

Application: Brilla College Prep

Robert Keogh - [REDACTED]
Annual Reports

Application Notes

Summary

ID: 0000000132

Status: Annual Report Submission

Last submitted: Oct 28 2020 05:03 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 27 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 320700861014

a1. Popular School Name

Brilla College Prep

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

d. DATE OF INITIAL CHARTER

6/2012

e. DATE FIRST OPENED FOR INSTRUCTION

8/2013

h. SCHOOL WEB ADDRESS (URL)

<https://brillaschools.org>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

720

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

668

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Seton Education Partners
PHYSICAL STREET ADDRESS	[REDACTED]
CITY	[REDACTED]
STATE	[REDACTED]
ZIP CODE	[REDACTED]
EMAIL ADDRESS	[REDACTED]
CONTACT PERSON NAME	Matt Salvatierra

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	413 E 144th Street, Bronx, NY 10454	347-273-8439	NYC CSD 7	K-4	Yes: Grades 2-4

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Margaret Rippe	[REDACTED]	[REDACTED]	margaret.rippe@BrillaCollegePrep.org
Operational Leader	Christy Penalo	[REDACTED]	[REDACTED]	christy.Penalo@brillacollegeprep.org
Compliance Contact	Christy Penalo	[REDACTED]	[REDACTED]	christy.Penalo@brillacollegeprep.org
Complaint Contact	Christy Penalo	[REDACTED]	[REDACTED]	christy.Penalo@brillacollegeprep.org
DASA Coordinator	Christy Penalo	[REDACTED]	[REDACTED]	christy.Penalo@brillacollegeprep.org
Phone Contact for After Hours Emergencies	Christy Penalo	[REDACTED]	[REDACTED]	christy.Penalo@brillacollegeprep.org

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[BCP - Occupancy.pdf](#)

Filename: BCP - Occupancy.pdf **Size:** 284.4 kB

Site 1 Fire Inspection Report

[BCP - Fire.pdf](#)

Filename: BCP - Fire.pdf **Size:** 108.9 kB

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	500 Courtland Ave, Bronx, NY 10455	347-273-8439	NYC CSD 7	5-8	Yes: Grades 5-8

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matt Larsen	[REDACTED]	[REDACTED]	matthew.larsen@brillacollegeprep.org
Operational Leader	Gerard Del Rosario	[REDACTED]	[REDACTED]	gerard.delrosario@brillacollegeprep.org
Compliance Contact	Gerard Del Rosario	[REDACTED]	[REDACTED]	gerard.delrosario@brillacollegeprep.org
Complaint Contact	Gerard Del Rosario	[REDACTED]	[REDACTED]	gerard.delrosario@brillacollegeprep.org
DASA Coordinator	Gerard Del Rosario	[REDACTED]	[REDACTED]	gerard.delrosario@brillacollegeprep.org
Phone Contact for After Hours Emergencies	Gerard Del Rosario	[REDACTED]	[REDACTED]	gerard.delrosario@brillacollegeprep.org

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 2 Certificate of Occupancy (COO)

[BCPMS - Occupancy.pdf](#)

Filename: BCPMS - Occupancy.pdf **Size:** 308.4 kB

Site 2 Fire Inspection Report

[BCP - Fire.pdf](#)

Filename: BCP - Fire.pdf **Size:** 108.9 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Robert Keogh
Position	Vice President
Phone/Extension	[REDACTED]
Email	[REDACTED]

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 27 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 27 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000074675>

Entry 3 Progress Toward Goals

Completed Jul 27 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	NA - SUNY Authorized	NA - SUNY Authorized		
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				

Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

No

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 11 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

2019-20-Accountability-Plan-Brilla-BCPE

Filename: 2019 20 Accountability Plan Brilla BCPE.pdf **Size:** 448.5 kB

Entry 7 Disclosure of Financial Interest Form

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

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

Brilla Financial Disclosure - FY20

Filename: Brilla Financial Disclosure FY20 azO7RBk.pdf **Size:** 2.1 MB

Entry 8 BOT Membership Table

Completed Jul 27 2020

Instructions

Required of All charter schools

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

Entry 8 BOT Table

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

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Charles Bozian / [REDACTED]	Treasurer	Finance	Yes	1	07/01/2018	06/30/2021	11
2	Brian Carty / [REDACTED]	Trustee/Member	Ad Hoc	Yes	3	07/01/2019	06/30/2022	10
3	Eric Eckholdt / [REDACTED]	Chair	Finance	Yes	3	07/01/2019	06/30/2022	12
4	James Jones / [REDACTED]	Trustee/Member	Finance	Yes	1	07/01/2018	06/30/2021	11
5	Mary O'Grady / [REDACTED]	Trustee/Member	None	Yes	1	04/01/2019	06/30/2022	10

6	Rick Ramirez / [REDACTED]	Secretary	None	Yes	3	07/01/2017	06/30/2020	9
7	Elena Sada / [REDACTED]	Trustee/Member	Academic, Ad Hoc	Yes	1	07/01/2018	06/30/2021	7
8	Stephanie Saroki / [REDACTED]	Trustee/Member	Academic, Ad Hoc	Yes	3	07/01/2019	06/30/2022	11
9	Darla Romfo / [REDACTED]	Trustee/Member	None	Yes	1	10/10/2019	06/30/2022	10

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	8
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 27 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[Board Minutes - FY20](#)

Filename: Board Minutes FY20 vS0fbFQ.pdf Size: 1.8 MB

Entry 10 Enrollment & Retention

Completed Jul 27 2020

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

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 320700861014

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Brilla College Prep is located in the Mott Haven neighborhood of the South Bronx. Mott Haven is a high-density neighborhood and predominantly Latino. Over half the population lives below the	Brilla College Prep is located in the Mott Haven neighborhood of the South Bronx. Mott Haven is a high-density neighborhood and predominantly Latino. Over half the population lives below the poverty line and receives public assistance. As

<p>Economically Disadvantaged</p>	<p>poverty line and receives public assistance. As such for the 19-20 year was Brilla's goal to attract students who qualify for Free & Reduced Lunch. Brilla recruits students and families through grassroots efforts with a specific focus in the Mott Haven neighborhood. Brilla partnered with local UPK programs, Community programs such as Little Angels Day Care Center, Marshall England Learning Center, Stars of tomorrow and Sunshine Day Care and held information sessions. As a result, 87% of our students are free and reduced.</p>	<p>such for the 20-21 year was Brilla's goal to attract students who qualify for Free & Reduced Lunch. Brilla recruits students and families through grassroots efforts with a specific focus in the Mott Haven neighborhood. Brilla partnered with local UPK programs, Community programs such as Little Angels Day Care Center, Marshall England Learning Center, Stars of tomorrow and Sunshine Day Care and held information sessions. As a result, 87% of our students are free and reduced. Brilla will also employ a community relations and recruitment manager to make inroads to this population.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>For the 19-20 year it was Brilla's goal to attract English Language Learners. Brilla partnered with local UPK programs, Community programs such as Little Angels Day Care Center, Marshall England Learning Center, Stars of tomorrow and Sunshine Day Care and held information sessions. Spanish speaking staff members translate all the information sessions in Spanish for Spanish speaking families and students.</p>	<p>2020-21: Brilla's goal to is to attract English Language Learners. Brilla partnered with local UPK programs, Community programs such as Little Angels Day Care Center, Marshall England Learning Center, Stars of tomorrow and Sunshine Day Care and held information sessions. Spanish speaking staff members translate all of the information sessions in Spanish for Spanish speaking families and students. Brilla will also employ a community relations and recruitment manager to make inroads to this population.</p>
	<p>In addition to partnering with the community and day care centers Brilla also aggressively targeted</p>	<p>In addition to partnering with the community and day care centers</p>

Students with Disabilities	<p>potential families by canvassing the Mott Haven area and handing out informational flyers. Brilla's SETSS teacher and Special Education Coordinator are included in all canvassing efforts to be able to answer questions regarding special education. This process ensures families of our capacity to serve their students' needs. We're estimating SPED enrollment at 21% next year. Brilla has hired a network Director of Student Services to further identify needs of SPED students from K-8</p>	<p>Brilla also aggressively targeted potential families by canvassing the Mott Haven area and handing out informational flyers. Brilla's SETSS teacher and Special Education Coordinator are included in all canvassing efforts to be able to answer questions regarding special education. This process ensures families of our capacity to serve their students' needs. We're estimating SPED enrollment at 22% next year. Brilla added resources to its Student Services team to further identify needs of SPED students from K-8.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>Brilla continues to set standards in ensuring our families and students are connected to our school. In 2019-2020 we retained 92% of our Economically Disadvantaged students which make up 91% of our total population. All teachers are provided a Brilla cell phone to ensure family connection. Additionally, during closure, all students received (at minimum a twice weekly) personal Zoom check-in with their teacher with a framework to check on well-being. Additionally, Brilla's CMO Seton Education Partners, raised</p>	<p>Moving forward, either remotely or in-person, all students and teachers will be cohorted in small groups to ensure that no students fall through the cracks and maintain the level of personal check-ins with students and families. We will continue to offer a free breakfast program, scholarship for student uniforms, and have full-time social workers to ensure families in need have resources.</p>

	<p>over \$400,000 to provide food, internet access, and in some cases rent payments to struggling families.</p>	
<p>English Language Learners/Multilingual Learners</p>	<p>English Language Learners make up over 25% of our population. In 2019-2020, Brilla retained 90% of these students. Brilla hires a diverse staff and operations team members who are bilingual and can assist in the translation for families and students. All communication, in-person and written, is translated into Spanish for families. For families and students who do not speak Spanish, Brilla leverages translation services over the phone.</p>	<p>By ensuring all staff know which students and families are English Language Learners, translation services are provided to encourage participation. Further, Brilla’s robust approach to language acquisition and speaking and listening skills in small groups ensures that these students maintain important 1:1 connections to their teachers.</p>
<p>Students with Disabilities</p>	<p>23% of Brilla’s population have IEPs. In 2019-2020, 93% of these students were retained. Brilla employs a co-teaching model and provides SETTS as well as full inclusion models. In many cases, one of the co-teachers is special education certified. Further, Brilla’s well-known in the community for going and above beyond for students and families with disabilities to ensure they can be successful within the school. During remote learning, Brilla was still able to meet all SETTS hours and over 70% of ICT hours by restructuring our student services team and ensuring each student had extra learning sessions with their Special Education Teachers and general education classmates.</p>	<p>As part of Brilla’s reopening plan, all students with IEPs over the 60% threshold and any student requiring SETTS services will be able to attend school 100% of the time in-person. Additionally, we have added staff to our student services team to ensure that our SpED students receive their appropriate services and can actively participate fully with their general education peers both in-person and remotely. Brilla will continue to provide OT, PT, and Speech either onsite or via tele-services.</p>

Entry 12 Percent of Uncertified Teachers

Completed Jul 27 2020

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 320700861014

Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	0.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	0

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0



Thank you.

Entry 13 Organization Chart

Completed Jul 27 2020

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

School-Level Org Chart 2020-2021

Filename: School Level Org Chart 2020 2021 fj7J1mD.pdf **Size:** 77.5 kB

Entry 14 School Calendar

Completed Jul 27 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

2020-2021 Brilla Master Family Calendar

Filename: 2020 2021 Brilla Master Family Calenda 77w8cwt.pdf **Size:** 337.6 kB

Entry 15 Links to Critical Documents on School Website

Completed Jul 27 2020

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: **Brilla College Prep**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://brillaschools.org/SUNY Authorized NA
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://brillaschools.org/SUNY Authorized NA
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://brillaschools.org/SUNY Authorized NA
3. Link to NYS School Report Card	https://brillaschools.org/SUNY Authorized NA
4. Most Recent Lottery Notice Announcing Lottery	https://brillaschools.org/SUNY Authorized NA
5. Authorizer-Approved DASA Policy	https://brillaschools.org/SUNY Authorized NA
6. District-wide Safety Plan	https://brillaschools.org/SUNY Authorized NA
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://brillaschools.org/SUNY Authorized NA
7. Authorizer-Approved FOIL Policy	https://brillaschools.org/SUNY Authorized NA
8. Subject matter list of FOIL records	https://brillaschools.org/SUNY Authorized NA
9. Link to School Reopening Plan	https://brillaschools.org/SUNY Authorized NA

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 28 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: **Brilla College Prep**

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	670	632	584

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

															ting Stud ents
iRea dy Dia gno stic Mat h	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗		
iRea d Dia gno stic Rea ding	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗		
STE P Lite racy Ass ess me nt	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗		
Curr icul um- em bed ded End of yea r Ass ess me nt	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗	✗	✗		
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗		

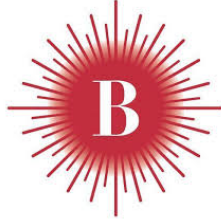
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
Tota 															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**Brilla College Prep
Elementary School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 21, 2020

By Luanne D. Zurlo, Executive Director

441 East 148th Street
Bronx, NY 10454

(207) 653-7450

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Carbone (Chief Academic Officer), Kelsey LaVigne (Chief of Schools), Margaret Rippe (BCP Elementary Principal), and Matt Larsen (BCP Middle Principal) prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Eric J. Eckholdt	Chairman of Board
Charles Bozian	Treasurer of Board, Chair of Finance Committee
Richard Ramirez	Secretary of Board
Stephanie Saroki de García	Chair of Academics Committee
James Jones	Finance Committee Member
Brother Brian Carty	Academics Committee Member
Elena Sada	Academics Committee Member
Darla Romfo	
Mary O’Grady	

Margaret Rippe has served as principal since 2020.

Matthew Larsen has served as principal since 2018.

SCHOOL OVERVIEW

Brilla Public Charter Schools are classically inspired schools with a mission to help students grow intellectually, socially and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. The name “Brilla” means “shine” in Spanish, and speaks to the beacon of hope and opportunity we are working to build in the communities we serve.

The founding Brilla school opened its doors in the fall of 2013 in the Mott Haven neighborhood of the South Bronx in NYC’s Community School District 7. At Brilla College Prep, we now serve students in grades K-8. Our school population closely mirrors that of our surrounding community: in the 2019-20 school year, our student population was 77% Latino and 22% Black/African American; 93% of our students were economically disadvantaged; 24% received Special Education services and 24% were designated as English Language Learners.

We seek to educate students to lead lives of excellence, virtue and purpose. We do this by leveraging the best instructional practices of model charter schools – a longer school day and year, utilizing technology-based blended learning to deliver individualized instruction, intensively supporting and coaching teachers—and combining this with a robust character education program, centered around our core virtues of courage, justice, wisdom and self-control. Our approach is rooted in the following cornerstones:

- **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students’ academic achievement and conduct that make no excuses based on their background or socio-economic status.
- **Lead with Character.** Good character makes for a meaningful life, produces lasting personal and social happiness and contributes to academic success. The development of the virtues of Courage, Justice, Wisdom, and Self-control in students is central to our educational mission.
- **Results Matter.** Brilla relentlessly focuses on high student performance on standardized tests and other objective measures because we hold ourselves accountable for preparing students personally and academically in ways that will enable them to succeed at the best high schools and colleges.
- **Choice & Commitment.** Students, their parents, faculty and staff of Brilla College Prep make a choice to participate in our unique and innovative program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- **More Time.** There are no shortcuts. Only with an extended school day and year will students have the time to acquire the academic knowledge, skills and habits that will prepare them for success in college and in life.

- **Teach the Best Content.** All Brilla students learn math and science while also becoming familiar with the classics of Western Civilization, as a portal to the ideals of truth, beauty, and goodness, which support human flourishing.

In the 2017-2018 school year, Brilla replicated its successful model. In the fall of 2017, Brilla College Prep Elementary expanded into the middle school grades, opening Brilla College Prep Middle School with just 5th graders. At the same time, the education corporation opened Brilla Veritas Elementary School, serving four classes of Kindergarten students. Both campuses continue to expand successfully, with Brilla College Prep Middle School now serving 5th-8th graders and Brilla Veritas Elementary School serving Kindergarten-3rd grade. This fall, Brilla will replicate in the North Bronx with Brilla Caritas and Brilla Pax - two kindergarten schools.

On March 12, 2020, Brilla senior leadership made the decision to close its campuses due to the COVID-19 crisis. Students were sent home with paper-based materials for the week of March 15th while a plan was formulated. Leveraging Brilla's blended learning model, the school distributed laptops to all families as well as approximately fifty wireless hotspots to families without internet access at home. Brilla restructured its student services teams in order to ensure that all students with IEPs received adequate services and resources even in a full rete setting. As Brilla already partners with a variety of blended learning content providers, students and teachers were able to maintain their close relationships through a deep focus on content. Leveraging the co-teaching structure, teachers and students were split into small groups of approximately one teacher to fourteen students in order to ensure daily and weekly one-on-one check-ins. Additionally, Brilla purchased a subscription to NearPod, a Learning2.0 Technology Tool that allowed teachers and curriculum writers to transition Brilla's centralized curriculum materials to a virtual delivery system for both asynchronous and synchronous learning as well as assessment. With an average daily attendance rate of 92% during the closure, Brilla was able to maintain its instructional program without losing sight of its larger goals.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	92	91	90	75										348
2016-17	90	92	93	85	76									436
2017-18	88	22	91	90	88	79								524
2018-19	75	87	86	87	88	81	68							572
2019-20	92	80	87	87	91	94	86	69						686

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brilla College Prep students will possess reading and writing skills at or above grade level.

BACKGROUND

Brilla believes that effective, high quality English Language Arts instruction does not solely rely on the assumption and discernment of interconnected skills, but believes that the skills instruction must be embedded within engaging, complex content. At Brilla the utilization of the Common Core State Standards for Language Arts serves as the foundation for our English Language Arts programming which is then thoughtfully combined with the powerful content of the Core Knowledge curriculum (K-4) and Wit and Wisdom curriculum (5-8). In order to ensure that students are learning a variety of literacy skills – oral language use, literary analysis, nonfiction analysis, foundational skills, and writing – Brilla has aligned the curriculum to ensure consistency and an opportunity for deeper engagement within content. Through this explicit work done over the course of the past two years, Brilla has aligned domains of standards and content that allow students authentic interaction and opportunities to represent mastery in multiple ways while also ensuring their preparedness for the state assessments.

Core Knowledge and Wit and Wisdom both align with the classical tradition of the Brilla model – allowing students to interact and learn from both a historical and contemporary perspective grounded in complex texts and topics. Further, both of these curricula form a spiraling foundation of knowledge and literacy skills that is consistently built upon over the course of a Brilla student’s career. This spiraled approach ensures that students enter each new year with the requisite

knowledge and skills to immediately interact with more complex tasks and content. Over the course of the 2018-2019 school year, Brilla's Literacy Lead and Chief Academic Officer worked with select in-house curriculum writers to ensure alignment between Reading, Writing, Science & Social Studies and the Arts. This purposeful alignment allows students to engage in content and skill building with depth and focus, while exposing them to a variety of genres about a similar topic. This coherence was further improved with the creation and addition of curricular unit plans – critical documents that allow teachers to unpack the purpose, skills, standards, and criteria for mastery of content – in order to improve their instruction and student outcomes. Along with these unit plans, a unit unpacking protocol was formally adopted and implemented in 2018-2019 to ensure deep understanding and mastery by teachers before implementation with students. With a more sequenced and content-heavy curriculum, teachers also engage in regular lesson studies to deepen specific understandings of content and pedagogy each week.

Moreover, one of the strongest programmatic components of the Core Knowledge materials is its holistic, scientifically-grounded Foundational Skills curriculum and materials. During the 2018-2019 school year, this K-2 component of the curriculum was further developed to align with our Targeted Literacy Block. In kindergarten and first grade, specifically, this deeper approach to a critical component of literacy development continued to pay dividends in end-of-year NWEA results. As Brilla is grounded in the classical tradition, a tradition which is deeply vested in the intense literary abilities across history, the foundation of the K-2 literacy program is exceptionally important. The Core Knowledge Skills curriculum provides students an opportunity to practice and demonstrate mastery of Foundational Common Core Standards while still interacting with comprehensive content.

At Brilla the development of a high-impact literacy program is essential to our model. Brilla's literacy program is comprised of several components – Read Aloud, Writing, Nonfiction Studies (Science and Social Studies), Close Reading, Skills, and Targeted Literacy.

- **Read Aloud:** During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author's craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read aloud texts. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars end each lesson with an analysis and discussion of the texts through discourse and reflection.
- **Nonfiction Studies (Science and Social Studies):** During nonfiction studies, students deepen their understanding of the history and science introduced during Read Aloud through experiential learning opportunities, projects, and planned Socratic Dialogue. In some instances, students also engage with additional texts, such as nonfiction articles, in order to improve their depth of interaction with literary analysis and content knowledge.
- **Writing:** During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.

- **Targeted Literacy:** The essential building blocks of reading include both explicit teaching of strategies and authentic opportunities to practice the strategies. As part of Brilla's goal to guarantee 90% of students are reading on grade level by the end of second grade, Brilla worked with the Lavinia Group, a respected early literacy third party to help design a literacy block that includes Guided Reading, Independent Reading, and Literacy Circles differentiated across grade levels. During Targeted Literacy students read independently – practicing the reading behaviors specifically aligned to their needs and practiced with coaching during Guided Reading lessons. Students interact with both pre-selected, high-engagement texts during Guided Reading and build a love of reading by choosing high interest texts on their independent reading level. Libraries consist of classically aligned, content rich, and culturally relevant fiction and non-fiction leveled texts. Students are homogeneously grouped (groups no larger than eight) depending on a triangulation of STEP achievement data, NWEA MAP data and individual conferencing data during Targeted Literacy. This small grouping allows students to grow at faster rates than traditional reading programs. Throughout the year, scholars build reading stamina and work to accomplish individual reading goals, set collaboratively with the teacher based on analysis of achievement data and ongoing progress monitoring. Teachers coach students to achieve their goals during one-on-one conferring sessions anchored in their comprehension, accuracy, or fluency.
- **Close Reading:** During Close Reading, scholars read and analyze a myriad of engaging poems, informational and narrative texts both independently and with the support of their teacher. Scholars develop a deep understanding of genre and use knowledge to make meaning of what the text says explicitly and to make logical inferences grounded in evidence. Teachers facilitate discourse around the central ideas or themes of a text and analyze the author's use of specific craft and structure moves and how they support the main idea.
- **Literacy Skills:** During Literacy Skills, scholars develop the phonics, grammar, and penmanship skills needed to make and convey meaning across all disciplines. Scholars learn through repetition, memorization, and phonetic and grammatical analysis of the English language. Literacy Skills is a part of Brilla's literacy program in grades K-2. By 3rd and 4th grade, the grade majority no longer needs direct instruction in this area, as they are reading to learn, rather than learning to read. Instead, 3rd and 4th graders receive additional intervention and independent reading with conferring to ensure students have the necessary foundational elements for successful reading.
- **Blended Learning:** Scholars receive adaptive, individualized instruction from our suite of computerized blended programs for at least 20 minutes per day. In grades K-4, students participate in iReady, an adaptive and malleable online reading program that aligns to both the Common Core State Standards as well as NWEA skills sequences. In grades 5-8, students engage with Achieve3000, an adaptive program that builds students' literacy skills through in-depth text analysis.

Close Reading was implemented across all grade levels during the 2017-2018 school year. During the Close Reading block, scholars are exposed to a variety of genres. Scholars are taught in a whole-group setting, and learn to annotate texts, think deeply about the main idea, and to respond in writing to rigorous prompts. The whole group setting during close reading is purposeful, as it allows scholars to hear high level responses from their peers. The Targeted Literacy Block continues to be a new, innovative approach to strategic reading development for the 2019-2020 school year.

Targeted Literacy allows teachers to become experts of specific reading levels and focus on strategies and differentiated techniques to grow students. Students will transition across classrooms depending on their reading level to receive this specialized instruction through Guided Reading small groups, Independent Reading with conferring, and Literacy Circles with facilitated discussion. This block was designed to simultaneously support Brilla's large ELL and SPED population as well as students above grade level expectations in developmentally-appropriate small groups. Over the course of the 2018-2019 school year, some of Brilla's high impact reading teachers, along with Lavinia Group, created over 500 individual plans to ensure the quality implementation of this block. Additionally, more than 40 days of onsite training was provided by the Lavinia Group.

Brilla uses a combination of summative and formative assessments to measure efficacy of both the curricula used, and teachers' instructional practices. These assessments include teacher-developed assessment instruments, and standardized assessments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. At the end of each quarter (2-4) and trimester (5-8), all students take a Mock Exam to evaluate their mastery of the standards taught throughout the marking period. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies. In order to strengthen Brilla's support of the ELL and SPED population during the 2019-2020 school year and improve the connection to the classical traditions, students will also participate in summative Socratic Seminars and extended authorship opportunities, allowing teachers the opportunity to triangulate and compare qualitative data with the quantitative data produced by many summative assessments. This comparison will be facilitated by school-based Data and Assessment Leads to ensure consistency and fidelity to thoughtful data analysis.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding
- Standards-based rubrics to evaluate students during writing assignments or projects
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Reading comprehension / running records to assess scholars' reading skills
- Bi-weekly (K-4) and unit (5-8) assessments include a variety of question types (multiple choice, open response, etc.) to specifically assess standards mastery covered in the week/unit

The instructional program of Brilla Schools is facilitated by the academic leadership team, which consists of the Superintendent, Chief Academic Officer, School Principals, Assistant Principals and Grade and Content Leads. For 2020-2021, the centralized Academics Team will include a Director of Elementary Student Services and Director of Fine and Applied Arts. Both of these roles will serve as

pivotal members of the academic leadership team provided to all elementary schools. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to develop teacher practice. Additional professional development is provided through a variety of platforms:

- Weekly professional development workshops centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- Collaborative planning and lesson/unit studies in which a group of grade-level teachers meet to unpack and internalize lessons and units before implementation in order to norm criteria for success and high-impact instruction
- External trainings facilitated by industry experts, including a continued partnership with Lavinia Group and University of Chicago Reading and Assessment
- High level walk-throughs and learning walks facilitated by top level leadership, to gauge the overall quality of the instructional program; including instructional priority alignment

In the 2019-2020 school year, Brilla particularly focused its professional development on elevating practices around Close Reading and conferring strategies and coaching during small group and independent reading as well as curriculum refinement and backwards planning. Further, literacy training was facilitated by University of Chicago STEP experts around implementation, calibration, and analysis of intermittent reading assessment.

After the transition to full-time remote learning, Brilla increased its small group live instruction time to ensure that students with IEPs, struggling readers, and English learners had more opportunities to practice reading skills both individually and in small groups, synchronously with their teachers or a learning specialist. Additionally, Brilla purchased the NearPod technology system which allowed teachers to record read-alouds and narrate instruction both live or self-paced, and allowed students to submit both oral and written responses. In addition to increasing time on literacy, teachers also conducted 1:1 academic check-ins with students centered on reading comprehension skills each week.

RESULTS AND EVALUATION

NWEA Winter Results 2019-20 - ELA				
Grades	All Students		Enrolled in at least their second year	
	Percent Above 65 Percentile	Number Tested	Percent Above 65 Percentile	Number Tested

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

K	41%	86	-	-
1	44%	81	44%	72
2	38%	84	34%	73
3	34%	90	35%	86
4	38%	92	38%	90
5	41%	91	43%	81
6	44%	84	46%	74
7	51%	63	50%	60

Overall, only about 40% of Brilla students would be classified as “proficient” according to their NWEA winter progress scores. These scores, typically 20-30 percentage points lower in the winter than the spring, were disappointing this winter. Brilla fell short of its own internal goals of 60% proficiency. Due to teachers leaving the classroom in fourth grade mid-year, personnel needed to be rearranged which impacted both third and fourth grade. In 2018-2019, 4th grade was the highest performing grade level in the school. While we feel confident that our model is beginning to gain traction, we need to continue our work in terms of year-over-year growth. Encouraging students and teachers to recognize the value and importance of NWEA assessments is critical to that success as well as its data utilization. Last year, Brilla increased its overall literacy proficiency by 9%. Based on similar scores of NWEA and internal assessments, we were anticipating either a stagnation or slight improvement in proficiency. While winter NWEA results are not entirely indicative of spring time assessment success (note that over the past three years over 60% of Brilla students have been proficient according to Spring NWEA scores), these results were used to implement interventions and instructional methods this past spring (prior to Covid).

According to our end of year assessments on both the iReady Diagnostic (grades 3 & 4) and EOY Curriculum-embedded assessments (grades 5-7), testing grade students at Brilla were 57% proficient, suggesting a slight decrease in overall proficiency with the largest drop taking place in the fourth grade results from previous New York State Results. However, Brilla interim assessments and curriculum-embedded assessments are designed to be more rigorous and demanding than the state assessment, suggesting that middle school scores could have been higher if the NYSTP had been administered.

ADDITIONAL EVIDENCE

Overall, we are encouraged by some of our end-of-year results given the length of time in a fully remote setting. With the exception of fourth grade and fifth grade, students in grades K-7 ended the year with stronger than anticipated proficiency ratings. While fall diagnostics will be exceptionally important to discern learning loss, these end of year results provide important instructional data points for targeted interventions.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

EOY iReady ELA Results 2019-20				
Grades	All Students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
K	85%	85	-	-
1	79%	75	77%	66
2	60%	83	56%	71
3	64%	84	62%	77
4	39%	87	36%	83

EOY BCPM ELA Results 2019-20				
Grades	All Students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	51%	89	53%	79
6	67%	76	70%	67
7	62%	60	61%	56

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Brilla is unable to report since the NYSTP was not administered this year. However, given the end-of-year assessment data, all testing grades were above 50% proficient with the exception of fourth grade in reading.

ACTION PLAN

In summer of 2017 we expanded the implementation of Close Reading across all grades, working with the Lavinia Group, founded by Success Academy alumnus and THINK Literacy creator, Arin Lavina. Lavinia has worked with the most successful charter schools in New York City. We anticipate that deepening this implementation of “close reading” will continue to grow our achievement within our ELA program. Additionally, we expanded this partnership in the summer of 2018 to innovate around a differentiated, encompassing approach to literacy development in our younger grades (K-2) through Targeted Literacy. This block, conceived by our Chief Academic Officer and Lavinia Group, seeks to ensure sustained growth and achievement in literacy development to prepare students for the rigor of our third and fourth grade curriculum. This program does not replace our Core Knowledge curriculum, but enhances and complements it through the inclusion of reading best practices and small group instruction utilizing a variety of junior classic texts. During the 2020-2021 school year, a series of teacher trainings and workshops has been developed to ensure the high-quality fidelity and high impact expectations of this block is realized.

In preparation for growth, and in recognition of the expertise needed to improve and sustain a high performing school, we have expanded our staff capacity to focus on continued improvement of our ELA program by adding a Director of Instructional Development, Director of Elementary Content, and Director of Elementary Student Services, as well as two instructional coaches who work at the direction of the Chief Academic Officer. Given the success and improvement witnessed in both quality of curriculum and quality of implementation, the focus can be shifted towards deepening staff content knowledge and high quality implementation of the curriculum. Additionally, the Director of Elementary Students Services, a returner, has been capacitated and will provide leadership capacity to our growing Student Services staff and focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. The Student Services Team will begin creating differentiated materials to supplement our Tier 1 literacy program that ensure inclusion and acquisition of knowledge and skills is both related to the core literacy content as well as ensure these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of vocabulary for our English Language Learners through multiple data sources. Given the large population of ELLs the school serves, and the success of our K-2 ELL program, we need to improve our upper elementary and middle school success for English Language Learners. By ensuring that all our elementary schools and our middle school now have their own Student Services Managers, a more purposeful approach to programming can be implemented. Further, in 2018-2019 the instructional leadership team conducted a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school

and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks, now fully implemented, will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the literacy program.

Brilla will also continue to leverage professional development to strengthen instruction in literacy. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Next Generation Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply ‘supporting’ or ‘additional’ standards. With this knowledge, teachers can then prioritize which standards to go deep on and which can be cut from curriculum or not need that much focus (specifically if pacing is a challenge due to scholars being behind academically). A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2020-2021 the focus will be to also deepen teachers’ understanding of the Classical Tradition and philosophical elements included within it – the Transcendentals (Truth, Beauty, Goodness), along with a deeper dive into how reading is learned.

Through professional development, systems and procedures, teachers and Brilla staff will develop a deep understanding of their curriculum and content. One way we aim to achieve this is through unit studies prior to the launch of a new unit along with intellectual prep protocols. Approximately two weeks before the beginning of a new unit, teachers will analyze the upcoming unit by looking at the standards addressed, identify a rigorous and engaging essential question, complete the end of unit assessment to understand what student mastery looks like, and break down the key content and knowledge goals of the unit. On a daily basis, teachers will complete lesson internalization guides, which aim to accomplish similar objectives as the unit study, on a more micro level. These lesson internalization guides will prompt teachers to think about the standards, objective, task/activity, and end of lesson assessment (exit ticket), ensuring that all four components are aligned. These guides will also prompt teachers to identify the most crucial questions that will promote student mastery to ask during the lesson, with scripted, exemplar responses. Through coaching and feedback from the grade and content lead, these unit maps and lesson internalization guides are one way Brilla intends to promote and develop content knowledge. Further, 2020-2021 will involve “Looking at Student Work” protocols that allow teachers to, on an interim basis, check for the quality of student work during the unit to determine corrections and increasing opportunities for mastery demonstration and complexity in literacy. Additionally, in response to the extended school closure, each student will receive personalized intervention four out of five days per week to participate in corrective instruction. Students in K-2 will receive an extended skills block to work on language skills and foundational reading strategies - allowing students, especially language learners, and teachers to dive deeper into literacy. Finally, Brilla has partnered with three other charter organizations to create an intervention planning consortium which has resulted in the creation of nearly 1000 lesson plans across grades K-8 aligned to prerequisite standards and skills.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

Brilla College Prep students will possess mathematics skills at or above grade level.

BACKGROUND

As with ELA, New York State has adopted the Next Generation State Standards. Brilla believes these Core Mathematics Standards build upon each other in a logical way that develops students' conceptual understanding of math. As such, the curriculum Brilla has chosen to use aligns to these standards.

Specifically, Brilla (K-8) uses Eureka Math, a Singapore-style curriculum from Great Minds (formerly EngageNY). Brilla has implemented a coherent mathematics program beginning in kindergarten by using Eureka math. The curriculum emphasizes incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. Students are exposed to abstract concepts, in a manner that breaks each down and makes them accessible. Each concept starts with a concrete, tangible representation, and then progresses to a pictorial representation, and finally moves to an abstract, numerical representation. In having scholars begin with concrete representations, teachers are able to develop deep, conceptual understanding in all students. In addition, Brilla's math program emphasizes speaking and writing with mathematical language, which is an essential part of the Common Core Standards. In 2019-2020 all K-4 teams at Brilla College Prep Elementary implemented an innovative, inquiry-based mathematics program called Math Stories – developed by the Achievement First Network, after a successful pilot in 2017-2018. This program focuses on the Operations and Algebraic Thinking strands of the Common Core Standards and combines elements of literacy and unique, discussion-based problem-solving to our approach to math.

This decision was made when Brilla noticed the lagging of this foundational strand and because it aligns with our classically inspired approach – a discussion-based opportunity for students to make meaning together. Additionally, Brilla also anticipated a potential “lag of traction” for these practices and a possible impact on overall math achievement as inquiry-based approaches to conceptual mathematics often takes time to establish the mathematical mindsets of students – as seen in other successful, conceptual-focused networks.

Eureka Math is a curriculum published by Great Minds, a nonprofit organization that seeks to ensure that all students receive a content-rich education, underscoring our commitment to a classically inspired experience and teaching the best content. The material upon which Eureka Math is based was originally created through a partnership with the New York State Education Department and differs from other programs in that, rather than being an update to existing material, it was designed specifically for the common core. In a 2015 Consumer Reports style

review for instructional materials by the nonprofit EdReports.org, Eureka Math was the only curriculum series found to be aligned to the Common Core State Standards at all grade levels reviewed and far surpassed all other curricula evaluated. Eureka Math presents mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. By using Eureka Math, Brilla hopes to reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. Eureka Math goes beyond simply teaching students to know the process for solving a problem. Eureka maintains that students need to understand why that process works so they will have the ability to generalize their learning and apply it to problems across settings. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding.

In addition to Eureka Math, Brilla middle schools use the practices of Cognitively Guided Instruction (CGI) as an approach to problem solving. During CGI instruction, students grapple with complex word problems and learn to focus on the process behind mathematical concepts, versus attending to the answer only. This approach is based on three ideas: teachers launching a complex, grade-appropriate word problem; students independently working on solving the problem; students engaging in a discussion about the strategies used with student work being shown and discussed. Further in 2019-2020, Brilla middle solidified its approach to station teaching in middle school mathematics, better leveraging its co-teacher model. For 2020-2021, teachers will attend more professional development on small group math instruction and discourse pedagogy in mathematics.

Blended learning is also a key component to mathematics instruction at Brilla. Scholars receive adaptive, individualized instruction from our suite of computerized blended learning time for at least 20 minutes per day. Students at Brilla use iReady Math and Zearn (K-4) and ImagineMath (5-8). Both programs are adaptive and assignable programs that ensure each student receives targeted instruction.

For math assessment, Brilla use a combination of summative and formative, standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). At the end of each quarter/trimester, all students take a Mock Exam to evaluate them against the standards taught throughout the quarter/trimester. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies. Additionally, students take a Math Stories assessment three times per year, specifically focused on problem-solving capability.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding

- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Monthly assessments (K-4) to assess mastery of the standards taught the previous two weeks
- Unit assessments (5-8) graded using a rubric developed by Eureka Math
- Daily exit tickets that will be reviewed and analyzed

As with literacy, the mathematics instructional program of Brilla is facilitated by the academic leadership team, which consists of the Superintendent, Chief Academic Officer, School Principals, Assistant Principals and Grade and Content Leads. For 2020-2021 the centralized Academics Team has capacitated to include a Director of Instructional Development, Director of Elementary Content, Director of Elementary Student Services, and two instructional coaches. These roles will serve as pivotal members of the academic leadership team provided to all elementary schools. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to develop teacher practice. Additional professional development is provided through a variety of platforms:

- Weekly professional development meetings centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- High-level walk-throughs and learning walks facilitated by top level leadership

In the 2019-2020 school year, Brilla particularly focused its mathematics professional development in teacher standards mastery and on improving its instructional response to mathematics data. In 2020-2021 Brilla has won a significant grant to realign and rewrite the K-4 math curriculum to better represent the classical vision and respond to student data in a more consumable and interactive way. This work, being conducted by a respected mathematics curriculum writer in conjunction with our Director of Elementary content will allow teachers and students to access materials that are engaging and rigorous and aligned.

METHOD

During the 2019-2020 school year, Brilla administered the fall and winter NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Typically taken in the fall, winter, and spring, Brilla is reporting on the winter results for students performing over the 65th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program. Additionally, Brilla

students in K-4 took the iReady Mathematics Diagnostic - an NWEA aligned adaptive assessment distributed by Curriculum Associates.

RESULTS AND EVALUATION

Overall, only 36% of Brilla students were above the 65th percentile according to the winter NWEA MAP results. This disappointing result is one of the main reasons Brilla has hired a math curriculum writer and created a variety of mathematics instructional workshops for teachers. As Brilla plans to have all 8th grade students take Algebra 1 and the Algebra Regents, a thoughtful restructuring of the mathematics curriculum is necessary. Of note, the math curriculum lead in the K-4 campus had to return to the classroom in early October due to teacher matriculation which resulted in a lack of oversight and quality control at the campus level of mathematics instruction. At the end of the year, Brilla issued students the K-4 iReady Diagnostic and the end-of-year curriculum-embedded assessments in 5-8. According to the Diagnostic approximately 61% of students performed on grade level. However, 4th grade again was the lowest performing cohort. In grades 5-7, 54% of students were proficient.

NWEA Winter Results 2019-20 - Math				
Grades	All Students		Enrolled in at least their second year	
	Percent Above 65 Percentile	Number Tested	Percent Above 65 Percentile	Number Tested
K	43%	86	-	-
1	40%	81	40%	72
2	30%	84	27%	73
3	31%	83	31%	80
4	30%	92	31%	90
5	35%	91	37%	81
6	28%	83	29%	73

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

7	48%	62	47%	59
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EOY iReady Math Results 2019-20				
Grades	All Students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
K	86%	83	-	-
1	55%	77	56%	68
2	55%	83	55%	71
3	57%	84	56%	77
4	51%	87	48%	83

EOY Middle school Results 2019-20				
Grades	All Students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	57%	86	55%	76
6	43%	81	55%	71
7	63%	63	63%	59

ADDITIONAL EVIDENCE

We are encouraged by the positive growth seen between winter and spring results, albeit on different assessment platforms. 3rd and 4th grade performance is most concerning given our previous strength in those grades. Again, our overall proficiency has remained relatively flat since 2017-2018. Similar to our approach to ELA after a year of stagnation, we will expand our resources available and teacher development in mathematics to better fortify the opportunity to for growth.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Brilla is unable to report on since the NYSTP was not administered this year.

ACTION PLAN

Brilla has made a commitment to strengthening its mathematics program in the 2020-2021 school year. Each elementary school now fully implements the Math Stories, inquiry-based learning block in addition to our Eureka Curriculum in order to ensure consistent exposure and mastery opportunities of foundational operations and thinking skills. Moreover, with the addition of iReady Math to our blended learning program suite and the continued implementation of differentiated, small group instruction in mathematics in elementary school, we expect to make considerable gains. Additionally, our character-based initiatives programming will continue to include elements of mathematics in our regular morning meeting and advisory classes to ensure students are getting at-bats with grade-level standards.

In preparation for growth, and in recognition of the expertise needed to improve and sustain a high performing school, we have expanded our staff capacity to focus on continued improvement of our Math program by adding a Director of Instructional Development and Director of Elementary Content who work at the direction of the Chief Academic Officer. Given the transition to conceptual-based mathematics, the focus can be shifted towards deepening staff content knowledge and high quality implementation of the curriculum. Additionally, the Director of Students Services, a returner, has been capacitated and will provide leadership capacity to our growing Student Services staff and focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. The Student Services Team will begin creating differentiated materials to supplement our Tier 1 mathematics program that ensures inclusion and acquisition of numeracy skills is both related to the core content as well as ensure these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of our English Language Learners through multiple data sources. Given the large population of ELLs the school serves, in 2018-2019 we capacitated the Veritas school principal to research and pilot best practices for ELL intervention and programming. By ensuring that both the schools have their own Student Services Manager, a more purposeful approach to programming can be implemented. Further, the instructional leadership team implemented a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks, now fully implemented, will provide centralized staff the

opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the mathematics program.

Brilla will also continue to leverage professional development to strengthen instruction in mathematics. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Common Core State Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply ‘supporting’ or ‘additional’ standards. A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2020-2021 the focus will be to deepen teachers’ understanding of the inquiry, questioning, and mastery in mathematics. Further Brilla has identified and partnered with an established mathematics curriculum writer to audit and edit the elementary school mathematics curriculum to better align with historical performance data and leverage the Next Generation math standards.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Goal 3: Science

Brilla College Prep students will possess science skills at or above grade level.

BACKGROUND

At the elementary level (K-4), science curriculum is aligned to the Core Knowledge Sequence that drives ELA instruction. This alignment allows for scholars to delve into thematic units and to experience connections across contents. The Science curriculum has a commitment to engage scholars through inquiry and experiential, hands-on learning. This approach encourages scholars to think critically about the world around them by exposing them to lessons that force them to analyze and assess real world and historical content. Science lessons, while primarily project-based, include:

- Experiments: in these lessons, scholars follow the Inquiry Cycle to explore different problems and work to formulate conclusions and/or possible solutions. Scholars have the opportunity to conduct experiments as a whole class, in small groups, and individually.
- Hands-on: Scholars engage in lessons where the purpose is to learn through experience. They will create projects that challenge and engage their thinking to work, over time, toward a final project, while simultaneously utilizing math and literacy skills. To create these projects, scholars work on their process skills to take a project from start to finish. They work both independently and collaboratively on projects to also build up their communication and socialization skills.

- Didactic (teacher-led instruction): Scholars engage in didactic lessons where they are first taught information by an instructor or instructive material. They then continue the lesson by practicing or applying the concepts taught individually, with a partner, or in a small group.
- Socratic Seminars: During Socratic seminar lessons, students engage in thoughtful, critical-thinking based discussions that reinforce habits of discussion learned in other content areas. The teacher/student asks a question and then “steps back” from the discussion and allows for the students to drive the conversation.

Many science units culminate in a summative assessment that measures scholar mastery of the content from the unit. For some units, an experiential task, graded on a rubric score that is defined prior to the start to the unit and aligned to standards, serves as the ultimate measure of content and standard mastery. Teachers also utilize writing pieces or multiple-choice assessments to measure scholar learning.

Brilla’s middle school uses Amplify Science - a curriculum aligned to the Core Knowledge Sequence. The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth science. Our students have been working with this curriculum since the beginning of kindergarten. Throughout elementary years, students are given a breadth of knowledge about the different fields of science. As they enter middle school, students begin to apply and analyze this knowledge through discussion, models and experimentation. The Core Knowledge Sequence is aligned with the science concepts outlined in the NYS standards for science and prepares students to deepen understanding in high school when they’re exposed to higher-level concepts in biology, chemistry and physics. The Core Knowledge sequence also aligns with Brilla’s focus on writing and literacy skills – ensuring students are exposed to a variety of nonfiction sources.

Brilla is cognizant of the need to ensure wide coverage of New York state science standards and works to supplement units that align to the New York State Science Standards, so scholars can be adequately prepared for the 4th and 8th grade Science Exams. The New York State Science Standards clearly outline the different knowledge students need to be successful in understanding the variety of science fields.

In 5th-8th grade, scholars are exposed to a curriculum that aligns to the Core Knowledge Sequence called Amplify Science. This curriculum emphasizes the following techniques to teaching science:

- Do: first-hand investigations are crucial in developing scientific understanding.
- Talk: student-to-student discourse and full class discussions are an integral part of the program.
- Read: students read age-appropriate books or scientific articles, focusing their reading activities on searching for evidence related to their hands-on investigation.
- Write: following real-world practices, students write scientific arguments based on evidence they’ve collected.

Each grade (5th-8th) takes unit assessments at the conclusion of each science unit. Additionally, experiments are graded on a rubric assessing demonstration of science knowledge as well as group work. Just as in math and ELA, other daily formative assessment tools, such as questioning and exit tickets, are also employed.

As with literacy and mathematics, professional development is led by the school's academic leadership team. Unfortunately, due to the interactive nature of the science program at Brilla, the transition to full remote learning impacted the ability to fully implement the program. While didactic instruction and content delivery was accomplished by leveraging our technology resources, all content delivery in the elementary schools was delivered asynchronously so teachers could utilize synchronous sessions on mathematics and literacy instruction.

METHOD

Brilla chose to prioritize mathematics and literacy assessment during the time of school closure and therefore did not administer a remote science assessment.

RESULTS AND EVALUATION

Brilla chose to prioritize mathematics and literacy assessment during the time of school closure and therefore did not administer a remote science assessment.

ADDITIONAL EVIDENCE

Brilla chose to prioritize mathematics and literacy assessment during the time of school closure and therefore did not administer a remote science assessment.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Brilla chose to prioritize mathematics and literacy assessment during the time of school closure and therefore did not administer a remote science assessment.

ACTION PLAN

Brilla will include science as a portion of its live synchronous instruction during remote weeks in the hybrid model to ensure students are receiving targeted instruction and face time with the teacher.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brilla remains in good standing according to the state's ESSA accountability system.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

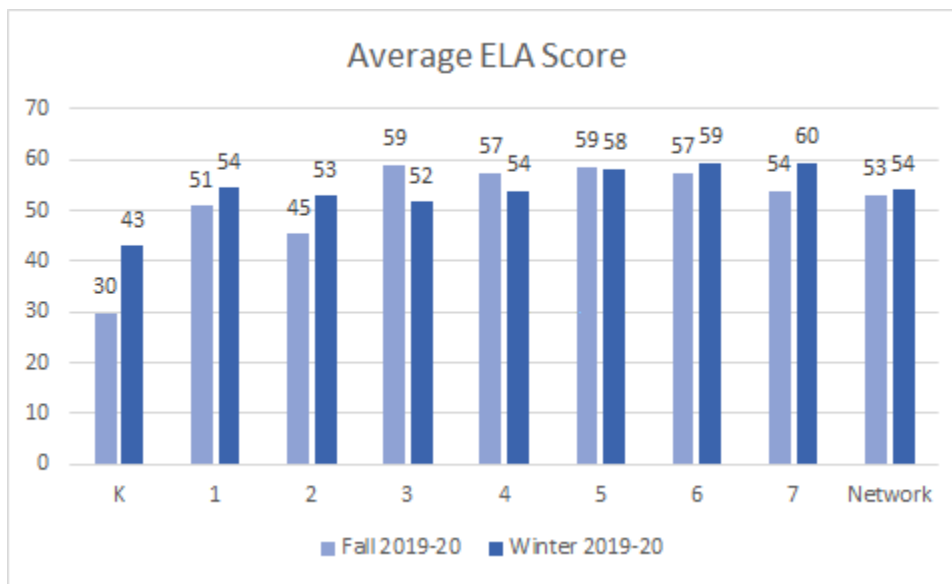
APPENDIX A: OPTIONAL GOALS

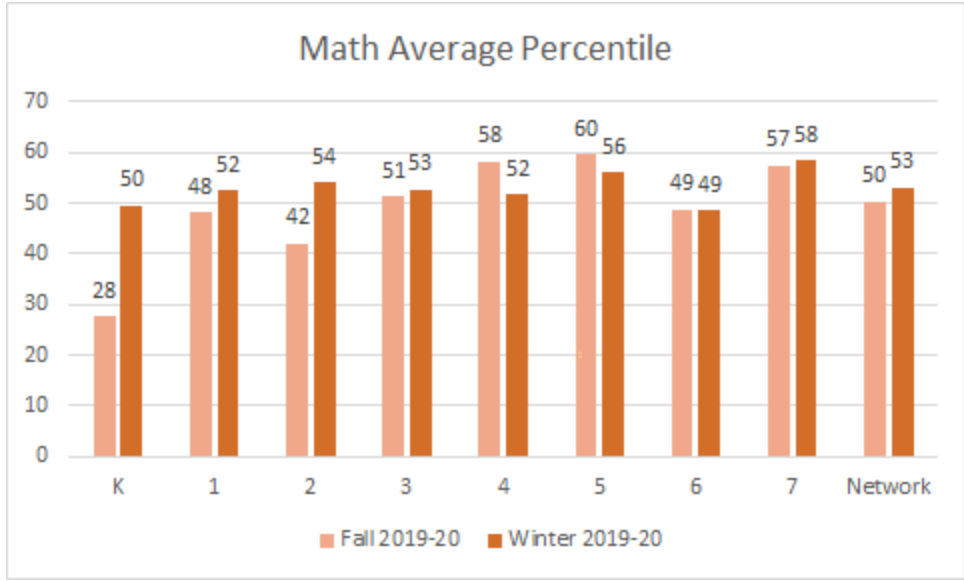
Goal 5: NWEA MAP PERCENTILE RANKING

Brilla will demonstrate sufficient progress on the NWEA MAP assessment.

Goal 5: Comparative Measure

At the end of each year the average percentile ranking will be at least 50% in reading and math.





Methods

Each year, Brilla students, in all grades take the NWEA Measures of Academic Progress (MAP) Assessment. This nationally recognized, and nationally-normed, assessment allows Brilla to compare its progress to other schools and students across the country.

RESULTS

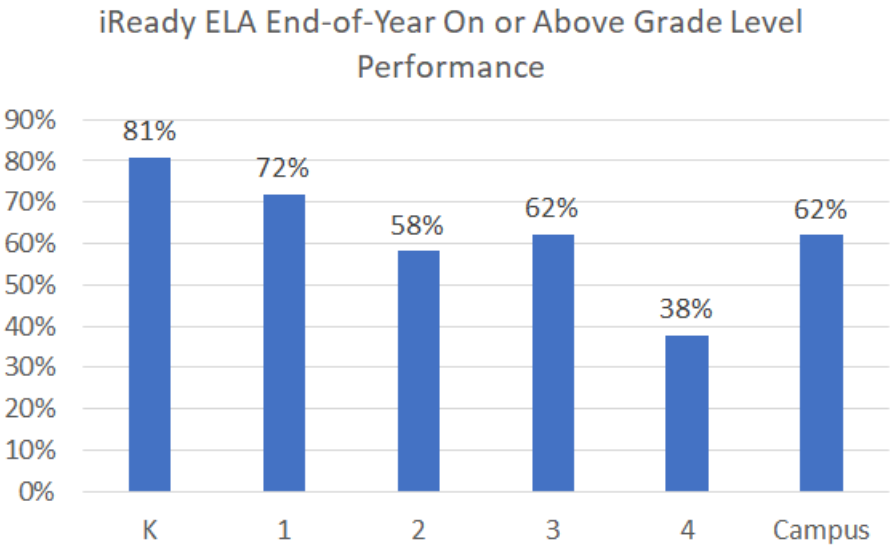
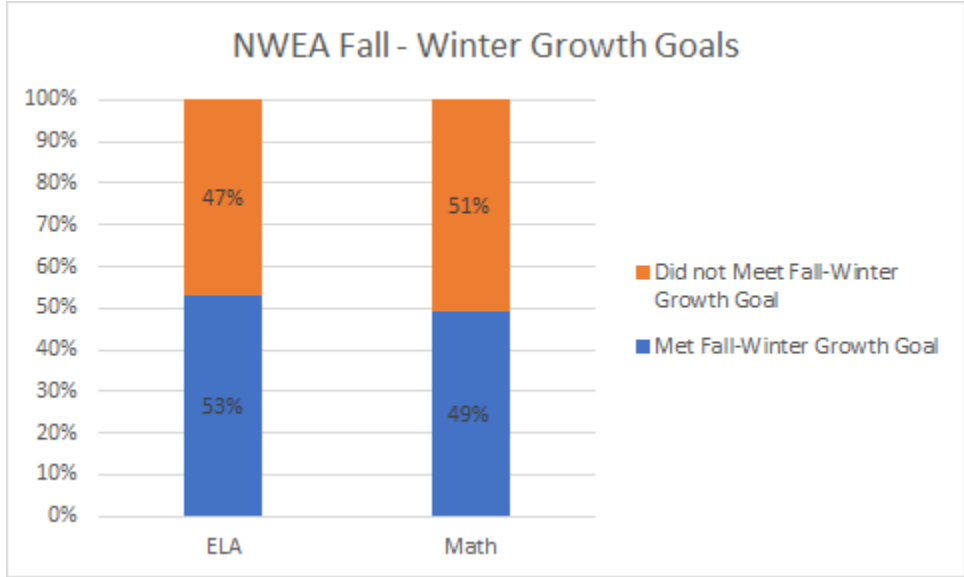
Based on the 2019-2020 Fall to Winter results, students’ average percentile ranking was above 50th percentile, with the average percentile of students being 54 in ELA and 53 in Math.

EVALUATION

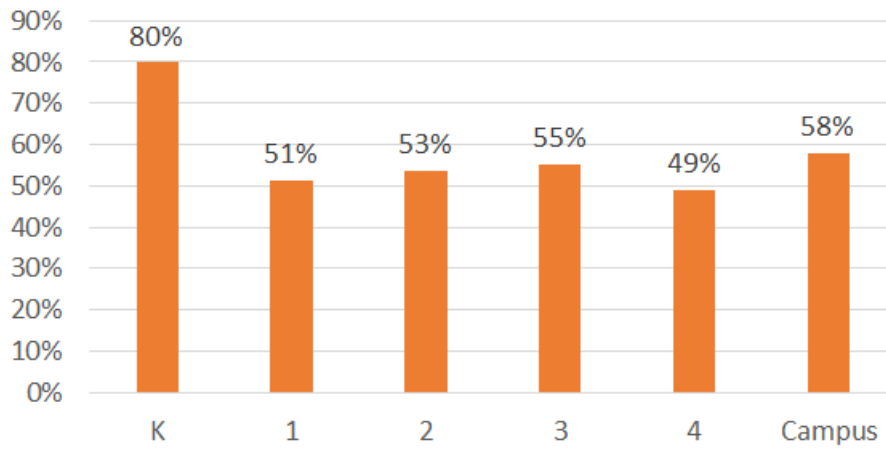
Brilla exceeded this optional goal with an average percentile ranking of 53.5 -- 3.5 percentile points higher than the 50 percentile point target. In 2018-2019, Brilla made a strategic decision to enhance the utilization of data, specifically NWEA data and monthly assessments to differentiate instruction to ensure that all students continued growth. An increase in average percentile, especially above the 50th percentile, is an aggregate indicator of successfully advancing student achievement.

Goal 5: Growth Measure

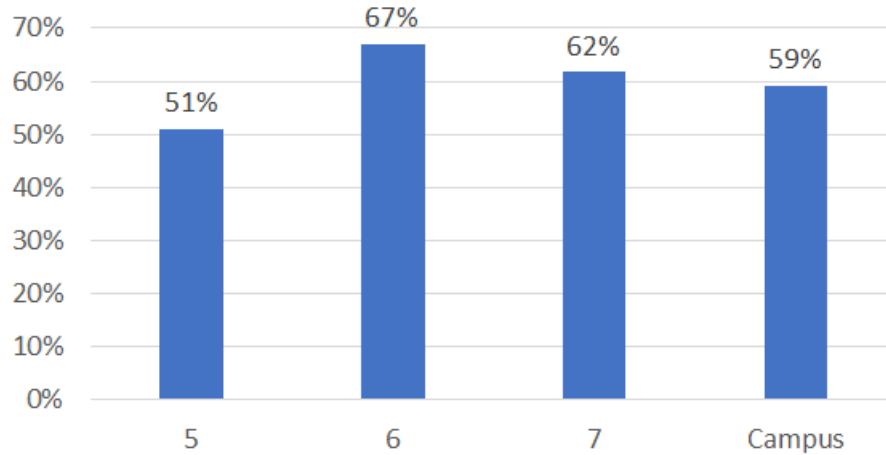
At the end of each year 60% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point RIT block.



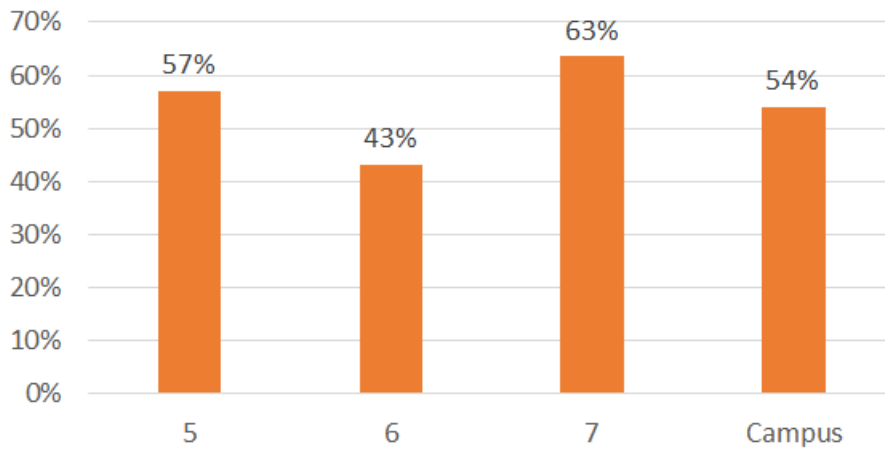
iReady Math End-of-Year On or Above Grade Level Performance



ELA - Percentage Mastered End-of-Year Assessment



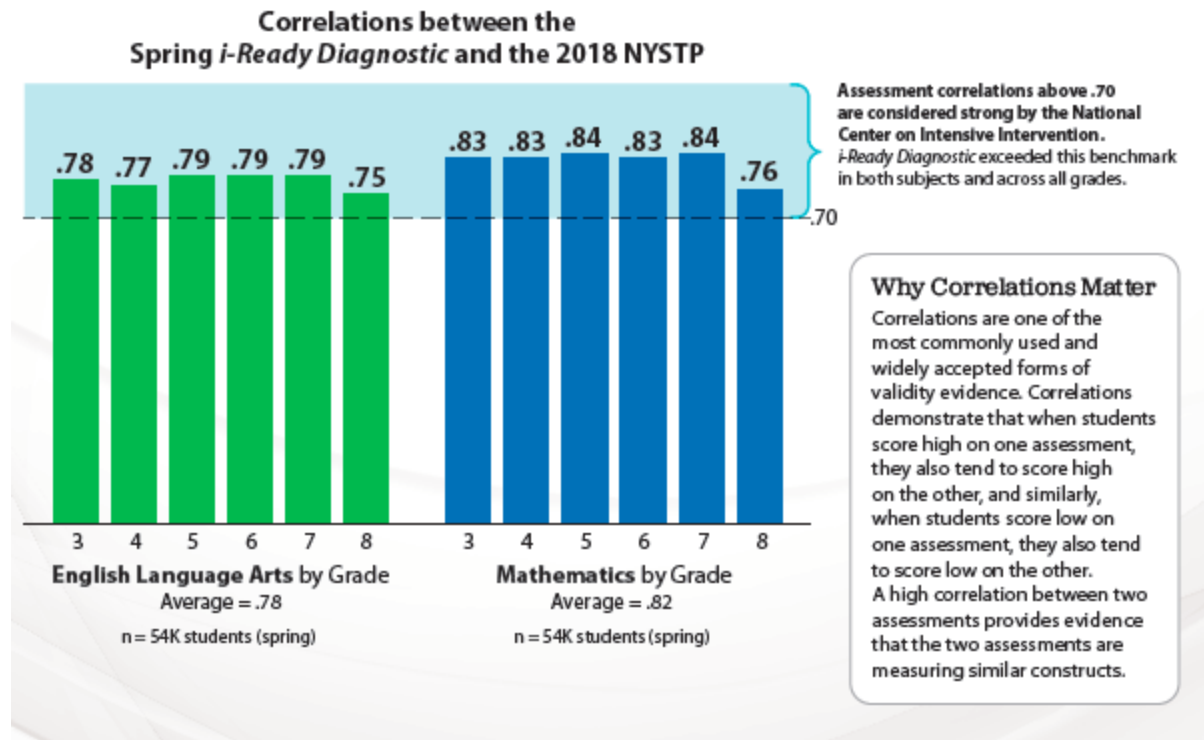
Math - Percentage Mastered End-of-Year Assessment



METHOD

Each year, Brilla students, in all grades take the NWEA Measures of Academic Progress (MAP) Assessment. This nationally recognized, and nationally-normed, assessment allows Brilla to compare its progress to other schools and students across the country. Due to the extended school closure, Brilla utilized the iReady Reading and Math Diagnostic at the end of the year. The i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs.

Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between i-Ready Diagnostic and the 2018 NYSTP. The research found a high correlation between i-Ready Diagnostic and the NYSTP.



In 2018-2019, Brilla contracted with an independent educational data analyst to conduct a correlation study between Brilla’s curriculum-embedded assessments and the NYSTP. The correlation study was done using our curriculum-embedded assessments and the NYSTP over two years (we are continuing to collect and analyze data) and calculate the *r*-value, or correlation coefficient. In statistics, the correlation coefficient *r* measures the strength and direction of a linear relationship between two variables on a scatter plot. The value of *r* is always between +1 and -1. In ELA, our correlation coefficient *r* was .58 suggesting a moderate correlation. However, our math correlation coefficient *r* was .72 suggesting a strong correlation. Using this information we can have some confidence in the end of year middle school results.

RESULTS

Collectively, only 51% of students met their Fall-to-Winter growth targets on NWEA. Typically, 50-60% of Brilla students meet winter benchmarks and near 75% meet spring benchmarks. However, when we analyze performance on end-of-year assessments given remotely, Brilla K-4 students, Kindergarten performed well as did second and third graders. First and, especially, fourth grade did not meet our end of year expectations. Moving forward, fourth and fifth grade will need to work closely together to discern achievement targets and establish corrective measures. In middle school, sixth and seventh grade performance on ELA was respectable at 67% and 62% meeting end-of-year proficiency. However, fifth grade on ELA was disappointing. In math, fifth and seventh grade students averaged above 55% proficient, but sixth grade fell below the 50% mark.



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Brilla College Preparatory Charter Schools

2. Trustee's name (print): Charles Bozian

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Finance Committee chair

4. Home address: [REDACTED]

5. Business Address: [REDACTED]

6. Daytime phone: [REDACTED]

7. E-mail: [REDACTED]

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p>none</p>				

Charles J. Bozian
Charles J. Bozian (Jul 15, 2020 13:58 EDT)

Signature

Jul 15, 2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Brilla College Preparatory Charter Schools

2. Trustee's name (print): Darla Romfo

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
none

4. Home address: _____
[Redacted]

5. Business Address: _____

6. Daytime phone: _____
[Redacted]

7. E-mail: _____
[Redacted]

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none <i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p>none</p>				

Darla Romfo
Darla Romfo (Jul 15, 2020 12:08 CDT)

Signature

Jul 15, 2020

Date



DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Brilla College Preparatory Charter Schools

2. Trustee's name (print): Richard Ramirez

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Secretary

4. Home address: [REDACTED]

5. Business Address: [REDACTED]

6. Daytime phone: [REDACTED]

7. E-mail: [REDACTED]

8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
N/A <i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>N/A</p>				

Rick Ramirez

Rick Ramirez (Jul 18, 2020 18:11 PDT)

Signature

Jul 18, 2020

Date



DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Brilla College Preparatory Charter Schools

2. Trustee's name (print): James Jones

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Finance Committee Member

4. Home address: [REDACTED]

5. Business Address: [REDACTED]

6. Daytime phone: [REDACTED]

7. E-mail: [REDACTED]

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None <i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <h1 style="margin: 0;">None</h1>				

James Jones
 James Jones (Jul 15, 2020 15:14 EDT)

Signature

Jul 15, 2020

Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
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DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Brilla College Preparatory Charter Schools

2. Trustee's name (print): Stephanie Saroki de Garcia

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
N/A

4. Home address: _____
5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____


8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>2019 - CMD Agreement & Building Rental Agreements - Recused self from discussions and votes - Me Please write "None" if applicable. Do not leave this space blank.</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i> Seton Education Partners - see above - millions of dollars - Stephanie Sarokl de Garcia - see above</p>				


 Stephanie Sarokl de Garcia (Jul 15, 2020 10:35 PDT)

Signature

Jul 15, 2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Brilla College Preparatory Charter Schools
2. Trustee's name (print): BROTHER BRIAN CARTY
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

John Brown Lantz Esq
Signature

7/9/2020
Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Brilla College Preparatory Charter Schools
- Trustee's name (print): Elena Sada
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Member, academic committee member.
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><u>NONE</u> Please write "None" if applicable. Do not leave this space blank.</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; margin: 0;">None</p>				

Cleria Dada
Signature

7/21/2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Brilla College Preparatory Charter Schools
2. Trustee's name (print): Eric J. Eckholdt
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Chair
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Eric J. Eckholdt
Signature

July 15, 2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Brilla College Preparatory Charter Schools
- 2. Trustee’s name: Mary Anastasia O’Grady
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): board member
- 4. Home address: [REDACTED]
- 5. Business Address: [REDACTED]
- 6. Daytime phone: [REDACTED]
- 7. E-mail: [REDACTED]
- 8. Is Trustee an employee of the education corporation? ___Yes. ___No.^x If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>	<i>"NONE</i>	<i>able. Do not leave</i>	<i>this space blank.</i>

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>		<i>if applicable.</i>	<i>Do not leave this space blank.</i>	<i>blank.</i>

MARY ANASTASIA O'GRADY

_____ 07/20/20
Signature

Date

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from July 23, 2019 Meeting**

Approved by: BRILLA BOARD

Date: August 20, 2019

Agenda:

Date: July 23, 2019	
Time:	12:00 – 12:45 PM EST
Location:	In Person: 441 E 148 th St, Bronx, NY 10451 Call In: 646-558-8656 Pin: 5510778257
Participants:	Board: Charles Bozian, Bro. Brian Carty, Eric Eckholdt, James Jones, Rick Ramirez, and Stephanie Saroki de Garcia School Staff: Kelsey LaVigne, Reyes Claudio CMO Staff: Luanne Zurlo, Matt Salvatierra, Yeime Valle, Michael Carbone, Jolleen Wagner, Navil Acevedo, Isabel Peñafiel, Trevor Sorensen, and Danielle Schirripa 4th Sector Solutions: Bob Keogh and Kyle Pellerin
Apologies:	Mary O’Grady and Elena Sada

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of June Minutes	Chair	12:00-12:01
2	June Finance Update	Keogh	12:01-12:05
3	MAP Results	LaVigne	12:06 - 12:16
4	Culture	LaVigne	12:17 - 12:37
5	Character	LaVigne	12:38-12:39
6	Shine Awards	LaVigne	12:40-12:41
7	Executive Session	Chair	12:42

Proceedings:

- The meeting was called to order by Chair at 12:00 PM.

Item 1. Approval of June Minutes

- Mrs. Saroki de Garcia motioned to approve the minutes from the June meeting.
- After being seconded, the amended minutes from the June meeting were unanimously approved.

Item 2. June Finance Update

- Mr. Keogh provided an update of Brilla’s financial status as of June.

Item 3. MAP Results

- Mrs. LaVigne presented the results from MAP.
- Mrs. LaVigne discussed the plans for growth in order to sustain continuous improvement.
- Mr. Carbone mentioned that the third grade literacy curriculum is under revision in order to leverage the transition between second and third grade standards.
- Mr. Carbone indicated that there will be a strategic focus in the next 18 months on increasing the average percentile to the rate which MAP considers to be college and career ready. Based on this year’s positive results, he noted the feasibility of this goal.

Item 4. Culture

- Before presenting the results from the Gallup Q12 Survey, Mrs. LaVigne explained that, in line with Brilla’s mission, there are non-academic benchmarks that Brilla aims to meet. One of these benchmarks related to culture is for Brilla to score a mean ranking within the 75th percentile among other non-profits on the Gallup Q12 Survey.
- Ms. Zurlo contextualized the presentation of Culture and Character by explaining that this was the first round of presenting the results around two of the four pillars (Academic, Character, Culture, and Classical).
- In an attempt to meet the target goal for the upcoming school year, Mrs. LaVigne discussed strategic action steps that will be taken in order to address weaknesses revealed by the survey.
- Mrs. LaVigne next presented a summary of the exit interview data.

Item 5. Character

- In the interest of time, the Chair proposed to postpone the presentation of Character until next month.

Item 6. Shine Awards

- Mrs. LaVigne explained the importance of the Shine Awards for the Brilla community.

Item 6. Executive Session

- The Chair motioned to move into Executive Session to discuss the performance of Superintendent of Schools. The motion passed unanimously.
- To conclude the meeting, there was a motion to exit Executive Session and resume Public Session.
- The meeting was adjourned at the onset of the Public Session at 12:45 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from August 20, 2019 Meeting**

Approved by: BRILLA BOARD

Date: September 24, 2019

Agenda:

Date: August 20, 2019	
Time:	12:06 – 12:45 PM EST
Location:	In Person: 441 E 148 th St, Bronx, NY 10451, Large Conference Room Call In: 646-558-8656 Pin: 5510778257
Participants:	Board: Charles Bozian, Eric Eckholdt, James Jones, Mary O’Grady, Elena Sada, and Stephanie Saroki de Garcia School Staff: Ali Apfel, Zoranlly Castillo, Reyes Claudio, Matthew Larsen, and Kelsey LaVigne CMO Staff: Michael Carbone, Brett Chappell, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh and Kyle Pellerin
Apologies:	Bro. Brian Carty and Rick Ramirez

Item No.	Agenda Item	Person Responsible	Length (Time)
1	July Financial Update	Keogh	12:07-12:11
2	Executive Update	Zurlo	12:12-12:18
3	Character Initiatives	LaVigne	12:19 - 12:26
4	Strategic Priorities	LaVigne	12:27 - 12:35
5	Onboarding	LaVigne	12:35-12:36
6	Approval of July Minutes	Chair	12:37-12:38
7	Approval of Lease	Salvatierra	12:39-12:44

Proceedings:

- The meeting was called to order by Chair at 12:06 PM.

Item 1. July Financial Update

- Mr. Keogh provided an update of Brilla’s financial status as of July.

Item 2. Executive Update

- Ms. Zurlo told the board that classes began on August 14 after many weeks of planning over the summer.
- After explaining that Brilla has met its target enrollment goals, Ms. Zurlo shared the network's three strategic priorities for the 2019-2020 school year. The strategic priorities for the Network are growth, shared Brilla understanding, and sustainability.

Item 3. Character Initiatives

- Mrs. LaVigne explained that Character Initiatives is the benchmark for which Brilla is receiving the most attention from external stakeholders due to its success.
- Mrs. LaVigne shared the results from an assessment tool that asked parents to evaluate their children on the four core virtues and three related social and emotional competencies.
- After explaining action steps that were implemented in order to improve scores, Mrs. LaVigne expressed optimism in reaching the Network-wide goal of having more than 75% of parents report that their children meet or exceed 5 out of 7 character benchmarks this school year.

Item 4. Strategic Priorities

- Mrs. LaVigne explained that each year, Brilla Schools attempts to target two or three high-impact priorities in order to better embody the mission of the schools. This year, the priorities surround sophisticated collaboration and classical education initiatives.

Item 5. Onboarding

- Mrs. LaVigne shared some highlights from the two weeks of onboarding of Brilla staff.

Item 6. Approval of July Minutes

- Mr. Jones motioned to approve the minutes from the July meeting.
- After being seconded, the amended minutes from the July meeting were unanimously approved.

Item 7. Approval of Lease

- Mr. Salvatierra explained that the lease for 600 E. 156th Street (future home to Brilla Veritas starting in Summer 2020) required additional approval from Civic Builders and Phipps Housing. He reminded the board that Seton and Brilla were updating leases in order to centralize building operation responsibility to Seton as the landlord. He then presented the updated lease for board approval.
- Mrs. Saroki de Garcia recused herself from the discussion and left the meeting at 12:43 PM.
- At 12:44 PM, Mr. Bozian motioned to approve the lease. Upon being seconded, the amended lease was unanimously approved.

- Upon being duly motioned and seconded, the meeting was adjourned at 12:45 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from September 24, 2019 Meeting**

Approved by: BRILLA BOARD

Date: OCTOBER 22, 2019

Agenda:

Date: September 24, 2019	
Time:	12:03 – 12:45 PM EST
Location:	In Person: 441 E 148 th St, Bronx, NY 10451, Large Conference Room Zoom: https://zoom.us/j/8266126190 Call In: 646-558-8656 Pin: 8266126190
Participants:	Board via video: Charles Bozian, Bro. Brian Carty, Eric Eckholdt, Mary O’Grady, Elena Sada, and Stephanie Saroki de Garcia Board via call-in: Rick Ramirez School Staff: Ali Apfel, Zoranlly Castillo, Reyes Claudio, Matthew Larsen, and Kelsey LaVigne CMO Staff: Michael Carbone, Brett Chappell, Matt Salvatierra, Danielle Schirripa, Trevor Sorensen, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh
Apologies:	James Jones

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of August Minutes	Chair	12:03 - 12:06
2	August Finance Update	Keogh	12:07 - 12:12
3	Resolution To Approve Amended By-Laws	Chair / Zurlo	12:13 - 12:17
4	Resolution To Approve Darla Romfo to the Board of Directors	Chair / Zurlo	12:18 - 12:20
5	State Exam Data	Carbone / LaVigne	12:21 - 12:42
6	First Day of School	Zurlo	12:42-12:45

Proceedings:

- The meeting was called to order by Chair at 12:03 PM.

Item 1. Approval of August Minutes

- Mrs. O’Grady motioned to approve the minutes from the August meeting.

- After being seconded, the amended minutes from the August meeting were unanimously approved.
- Additionally, notes from the September Academic Committee meeting and notes from the September Finance Committee meeting were reviewed and filed.

Item 2. August Finance Update

- Mr. Keogh provided an update of Brilla's financial status as of August.

Item 3. Resolution To Approve Amended By-Laws

- Ms. Zurlo walked the board through the proposed amendments to the by-laws.
- Mr. Bozian motioned to approve the amended by-laws.
- After being seconded, the amended by-laws were unanimously approved by Brilla's Board of Directors and subjected to the approval of State University of New York Board of Trustees.

Item 4. Resolution To Approve Darla Romfo to the Board of Directors

- Mr. Eckholdt and Ms. Zurlo shared some biographical information about Ms. Darla Romfo.
- Ms. Sada motioned to approve the installment of Ms. Romfo to the Board of Trustees for Brilla College Preparatory Charter Schools.
- Upon being seconded, the board unanimously appointed Ms. Romfo to a term of three years pending the approval of State University of New York Board of Trustees.

Item 5. State Exam Data

- Mrs. LaVigne reminded the board of Brilla's target goal on the state exam. After sharing that Brilla improved from 51% proficiency to 60% proficiency in ELA and stayed the same at 62% proficiency in Math, she explained how Brilla's performance compares to the performances of other schools.
- Mr. Carbone walked the board through a more in-depth analysis of the results, highlighting the performance of particular sub-populations.
- After sharing that the strategic focus on literacy last year bore fruit in terms of results on the state exam, Mr. Carbone told the board that greater focus on math is warranted across all grade-levels.

Item 6. First Day of School

- Ms. Zurlo shared some highlights from the first day of school.
 - Ms. Zurlo also told the board that she will provide a thorough update on the status of fundraising opportunities at the next in-person board meeting in October.
-
- Upon being duly motioned and seconded, the meeting was adjourned at 12:45 PM.
 - Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from October 22, 2019 Meeting**

Approved by: BRILLA BOARD

Date: November 19, 2019

Agenda:

Date:	October 22, 2019
Time:	5:07 – 6:16 PM EST
Location:	In Person: Brilla Veritas Elementary School, 338 E. 146 th Street Bronx, NY Zoom: https://zoom.us/j/8266126190 Call In: 646-558-8656 Pin: 8266126190
Participants:	Board members in person: , Eric Eckholdt, James Jones, and Stephanie Saroki de Garcia Board members via video: Mary O’Grady and Rick Ramirez School Staff: Ali Apfel, Zoranly Castillo, Matthew Larsen, and Kelsey LaVigne CMO Staff: Michael Carbone, Matt Salvatierra, Danielle Schirripa, Trevor Sorensen, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh Other: Fr. Pablo González, Brooke Lane and Jennifer Lane
Apologies:	Charles Bozian, Brother Brian Carty, Darla Romfo, and Elena Sada

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Special Presentation: How We Improved Middle School Scores	Larsen	5:07—5:26
2	Approval of September Minutes	Chair	5:27—5:28
3	September Financial Update	Keogh	5:29—5:31
4	Superintendent Update: Jeff Rutel School Review	LaVigne	5:32—5:40
5	CMO Evaluation Tool	Salvatierra	5:41—6:13
6	Mott Haven Celebration	Zurlo	6:14—6:15
7	Brief Reminders About Real Estate	Salvatierra	6:15—6:16

Proceedings:

- The meeting was called to order by Chair at 5:07 PM.

Item 1. Special Presentation: How We Improved Middle School Scores

- Principal of Brilla College Prep Middle School, Mr. Matt Larsen, oriented the board to the historic performance of the Class of 2025 (current seventh grade) on the state exam. He then proceeded to explain the programmatic changes that contributed to the Class of 2025's improvement on the state exam last year. These changes included an academic intervention block, increase in content preparation and ownership, and more frequent analysis of student data.
- Mr. Larsen then introduced Brooke Lane, a current seventh grader whose score on the state exam meaningfully improved. He then asked Brooke about her experience with the programmatic changes.

Item 2. Approval of September Minutes

- Mr. Eckholdt noted that the draft of the minutes mistakenly recorded Mr. Jones as present at last meeting.
- Pending the edit Mr. Eckholdt mentioned, Mr. Jones motioned to approve the minutes from the September board of directors meeting.
- After being seconded, the amended minutes from the September meeting were unanimously approved.

Item 3. September Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of September.
- Mr. Salvatierra informed the board that the Finance Committee will vote to approve the audit at their October 30th meeting. At the next board of directors meeting in November, the board will be presented with the audit for review.

Item 4. Superintendent Update: Jeff Rutel School Review

- Mrs. LaVigne explained to the board that, every year since its founding, Brilla has hired an external consultant, Jeff Rutel, to observe the schools for one day a year and to provide feedback.
- Mrs. LaVigne shared that Jeff Rutel noted meaningful improvement in pedagogical technique and staff sustainability since last year. The opportunities for growth he suggested include clarifying the vision for exemplary co-teaching and improving academic instruction.
- After the Chair asked the principals for their input regarding the usefulness of the consultant's feedback, Ms. O'Grady shared that there is value in having new external eyes assess the quality of programs.

Item 5. CMO Evaluation Tool

- Mr. Eckholdt prefaced this item by stating that the board hires Seton Education Partners to manage Brilla Public Charter Schools. The CMO Evaluation Tool was developed a few years ago to assess how well Seton Education Partners is fulfilling this task.
- After explaining that this tool is a self-assessment which measures quantitative deliverables, Mr. Salvatierra walked the board through the evaluation tool.
- Ms. Zurlo shared that Brilla staff fill out a survey on the CMO every winter. Mrs. Saroki recommended there be a criterion on the CMO Evaluation Tool regarding feedback from the Brilla staff surveys.
- Mr. Eckholdt proposed that, in the future, there be a third-party review of the CMO evaluation. Additionally, Mr. Eckholdt proposed that, in the future, the board hold a brief discussion with Seton parties recused, in order to discuss the CMO evaluation.

Item 6. Mott Haven Celebration

- Ms. Zurlo shared some highlights from this year's Mott Haven Celebration, an annual block party for Brilla families and the wider community.
- Ms. Zurlo encouraged board members to attend this event next year.

Item 7. Brief Reminders About Real Estate

- Mr. Salvatierra explained that Brilla Veritas Elementary School's current building is not its permanent home. The school will move to its permanent home at 600 E. 156th Street in Summer 2020.
- Mr. Salvatierra reminded the board that the Finance Committee will review the lease and financing of the St. Nicholas of Tolentine building at their October 30th meeting. At the next board of directors meeting in November, the board will vote to approve the lease.

- Upon being duly motioned and seconded, the meeting was adjourned at 6:16 PM.
- After the adjournment of the meeting, the board members went on a tour of Brilla Veritas Elementary School led by Principal Zoranly Castillo. Following the tour, they enjoyed dinner before departing at 7 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from November 19, 2019 Meeting**

Approved by: **BRILLA BOARD**

Date: **December 17, 2019**

Agenda:

Date: November 19, 2019	
Time:	12:00 – 1:23 PM EST
Location:	In Person: 441 East 148 th Street Bronx, NY 10455 Zoom: https://zoom.us/j/8266126190 Call In: 646-558-8656 Pin: 8266126190
Participants:	Board members in person or via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Mary O’Grady, Rick Ramirez, and Stephanie Saroki de Garcia Board members via call-in: Darla Romfo and Elena Sada School Staff: Ali Apfel, Zoranly Castillo, Reyes Claudio, Matthew Larsen, Kelsey LaVigne, Christopher Matesic, Carmen Santos CMO Staff: Ruby Amezquita, Aaron Brenner, Michael Carbone, Brett Chappell, Matt Salvatierra, Danielle Schirripa, Trevor Sorensen, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh Other: Chip Gordon, Eric Grannis, Danielle Tschirhart, Ian Rowe, William Stroud
Apologies:	None

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of October minutes	Chair	12:01 - 12:02
2	October Financial Update	Keogh	12:02 - 12:03
3	FY 2019 Audit	Salvatierra	12:03 - 12:04
4	High School Partnership Discussion	Rowe	12:05 – 12:59
5	Lease and Financing of 2336 Andrews Ave Discussion	Salvatierra	1:00-1:18
6	Resolution To Approve Academic and Business Services Agreement for High School Partnership	Chair	1:18-1:19

7	Resolution To Appoint Stephanie Saroki de Garcia as the Brilla Representative on the Ventoux Board of Directors	Chair	1:20-1:21
8	Resolution To Approve Lease and Financing of 2336 Andrews Ave	Chair	1:22-1:23

Proceedings:

- The meeting was called to order by Chair at 12:00 PM.

Item 1. Approval of September Minutes

- Mrs. Saroki de Garcia motioned to approve the minutes from the October board of directors meeting.
- After being seconded, the minutes from the October meeting were unanimously approved.
- Notes from the October 30th and November 15th Finance Committee meetings were filed.

Item 2. October Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of October

Item 3. FY 2019 Audit

- Mr. Salvatierra informed the board that the audit of Brilla's financials for the fiscal year ending June 30, 2019 was clean with no findings or recommendations. He reminded the board that the finance committee approved the audit at their October 30th meeting.

Item 4. High School Partnership Discussion

- Mr. Rowe, CEO of Public Preparatory Network, provided the board with some background information on Public Preparatory Network. Introducing the Ventoux Partnership High School initiative, he highlighted points of similarity between the Brilla and Public Prep models that make them compatible networks to have a partnership high school. Without requiring Brilla to send a preset number of students to the school each year, Ventoux Partnership High School would provide graduating 8th grade students from both networks a guaranteed seat.
- Mr. Rowe then introduced Eric Grannis, founding board member of the Ventoux Partnership Network, and William Stroud who will be the founding principal.
- Mr. Stroud then described the programmatic elements of the high school. Graduating seniors will complete the requirements to receive an international baccalaureate or an industry credential.
- In response to a question from Ms. Romfo, Mr. Rowe told the board that, by entering into this partnership, Brilla takes on no financial commitment other than the per pupil funding of enrolled high school students and can pull out of the partnership anytime with a two year notice.
- It was noted that the proposed CMO agreement sets a target of each participating school sending 80% of their students. While there is no penalty if this number is not hit, Mr. Grannis stressed the importance of each participating school viewing this high school as a strong option for all of its students.

Item 5. Lease and Financing of 2336 Andrews Ave

- Mr. Salvatierra walked the board through the lease and financing of the 2336 Andrews Ave building in which Brilla Pax and Brilla Caritas will open in August 2020.
- Mr. Salvatierra reminded the board that Mr. Jones, with the involvement of the finance committee as well as the independent legal counsel of Chip Gordon, has led the effort to ensure that the lease is fair and appropriate for the school. Mr. Salvatierra told that board that Brilla engaged Matter Real Estate to conduct a detailed market analysis which confirmed that this deal is fair-market

value and that the negotiation of this lease has taken place at arms length between Seton and Brilla. He also informed the board that the lease will be submitted to SUNY for their review and approval.

- Mr. Salvatierra then described the financing for the building. Brilla will be guaranteeing the loan and co-issuing the mortgage with Seton. These accommodations were ultimately recommended by the finance committee due to the benefits that they afford to Brilla – notably a favorable interest rate that allows Seton to charge below-market lease rates in the early years while the school is growing in enrollment, as well as assure an on-time delivery of the building on a very tight construction schedule. Mr. Salvatierra informed the board that Seton will be refinancing this loan within 5 years, thus nullifying Brilla’s guarantee going forward.

Item 6. Resolution To Approve Academic and Business Services Agreement for High School Partnership

- Mrs. Saroki de Garcia motioned to approve the Academic and Business Services Agreement for high school partnership.
- Upon being seconded, the board unanimously approved the Academic and Business Services Agreement by and between Ventoux Partnership Network, LLC, and Brilla College Preparatory Charter Schools and authorized an application to the Charter Schools Institute by Brilla College Preparatory Charter Schools, which currently is authorized to serve grades K to 8, to amend its charter to serve grades K through 12.

Item 7. Resolution To Appoint Stephanie Saroki de García as the Brilla Representative on the Ventoux Board of Directors

- Mrs. Saroki de García recused herself from the vote, left the meeting, and did not return.
- Mr. Bozian motioned to appoint Stephanie Saroki de García as the Brilla Representative on the Ventoux Board of Directors.
- After being duly seconded, the board unanimously appointed Stephanie Saroki de García to represent the interests of Brilla College Preparatory Charter Schools on the Ventoux Board of Directors.

Item 8. Resolution To Approve Lease and Financing of 2336 Andrews Ave

- All parties affiliated with Seton Education Partners left the meeting to allow for further discussion and a vote on the proposed lease a financing for 2336 Andrews Ave.
 - Mr. Bozian motioned to approve the lease and financing of the 2336 Andrews Ave building.
 - After being duly seconded, the board unanimously approved the lease and financing, approved by Civic Builders, for the 2336 Andrews Ave building.
 - The signed resolution is attached.
-
- Upon being duly motioned and seconded, the meeting was adjourned at 1:23 PM.
 - Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from December 17, 2019 Meeting**

Approved by: BRILLA BOARD Date: January 21, 2020

Agenda:

Date:	December 17, 2019
Time:	12:00 – 12:30 PM EST
Location:	In Person: 441 East 148 th Street Bronx, NY 10455 Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	Board members via video: Charles Bozian, Eric Eckholdt, James Jones, Mary O’Grady, Rick Ramirez, Elena Sada, and Stephanie Saroki de Garcia Board members via call-in: Brother Brian Carty, Darla Romfo School Staff: Ali Apfel, Zoranly Castillo, Reyes Claudio, Matthew Larsen, and Kelsey LaVigne CMO Staff: Michael Carbone, Matt Salvatierra, Danielle Schirripa, Trevor Sorensen, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh
Apologies:	None

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of November minutes	Chair	12:01 - 12:02
2	November Financial Update	Keogh	12:02 - 12:03
3	Brilla Admissions Policy Discussion	Salvatierra	12:03 - 12:04
4	Resolution To Approve Amended Brilla Admissions Policy	Chair	12:05 – 12:59
5	ED Update	Salvatierra	1:00-1:18

Proceedings:

- The meeting was called to order by Chair at 12:01 PM.

Item 1. Approval of November Minutes

- Mr. Bozian motioned to approve the minutes from the November board of directors meeting.

- After being seconded, the minutes from the November meeting were unanimously approved.

Item 2. November Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of November.

Item 3. Brilla Admissions Policy Discussion

- Mr. Salvatierra oriented the board to the proposed changes.
- Ms. Zurlo framed the proposal to eliminate the weighted lottery generator for schools receiving CSP funding by sharing that, according to a session at the New York Charter Center, few other charter networks in the city currently use the weighed lottery generator for schools receiving CSP funding.

Item 4. Resolution To Approve Amended Brilla Admissions Policy

- Mr. Bozian motioned to approve the following resolution:

WHEREAS Brilla College Preparatory Charter Schools wishes to amend its current admissions policy by adding two additional schools (Brilla Pax and Brilla Caritas) and by removing the use of the weighted lottery generator for schools receiving CSP funding;

RESOLVED the Board of Directors of Brilla College Preparatory Charter Schools hereby approved he amended changes to the Brilla Admissions Policy.

- Upon being seconded the amended Brilla Admissions policy was unanimously approved.

Item 5. ED Update

- Ms. Zurlo encouraged all board members to spend a day at Brilla observing classes. She then invited Mr. Eckholdt to share some insights he gleaned from his visit on November 21.
- Mrs. LaVigne shared some updates on school leadership and personnel.
- Mrs. Claudio then gave some updates on student recruitment efforts.
- Before adjourning the meeting, Dr. Sada asked a question around staff development and leadership cultivation to which Mrs. LaVigne and Ms. Zurlo shared some efforts to address current challenges.
- Upon being duly motioned and seconded, the meeting was adjourned at 12:30 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from January 21, 2020 Meeting**

Approved by: BRILLA BOARD

Date: February 25, 2020

Agenda:

Date:	January 21, 2020
Time:	5:03-7:21 PM EST
Location:	In Person: 11 Madison Avenue, Floor 2B Berlin Room, New York, NY 10010 Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	Board members in person: Charles Bozian, Eric Eckholdt, James Jones, Mary O’Grady, Darla Romfo Board members via video: Brother Brian Carty, Elena Sada, and Stephanie Saroki de García School Staff: Ali Apfel, Zoranlly Castillo, Matthew Larsen, and Kelsey LaVigne CMO Staff: Michael Carbone, Brett Chappell, Matt Salvatierra, Danielle Schirripa, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Kyle Pellerin
Apologies:	Rick Ramirez

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Introductions	Zurlo	5:03 – 5:11
2	Approval of December Minutes	Chair	5:12 – 5:14
3	December Financial Update	Pellerin	5:15 – 5:18
4	Superintendent Update	LaVigne	5:19 – 5:42
5	Amended Seton-Brilla CMO Services Agreement Discussion	Salvatierra	5:43 – 6:00
6	Brilla Pax and Caritas Elementary Schools Facility Update	Salvatierra	6:01 – 6:06
7	Executive Session	Saroki de García	6:07 – 7:12
8	Resolution To Approve Amended Ventoux-Brilla Academic and Business Services Agreement	Chair	7:13 – 7:15

9	Resolution To Approve Related Party Transaction with Seton Education Partners	Chair	7:16 – 7:18
10	Resolution To Approve Amended Seton-Brilla CMO Services Agreement	Chair	7:18 – 7:21

Proceedings:

- The meeting was called to order by Chair at 5:03 PM.

Item 1. Introductions

- All who were present introduced themselves and shared how long they have been involved with Brilla.

Item 2. Approval of December Minutes

- Ms. Romfo motioned to approve the minutes from the December board of directors meeting.
- After being seconded, the minutes from the November meeting were unanimously approved.
- Notes from the January 10th finance committee meeting were filed.

Item 3. December Financial Update

- Mr. Pellerin provided an update of Brilla’s financial status as of December.

Item 4. Superintendent Update

- Mrs. LaVigne shared some updates from various mid-year data points that illustrate the overall health of the organization.
- Mrs. LaVigne shared that there remains meaningful interest in daycare options. After listening to input from several directors, Ms. Zurlo shared that she will continue to investigate this matter.

Item 5. Amended Seton-Brilla CMO Services Agreement Discussion

- Mr. Salvatierra walked the board through some proposed changes to the CMO contract.

Item 6. Brilla Pax and Caritas Elementary Schools Facility Update

- Mr. Salvatierra shared that construction is underway to renovate a former archdiocesan building that will house Brilla Pax and Brilla Caritas Elementary Schools starting in August.
- He informed the board that SUNY’s General Council asked the board to clarify some matters in the related party transaction with Seton Education Partners.

Item 7. Executive Session

- The Chair motioned to move into Executive Session to discuss the Ventoux-Brilla Academic and Business Services Agreement during which matters related to the employment history of a corporation and individuals would be discussed. The motion passed unanimously.
- At the end of the discussion, there was a motion to exit Executive Session and resume Public Session.

Item 8. Resolution To Approve Amended Ventoux-Brilla Academic and Business Services Agreement

- Mrs. Saroki de García recused herself from the vote, left the meeting, and did not return.
- Ms. O’Grady motioned to approve the following resolution:

WHEREAS Brilla College Preparatory Charter Schools wishes to enter into an agreement with Ventoux Partnership Network, LLC, a New York not-for-profit corporation to manage a high school serving Brilla's students;

RESOLVED the Board of Directors of Brilla College Preparatory Charter Schools hereby approves the terms and conditions of partnership as described in the amended Academic and Business Services Agreement.

- After being duly seconded, the board unanimously approved the Amended Academic and Business Services Agreement by and between Ventoux Partnership Network, LLC, and Brilla College Preparatory Charter Schools.

Item 9. Resolution To Approve Related Party Transaction with Seton Education Partners

- All parties affiliated with Seton Education Partners recused themselves, left the meeting, and did not return to allow for further discussion and a vote.
- Mr. Jones motioned to approve the following resolution:

That the minutes shall reflect that in authorizing the School to enter into the Sublease for Andrews Avenue and the Guaranty, Environmental Indemnity Agreement and Mortgage in connection with Seton's financing of the project, the Board has found this related party transaction with Seton to be fair, reasonable and in the School's best interest because no other alternatives were feasible or able to offer the financial benefits of this transaction. Specifically:

1) As confirmed by the Matter Realty Analysis, the Sublease rent is reduced and substantially below market in lease years 1-9, with effective savings of approximately \$10 million, and, in lease years 10-35 base rent will be approximately 10% below market. It is therefore unlikely that such favorable rent rates can be found within the geographic area that Pax and Caritas will be serving;

2) Financing from Seton is critical in order to carry out the extensive renovations necessary to fit up any facility into an operational charter school, and the School does not have the resources to independently afford or finance the leasing (or purchase) and renovation of property without its unique partnership with Seton, whose mission is so directly aligned with that of the School; and

3) The Board has been advised that Seton cannot procure the necessary financing for this transaction unless the School executes a Guaranty and co-signs an Environmental Indemnity Agreement, as well as co-signing the Mortgage for the limited purpose of procuring an exemption from the applicable mortgage tax.

- After being duly seconded, the board unanimously approved the related party transaction with Seton Education Partners.

Item 10. Resolution To Approve Amended Seton-Brilla CMO Services Agreement

- Ms. O'Grady motioned to approve the following resolution:

WHEREAS Brilla College Preparatory Charter Schools wishes to amend its current CMO Services Agreement with Seton Education Partners to reflect an increase of services delivered as well as an increase in centralized staff in exchange for an increased fee;

RESOLVED the Board of Directors of Brilla College Preparatory Charter Schools hereby approves the amended changes to the CMO Services Agreement.

- After being duly seconded, the board unanimously approved the amended CMO Services Agreement with Seton Education Partners.
- Upon being duly motioned and seconded, the meeting was adjourned at 7:21 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from February 25, 2020 Meeting**

Approved by: BRILLA BOARD Date: March 24, 2020

Agenda:

Date:	February 25, 2020
Time:	12:00 – 12:55 PM EST
Location:	In Person: 441 East 148 th Street Bronx, NY 10455 Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	Board members via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Mary O’Grady, Rick Ramirez, and Stephanie Saroki de Garcia School Staff: Ali Apfel, Zoranly Burgos, Kelsey LaVigne, Shingi Mutasa, Molly Rippe, Meirelys Ruiz CMO Staff: Michael Carbone, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo 4th Sector Solutions: Bob Keogh
Apologies:	Elena Sada and Darla Romfo

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of January minutes	Chair	12:01 - 12:02
2	January Financial Update	Keogh	12:02 - 12:03
3	Introduction of New Principals	LaVigne	12:03 - 12:18
4	El Camino Presentation	Valle	12:19 - 12:27
5	ED Update	Zurlo	12:28 - 12:55

Proceedings:

- The meeting was called to order by Chair at 12:01 PM.

Item 1. Approval of January Minutes

- Brother Brian motioned to approve the minutes from the January board of directors meeting.
- After being seconded, the minutes from the January meeting were unanimously approved.

Item 2. January Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of January

Item 3. Introduction of New Principals

- Mrs. LaVigne introduced Ms. Rippe who will be the new principal of Brilla College Preparatory Elementary School, Mr. Mutasa who will be the principal of Brilla Pax Elementary School, and Mrs. Ruiz who will be the principal of Brilla Veritas Elementary.
- Ms. Zurlo then shared some biographical information about the board members with the new principals.

Item 4. El Camino Presentation

- Mrs. Valle then shared some information on El Camino, Brilla's partnership after school program.

Item 5. ED Update

- Ms. Zurlo gave a brief update on the political environment as it relates to charter schools.
- Ms. Zurlo then shared Brilla College Prep's SUNY accountability report.
- Mrs. Saroki de García then gave a brief update about the Ventoux Partnership High School.

- Upon being duly motioned and seconded, the meeting was adjourned at 12:55 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from March 24, 2020 Meeting**

Approved by: BRILLA BOARD Date: APRIL 21, 2020

Agenda:

Date: March 24, 2020	
Time:	12:00 – 1:12 PM EST
Location:	Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	<p>Board members via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Mary O’Grady, Elena Sada, and Darla Romfo</p> <p>Board members via phone: Stephanie Saroki de Garcia</p> <p>School Staff: Ali Apfel, Zoranly Burgos, Matthew Larsen, Kelsey LaVigne, Shingi Mutasa, Molly Rippe, Meirelys Ruiz</p> <p>CMO Staff: Michael Carbone, Brett Chappell, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo</p> <p>4th Sector Solutions: Bob Keogh</p>
Apologies:	Rick Ramirez

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of February minutes	Chair	12:01 - 12:02
2	February Financial Update	Keogh	12:02 - 12:06
3	Initial Statement Letter Resolution	Salvatierra	12:07 - 12:08
4	Winter MAP Results	Carbone	12:09 - 12:23
5	COVID-19 Closure Plan	Zurlo	12:24 - 1:17

Proceedings:

- The meeting was called to order by Chair at 12:00 PM.

Item 1. Approval of February Minutes

- Ms. O’Grady motioned to approve the minutes from the January board of directors meeting.
- After being seconded, the minutes from the February meeting were unanimously approved.

- Minutes from the March 10 Academic Committee Meeting were filed.

Item 2. February Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of February

Item 3. Initial Statement Letter

- Ms. O'Grady motioned to approve the initial statement letter.
- After being seconded, the initial statement letter was unanimously approved.

Item 4. Winter MAP Results

- Mr. Carbone shared the results from the NWEA Winter Exam. He then spoke about some of the measures in place to improve performance.

Item 5. COVID-19 Closure Plan

- Ms. Zurlo then walked the board through the COVID-19 Closure Plan. She discussed the plan for remote learning and the distribution of technology and emergency supplies.
- Mr. Salvatierra then discussed some of the potential long-term effects of the closure on facilities.
- Mr. Chappell then spoke about the how the closure has affected talent acquisition and some of the plans in place to ensure that Brilla is fully hired for the next school year.
- Mrs. Claudio provided on update about how the closure affects student enrollment and the lottery.

- Upon being duly motioned and seconded, the meeting was adjourned at 1:12 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from April 7, 2020 Meeting**

APPROVED BY: BRILLA BAORD

DATE: APRIL 21, 2020

Agenda:

Date:	April 7, 2020
Time:	1:34 – 1:51 PM EST
Location:	Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	<p>Board members via video: Charles Bozian, Brother Brian Carty, James Jones, Mary O’Grady, Elena Sada, and Darla Romfo</p> <p>Board members via phone: Stephanie Saroki de Garcia, Eric Eckholdt</p> <p>CMO Staff: Matt Salvatierra, Danielle Schirripa, and Luanne Zurlo</p>
Apologies:	Rick Ramirez

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Paycheck Protection Program Loan Discussion	Salvatierra	1:34 – 1:49
2	Resolution To Approve Paycheck Protection Program	Chair	1:50 - 1:51

Proceedings:

- The meeting was called to order by Chair at 1:34 PM.

Item 1. Paycheck Protection Program Loan Discussion

- Mr. Salvatierra discussed Brilla’s application for the paycheck protection program loan.
- The board members then asked questions about the loan.

Item 2. Resolution to Approve Paycheck Protection Program

- Ms. O’Grady motioned to approve the below resolution:

Incurrence of indebtedness under the Paycheck Protection Program under Title I of the CARES Act of 2020

WHEREAS, the Board has determined that current economic uncertainty makes a loan request under the Paycheck Protection Program under Title I of the Coronavirus Aid, Relief and Economic Stimulus Act of 2020 (the “CARES Act”) necessary to support the ongoing operations of the Organization.

WHEREAS, the Board deems it necessary, desirable, and in the best interests of the Organization, for the Organization to incur indebtedness under the CARES Act in an amount not to exceed One Million Seven Hundred Ninety Five Thousand Two Hundred Fourty-One Dollars (\$1,795,241) (the “PPP Loan”).

RESOLVED, that Board of the Organization does, and hereby approves of the incurrence by the Company of the PPP Loan in accordance with the CARES Act and all applicable laws; provided that the proceeds thereof are used for the purposes expressly set forth in, and permitted under, the CARES Act and the regulations issued in connection therewith.

General Authorization

RESOLVED, that the Board of the Organization hereby authorizes and directs the Chief Financial Officer/Chief Operating Officer and/or the Chair of the Board of Trustees of the Organization (each an “Authorized Person”), jointly and severally, in the name and on behalf of the Organization, to execute and deliver all such notes, agreements, certificates, documents, instruments and notices and to take all other actions and pay any such fees as either Authorized Person, in his sole discretion, may deem necessary or appropriate in order to carry out and effect the foregoing resolutions and actions, and hereby ratifies and confirms any and all such actions.

- After being seconded, the resolution was unanimously approved.
- Upon being duly motioned and seconded, the meeting was adjourned at 1:51 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from April 21, 2020 Meeting**

Approved by: BRILLA BOARD Date: MAY 19, 2020

Agenda:

Date: April 21, 2020	
Time:	12:00 – 12:53 PM EST
Location:	Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	<p>Board members via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Mary O’Grady, Rick Ramirez, Elena Sada, and Darla Romfo</p> <p>Board members via phone: Stephanie Saroki de Garcia</p> <p>School Staff: Ali Apfel, Zoranly Burgos, Reyes Claudio, Stephanie Frias, Matthew Larsen, Shingi Mutasa, Molly Rippe, Meirelys Ruiz</p> <p>CMO Staff: Michael Carbone, Brett Chappell, Isabella Gadapee, David Morales, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo</p> <p>4th Sector Solutions: Bob Keogh</p>
Apologies:	None

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of March minutes	Chair	12:01 - 12:02
2	Approval of April 7th Emergency Meeting Minutes	Chair	12:02 - 12:03
3	March Financial Update	Keogh	12:04 - 12:08
4	Lottery Update	Carbone	12:09 - 12:23
5	COVID-19 Updates	Zurlo et. al	12:24 - 12:48
6	Partnership High School Update	Saroki de Garcia	12:48 – 12:53

Proceedings:

- The meeting was called to order by Chair at 12:00 PM.

Item 1. Approval of March Minutes

- Ms. O’Grady motioned to approve the minutes from the March board of directors meeting.
- After being seconded, the minutes from the March meeting were unanimously approved.
- Minutes from the April 7th Finance Committee Meeting were filed.

Item 2. Approval of April 7th Emergency Meeting Minutes

- Mr. Bozian motioned to approve the minutes from the April 7th Emergency Meeting.
- After being seconded, the minutes were unanimously approved.

Item 3. March Financial Update

- Mr. Keogh provided an update of Brilla’s financial status as of March.

Item 4. Lottery Update

- Mrs. Claudio provided an update on Brilla’s enrollment following the annual lottery.

Item 5. COVID-19 Update

- Mr. Salvatierra detailed some of the implications of COVID-19 on Brilla’s financials.
- Mr. Carbone then gave an update on academics and student services.
- Ms. Wagner described the efforts of the Character Initiatives Team to support students and staff during the closure.
- Mrs. Valle gave an update on the Seton Family Support Fund and other efforts to support Brilla families.

Item 6. Partnership High School Update

- Mrs. Saroki de García shared an updated timeline on the Partnership High School initiative in light of COVID-19.
- Upon being duly motioned and seconded, the meeting was adjourned at 12:53 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from May 19, 2020 Meeting**

Approved by: BRILLA BOARD

Date: June 16, 2020

Agenda:

Date: May 19, 2020	
Time:	5:00 – 6:07 PM EST
Location:	Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	<p>Board members via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Mary O’Grady, Rick Ramirez, and Darla Romfo</p> <p>Board members via phone: Stephanie Saroki de Garcia</p> <p>School Staff: Ali Apfel, Zoranly Burgos, Reyes Claudio, Matthew Larsen, Shingi Mutasa, Molly Rippe, Meirelys Ruiz</p> <p>CMO Staff: Ruby Amezquita, Michael Carbone, Brett Chappell, David Morales, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo</p> <p>4th Sector Solutions: Joe Keeney, Kyle Pellerin, and Bob Keogh</p>
Apologies:	Elena Sada

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of April Minutes	Chair	5:01 - 5:02
2	April Financial Update	Keogh	5:03 - 5:04
3	Lottery Update	Claudio	5:05 – 5:17
4	FY21 Budget Presentation	Salvatierra	5:18 - 5:52
5	Resolution To Approve FY21 Budget	Chair	5:53 - 5:54
6	Guest Presentation: Remote Learning from a Teacher’s Perspective	Bielagus	5:55 – 6:07

Proceedings:

- The meeting was called to order by Chair at 5:00 PM.

Item 1. Approval of April Minutes

- Ms. O'Grady motioned to approve the minutes from the April board of directors meeting.
- After being seconded, the minutes from the April meeting were unanimously approved.
- Minutes from the May 12th Finance Committee Meeting were filed.

Item 2. April Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of April.
- Brilla expects to realize cost savings as a result of building closures. But this is partly offset by additional costs related to emergency spending and remote learning.

Item 3. Lottery Update

- Mrs. Claudio provided an update on Brilla's enrollment a month after the annual lottery.
- Brilla's current enrollment numbers are strong with many families still on the waiting list.

Item 4. FY21 Budget Presentation

- Mr. Bozian, the Finance Committee Chair, remarked that the Finance Committee reviewed the budget at a recent meeting and recommends it for board approval.
- Mr. Salvatierra provided an overview of the revenue and expense drivers and assumptions as well as explained any changes made to the budget in light of per pupil funding forecasts.

Item 5. Resolution To Approve FY21 Budget

- Ms. O'Grady motioned to approve the following resolution:
WHEREAS the By-Laws of Brilla College Preparatory Charter Schools require the approval of the Board of Directors for Annual Budgets

RESOLVED the Board hereby approves the FY21 Budget as recommended by the Finance Committee
- After being seconded, the FY21 budget was unanimously approved.

Item 6. Guest Presentation: Remote Learning from a Teacher's Perspective

- Mr. Brandon Bielagus, 6th grade ELA teacher at Brilla College Prep Middle School, described his experience with remote learning.
- Members of the board then asked him questions about student learning and engagement.
- Upon being duly motioned and seconded, the meeting was adjourned at 6:07 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

**Brilla College Preparatory Charter Schools (“Brilla”)
Board of Director Meeting Minutes from June 16, 2020 Meeting**

Approved by: BRILLA BOARD

Date: JULY 21, 2020

Agenda:

Date: June 16, 2020	
Time:	12:05 – 12:42 PM EST
Location:	Zoom: https://zoom.us/j/6144582011 Call In: 646-558-8656 Pin: 6144582011
Participants:	<p>Board members via video: Charles Bozian, Brother Brian Carty, Eric Eckholdt, James Jones, Rick Ramirez, and Darla Romfo</p> <p>School Staff: Kelsey LaVigne, Ali Apfel, Zoranly Burgos, Reyes Claudio, Matthew Larsen, Shingi Mutasa, Molly Rippe, Stephanie Frias, and Meirelys Ruiz</p> <p>CMO Staff: Ruby Amezquita, Michael Carbone, Brett Chappell, David Morales, Matt Salvatierra, Danielle Schirripa, Yeime Valle, Jolleen Wagner, and Luanne Zurlo</p> <p>4th Sector Solutions: Joe Keeney and Bob Keogh</p>
Apologies:	Elena Sada, Mary O’Grady, and Stephanie Saroki de Garcia

Item No.	Agenda Item	Person Responsible	Length (Time)
1	Approval of May Minutes	Chair	12:06 - 12:07
2	May Financial Update	Keogh	12:08 - 12:10
3	Resolution: Board Term Renewal	Chair	12:11 – 12:13
4	Financial Dashboard	Salvatierra	12:14 - 12:18
5	Operational Dashboard	LaVigne	12:19 - 12:25
6	ED Update	Zurlo	12:26 – 12:35

Proceedings:

- The meeting was called to order by Chair at 12:05 PM.

Item 1. Approval of May Minutes

- Brother Brian motioned to approve the minutes from the May board of directors meeting.
- After being seconded, the minutes from the May meeting were unanimously approved.

Item 2. May Financial Update

- Mr. Keogh provided an update of Brilla's financial status as of May.
- Brilla received a Paycheck Protection Program loan in early May and plans to use the loan over 10 weeks to cover payroll costs.

Item 3. Board Term Resolution

- Mr. Eckholdt told the board about Mr. Ramirez's tenure.
- Mr. Ramirez abstained from voting for his renewal.
- Brother Brain motioned to approved the following resolution:

WHEREAS the by-laws of Brilla College Preparatory Charter Schools require board members to renew their. Terms periodically;

RESOLVED the board hereby established to renew the three-year term of board service for board member Richard Ramirez.

- After being seconded, the board term renewal of Mr. Ramirez was unanimously approved.

Item 4. Financial Dashboard

- Mr. Salvatierra walked the board through some metrics to evaluate the overall health of Brilla's finances.
- He explained that, during growth years, he and the Finance Committee will continue to ensure that Brilla meets the lease service coverage ratio.

Item 5. Operational Dashboard

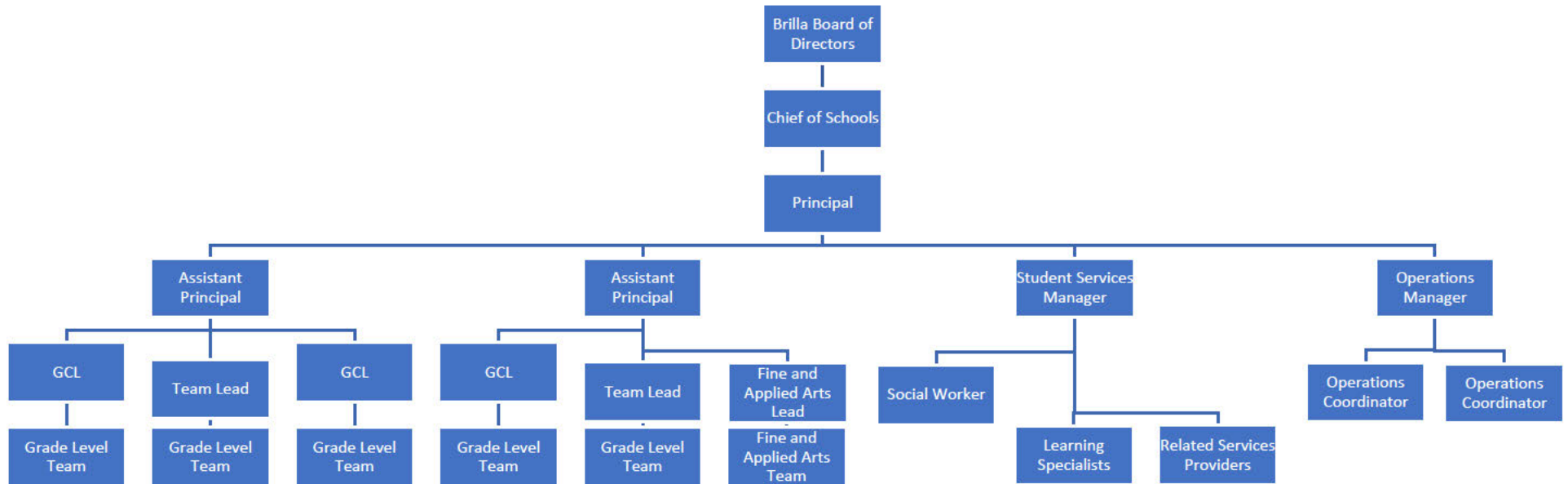
- Mrs. LaVigne shared data on student demographics and attendance rates. She noted that virtual attendance during coronavirus closure has remained high and is comparable to attendance rates during normal, in-person school.

Item 6. ED Update

- Ms. Zurlo updated the board on Brilla's response to George Floyd killing.
- Upon being duly motioned and seconded, the meeting was adjourned at 12:42 PM.
- Minutes submitted by Ms. Danielle Schirripa on behalf of Mr. Rick Ramirez, Board Secretary.

Brilla Charter Schools

Sample School Level Org Chart



*Note that this represents a sample, fully-enrolled elementary school org chart. Specific school org charts will vary by school.



2020 – 2021 Brilla Master Family School Calendar

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2020						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

31-4 Remote Learning
8 First Day of School

12 Professional Development
13-14 Remote Learning
30 Professional Development

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

24-27 Thanksgiving Break

21-31 Winter Break

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Winter Break
18 MLK Day
29 Professional Development

15-19 Mid-Winter Break

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 Professional Development

5-9 Spring Break
23 Professional Development

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

May 2021						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28-31 Memorial Day

25 Last Day of School

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

■ No School

■ Remote Learning

■ Half Days



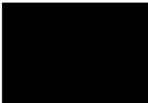
FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857

CHURCH OF ST PIUS

413 E 144 ST
BRONX, NY 10454

BLDGS DEPT APPL. NO:



ACCOUNT NUMBER:

DATE OF APPROVAL: 06/22/13

DATE OF INSPECTION: 06/22/13

INSPECTOR NAME: A. CHTOKALOV

PLAN NUMBER:

FLOOR(S) INSPECTED: FLS: C,1-4,RF

PREMISES	BOROUGH
413 E 144 ST	BRONX

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI, NON-SPK)FAS*****29 NYC Admin. Code § FC 104.2

MAN / SSC / COC*****

CO DETECTION SYSTEM*****

MDL, HICKSVILLE/NY*****

Sincerely,

Chief of Fire Prevention
City of New York



06/27/13 28792,4



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MAN / SSC / COC*****

CO DETECTION SYSTEM*****

MDL, HICKSVILLE/NY*****

Sincerely,

Chief of Fire Prevention
City of New York

06/27/13 28792,4

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF BROOK , CITY OF NEW YORK MO

No. [REDACTED]

Date MAY 27 1954

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C.26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. [REDACTED]

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at
500-506 Courtlandt Ave. through to 8789-93 Third Ave.

Block **2327** Lot **31**

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

Permit No. **666-49**

Construction classification— **Nonfireproof**

Occupancy classification— **PUBLIC**

Height **2 Stys. & Cellar** stories, **25** feet.

Date of completion— **5-2-54**

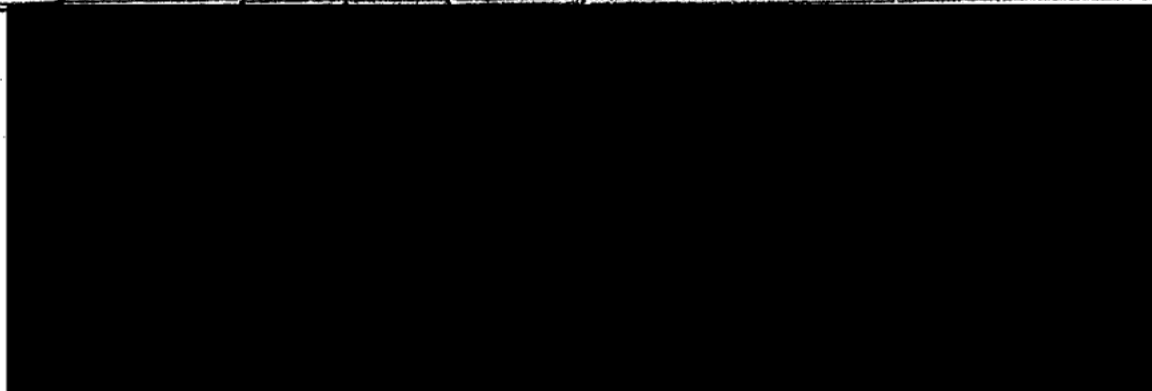
Located in **Residence** Use District.

1 Area, **Class 1 1/2**. High Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here.)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	



NOTE: Fire Dept. Permit #000015 issued 2-23-53 for a 500 gallon fuel oil tank.

NOTE: Fire Dept. approval of Interior Fire Alarm System and Fire Extinguishing Equipment received.

ONING, O. K.
 MAY 27 1954

[Signature]

Borough Superintendent

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition, nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary" it is applicable only to those parts of the building indicated on its face, and pertains to the legal use and occupancy of each such part of the building. It is subject to all the provisions and conditions applying to a final occupancy certificate, it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that no information and belief since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code or that would necessitate compliance with some special requirement or with the Base Law or any other law or ordinance, that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 240F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

1946 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.



Buildings

April 04, 2013 - Amended
June 08, 2012

Robert D. LiMandri
Commissioner

Raymond Plumey, FAIA
Deputy Borough
Commissioner

1932 Arthur Avenue
Bronx NY 10457
www.nyc.gov/buildings

718 579 6929 tel
718 579 6767 fax

Applicant: Linda Suli
226 East Merrick Road
Valley Stream NY 11580

Owner: Roman Catholic Church of Saint Pius
420 East 145 Street
Bronx NY 10454-1077

Agency: Archdiocese of New York
1011 1st Avenue
New York NY 10022

Re: 414, 416, 420 East 145 Street &
413 East 144 Streets
Block 2289, Lots 12, 13, 15 & 75
Zoning District R6
Bronx

Dear Ms. Suli:

This is in response to your request dated April 12, 2012 for a Letter of No Objection (LNO) at 414, 416, & 420 East 145 Street & 413 East 144 Street for educational/church use. There are no Certificates of Occupancy (CO) for these addresses. However, other Department of Buildings (DOB) records from the Block and Lot folder indicate that a church and two ancillary structures were built at this exact location in the 1920's. A convent and teachers dwelling was built on lot 12 per NB 1520 of 1925. A 1-story church is indicated on lot 13 per BN 186 of 1928, and a 4-story rectory is indicated on lot 15 per NB 1521 of 1925, and Alt. 254 of 1961. In addition, the Department of Finance (DOF) indicates a convent on lot 12 under code M4, a church on lot 13 under code M1 and a miscellaneous dwelling under code A9.

Therefore, the Department of Buildings (DOB) has **no objection to educational and church use at 414, 416, & 420 East 145 Street & 413 East 144 Street.**

If this building is hereafter altered or its use changes an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be issued pursuant to the NYC administrative construction codes Chapter 1, Article 118.

I trust this information has been of assistance to you.

Sincerely,

Raymond Plumey, FAIA
Deputy Borough Commissioner

NYCTM



Buildings

PLACE OF ASSEMBLY CERTIFICATE OF OPERATION

Certificate Number: [REDACTED]

Borough: *BRONX*

Premises Address: *413 EAST 144 STREET*

Block/Lot: [REDACTED]

Issued On: *08/21/2015*

BIN: [REDACTED]

Related NB/A1 Job No: [REDACTED]

Name of Establishment: *ST. PIUS V SCHOOL*

Floors: *BAS*

Occupancy Classification and Description:

Number of Persons

[REDACTED]

This certificate authorizes occupancy of the premises as a place of assembly for one year after its issuance, and thereafter, only for periods of time during which there is in effect a New York City Fire Department place of assembly permit, unless suspended, revoked, or superseded. This certificate is subject to the strict observance of the laws, rules and regulations enacted for the protection of the public in such places of assembly. Approved seating plans must be kept on premises at all times.

Borough Commissioner: *[Signature]*

Commissioner: *[Signature]*

MUST BE POSTED CONSPICUOUSLY AT ALL TIMES