI	Mitch White	5
III. Fund Development			
A. 2015-16 SY Enrollment Update	FYI	Matt Underwood	5
B. Charter Renewal, Enrollment Policy and Attendance Zone Options	Discuss	Matt Underwood	15
C. Proposed plan for phased class size reduction beginning in 2015-16 SY	Discuss	Matt Underwood	15
D. January Feedback Surveys Summary	FYI	Matt Underwood	5
IV. Educational Excellence			
A. ANCS Policy Manual update	FYI	Alice Jonsson	5
V. CEO Support And Eval			
A. Monthly Finance & Operations Report	FYI	Mitch White	10
B. FY16 budget development process	Discuss	Mitch White	10
VI. Business & Operations			
A. Monthly Fund Development Report	FYI	Narin Hassan	10
VII. Board Governance			
A. Monthly Personnel Report	FYI	Lia Santos	10

VIII. Old Business

- | | | | |
|---|------|-----------------|----|
| A. Amendment of board by-laws to expand range of size of board | Vote | Grace
Burley | 10 |
| B. List of Upcoming Events | FYI | Grace
Burley | 2 |

IX. Executive Session

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

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: Melissa McKay-Hagan
Related Material: PTCA Report March 2015.docx
ParentPartnershipResearch.pptx

Section: **II. New Business**
Item: A. Board member nomination process update
Purpose: FYI
Goal:
Submitted by:
Related Material: Board_Member_Nomination_Update.pdf

Section: **III. Fund Development**
Item: A. 2015-16 SY Enrollment Update
Purpose: FYI
Goal:
Submitted by: Matt Underwood
Related Material: 2015-16 SY enrollment update.pdf

BACKGROUND:
Update on enrollment of new students for 2015-16 SY

RECOMMENDATION:
N/A

Section: **III. Fund Development**
Item: B. Charter Renewal, Enrollment Policy and Attendance Zone
Options
Purpose: Discuss
Goal:
Submitted by: Matt Underwood
Related Material: DiscussionPointsforANCSEnrollmentPolicyUpdatesforCharterRenewal-2016.pdf

BACKGROUND:
Discussion points and guidance from ANCS leadership team to ANCS board as board moves through its decision-making process on possible enrollment policy updates for charter renewal

RECOMMENDATION:
Review

Section: **III. Fund Development**
Item: C. Proposed plan for phased class size reduction beginning in 2015-16 SY
Purpose: Discuss
Goal:
Submitted by: Matt Underwood
Related Material: Planforphasedclasssizereduction.pdf

BACKGROUND:

In alignment with ANCS strategic plan, this proposal for phased class size reduction has been developed by the ANCS leadership team.

RECOMMENDATION:

Review

Section: **III. Fund Development**
Item: D. January Feedback Surveys Summary
Purpose: FYI
Goal:
Submitted by: Matt Underwood
Related Material: Winter 2015 Feedback Surveys.docx

BACKGROUND:

Summary overview of winter 2015 quarterly stakeholder feedback surveys

RECOMMENDATION:

Review

Section: **V. CEO Support And Eval**
Item: A. Monthly Finance & Operations Report
Purpose: FYI
Goal:
Submitted by:
Related Material: 02_28_15_Cash_Flow_MFW_Update_3-13-15.pdf
02_28_15_Finance_Committee_Report_pg_1.pdf
02_28_15_Finance_Committee_Report_pg_2.pdf
February 2015 B&O Report.pdf
March Expense Explanation.pdf

Section: **V. CEO Support And Eval**
Item: B. FY16 budget development process
Purpose: Discuss
Goal:
Submitted by:
Related Material: FY16 Budget Assumptions_updated_3_12_15.pdf
FY16 Budget info for board meeting.pdf

Section: VI. Business & Operations
Item: A. Monthly Fund Development Report
Purpose: FYI
Goal:
Submitted by:
Related Material: Fund development report March.pdf
Mar 2015 Report -Feb Donations - Submitted Copy.xlsx

Section: VII. Board Governance
Item: A. Monthly Personnel Report
Purpose: FYI
Goal:
Submitted by: Lia Santos
Related Material: 2015.03.10.Personnel Committee Report March 2015.pdf

BACKGROUND:
Monthly report of personnel committee

Section: VIII. Old Business
Item: A. Amendment of board by-laws to expand range of size of board
Purpose: Vote
Goal:
Submitted by:
Related Material: Proposed changes to ANCS Governing Board By.pdf

BACKGROUND:
Initially discussed in February 2015 board meeting; recommendation to amend Article III, Section 3 of board by-laws to expand range of size of board and add clarification language to other parts of section 3

RECOMMENDATION:
Approve

ANCS PTCA Board Report March 2015

Overview

PTCA has focused this month on researching Family School Partnerships and reflecting on what that research might mean for us at ANCS. We also held our March general meeting with a focus on safety.

Challenges or Issues

We want to share with you the highlights of the research we conducted on Family School Partnerships.

We have a plan for recruiting new officers for next year but we will need help from all interested parents to find qualified and interested parents to take up this important work. We will be asking you for your help.

Eric Nankervis has agreed to transition into a leadership role with regard to the Safe Routes to School grant. We were a little disheartened to learn that the GA DOT doesn't anticipate construction until fiscal year 2016 at the earliest and we were cautioned that there is still a lot of work to do. High priorities were better crossings on Cherokee Ave at Milledge and Augusta and on Boulevard at Confederate. (The crossings on Cherokee Ave would include lighted crossings with raised pedestrian crosswalks.) The drawings included a proposal for a cycle-track bike lane on Ormewood that will require community meetings to achieve. Parents expressed a priority for safer crossings on Cherokee Ave, Boulevard, and Moreland.

Monthly Highlights

- Bingo Night sold out and concession sales raised \$500 for the 5th grade trip to Blue Ridge. The event was family fun!
- Donated \$1700 in matching funds to the Fund A Cause Middle Campus Library event at the auction.
- Registration is open for Run with the Wolves. We are trying to get everyone to register online via the PTCA Square website since this is the most cost-effective way for us to receive registrations.
- Leslie Jo Tottenham and Steve Bayliss both presented at our March general meeting. Parents learned about the "Good Touch, Bad Touch" program at the elementary campus that gives children tools to combat abuse from Ms. Tottenham. Mr. Bayliss and guests from the GA DOT presented preliminary ideas for the school's Safe Routes to School grant.

Upcoming PTCA Events

March 20: Third Friday Coffee at Elementary Campus

March 24: Charter Renewal Community Meeting at Elementary Campus

March 27: Principal's Coffee at Middle Campus

March 30 – April 3: Teacher Appreciation Week

April 18: Run with the Wolves

What We've Learned about Home-School Partnerships

Presentation to the Board
ANCS PTCA, March 2015

The Why for Students

- improvement in grades, test scores, attitudes, self-concept, behavior, social skills
- greater study habits and homework completion rates
- more engagement in classroom learning activities
- higher attendance rates
- reduction in suspension rates and discipline problems

The Why for Faculty and Staff

- more proficient in professional activities
- allocate more time to instruction
- become more involved with curriculum
- develop more student-oriented rather than task-oriented activities
- receive higher ratings on teaching performance evaluations by principals
- indicate greater satisfaction with their jobs

The Why for Parents

- a greater understanding of the work of schools and positive attitudes about school
- report increased contact and communication with educators and a desire for more involvement
- improve their communication with their children
- report improved parent-child relationships
- develop effective parenting skills
- become more involved in learning activities at home

Potential Barriers

Psychological	Structural
failure to see differences as areas to grow in	Organization of the school day that limits communication routines
fail to use perspective taking when interacting	Differences in language and/or cultural expectations
Fear of conflict and/or feelings of inadequacy	Scheduling challenges and time constraints
previous negative interactions	

Challenges

Educators

- ☑ Ambiguous commitment to parent involvement.
- ☑ Use of negative communication about students' school performance and productivity.
- ☑ Use of stereotypes about families, such as dwelling on family problems as an explanation for student performance.
- ☑ Doubts about the abilities of families to address schooling concerns.
- ☑ Lack of time and funding for family outreach programs.
- ☑ Fear of conflict with families.
- ☑ Narrow conception of the roles families can play.
- ☑ Lack of training for educators on how to maintain a partnership with families.

Families

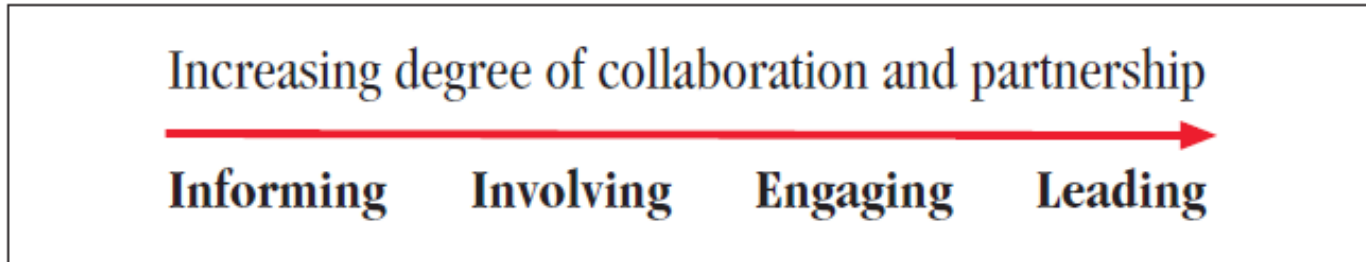
- ☑ Feelings of inadequacy.
- ☑ Adopting a passive role by leaving education to schools.
- ☑ Linguistic and cultural differences, resulting in less "how to" knowledge about how schools function and their role.
- ☑ Lack of role models, information, and knowledge about resources.

- ☑ Suspicion about treatment from educators.
- ☑ Lack of responsiveness to parental needs.
- ☑ Lack of supportive environment and resources (e.g., poverty, limited access to services).
- ☑ Economic, emotional, and time constraints.

Partnership

- ☑ Limited time for communication and meaningful dialogue.
- ☑ Communication primarily during crises.
- ☑ Misunderstanding differences in parent-educator perspectives about children's performance.
- ☑ Limited contact for building trust within the family-school relationship.
- ☑ Limited skills and knowledge about how to collaborate.
- ☑ Psychological and cultural differences that lead to assumptions and build walls.
- ☑ Limited use of perspective taking.
- ☑ Limiting impressions of child to observations in only one environment.
- ☑ Lack of a routine communication system.
- ☑ Previous negative interactions and experiences between families and schools.
- ☑ Limited understanding of the constraints faced by the other parties.

Increases by Degrees



Informing: One-way flow of communication from school to parents

Involving: Invitation to parents to support an agenda determined by the school

Engagement: Staff, students, parents, community create agenda, make decision, and take actions

Leading (AKA Partnering): All partners share in creating and implementing vision with a high-level of trust

4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
<p>All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</p>	<p>Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.</p>	<p>Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.</p>	<p>Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing our best. Our school is an oasis in a troubled community. We want to keep it that way.</p>
<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask the teacher" "We're teachers, not social workers"
<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what they need to know" "This neighborhood is going downhill"
<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> There is a clear, open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to talk to Families are afraid to complain. "They might talk back to my kid" "Community groups should mind their own business. We don't know about education."

Any stakeholder may initiate a deeper partnership between families and schools, but all involved must work to sustain it.

“Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children’s educational development is a collaborative enterprise among parents, school staff, and community members.”

Every school community must define parent/school engagement locally, recognizing that no two communities are identical.

“A shared vision of family engagement” is the first of five promising practices identified in a review of six large school systems with experience in systemic family engagement.

Specific training in communication skills and collaborative approaches should be a priority for teachers, administrators, and parents.

“It is far more effective to engage in preventative problem-solving than to address problems after they develop” Theories of conflict interaction suggest that once a problem arises, parties are likely to act defensively, thus setting up a dynamic of competition, not cooperation. Fix-Turkowski argues that personnel preparation is necessary to seed such prevention.

Schools, school districts, PTAs, and others should create policies, structures, and events to support family/school engagement, including informal opportunities for interaction of all stakeholders.

“Districts can structure their systems in a way that fosters the parent-school partnership so that in the end everyone is satisfied, especially the child.”

Board Member Nomination Update

- ▶ Exceptionally strong interview pool
- ▶ Interviewed 13 candidates
- ▶ Committee will finalize and vote on a slate by **March 31st**
- ▶ Slate will be presented to full Board for vote at April 21st Board meeting
- ▶ PTCA will vote to ratify nominations at **May 12th PTCA general meeting**

New Student Enrollment – *Outreach*

- ▶ New student enrollment applications accepted through March 9th
- ▶ From late January until now, the following outreach activities took place:
 - Information Sessions
 - 2 held at each campus; total of 147 families attended a session
 - Signage
 - 100 yard signs placed around SE Atlanta
 - Flyers posted in various public spaces
 - Preschool/Pre–K Programs
 - Enrollment information provided to 14 early childhood programs
 - Neighborhood Canvassing
 - 3 canvassing excursions led by ANCS faculty and parents took place

New Student Enrollment – *Applications*

- ▶ Record number of applications received for new students
- ▶ After filling new student spots with priority enrollment status for siblings of current students (35 students) and children of employees or board members (2), an additional 327 applications for new student enrollment were received by March 9th
- ▶ Enrollment lottery held on March 12th
 - Atlanta Public Schools has begun this year collecting enrollment lottery and wait list information to insure charter school compliance with lottery procedures

New Student Enrollment – *Applications*

<i>Grade</i>	<i>Rollover Applications</i>	<i>Zone 1</i>	<i>Zone 2</i>	<i>Zone 3</i>	TOTALS
K	0	68	16	43	127
1 st	28	5	1	14	48
2 nd	14	4	3	7	28
3 rd	18	1	2	14	35
4 th	11	5	2	13	31
5 th	4	3	0	10	17
6 th	4	13	9	N/A	26
7 th	3	3	3	N/A	9
8 th	0	3	2	N/A	5
<i>TOTAL</i>					327

Discussion Points for Updates to ANCS Enrollment Policy for Charter Renewal

Priority attendance zones

Following the merger of the Neighborhood Charter School and Atlanta Charter Middle School in 2011 to form the Atlanta Neighborhood Charter School (ANCS), the priority attendance zones of each former school remained in place for the elementary and middle school campuses:

- ELEMENTARY
 - Zone 1: Grant Park/Ormewood Park
 - Zone 2: Neighborhood Planning Unit-W (NPU-W)
 - Zone 3: Rest of city of Atlanta (zoned for Atlanta Public Schools)
- MIDDLE
 - Zone 1: NPU-W
 - Zone 2: Rest of city of Atlanta (zoned for Atlanta Public Schools)

Charter school regulations now require that, as a part of the renewal of our charter, the priority attendance zones be the same for the entire school. These updated priority attendance zones would take effect for enrollment for the 2016-17 school year.

[A range of different allowable priority attendance zones options was initially presented and discussed at the January meeting of the ANCS Governing Board.](#) Since that time, the ANCS leadership team has considered these different priority attendance zone options guided by the following principles:

- The updated priority attendance zones should not exclude neighborhoods in one of our current priority attendance zones.
- The updated priority attendance zones should align with our founding as a “neighborhood” charter school.
- The updated priority attendance zones should reflect our commitment to serving a diverse student population.

Each of the allowable options discussed was accompanied with a set of benefits and challenges. In line with these principles, **the ANCS leadership team recommends the following guidance to the board as it makes a decision on updated K-8 priority attendance zones:**

- Widen the primary priority attendance zone beyond simply Grant Park/Ormewood Park
- Include Grant Park/Ormewood Park in the primary priority attendance zone while also including other neighborhoods currently in our other priority attendance zone (NPU-W) as 75% of our currently-enrolled students reside within NPU-W

- Carefully consider the inclusion in a priority attendance zone of other neighborhoods geographically close to our campuses so as to align with being a “neighborhood” charter school
- Use boundaries for the primary priority attendance zone that are politically-designated (such as neighborhoods, neighborhood planning units, and/or zip codes) rather than boundaries that are ANCS-designated (such as a certain geographic radius around each campus)

We are happy to provide additional data to assist the board in making a final decision on updated priority attendance zones.

Weighted enrollment lottery

Our school has also been focused on increasing the socioeconomic (SES) diversity of our student population. [A board presentation in January highlighted the benefits of SES diversity that underlie this focus and our outreach efforts aimed at increasing our SES diversity.](#)

In addition to continuing these outreach efforts, ANCS has worked with other area charter schools and Georgia state representative Margaret Kaiser to advocate for legislation that would allow Georgia public charter schools to use a weighted enrollment lottery to insure serving a higher percentage of students who qualify for one or more categories of students who fall under the federal definition of “educationally disadvantaged”. This definition includes students whose families qualify for free or reduced price school meals (FRL). At present, Georgia HB 474 passed the House by a vote of 166-2 and now moves to the Senate. It appears likely to pass in the Senate, and then, we hope, receive the signature of the governor, after which point the Georgia Department of Education would provide guidance for schools who wish to use a weighted lottery under this law.

Assuming that HB 474 will become law, **our leadership team recommends that the board discuss and consider the possibility that our charter renewal include a weighted enrollment lottery based on FRL status as an addition to our current enrollment policy.** After reviewing guidance from the GaDOE, policy language would be drafted and recommended to the board, but our initial idea is that in the ANCS lottery, students from the priority attendance zone whose families qualify for FRL would receive 2x the weight of other applicants in the lottery as we work towards achieving a schoolwide FRL percentage in the 30%-50% range.

Plan for Phased Class Size Reduction at Atlanta Neighborhood Charter School

Background

In response to significant funding reductions, since 2010 class size maximums at both ANCS campuses have increased to their current levels:

- Kindergarten: 18 students
- 1st-5th Grades: 24 students
- 6th-8th Grades: 27 students

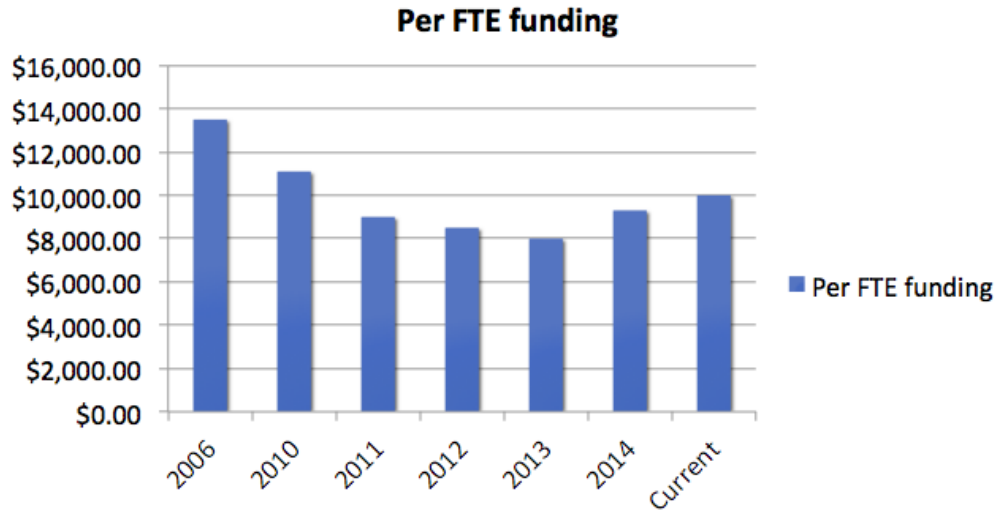
These class size maximums are similar to--or lower than--other area public schools. And when staffing of classrooms is considered, the average student-to-teacher ratio at ANCS is about five students lower than most other area public schools.

Given this comparison to other schools and the fact that research is mixed on the impact of class sizes on student learning and what the “optimum” class size may be, some may wonder why focus on class size at ANCS. Reducing class size remains a critical issue for our school because of the hands-on nature of learning in our classrooms and our desire to personalize the educational experience as much as feasible; based on feedback from our teachers and students, smaller class sizes will help both to occur more effectively. For that reason, our school’s strategic plan calls for a plan for phased class size reduction and this document represents the draft of that plan.

Funding

At current funding levels, the approximate local/state funding per student (FTE) is \$10,000. The chart below shows that while this funding is rebounding from recent lows, it is by no means at previous levels. This fact is important to consider making plans for future class size reductions for two reasons:

1. Reducing class sizes means sacrificing revenue that could be used for other needs at our school.
2. Plans for class size reduction must still be squared with what per student funding levels end up being each year--if we experience another big drop in local/state funding, we will have to assess what class size maximums can be achieved.



Class Size Maximums for 2015-16 and Beyond

With the preceding context, our school's leadership team recommends we begin moving towards the following maximum class size targets as funding allows in the next several years:

- Kindergarten: 16 students
- 1st-5th Grades: 22 students
- 6th-8th Grades: 25 students

Making it a priority to achieve these class size levels will mean carefully considering--and possibly putting off--adding additional personnel and resource expenses to our school's budget outside of those necessary to insure student safety and compliance with special program requirements (see *draft of FY16 budget assumptions in March 2015 finance committee reports*).

For the 2015-16 school year, we recommend setting a class size maximum of 17 students in all kindergarten classes for the 2015-16 school year and, through any student attrition, aiming for a maximum of 23 students in all 1st and 2nd grade classrooms. Class size maximums for 2015-16 would remain at their current level in grades 3rd-8th. The reduction in K-2nd would result in up to approximately \$100,000 less revenue for the 2015-16 school year.

Moving forward from the 2015-16 school year, our school's leadership team--with feedback from the faculty/staff--will evaluate and recommend continued lowering of class size maximums towards the targets listed above. While the recommended approach in 2015-16 begins with reductions in the lower grade levels because it is easier to control for class size as students enter the school in kindergarten and the critical needs of our youngest learners, that should not suggest that upper grades will not see lower class sizes until these classes of students move up through the school. We will assess needs each year and may recommend

reducing class size maximums in the upper grades while smaller classes in the lower grades begin to advance.

ANCS Winter 2015 Feedback Surveys

The second of our quarterly feedback surveys for the current school year were open to students, parents, and faculty/staff during the month of January. (The first survey was administered in October, and the third quarterly surveys are currently open. For the third quarterly surveys, state-required surveys are being used.)

Response Rates for Winter Survey Administration

Student Survey

- 434 students in 3rd-8th grade responded to the survey

Faculty/Staff Survey

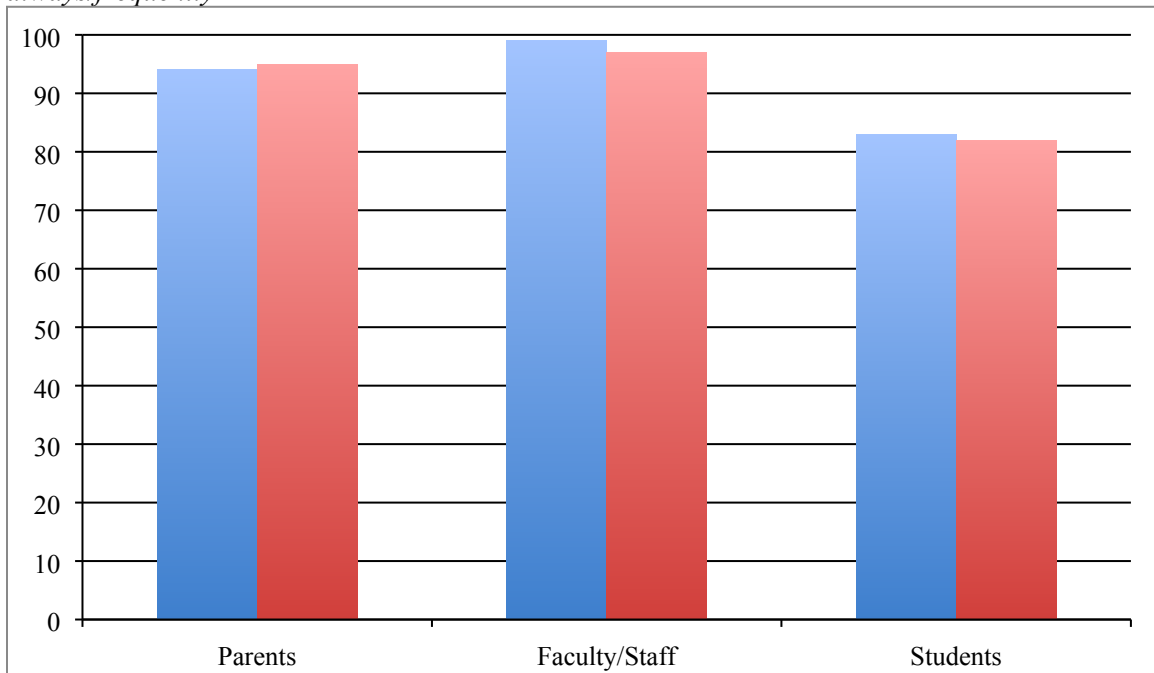
- 60 faculty/staff members across the school responded to the survey

Parent/Guardian Survey

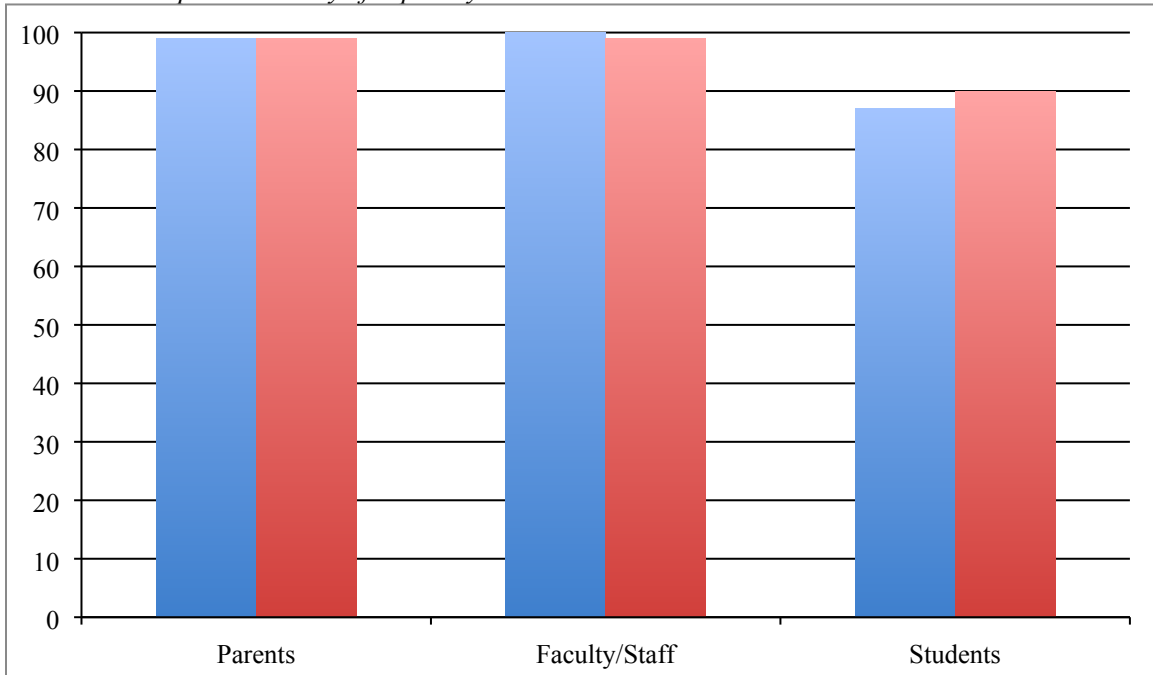
- 181 parents/guardians across the school responded to the survey from a range of grade levels (this is about a 44% decrease in the number of parent respondents as compared to the fall survey)

Question Responses (comparing **Fall 2014** to **Winter 2015**)

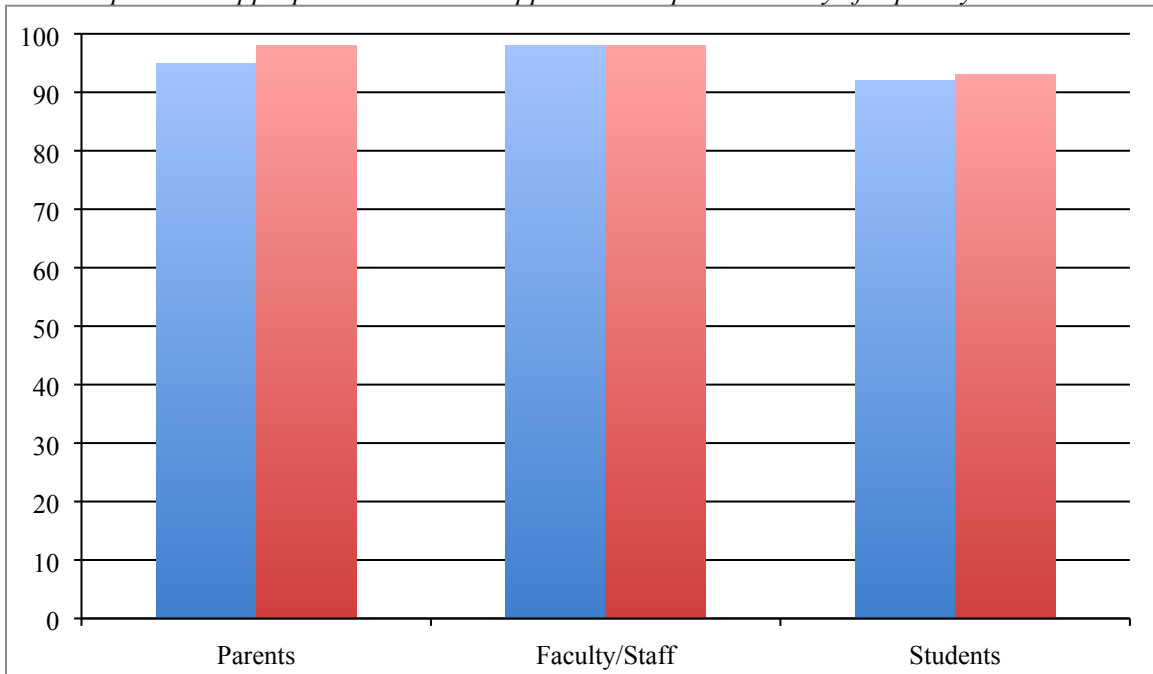
Overall satisfaction with school (for students, "I enjoy coming to school.") - % responded always/frequently



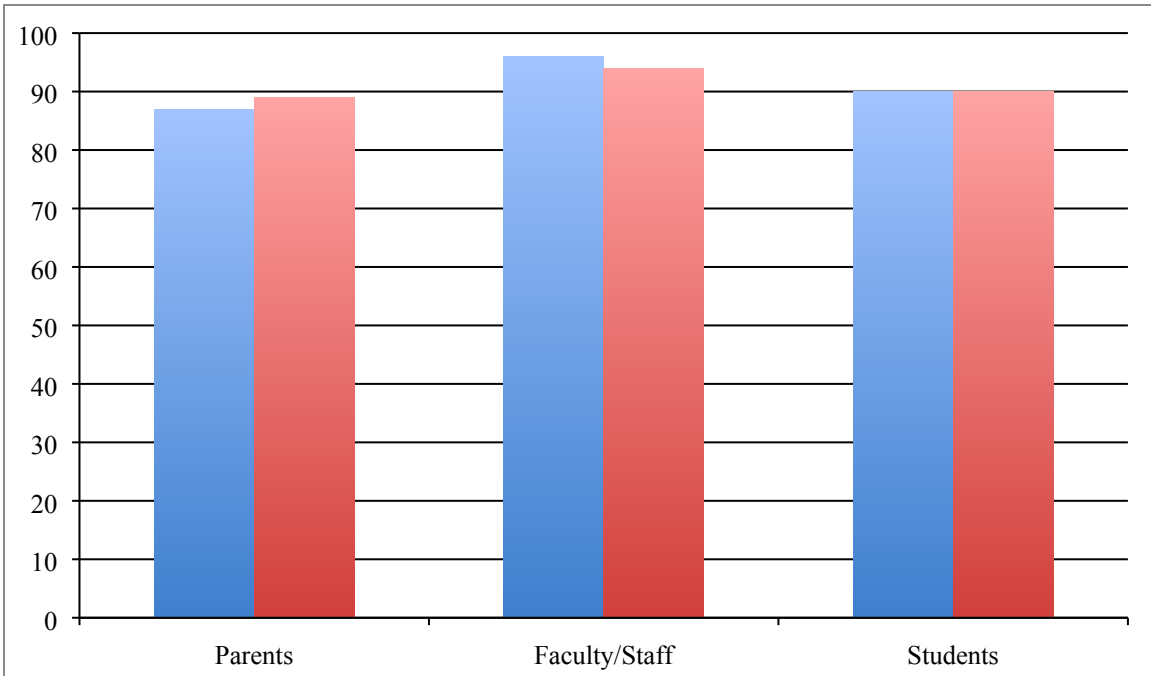
Students are known well and have developed a positive relationship with at least one adult at the school – % responded always/frequently



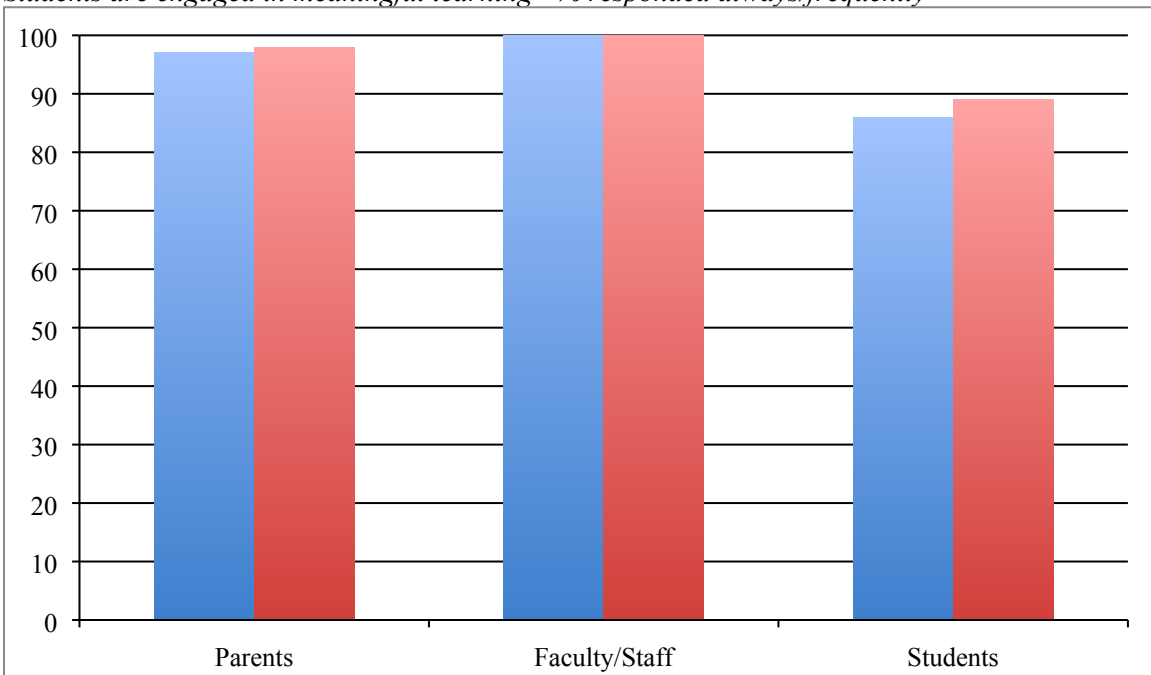
Students provided appropriate academic support - % responded always/frequently



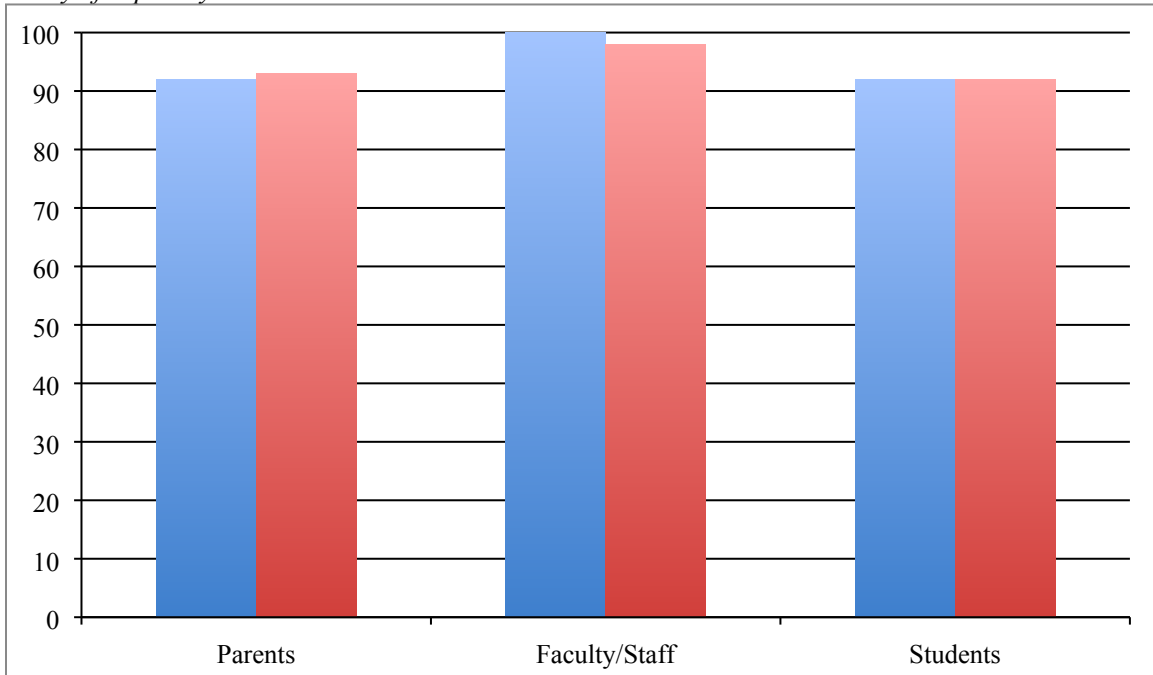
Students provided appropriate academic challenge - % responded always/frequently



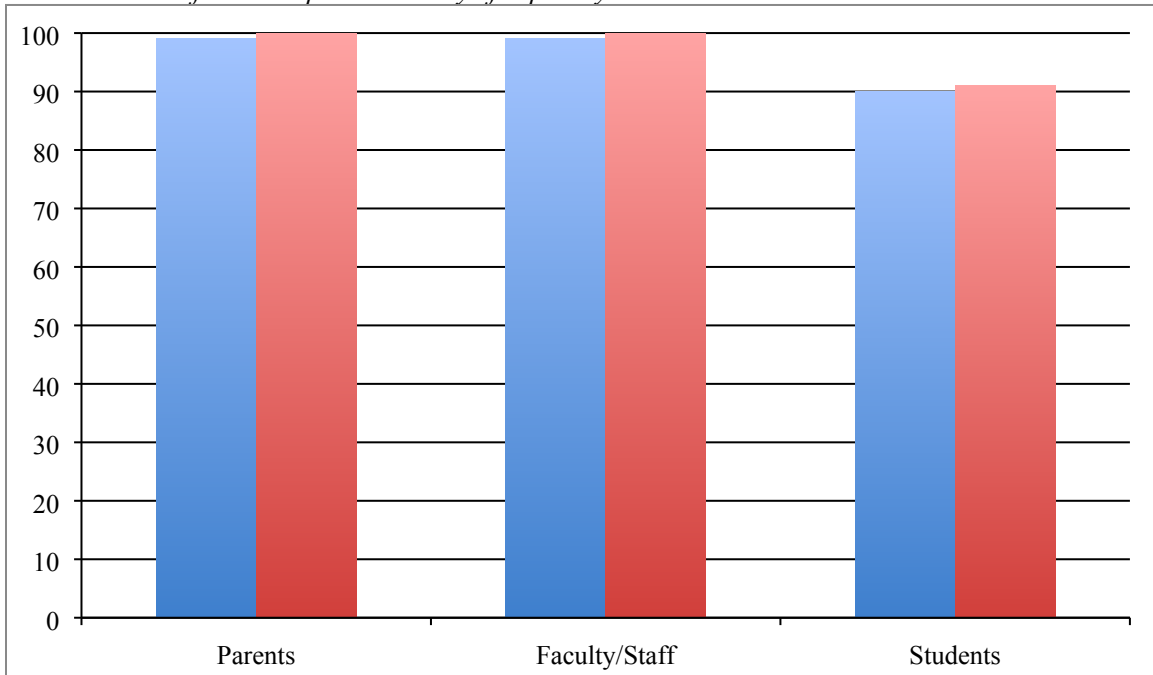
Students are engaged in meaningful learning - % responded always/frequently



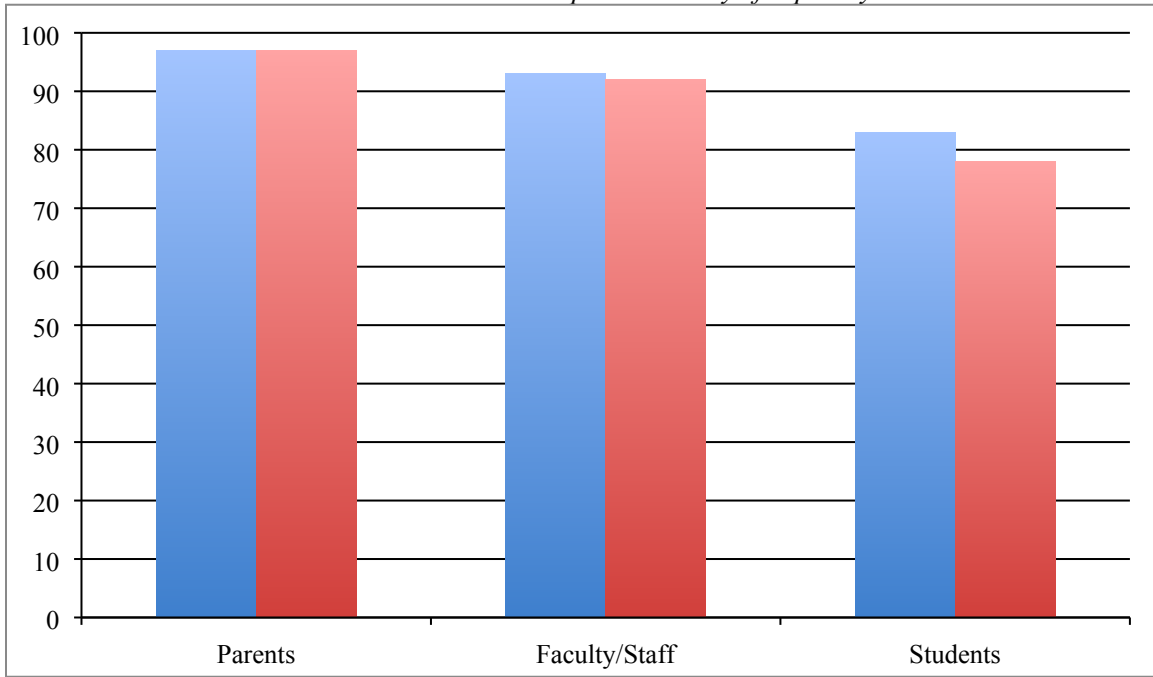
Effective communication between teacher and parent (or teacher and student) - % responded always/frequently



The school is safe - % responded always/frequently



The school is clean and well-maintained - % responded always/frequently

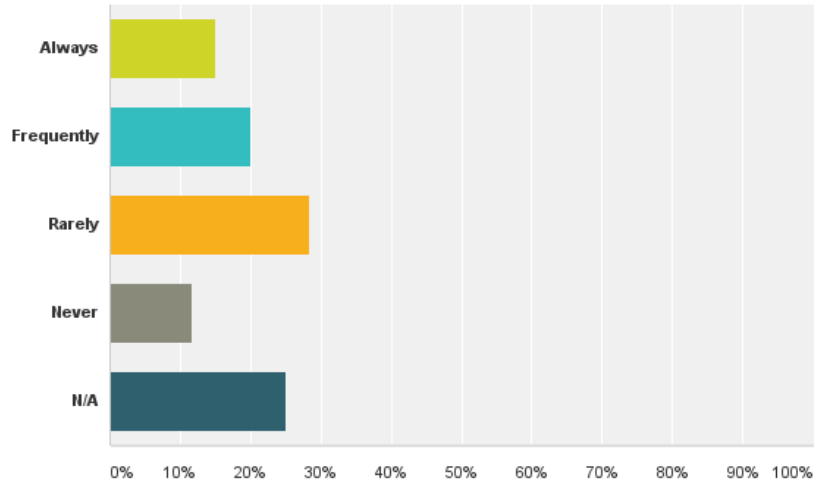


Additional Questions

There were a few new additional questions on the winter 2015 survey. On the following pages are a few of those questions and responses.

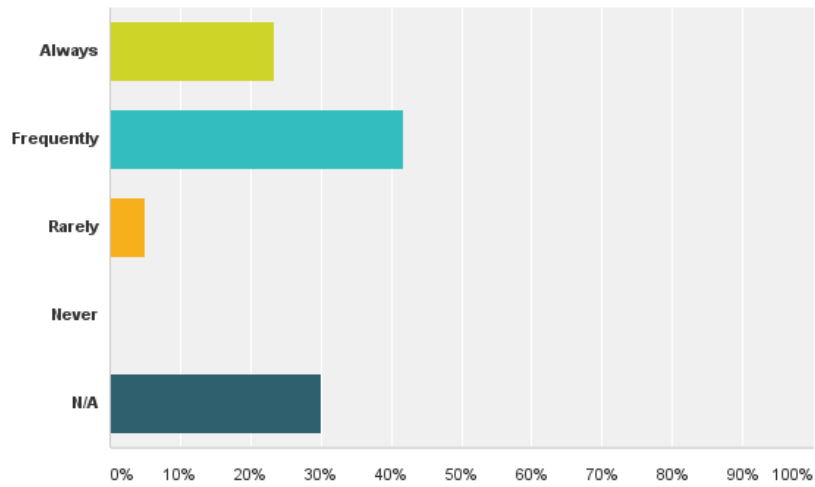
Q20 The current teacher-to-student ratio in my classroom is fine.

Answered: 60 Skipped: 0



Q19 I have felt supported in navigating the new Teacher Keys evaluation system and its requirements.

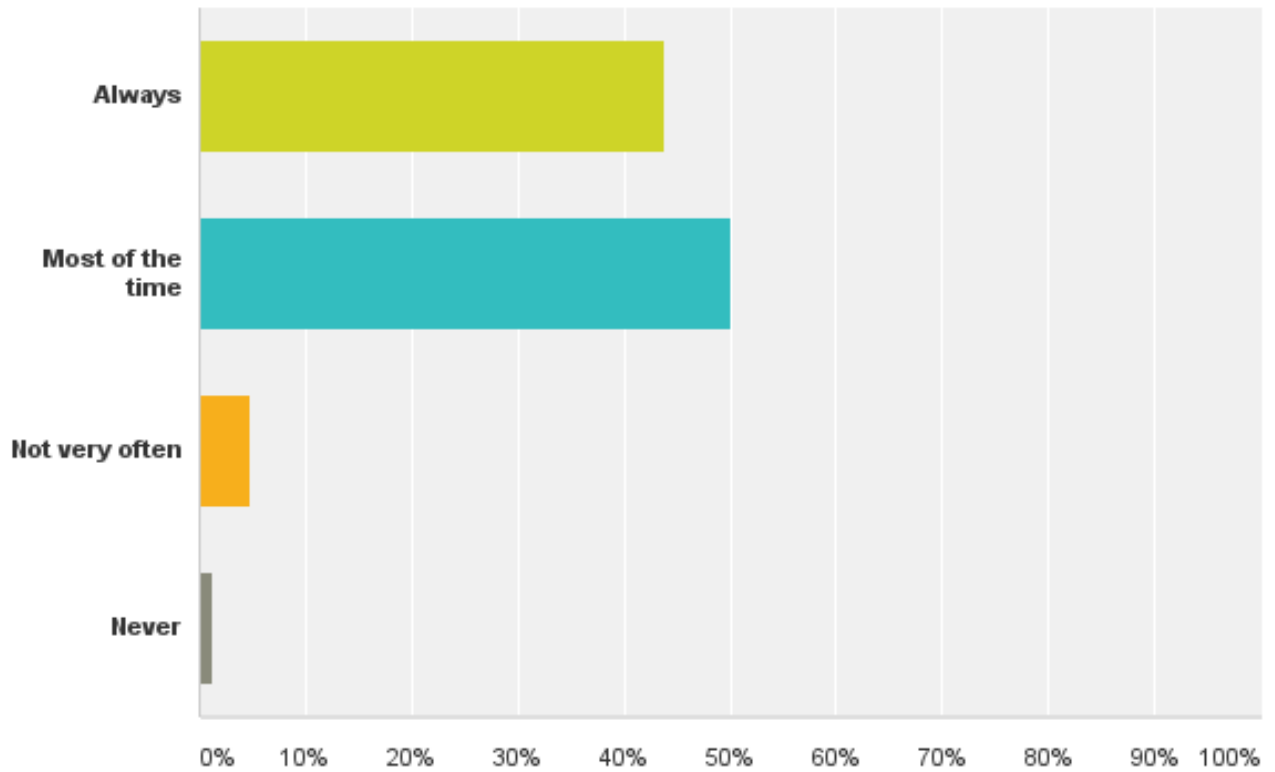
Answered: 60 Skipped: 0



Students

Q10 I think I have a good sense of my strengths and areas in which I can improve.

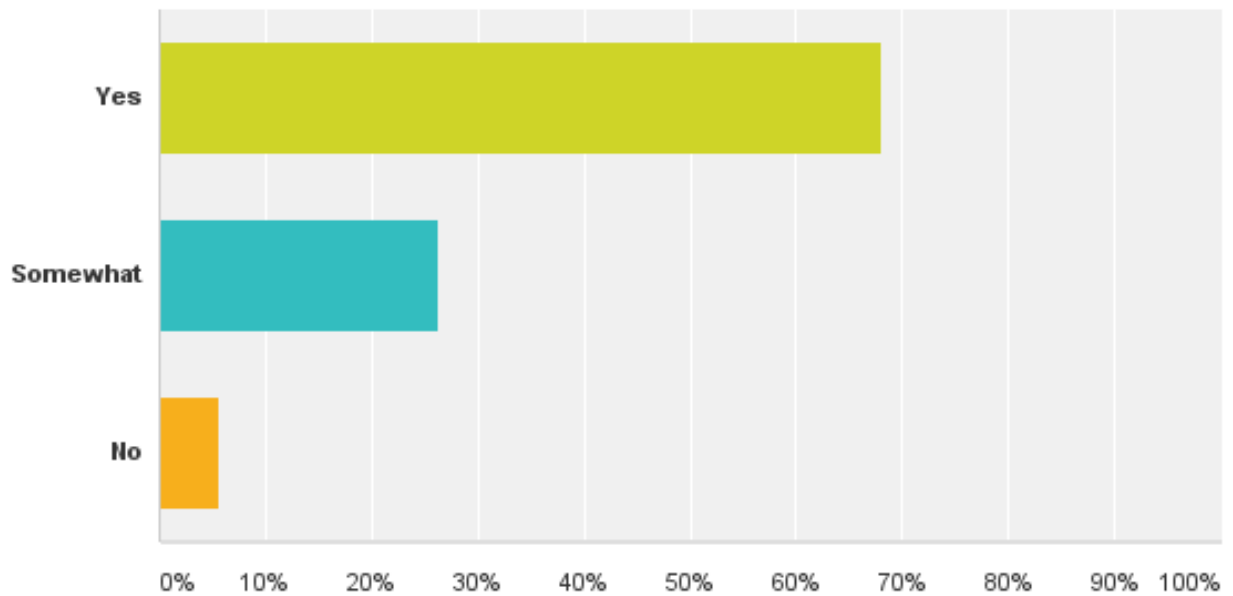
Answered: 429 Skipped: 5



Parents/Guardians

Q10 The report card provided at the end of the first term in November was useful in helping me understand my student's progress and learning.

Answered: 175 Skipped: 6



ATLANTA NEIGHBORHOOD CHARTER SCHOOL
 FY 2015 - Pro Forma Monthly Cash Flow Statement
 February 28, 2015

Revisions 3/13/2015 by MFW

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	\$663,819	\$0	\$0
Grants	\$130,890	\$103,275	\$201,376	\$7,305	\$0	\$0	\$20,000	\$0	\$50,000	\$45,000	\$200,000	\$0	\$0	\$0
Contributions & Fundraising	\$1,382	\$5,496	\$12,988	\$8,753	\$6,113	\$21,124	\$23,252	\$7,973	\$106,500	\$6,500	\$6,500	\$1,300	\$1,300	\$0
Program Income	\$3,985	\$64,488	\$96,370	\$82,953	\$28,785	\$90,998	\$89,876	\$84,023	\$69,000	\$69,000	\$69,000	\$0	\$0	\$0
Title One	\$0	\$0	\$0	\$0	\$0	\$6,372	\$0	\$0	\$35,000	\$0	\$6,372	\$0	\$0	\$6,372
Other Income	\$895	(\$132)	\$714	\$3,527	\$315	\$9,609	\$3,316	\$547	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0
NTRP Reimbursement		\$0	\$0	\$0	\$47,444	\$0	\$43,046	\$0	\$0	\$0	\$0	\$38,000	\$0	\$0
Total Revenue	\$137,152	\$847,000	\$985,321	\$776,410	\$809,099	\$817,690	\$843,309	\$756,361	\$925,319	\$785,319	\$946,691	\$39,300	\$7,672	

\$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

Expenditures

Salaries and Benefits	\$453,076	\$502,301	\$571,821	\$589,341	\$577,037	\$600,359	\$567,349	\$592,417	\$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	\$14,751	\$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	\$7,962	\$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	\$34,463	\$15,000	\$15,000	\$15,000	\$0	\$0
Building & Grounds	\$54,168	\$68,929	\$40,564	\$42,780	\$41,948	\$27,431	\$46,715	\$39,874	\$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	\$98,780	\$0	\$0	\$0	\$0	\$0
Professional Services	\$0	\$5,185	\$3,972	\$19,055	\$4,190	\$0	\$595	\$3,595	\$0	\$0	\$0	\$0	\$0
Gen&Admin/Insurance/Interest	\$26,839	\$23,691	\$27,300	\$20,745	\$9,775	\$17,238	\$8,134	\$12,941	\$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	\$14,951	\$15,000	\$15,000	\$15,000	\$0	\$0
Equipment Rental (Copiers)	\$5,244	\$0	\$5,256	\$135	\$11,678	\$7,845	\$821	\$7,367	\$4,500	\$4,500	\$4,500	\$0	\$0
Furniture & Equip (Non Capitalized)	\$0	\$4,904	\$350	\$251	\$4,049	\$2,957	\$68	\$800	\$1,000	\$1,000	\$1,000	\$0	\$0
Fundraising Expenses		\$650	\$66	\$2,547	\$4,242	\$1,646	\$0	\$5,435	\$20,000	\$0	\$0	\$0	\$0
i3 CREATE Expenses		\$0	\$0	\$0	\$0	\$0	\$1,571	\$3,698	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$713,555	\$707,388	\$846,408	\$954,806	\$711,574	\$744,364	\$667,565	\$837,035	\$705,000	\$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	\$ (80,674)	\$220,319	\$ 100,319	\$236,691	\$ (562,700)	(\$594,328)
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EOM Cash Balance

	\$209,835	\$ 315,695	\$ 468,557	\$ 283,014	\$ 379,528	\$ 445,525	\$ 613,200	\$ 525,398	\$ 745,717	\$ 846,036	\$ 1,082,728	\$ 520,028	\$ (74,300)
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected

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 February 2015

Period Ended 2/28/2015

	YTD Actual	YTD Budget	YTD \$Variance	Amended Budget
Income				
Local/State Funding	\$4,765,286	4,766,399	(1,114)	6,809,142
Grants	\$384,708	458,000	(73,292)	687,000
Contributions & Fundraising	\$132,747	218,333	(85,587)	327,500
Prior year NTRP & Title 1 Funds Received	\$175,000	175,000	0	175,000
Program Income	\$330,191	262,667	67,525	394,000
Nutrition Income	\$162,153	146,667	15,487	220,000
i3 CREATE Income	\$0	63,333	(63,333)	95,000
Other Income	\$18,957	14,829	4,128	22,244
Total Income	\$ 5,969,042	\$ 6,105,229	\$ (136,186)	\$ 8,729,886

Expenditures

Salaries and Benefits	\$4,544,997	4,497,647	(47,351)	6,746,470
Professional Development	\$134,291	90,000	(44,291)	135,000
Curriculum & Classroom Expenses	\$105,246	98,000	(7,246)	147,000
Program Expenses	\$117,652	96,667	(20,985)	145,000
Building & Grounds	\$377,943	356,667	(21,276)	535,000
Fixed Asset Expenditures	\$647,963	430,000	(217,963)	645,000
Professional Services	\$32,420	20,000	(12,420)	30,000
Gen&Admin/Insurance/Interest Expense	\$139,462	150,625	11,163	225,938
Nutrition Program Purchases	\$103,362	106,667	3,305	160,000
Equipment Rental (Copiers)	\$38,346	33,333	(5,012)	50,000
Furniture & Equipment (Non-Capitalized)	\$13,378	10,889	(2,489)	16,334
Fundraising Expenses	\$15,245	28,800	13,555	43,200
i3 CREATE Grant Expenses	\$5,269	0	(5,269)	0
Total Expenditures	\$6,275,574	\$ 5,919,295	\$ (356,279)	\$ 8,878,942
Operating Income/Loss	\$ (306,531)	\$ 185,934	\$ (492,465)	\$ (149,056)

\$ 341,432

\$ 341,431 From YTD Stmt of Activity

\$ 0

Total investments held by ANCS

2/28/2015

<u>Institution</u>	<u>Investment</u>	<u>Amount</u>
Bank of North Georgia	Money Market	451,444.05
Bank of North Georgia	Operating accounts	<u>73,954.29</u>
		525,398.34
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	7,066.00 Money Market account
SunTrust Bank	CD	<u>206,300.00</u> 1 year - renews automatically
Total invested funds (not at BoNG)		667,398.79
Grand total ANCS funds		1,192,797.13

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 2/28/15)	\$525k (Bank of North Georgia)
Investments (CDs) (as of 2/28/2015)	\$667k (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)	\$(307k) Memo: +\$341k excluding fixed asset expenditures

March 13th, 2015

From: Mitch White

To: ANCS Governing Board
Ryan Camp
David Griffin
Kari Lovell

In Re: February finance reports

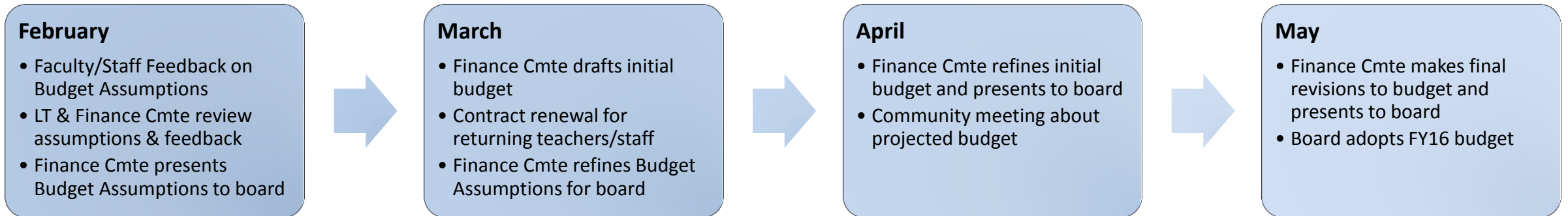
Our February **actual cash balance (operating accounts only) was much lower** (\$525,398) than last month's projection (\$822,937). The large variance was due mostly to the fact that we expected to be able to draw the entire \$200,000 from the state facilities grant (based on past experience) in February, but under new **procedures we will have to draw that money as we are able to provide documentation**. We still expect to recognize the entire \$200,000 in 2015, but slowly over a period of months. We have, for now, recorded the entire \$200,000 in May of 2015. Salaries and benefits were also about \$17,000 higher than projected last month, driven by a workers' compensation audit (\$3300), salary increases voted on by the Board tied to the i3 grant (about \$2000), stipends and substitution expenses. Other expenses that were higher than expected were professional development (about \$12,500, tied to I.B. training and the SRI convention), program expenses (about \$19,000, but tied to increased program revenue), and copier expenses (about \$3,500). The technology subcommittee is planning to take a close look at the copier expenses with the goal to lower those expenses next year through better technology and awareness.

Erik Droutman (parent and community volunteer) has agreed to **revive the technology subcommittee** and will be meeting with Cheryl Booth and Mike Boardman on April 1st to discuss plans going forward. We will assign a Board member to serve on this committee and provide visibility and support to the Board. Some of the major projects I have asked the technology subcommittee to pursue are improving our enterprise anti-virus protection and firewall protection, increasing tech resources, and the copier expenses.

We expect to receive about **\$35,000 in Title I funds** this month, which has been added to the cash flow projection, and we have **lowered our fundraising expense forecast for March from \$40,000 to \$20,000** based on actual expenses being more favorable than projected. We believe our official year cash balance projection of **-\$129,300** (operating accounts only) is conservative and still hope to break even.

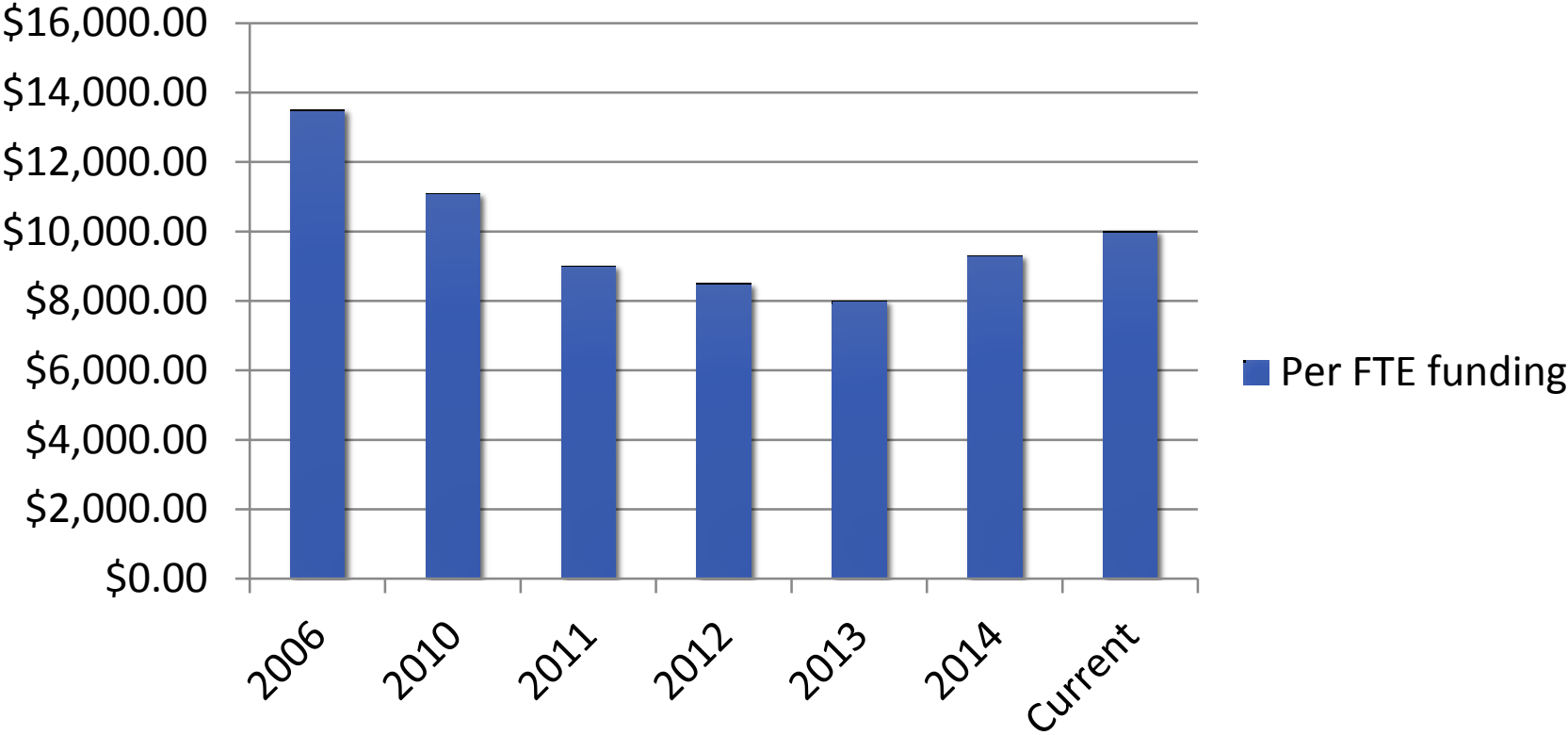
INCOME		
Expected adjustments	Estimated Funding Impact	Status for FY16
Per pupil funding - projected increase in local/state revenue (approximately 6%) and slight increase due to higher SPED & ESOL FTE	\$400,704	Included in initial budget assumptions
Slight increase from enhanced fundraising initiatives	\$25,000	Included in initial budget assumptions
Middle campus no longer qualifies for Title I funding	-\$25,000	Included in initial budget assumptions
13 grant funds will cover costs of project director and some grant mgmt formerly in ANCS operating budget	\$75,000	Included in initial budget assumptions
Desired adjustments		
Begin targeted class size reductions through decrease in student enrollment numbers	-\$100,000 (approx. -\$10,000 per student)	<i>Recommended to include up to \$100,000 class size reduction in initial budget assumptions (see proposed class size reduction plan)</i>
Move 1% of revenue increase into reserve account	-\$66,000	<i>Recommended to include in initial budget assumptions</i>
EXPENSES		
Expected adjustments	Estimated Funding Impact	
1% increase in required employer TRS contributions	-\$6,000	Included in initial budget assumptions
Add 1 FTE Spanish teacher position for MC	-\$65,000	Included in initial budget assumptions
Add 0.5 FTE ESOL teacher position (or contracted services)	-\$36,000	Included in initial budget assumptions
Desired adjustments		
Add 0.5 FTE technology support staff (or contracted services)	-\$30,000	<i>Recommended to include in initial budget assumptions</i>
Add 1 FTE receptionist for EC (shifting nurse role to full-time between both campuses)	-\$25,000	<i>Recommended to include in initial budget assumptions</i>
Salary adjustment	-\$63,000 for every 1% increase	<i>Recommended to include cost of living adjustment in initial budget assumptions - amount TBD</i>
Add 1 FTE K-3 instructional coach	-\$65,000	<i>Recommended to include cost of living adjustment in initial budget assumptions</i>
Increase maintenance budget for flooring, grounds	-\$100,000	Not likely to be funded in FY16 - will pursue grant funding
Add 1 FTE maintenance support staff	-\$30,000	Not likely to be funded in FY16
Increase facilities budget for aquisition of mobile unit due to space constraints	-\$30,000	Not likely to be funded in FY16 - will pursue grant funding
Increase curriculum program materials budget for purchase of updated EDM materials	-\$40,000	Not likely to be funded in FY16

FY16 Budgeting Timeline



Funding rebounding, but...

Per FTE funding



Funding rebounding, but...

- Our funding comes from three places:
 - Local tax revenue allocation
 - State QBE funding allocation
 - Fundraising, grants -
- Local tax revenue & state QBE funding combined make up 95% of our total funding
 - APS is projecting slight increase in local tax revenues (4%) from FY15 to FY16
 - Draft of FY16 state budget projects slight increase (2%) in state QBE funding
 - These two projections will become more definitive over next couple of months
- We've built up reserve funds of about \$700,000; need to build these further to protect against unforeseen situations

FY16 Budget Priorities

- There are several *expected* income and expense adjustments from FY15 actuals to FY16 budget
- Leadership team—with faculty/staff and finance committee input—has identified additional *desired* income and expense adjustments
- The size of a projected funding difference from FY15 to FY16—positive or negative—could change if local or state funding projections shift over the next 3 months—they often do, so we try to err on conservative side
- If projected funding difference becomes more positive, we can weigh making additional *desired* budget adjustments
- Recommended FY16 budget assumptions are described on separate budget spreadsheet

Fund Development Report

- ▶ February 2015 total received: \$6279.00
- ▶ Year to date received: \$86,314.34
- ▶ Recent activities:
- ▶ “Grow the Love” e-blast was sent in February with reminders about the auction and annual campaign, and included links to our auction website and annual campaign section of ANCS site. It also included some information about grants and the GA Charter School of the year honor.

Auction update:

- ▶ The auction was held on March 7, 2015 at the GA Freight Depot.
- ▶ Final numbers won't be available until later in March, but attendance was approximately 550 people and rough numbers/estimates look close to 2014 numbers.
- ▶ Some auction items (class photos and playing card sets) are available to order for another week or so. Numbers will be calculated once these orders are complete.

Other news:

- ▶ Elizabeth Hearn is working with Fund development to plan a teacher sponsorship drive for Run with the Wolves.
- ▶ Another e-blast is scheduled for April 2015 before annual campaign week/end of year. We will also plan a penny drive leading up to a May annual campaign week.
- ▶ Matt Underwood continues to seek opportunities for external funding and build relationships with foundations. We have had some site visits and hope these will lead to future funding possibilities.

ANCS Annual Campaign Monthly Report

Month of Receipt	Feb-15
Received this Month	\$6,279.00
2015 Auction	\$3,150.00
Total Received To Date	\$86,314.34
Count Of Donations	499
Thank You Letters Sent	69

	Method of Payment				TOTAL	
	Direct Mail	Online	Direct Debit ACH	Other	Received In Feb 2015	Received To Date
Parents and Guardians	\$50.00	\$4,764.00	\$340.00		\$5,154.00	\$52,053.00
Grandparents and Special Friends	\$25.00				\$25.00	\$17,198.34
ANCS Faculty and Staff		\$130.00	\$70.00		\$200.00	\$2,899.00
Other	\$900.00				\$900.00	\$11,014.00
AUCTION 2015	\$3,150.00				\$3,150.00	\$3,150.00
Total	\$4,125.00	\$4,894.00	\$410.00	\$0.00	\$9,429.00	\$86,314.34

Personnel Committee Report

Monthly Update

- ▶ Matt and Lia met Tuesday, March 10th, to review preliminary thoughts on contracts for next year
- ▶ We also discussed the process and timing for the Executive Director's year-end evaluation. In order to inform the Board of the upcoming responsibilities, they are summarized as follows:
 - 1) Matt completes a self evaluation via Board on Track's online tool
 - 2) Matt and Personnel Chair meet to review:
 - a) Progress against all initiatives agreed upon in the approved Strategic Plan
 - b) Feedback from surveys sent to staff, students, and parents
 - 3) Each Board Member receives Matt's self evaluation
 - 4) Each Board Member completes their own evaluation of Matt
 - 5) Matt's Leadership Team completes the same evaluation of Matt (although they do not receive his self evaluation)
 - 6) Board President and Personnel Chair meet to summarize all feedback
 - 7) Board discusses the summary of feedback during Executive Session
 - 8) Board President and Personnel Chair finalize feedback summary report
 - 9) Board President and Personnel Chair meet to review final report with Matt

Personnel Committee Report

Timeline: Executive Director Year-End Evaluation

April

May

June

Week 1

**Executive Director :
Self Evaluation**
*Executive Director
completes self evaluation
via online tool; Distributed to
Board Members*

Draft Report
*Board President and
Personnel Chair meet to
draft summary of feedback*

Finalize Report
*Board President and
Personnel Chair finalize
feedback summary report*

Week 2

**Executive Director :
Progress Review**
*Executive Director and
Personnel Chair meet to
review 1) progress to
Strategic Plan and 2)
Survey of staff, students,
and parents*

**Feedback Reviewed in
Executive Session of May
Board Meeting**
*Personnel Chair provides a
summary of all feedback*

Provide Final Feedback
*Board President and
Personnel Chair meet to
review final report with Matt*

Week 3

**Leadership Team and
Board Members:
Evaluation**
*Leadership Team and Board
Members complete the
same evaluation online*

Proposed changes to ANCS Governing Board By-Laws Article III, Section 3
Additions in *italics* and deletions in ~~strikethrough~~

The Board shall consist of *at least seven (7) and no more than thirteen (13)* voting members, which number shall be fixed from time to time by the Board.

The membership of the Board will ~~include at least five (5)~~ *consist of a simple majority of* parents or guardians of *current and/or alumni* students, including at least one (1) parent/guardian of a *current* elementary campus student and one (1) parent/guardian of a *current* middle campus student.

Members shall be natural persons who are 18 years of age or older and must be residents of the State of Georgia. Regularly elected Board member terms are for *up to* three years and begin July 1 of the year in which they were appointed.