

APPENDIX A: 2014-15 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY

Name of Charter School:	Year School Opened:
Side By Side Charter School	1997
Street Address:	City/Zip Code:
10 Chestnut Street	South Norwalk, CT 06854
School Director:	School Director Contact Information:
Matthew Nittoly	mnittoly@sbscharter.org /203-857-0306
Grades Authorized to Serve in 2014-15:	Charter Term:
PK-8	2011-2017 (renewed a year early)

1. Executive Summary: Provide a cover letter or executive summary highlighting school progress, performance, accomplishments, and major changes during the 2014-15 school year. Include a brief narrative on the school's unique model and student population.

We are pleased to report that Side by Side Charter School continues to provide a high level of service to all of the students, staff, families, and friends that embody our institution. Our trend of consistent student progress, representation of social justice and thorough & transparent business management continued for an amazing 18th consecutive academic year in 2014-15.

Side by Side is a true "COMMUNITY" school where students, families, teachers, and staff work together, side by side, to help build curious, resilient, and enthusiastic 21st century learners. Our focus on providing opportunities for children and their families is an organic whole-child approach that goes well-beyond teaching academics. The 2014-15 year at Side by Side was an amazing one on many levels.

Side By Side's unique model is deeply rooted in constructivist pedagogy that believes all children come to school with valuable knowledge and experiences to contribute to the school community. As children enter our "1-class-per-grade" program, they participate in a curriculum that is engaged with the community in which they live and learn, and are met with a philosophy that embraces the concept of "it takes a village," ensuring the school's attention to the unique needs of all of our individual students. In direct contrast to deficit models which position school populations that are demographically diverse as being at risk for failure, we immerse our students in a culture that believes that they and their families are valuable, and where student success is assumed.

- Some new accomplishments and highlights of the 2014-15 academic year include:
- The implementation of authentic, teacher-created CCSS units of study that capture the social justice mission of our program.
 - The adoption of the Eureka math curriculum in grades 5-8, and Expeditionary Learning literacy modules in grades 3-8
 - Academically, we continue to succeed as demonstrated by our overall student academic progress. . As an educational institution, our Board, administration and teaching staff continues to implement plans for improvement in terms of teaching and learning in all areas. Our school improvement plans are driven by teacher, student and parent dialogue and collaborative work in three important categories: (1) Data collection and analysis, (2) Assessment and evaluation of student progress, and (3) Curriculum development/standard alignment. As a result, efforts have been focused on providing the professional development, collaborative time, and administrative support required to address these three focus areas. At Side By Side, the growth of every single child continues to be our number

one gauge of success. In the past year, our students have engaged in complex performance tasks, Blue Ribbon benchmarks, a variety of formative assessment practices in the classroom, in order for us to get the clearest picture possible of what our students have learned, and what instructional next steps make the most sense. We are confident that as we continue to engage in best practices, our students will continue to shine. Given our baseline performance on the Smarter Balanced Assessments administered this spring in comparison to our traditional reference groups (displayed in Section 2), we feel we are on the right track to fulfilling our school mission for all of our students.

- A partnership with the Aldrich Museum of Art located in Ridgefield, CT developed around a conversation that began at a “Common Core” parent-forum at our site. Soon after, we were invited to become one of three schools in CT to take part in a pilot program that would work to engage students with “STEAM” pedagogy by providing them with a series of workshops at the museum, and culminating with an artist in residence experience here at Side By Side. In the spring, renowned artist David Scanavino came to work in our middle school using creative concepts and processes gleaned from art, science, architecture, engineering and mathematics to create on-site works of art and to help them think about the notion of transforming space. This fall, our curriculum coordinator will be presenting with the Aldrich at the national conference in Portland Maine on best practices in art museum/school partnerships. This spring, Side By Side will again participate in the grant and work with a new artist, again using a STEAM model
- Another new partnership was planned and fostered during the 2014-2015 school year is with the Carver Foundation here in Norwalk, CT. Well known for their after school programs and community work with young people, in the spring of 2015, after several planning and strategizing sessions the Carver and Side By Side decided to partner on an after school program grant RFP. This grant would allow academic support and enrichment for 50+ middle school students at Side By Side, including robotics, engineering, cartooning, digital photography, etc. This is a notable event in that previously, such programs were only available for students going to Norwalk Public Schools. This program is scheduled for implementation at the start of the 2015-16 year.
- **Fundraising:** In 2014-15 several community fundraising efforts once again helped to ensure the continuation of enrichment/field trip offerings to our students. For the 12th consecutive year the *Side by Side Annual Fundraising Gala* was held. This dinner/dance and silent auction for the benefit of the students at Side by Side totaled more than \$20,000 in net proceeds. In addition to the Gala, *Side by Side’s ‘Cocktails for a Cause’ fundraiser* helped to fund over \$3K multiple student-enrichment performances and activities.

In closing, the Board, administration, staff, families and students of Side by Side Charter School are proud of the importance that is placed on education in CT and in keeping up with the necessary demands of accountability with which we are faced. We look forward to implementing our new Common Core State Standards curriculum and taking part in the new SBAC student assessments. In addition, the administration and teaching faculty at Side by Side welcome the new System for Educator Evaluation and Development and hope to reap the benefits of the data generated from these systems soon. We welcome a new system of measuring student achievement that goes beyond the limitations of CMT scores and No Child Left Behind. We have enthusiastically and successfully entered into an age of using data analyses to make important curricular, educational program decisions for every child attending Side by Side. We have been fortunate to receive the necessary training and provisions to take on these responsibilities and will continue to amend our programs as needed to meet such demands. Our individualized approach towards providing academic and social interventions for children and their families is second to none. Knowing our positive impact both on families and on our students, especially long-term, we will continue to move forward and strive for greater success.

As demonstrated by a successful 18 years of existence, Side by Side continues to make enormous strides academically, professionally, financially, and socially. We are proud to present and publish all of the contents of the 'Side by Side Annual Report 2014-15.' We anticipate a long and prosperous future, and look forward to continuing to educate the diverse population of children in Connecticut.

PART 2: SCHOOL PERFORMANCE

2. **School Goals:** State the school's mission statement. Provide the school's mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

Mission Statement:

The mission of Side by Side Charter School is to ensure that every child has the opportunity to succeed and every voice is heard. We engage our students in a challenging and relevant curriculum of the highest standard that will reflect and enhance their diversity and promote their unique gifts and talents.

We build character and responsibility through a commitment to community, social justice, and tolerance towards others. We will also support the needs of our families. We will strive to perfect the art and craft of teaching and promote excellence in our profession.

We offer parents the freedom to choose a public school that is safe, and affords the highest quality education in a racially and socio-economically integrated setting. Our school attracts both urban and suburban families.

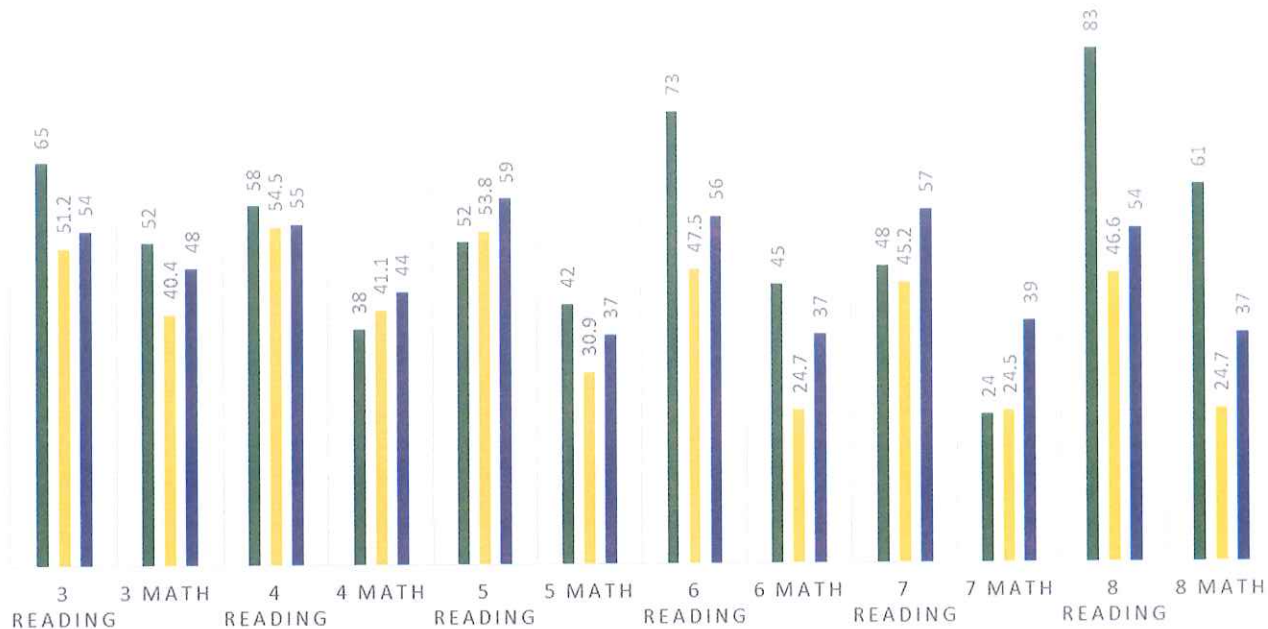
Side by Side has a strong connection to our community. We thrive in the heart of downtown SONO, offering a wonderfully diverse and urban setting. Our location enables our students and faculty to partner with surrounding art centers, museums, Long Island science studies, festival performances, and neighboring commerce. Through challenging and enriching hands on activities, SBS focuses on high academic standards, respect, tolerance, and success

Goal statement: 1 (A) The mission of Side by Side Charter School is to ensure that every child has the opportunity to succeed (B) We engage our students in a challenging and relevant curriculum of the highest standard that will reflect and enhance their diversity and promote their unique gifts and talents.

While Connecticut is in its earliest phase of implementing the Smarter Balanced Assessments as part of a larger, comprehensive school accountability system, Side by Side's baseline scores provide clear evidence that we are providing our students with the high quality education they need as they work toward college and career ready, an accomplishment closely aligned with our mission of providing "opportunities for success" and "a challenging and relevant curriculum." Below is a chart comparing Side By Side's Spring 2015 results with our host district and state averages by grade level. As is evidenced, Side By Side outperformed both reference groups in almost all areas.

REFERENCE GROUP COMPARISONS OF STUDENTS SCORING PROFICIENT OR BETTER BY GRADE LEVEL

■ Side By Side 3 or better
 ■ Norwalk PS 3 or better
 ■ State 3 or better



Goal statement 2: Side by Side will increase the number of students reading at grade level as measured by the Fountas and Pinnell Benchmark Assessment system by 10%.

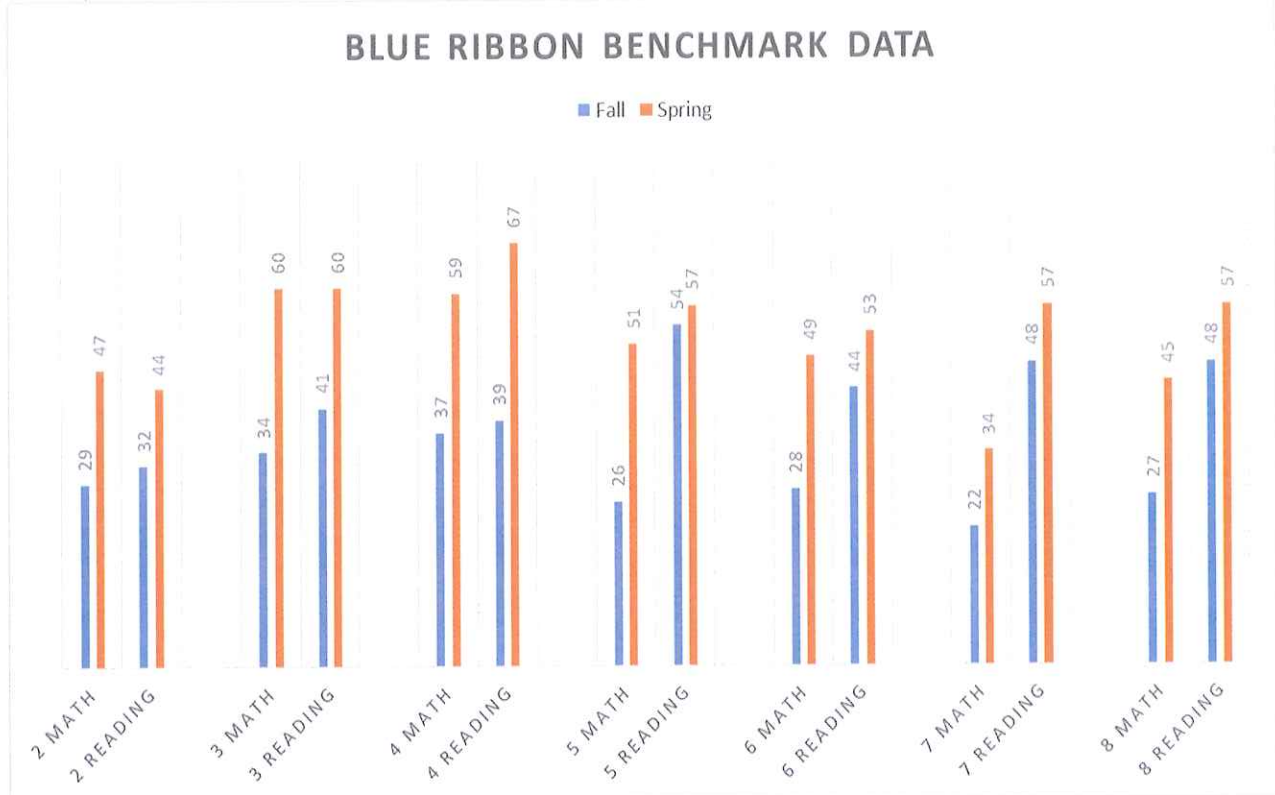
As part of our ongoing school improvement practices, each summer administrators set goals based on summative assessment data from the previous year. Due to the lack of statewide assessment data that would lend itself to longitudinal analysis, administrators decided to focus our efforts on improving the percentage of students reading at grade level. In the spring of 2014, 74% of students at Side By Side Charter were reading at grade level. On the Spring 2015 benchmark, 81% of Side by Side students were reading at grade, indicating an increase of 7% or an increase of 9.4% overall. This measure of growth was very close to our desired target, and can be attributed to several factors, not least of which was the implementation of readers/writers workshop one day a week in our middle school science classes in order to provide students with direct reading instruction around unpacking complex, discipline specific text, as well as coaching sessions and staff meetings focused on shared instructional strategies for close reading throughout the school. These approaches are part of an overall effort to ensure Side By Side's commitment to a guaranteed and viable curriculum for all students

3. Student Achievement: Provide data summarizing school performance and academic achievement. Using the blank space provided, include data evidencing student growth and progress toward closing achievement gaps, including an analysis of normed benchmark assessment data.

Performance Metric:	*2011-12:	*2012-13:	*2013-14:	2014-15:
Average daily attendance rate: See June 2015 PSIS Report for data	96.2	95.9	96.3	95.7

Chronic absenteeism rate: See June 2015 PSIS Report for data	7.4	8.3	6.2	9.8
Number of in-school suspensions:	5	9	5	5
Number of out-of-school suspensions:	4	10	13	3
Number of expulsions:	0	0	0	0
Percent of students with 1+ suspension/expulsion:	3.4	4.7	5.5	3.4
Cohort graduation rate (if applicable):				N/A
Holding power rate (if applicable):				N/A
Overall School Performance Index CMT (SPI):	71.8	68.1		N/A
Overall host District Performance Index CMT (DPI):	78.4	78		N/A

All students at Side by Side will evidence For the 2014-2015 school year, Side By Side utilized the Blue Ribbon Benchmark Assessment system as an indicator of student progress. While we are moving to NWEA's MAP for the 2015-2016 school year due to dissatisfaction in norming capabilities and validity of triangulated outcomes, below you will find a brief summative graph and analysis of our Blue Ribbon Benchmark assessment data.



As is evidenced by the graph, students showed consistent growth across grades as measured by the distance between fall and spring benchmark summative scores. While we are pleased with these indicators, we are constantly looking for ways to accelerate students' proficiency with the Common Core State Standards, and as such are excited to be administering NWEA's MAP assessment beginning in the fall of 2015. It is our belief that when analyzed alongside formative and summative assessment embedded in the school's curriculum, teachers and school leaders will have timelier, specific, actionable data from which to inform next instructional steps and SRBI processes so that we might increase the rate at which we are closing our proficiency gaps.

4. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of academics, instruction, or school climate (e.g. extended instructional time, supports for English learners, positive behavior management, college access). Describe the concrete strategy and its impact on student learning and/or the school climate referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

At Side By Side, the transition to the Common Core State Standards in Mathematics and English Language Arts has been both challenging and rewarding. Beginning in 2013 with the full implementation of the new standards, teachers and administration began meeting in data and curriculum teams in order to revise and evaluate curriculum, as well as evaluate and analyze student assessments and work samples in order to determine what was working and what was not in regards to curriculum, instruction, and our school's pedagogy. Over the last two years, these teams have evolved into a place to discuss individual student growth, plan next instructional steps, look at grade and school wide achievement trends, and to make curriculum and instruction adjustments accordingly. This model allows for job embedded coaching and professional development, and informs professional development decisions in ways that are timely based on teacher needs as supported by student outcome data. Rather than a traditional data team model, the processes of assessment, data analysis, instruction, curriculum revision and professional development are streamlined into a central collaborative space for organic and timely conversations. We feel this is a best practice that is a contributing factor to our successful transition to the CCSS, and our SBAC baselines that outperform both the state and our host district in almost all grades and subjects, sometimes by more than 20%. Additionally, it is a practice that is in direct alignment with our school's explicit mission of "striving to perfect the art and craft of teaching" and "promoting excellence in our profession."

Further supporting the mission of promoting excellence in the profession of teaching, Side By Side completed its second year as a Professional Development School for teaching candidates in Quinnipiac School of Education's Master of Art's in teaching program. Following a true professional school model, candidates spend a year doing a true internship here at Side by Side as they engage in a co-teaching classroom model before their student teaching experience in the spring. This model allows for candidates to participate in a school community that is committed to valuing diversity and "the whole child" and their families, continued professional development, and building a collegial community focused on student outcomes. We truly believe that participating in the training of future teachers is an integral part of our current best practices.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

5. **Financial Documents:** (1) As required by C.G.S. § 10-66cc(b)(2), submit FY 2014 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet, and statement of cash flows. (2) Provide the FY 2015 budget comparing submitted budget versus actual figures, with summary explanations of all major variances. (3) Provide a FY 2016 board-approved budget, summarizing all assumptions and major variances from FY 2015.

6. **Financial Condition:** Provide the following financial data for FY 2015.

Total margin (net income / total revenue):	.08
Debt to asset ratio (total liabilities / total assets):	.24
Debt service coverage ratio (net income + depreciation + interest expense) / (principal + interest payments):	n/a no debt
Current asset ratio (current assets / current liabilities):	3.54
Days of unrestricted cash ((total expenditures - depreciation) / 365):	7,983
Cash flow (change in cash balance):	255,088



7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Joy DeJaeger	Physical Therapist	Parent/2-year	11 Singing Woods Rd Norwalk CT 06850 jdejaeger@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Carole Oddie	Teacher, Side by Side Charter School	Founder/2-year	10 Chestnut Street Norwalk CT 06854 coddie@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Anne Dichele	Professor, School of Education, Quinnipiac University	Chairperson & Community/2-year	161 Oliver Road New Haven CT 06515 adichele@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Adam Norris	Senior IT Finance Business Analyst at Sikorsky Aircraft	Community/2-year	24 Scribner Ave Norwalk CT 06854 anorris@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nicole Shagoury	Teacher, Side by Side Charter School	Teacher/2-year	10 Chestnut Street Norwalk CT 06854 nshagoury@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jimi Napoli	Owner Antonio Luca Design	Parent/2-year	15 Yew Street Norwalk CT 06850 jnapoli@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kristina Testa-Buzzee	Director of Adult Learning; Norwalk Community College	Parent/2-year	170 W. Rocks Road Norwalk CT 06851 Ktesta-buzzee@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nell Conroy	Teacher, Side by Side Charter School	Faculty/2-year	10 Chestnut Street Norwalk CT 06854 Nconroy@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
William Murphy	Clergy St. Joseph's Church, retired attorney	Community/2-year	7 Thomas Place Rowayton CT 06853 bmurphy@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mary Newbery	Administrator, Side by Side Charter School	Staff/2-year	58 Van Horn Drive New Haven CT 06512 mnewbery@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Matthew Nittoly	Executive Director; Side by Side Charter School	Director/on-going	19 Devine Place Milford CT 06460 mnittoly@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Angela Nida	Teacher, Side by Side Charter School	Staff/2-year	10 Chestnut Street Norwalk CT 06854 anida@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Skelton Key	Packaging & Labeling Business, Norwalk, CT	Community/2-year	One Chestnut Hill Road Norwalk CT 06851 skey@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cathy Cappellieri	Senior Vice President of Finance and Administration, Penny Publications LLC	Community/2-year	67 Catbrier Road Weston CT 06883 ccappellieri@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evan Levinson	P/T SpEd Administrator; Norwalk Public Schools	Community/2-year	15 Jennings Court Westport CT 06880 elevinson@sbscharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8. **Renewal Terms and Corrective Items:** Provide an update on terms and conditions established in the charter school's most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms and conditions of renewal. Please note the chart below is pre-populated to include terms and conditions identified in the school's last renewal resolution.

Standard/Indicator:	Term or Condition:	Progress Update:
Standard 1: School Performance; Indicator 1.5: Academic Program	Issue #1 noted by State-Appointed Renewal Team during 2011 renewal: team: The ELA curriculum for Side by Side's grades 5-8 is not aligned to the CCSS or the GLEs in ELA. In addition, the science and social studies curriculum for grades 5-8 is not aligned to the Connecticut State Frameworks and GLEs.	As reported in the 2013-14 SBS Annual Report, "Immediately after the issue was noted, teacher-led curriculum review committees were formed and the science and social studies curriculum have been aligned to the GLEs. While units were completed last year, currently, the social studies curriculum foundational to the schools mission is being revised based on the Understanding By Design model and the just released, new Social Studies Framework. This revision will enable truly interdisciplinary curricular units, as outlined in our charter and, as this rigorous, concept based unit development continues, it is concurrently being aligned with the CCSS for literacy in the Social Sciences. Additionally, based on curriculum work around embedding the literacy curriculum in the larger, interdisciplinary social studies units and desires to increase the rigor of our literacy curriculum, Side By Side has adopted the CCSS aligned Expeditionary Learning literacy curriculum in grades 3-8 in order to ensure a longitudinally aligned program around all of the ELA CCSS. For similar reasons, in grades 6-8, the Investigating and Questioning our World Through Science and Technology (IQWST) curriculum,

		<p>developed through a National Science Foundation grant, has been adopted in order to ensure science curriculum alignment with Math and English language arts CCSS, preparedness for high school, and fidelity to our “learning by doing” paradigm. Since the SAR team visit, Side by Side’s curriculum review committees (made up of teachers and administration) have worked an extended school year to facilitate and expedite this process. We anticipate it will be ongoing work as CSDE continues to revise curriculum frameworks based on national policies and school reform agendas</p>
<p>Standard 1: School Performance; Indicator 1.5: Academic Program</p>	<p>Issue #2 noted by SAR team during 2011 renewal: The SAR team found that the school’s data teams had not yet fully developed Common Formative Assessments in ELA, science and social studies.</p>	<p>As reported in the 2013-14 SBS Annual Report, “A complete battery of formative assessments was due to be complete for the spring of 2014. Due to the resource and time demands of our transition to the Common Core and SBAC, while most elements of our school wide assessment system have been finalized, we are still tweaking a few components as we roll out our CCSS aligned units in their entirety. As the curriculum units were designed and aligned to the CCSS and integrated into the Social Studies curriculum based on our school’s mission, we have developed Performance Tasks for more than half of the units and will have the other half complete by spring 2015.</p> <p>Side By Side has also continued to work diligently since the renewal visit in both Data and Curriculum Teams to follow a curriculum revision schedule and to create and implement assured assessments at each grade level, as well as to refine the data team process to improve the quality of data sources and analysis. Since there is only one class per grade level here at SBS, a grade level team approach has proven not viable. Therefore, in data teams, looping partners, now with the support of administrators to coach through the transition, have been using dipstick strand data aligned with CCSS curriculum and generated by Blue Ribbon, as well as other assured, curriculum based assessment data at each grade level in order to inform instruction and provide appropriate supports for students achieving below proficiency levels. In addition, systematic literacy screenings are now in place for data team focus in grades K-3 and Kathy Richardson’s Assessing Number Concepts has been implemented to assess and progress monitor students that are receiving Tier 3 math support. Examples of other assessments being utilized are collaboratively created and chosen rubric based assessments that include science lab assessments as well as grade level skills checklists designed with our LiteracyHow consultant that ensure that each student is being evaluated in all areas of literacy at each grade level throughout the year. The F and P Benchmark Assessment has also remained an integral data point in grades K-8, as these assessments allow us to track percentage of students reading at grade level. Based on significant discussions in data teams on the need for more</p>

		actionable data throughout the school year, for the 2015-2016 school year, the NWEA MAP assessment will replace Blue Ribbon, and this assessment will provide significant data points for our data team processes here at Side By Side.
Standard 2: Stewardship, Governance and Management Indicator 2.4: Organizational Capacity	Issue #3 noted by SAR team during 2011 renewal: The SAR team determined that the (person in the position of) Supervisor of Student Services, Curriculum, Assessment and Intervention was performing duties which require a 092 certification.	Immediately after this issue was noted in 2011 the staff member in this position enrolled in an Administrative/Ed. Leadership program at Quinnipiac University. During the period of coursework to attain this certification, all duties associated with curriculum development & revision, and provision of student services were overseen by a staff member who held the proper 092 certificate. Finally, in 2012 the staff member in the position of Supervisor of Student Services, Curriculum, Assessment and Intervention successfully completed the Ed. Leadership/Administration program and attained the proper 092 certificate required. This certificate is on file with CSDE and the resolution to this concern has been communicated to the Bureau of Certification.

9. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of stewardship, governance, and management (e.g., financial management, technology, school operations). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

Side by Side is a small 236 student school where all staff, students, families and community members play an integral and active role in our success. In terms of our business and financial affairs, we have continued to follow a successful method of cautious spending and meticulous planning to provide all of our students and staff with the materials needed to be successful in the classrooms. The School's Finance Committee and Board of Directors hold monthly meetings to review financial statements and to strategically plan for future improvements. We have consistently demonstrated year-end surpluses resulting in a "Board designated fund" with nearly \$500K in capital reserves. These reserves have helped us to contribute to many RFP grant awarded facility improvements as well as to begin planning for constructing a new Upper School facility within the next couple of years. In terms of governance, our school Board and Governance Council is comprised of staff, parent, teacher and community members ensuring that all practice are transparent and just and that all stakeholders are equitably represented.

PART 4: STUDENT POPULATION

10. **Enrollment and Demographic Data:** Provide 2014-15 student demographic and enrollment information.

Grades Served:	PK-8	Student Enrollment:	235
% Free/Reduced-Price Lunch:	49%	% Black:	30%
% Special Education:	6%	% Hispanic:	43%
% Limited English Proficiency:	6%	% Caucasian:	16%

2014-15 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
38	22	22	22	23	24	22	22	21	19	0	0	0	0	235

11. **Enrollment Efforts:** Summarize the school's efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

Each year, beginning in January, we survey our current families to forecast any future vacancies and to determine how many siblings will be applying for entry to SBS the following school year. As we strive to keep our families together, siblings become priority at the top of our waiting lists. Of the 35 vacancies filled for the 2014-15 school year, 15 were siblings of current families.

Side by Side advertised in local community papers, monthly newsletters, posters, and campaign signs throughout Norwalk and surrounding communities; and hosted five informational sessions—our executive director, curriculum coordinator, teachers, social worker and family resource coordinator all shared information about our school, school programs, student services and the many resources available to parents and the community. As a result of our recruiting efforts, we received 162 applications, of which 12% represented 7 towns other than Norwalk.

12. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2011-12 Waitlist:	2012-13 Waitlist:	2013-14 Waitlist:	2014-15 Waitlist:
116	137	115	126

13. Best Practice: In 250 words or less, summarize an emerging best practice at your school in the areas of student populations (e.g., family and community engagement, recruitment processes, retention strategies). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

Our PAT program collaborated with Rehabilitation Associates of Fairfield, a Birth to Three agency, and together we planned and conducted 32 bilingual early learning groups with 12 families. These play and learn groups offered activities to promote speech and social development for children with developmental delays, and made referrals for further evaluation. One of these children qualified for special education services and is now attending our preschool. We provided monthly home visits to 4 of these families. We offered Health and Developmental screenings to 8 children, of which one was identified as at risk of Developmental Delays and was referred to the school district for Special Education Services. Four families applied to our school and three were accepted via lottery into our preschool program for the 2015-16 school year.

With the Spanish-speaking population growing in our school community, we offered 24 free Adult ESL classes on Saturday mornings and served 15 Adult English Learners. We collaborated with social service organizations to promote school-wide and community events by providing translators and free childcare.

In collaboration with our neighboring school districts (Norwalk, Bridgeport, and Stamford) in the provision of Special Education, 20 students receive services. Additionally, transportation is provided by Norwalk Public Schools for approximately 158 of our Norwalk students. Food services are also provided by Norwalk Public Schools of which 48% qualified for free and/or reduced priced meals. Additional collaboration with the Norwalk school district occurs with provisions of summer programs, such as Personal Fulfillment Camp, and school based programs with Norwalk High School's Peace Works program which conducted a workshop with our 21 seventh grade students.

We engaged families through our DARE and Courage to Speak Substance Abuse Prevention Programs, which served our 85 Upper School students in Grades 5-8. Both of these programs held Family Nights, which were attended by 52 of our Upper School families. We also hosted family event: Harvest Fair, International Night, Back to School Nights, concerts, Family Nights Out, Academic Parent Workshops, i.e. Common Core; Classroom Parents' breakfasts and evenings showcasing student projects and Family Resource Center workshops with guest presenters. For our family events, both within and outside of school hours, an average of 50% of our families were in attendance.



APPENDIX B: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of Side By Side Charter School, to the best of my knowledge, I affirm that:

1. All board members and staff have satisfactorily completed background checks, including a state and national criminal records check and a record check of the Department of Children and Families Child Abuse and Neglect Registry.
2. If applicable, all charter school management organization (CMO) staff members have satisfactorily completed background checks, as described in (1).
3. All contractors, if the nature of the contractor's work entails close proximity to students in the judgment of the Governing Board, have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks are on file at Side By Side Charter School and available for random audit by the Connecticut State Department of Education (CSDE).
5. Side By Side Charter School has adopted written anti-nepotism and conflict of interest policies, and that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. No board member of Side By Side Charter School serves on the board of another charter school or CMO.
7. All public funds received by Side By Side Charter School have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that Side By Side Charter School has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. Side By Side Charter School does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

By signing this Statement of Assurances on behalf of the Governing Board of Side By Side Charter School, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that Side By Side Charter School may be subject to random audit by the CSDE to verify these statements.

Signature:

Name of Board Chairperson:

Dr. Anne Dichele

Date:

9/30/15

APPENDIX C: 2016-17 PRELIMINARY ENROLLMENT REQUEST

Directions: On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the submitted 2016-17 enrollment request requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	38	22	20	23	23	21	23	22	22	19					233
2013-14	39	22	22	22	23	24	20	21	21	21					235
2014-15	38	22	22	22	23	24	22	22	21	19					235
2015-16	38	22	22	22	22	24	23	20	22	21					236
School Year:	2016-17 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	38	22	22	22	22	22	24	23	20	22					236
2. Based on the request entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2)?													<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
3. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.															
<p>Our projected enrollment for the school year 2016-17 is based on the assumption that all students will be promoted to the next grade level. If any vacancies were to occur (i.e., family move, transfer to another school, etc.), those seats will be filled with siblings of current families, followed by the applicants on the waiting list, which will result from a public lottery to be held in April 2016.</p>															
4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															
<p>Of note, a new afterschool program via a partnership grant with the Carver Foundation of Norwalk will provide enrichment after regular school hours for nearly 85% of our middle school students. This enhancement of our Middle Grade school program serves to leverage community resources, and improve our student outcomes in regards to both academics and high school readiness. Additionally, this will result in our on-going Family Resource Center grant and program to focus on enrichment after-school activities for our lower grade students.</p>															

APPENDIX D: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	
1. School Performance:	Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. Stewardship, Governance, and Management:	Is the school financially and organizationally healthy and viable?
3. Student Population:	Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. Legal Compliance:	Is the school acting in compliance with applicable laws and regulations?

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Student Achievement, Growth, and Gap Closure 1.2. Mission-Specific Goals 1.3. School Culture and Climate 1.4. Instruction 1.5. Academic Program 1.6. Supports for Special Populations
2. Stewardship, Governance, and Management	2.1. Fiscal Viability 2.2. Financial Management 2.3. Governance and Management 2.4. Organizational Capacity 2.5. Accountability Measures 2.6. School Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Transfer/Retention Rates 3.5. Parental and Community Support
4. Legal Compliance	4.1. Signed Statement of Assurances 4.2. Open Public Meetings

Financial Statements

**SIDE BY SIDE CHARTER
SCHOOL, INC.**

Years Ended June 30, 2014 and 2013



DWORKEN, HILLMAN, LAMORTE & STERCZALA, P.C.
Certified Public Accountants / Business Consultants

JENNIFER S. BULL, CPA
JAMES G. COSGROVE, CPA
WALTER R. FULTON, CPA
MICHAEL F. GANINO, CPA
ERIC N. HENDLIN, CPA
WILLIAM C. LESKO, CPA
ALBERTO C. MARTINS, CPA
PAUL M. STERCZALA, CPA
JOSEPH A. VERRILLI, CPA

Independent Auditors' Report

Board of Directors
Side By Side Charter School, Inc.
Norwalk, Connecticut

Report on the Financial Statements

We have audited the accompanying combined financial statements of Side By Side Charter School, Inc. (the School), which comprise the combined balance sheet as of June 30, 2014, and the related combined statements of revenues, expenditures, and change in fund balances and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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



An independent member of HLB International
A world-wide organization of accounting firms and business advisers

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the combined financial position of the School as of June 30, 2014, and the changes in its fund balance and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

We have previously audited the School's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 18, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

December 12, 2014
Shelton, Connecticut

Dwonken, Hillman, LaMonte & L'Herczala, P.C.

SIDE BY SIDE CHARTER SCHOOL, INC.

**COMBINED STATEMENTS OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES**

	Year Ended June 30,		
	2014		2013
	Governmental fund type	Summarized	
	General	Total (Memorandum only)	Total (Memorandum only)
Revenues:			
Local sources:			
Private donations	\$ 10,819	\$ 10,819	\$ 7,890
In-kind donations	182,149	182,149	182,221
Program fees and other	<u>89,100</u>	<u>89,100</u>	<u>73,662</u>
	282,068	282,068	263,773
State sources, unrestricted	2,588,147	2,588,147	2,481,813
Federal sources, unrestricted	<u>46,281</u>	<u>46,281</u>	<u>80,036</u>
Total revenues	<u>2,916,496</u>	<u>2,916,496</u>	<u>2,825,622</u>
Expenditures:			
Instruction services:			
Classroom	1,034,906	1,034,906	1,020,773
Other instructional programs	202,469	202,469	213,676
Early room and extended day	<u>31,752</u>	<u>31,752</u>	<u>31,693</u>
	<u>1,269,127</u>	<u>1,269,127</u>	<u>1,266,142</u>
Support services:			
Student	372,976	372,976	410,315
Instructional staff	11,972	11,972	13,210
Business	228,668	228,668	224,183
School administration	274,967	274,967	182,655
Central	286,450	286,450	282,904
Operation and maintenance of plant	370,033	370,033	358,767
Other	<u>55,411</u>	<u>55,411</u>	<u>62,344</u>
	<u>1,600,477</u>	<u>1,600,477</u>	<u>1,534,378</u>
Total expenditures	<u>2,869,604</u>	<u>2,869,604</u>	<u>2,800,520</u>
Excess of revenues over expenditures	46,892	46,892	25,102
Other financing sources (uses):			
Operating transfers in	87,072	87,072	92,556
Operating transfers out	<u>(43,191)</u>	<u>(43,191)</u>	<u>(8,629)</u>
Excess of revenues and other sources over expenditures and other uses	90,773	90,773	109,029
Fund balance, beginning	<u>961,440</u>	<u>961,440</u>	<u>852,411</u>
Fund balance, ending	<u>\$1,052,213</u>	<u>\$1,052,213</u>	<u>\$ 961,440</u>

See notes to financial statements.

SIDE BY SIDE CHARTER SCHOOL, INC.

COMBINED BALANCE SHEETS

	June 30,			2013
	2014			
	Governmental fund type	Account Group	Total	Summarized Total
	General	General fixed assets	(Memorandum only)	(Memorandum only)
Assets				
Current assets:				
Cash and cash equivalents	\$1,250,133		\$1,250,133	\$1,135,303
Other current assets	96,169		96,169	71,333
Total current assets	<u>1,346,302</u>		<u>1,346,302</u>	<u>1,206,636</u>
Fixed assets:				
Furniture and fixtures		\$ 149,738	149,738	139,853
Computers		224,913	224,913	222,076
Leasehold improvements		1,026,169	1,026,169	1,026,169
		1,400,820	1,400,820	1,388,098
Accumulated depreciation		(1,033,121)	(1,033,121)	(976,518)
Total fixed assets		<u>367,699</u>	<u>367,699</u>	<u>411,580</u>
Total Assets	<u>\$1,346,302</u>	<u>\$ 367,699</u>	<u>\$1,714,001</u>	<u>\$1,618,216</u>
Liabilities and Fund Balance				
Current liabilities:				
Accounts payable and accrued expenses	\$ 294,089		\$ 294,089	\$ 245,196
Commitment				
Fund balance:				
Investment in general fixed assets		\$ 367,699	367,699	411,580
Board designated	400,000		400,000	400,000
Unrestricted	652,213		652,213	561,440
Total fund balance	<u>1,052,213</u>	<u>367,699</u>	<u>1,419,912</u>	<u>1,373,020</u>
Total Liabilities and Fund Balance	<u>\$1,346,302</u>	<u>\$ 367,699</u>	<u>\$1,714,001</u>	<u>\$1,618,216</u>

See notes to financial statements.

SIDE BY SIDE CHARTER SCHOOL, INC.

COMBINED STATEMENTS OF CASH FLOWS

	Year Ended June 30,	
	2014	2013
Cash flows from operating activities:		
Excess of revenues and other sources over expenditures and other uses	\$ 90,773	\$ 109,029
Adjustments to reconcile excess of revenues and other sources over expenditures and other uses to net cash provided by operating activities:		
Depreciation	87,072	92,556
Loss on asset disposal		8,239
Operating transfers in	(87,072)	(92,556)
Operating transfers out	43,191	8,629
Changes in operating assets and liabilities:		
Other current assets	(24,836)	(4,590)
Accounts payable and accrued expenses	<u>48,893</u>	<u>40,490</u>
Net cash provided by operating activities	<u>158,021</u>	<u>161,797</u>
Cash flows from investing activities:		
Purchase of fixed assets	(43,191)	(16,868)
Net cash used in investing activities	(43,191)	(16,868)
Net change in cash and cash equivalents	114,830	144,929
Cash and cash equivalents, beginning	<u>1,135,303</u>	<u>990,374</u>
Cash and cash equivalents, ending	<u>\$1,250,133</u>	<u>\$1,135,303</u>

See notes to financial statements.

Side by Side Charter School
Profit & Loss Actual v Budget
July 2014 through June 2015

	FY 15		Variance	Comments
	Actual	Budget	Fav/(Unfav)	
Income				
Total Income	3,258,595	3,055,035	203,560	Primarily due to Facilities Grant, Sped Services reimbursement and FRC grant coming in higher than budget
Expense				
6111A · Admin/supervisory salaries	251,127	251,127	0	
6111B · Teachers	1,008,630	1,041,824	33,194	Did not hire a foreign language teacher
6112A · Teaching assistants	199,363	201,942	2,579	
6119 · Other salaries	183,637	192,683	9,046	
6200 · Employee Benefits	307,677	318,545	10,868	Health insurance renewal less than budgeted
6321 · Tutors	27,950	31,500	3,550	
6322 · Professional Development-Staff	4,818	14,500	9,682	
6323 · Pupil Services	409,495	388,658	(20,837)	In lieu of foreign language class, developed Research & Portfolio program
6323G · Extra-curricular	4,201	3,800	(401)	
6324 · Field trips	15,830	23,500	7,670	
6325 · Parent Activities	688	500	(188)	
6330 · Professional Fees	86,889	86,374	(515)	
6440 · Site costs	199,806	191,290	(8,516)	
6530 · Telephone/communications	8,595	9,324	729	
6531 · Printing and Reproduction	12,825	12,950	125	
6590 · Other purchased services	84,541	88,827	4,286	
6610 · Classroom Equipment	1,581	1,438	(143)	
6611 · Instruct supplies-consumable	28,631	19,168	(9,463)	
6612 · Administrative supplies	27,407	21,822	(5,585)	
6614A · Books - Text	-	2,000	2,000	
6615 · Dues & Memberships	7,879	6,093	(1,786)	
6700 · Depreciation/amortization	90,000	90,000	-	
6890 · Misc expenses	19,903	20,825	922	
6900 · Purchase Discounts	(3,405)	(4,450)	(1,045)	
7000 · Fundraising Expense - School	25,805	21,000	4,805	
Total Expense	3,003,872	3,035,240	(31,368)	
Net Ordinary Income	254,723	19,795	234,928	
Other Income/Expense				
9010 · Interest Income	694	250	444	
9030 · Other Income	4,635	-	4,635	
9040 · Other Expense	(2,015)	-	(2,015)	
Net Other Income	3,314	250	3,064	
Net Income	258,037	20,045	237,992	

Side by Side Charter School
Profit & Loss - FY 16 Budget

	<u>FY 16 Budget</u>
Income	
4000 · INCOME	3,073,274
Total Income	<u>3,073,274</u>
Expense	
6111A · Admin/supervisory salaries	259,426
6111B · Teachers	1,009,659
6112A · Teaching assistants	184,523
6119 · Other salaries	194,347
6200 · Employee Benefits	356,917
6321 · Tutors	35,575
6322 · Professional Development-Staff	14,500
6323 · Pupil Services	408,251
6323G · Extra-curricular	4,500
6324 · Field trips	23,500
6325 · Parent Activities	500
6330 · Professional Fees	92,361
6440 · Site costs	186,519
6530 · Telephone/communications	9,684
6531 · Printing and Reproduction	12,950
6590 · Other purchased services	86,328
6610 · Classroom Equipment	1,628
6611 · Instruct supplies-consumable	25,928
6612 · Administrative supplies	25,869
6615 · Dues & Memberships	6,093
6700 · Depreciation/amortization	85,000
6890 · Miscellaneous expenses	22,318
6900 · Purchase Discounts	(4,436)
7000 · Fundraising Expense - School	26,100
Total Expense	<u>3,068,040</u>
Net Ordinary Income	5,234
Other Income/Expense	
9010 · Interest Income	400
9030 · Other Income	-
9040 · Other (Expense)	-
Net Other Income/Expense	<u>400</u>
Net Income	<u><u>5,634</u></u>

Budget assumptions - no major changes in staff, enrollment, or operations; most expenses are budgeted with a 3% increase over the prior year; certified staff increases based on pay scale; other staff 2% increase; health insurance budgeted with 20% increase