

Application: Children's Aid College Prep Charter School

Drema Brown - dbrown@childrensaidcollegeprep.org
Annual Reports

Summary

ID: 0000000345

Status: Annual Report Submission

Last submitted: Nov 30 2020 05:38 PM (EST)

Entry 1 School Info and Cover Page

Completed Aug 11 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)

CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

a1. Popular School Name

Children's Aid College Prep Charter School

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 #12 - BRONX

d. DATE OF INITIAL CHARTER

6/2011

e. DATE FIRST OPENED FOR INSTRUCTION

8/2012

h. SCHOOL WEB ADDRESS (URL)

<http://childrensaiddcollegeprep.org/>

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

648

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

639

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, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 2 sites
--	--------------

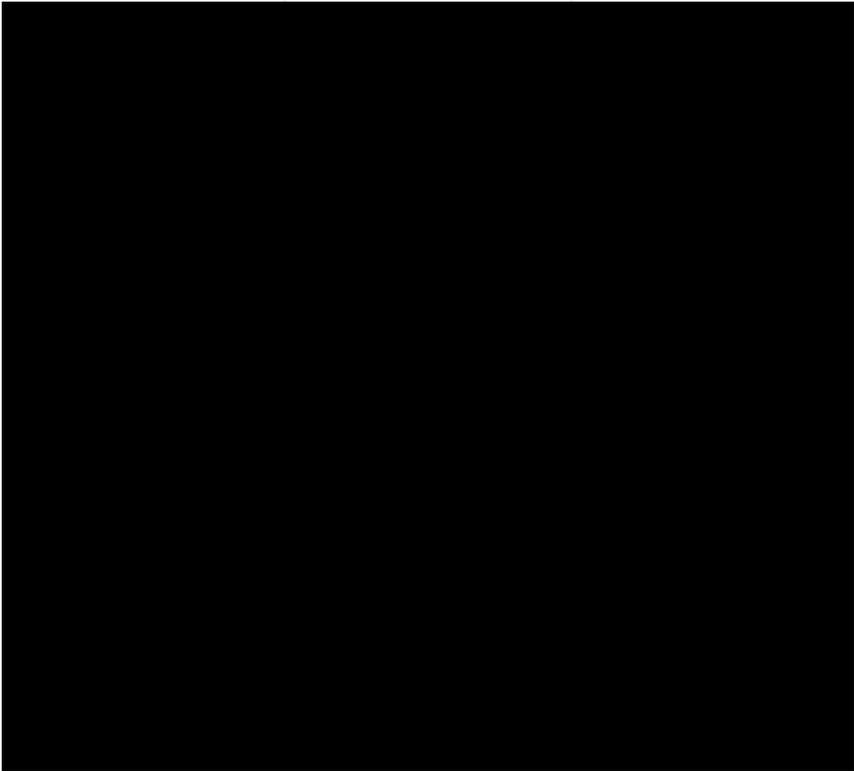
School Site 1 (Primary)

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	1232 Southern Blvd. Bronx, NY 10459	[REDACTED]	NYC CSD 12	K-8	3-5

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Casey Vier			
Operational Leader	Jadid Zorrilla			
Compliance Contact	Drema Brown			
Complaint Contact	Drema Brown			
DASA Coordinator	Michael Williams			
Phone Contact for After Hours Emergencies	Drema Brown			

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)

[Final COO 5.2019.pdf](#)

Filename: Final COO 5.2019.pdf **Size:** 46.6 kB

Site 1 Fire Inspection Report

[Fire inspection report.pdf](#)

Filename: Fire inspection report.pdf **Size:** 196.7 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	1919 Prospect Ave, Third Fl., Bronx, NY 10457	[REDACTED]	NYC CSD 12	6-8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robin Fleshman	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Andre Clarke	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Drema Brown	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Drema Brown	[REDACTED]	[REDACTED]	[REDACTED]
DASA Coordinator	Ashley Brown	[REDACTED]	[REDACTED]	[REDACTED]
Phone Contact for After Hours Emergencies	Drema Brown	[REDACTED]	[REDACTED]	[REDACTED]

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

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	permanent	No		No		Yes

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	Drema Brown
Position	Head of School
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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read 'Drema Brown'.

Signature, President of the Board of Trustees



Date

(No response)

Thank you.



Entry 2 NYS School Report Card

Completed Aug 11 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

CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

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/essa.php?year=2019&instid=800000071164>

Entry 3 Progress Toward Goals

Completed Aug 7 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	ELA: Absolute Measures	NYS ELA Tests Grades 3-8	Unable to Assess	<p>To measure student growth in English Language Arts, CACPCS will utilize the following assessments in ELA during the 2020-21 school year.</p> <p>K-5 Assessment Calendar https://docs.google.com/document/d/15zvBAMEcJuCGWVXhMyrQ9wiize01BxbpmVqfAPQIUus/edit</p> <p>Grade 6-8</p>

				<p>Assessment Calendar</p> <p>https://docs.google.com/document/d/1vufvJBosHTNLYGeKDS0qr3sqLvJ2yl8Q/edit</p>
Academic Goal 2	ELA: Comparative Measures	NYS ELA Tests Grades 3-8 and NYC and CSD 12 comparison data	Unable to Assess	See Goal #1 response above.
Academic Goal 3	ELA: Growth Measures	NYS ELA Tests Grades 3-8	Unable to Assess	See response above for Goal #1.
Academic Goal 4	Math: Absolute Measures	NYS Math Tests 3-8	Unable to Assess	<p>To measure student growth in Math, CACPCS will utilize the following assessments in Math during the 2020-21 school year.</p> <p>K-5 Assessment Calendar https://docs.google.com/document/d/15zvBAMEcJuCGWVXhMyrQ9wiize01BxbpmVqfAPQIUus/edit</p> <p>Grade 6-8 Assessment Calendar https://docs.google.com/document/d/1vufvJBosHTNLYGeKDS0qr3sqLvJ2yl8</p>

				Q/edit
Academic Goal 5	Math: Comparative Measures	NYS Math Tests 3-8 and NYC and CSD 12 comparison data	Unable to Assess	See Goal #4 response above.
Academic Goal 6	Math: Growth Measures	NYS Math Tests 3-8	Unable to Assess	See response to Goal #4 above.
Academic Goal 7	ESSA: Absolute Measure	NYS ELA and Math Tests 3-8	Unable to Assess	See K-8 assessment calendars shared above.
Academic Goal 8	Science	NYS Grade 4 and 8 Science Tests	Unable to Assess	See K-5 and Grades 6-8 assessments above for Science assessment info.
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	Parent Satisfaction	NYC DoE Parent Survey	Unable to Assess	We will utilize the NYC DoE survey when it becomes available in addition to distributing, collecting and analyzing parent survey data from surveys created in-house during the year.
Org Goal 2	Student Retention	Each year, 90 percent of all students enrolled during the course of the year return the following September.	Unable to Assess	We won't know if we have met this goal until the enrollment process is completed during the first few weeks of the new school year.

Org Goal 3	Student Attendance	Each year the school will have a daily attendance rate of at least 95 percent.	Partially Met	<p>ADA between August 2019 to February 2020 was 93%. In the weeks prior to school closure in March, attendance dipped as CACPCS followed public health guidance and communicated to all members of the school community to stay home if sick. Year-end average daily attendance school-wide in 2019 was 95% compared to a year-end average daily attendance rate of 89% for the 2020 school year. Note: attendance tracking policy and procedures changed due to the shift to remote learning.</p>
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.
				<ul style="list-style-type: none"> • CACPCS has nearly 2 times more in assets than in liabilities. CACPCS meets SUNY’s rating of Good in this area. • CACPCS has 177 days of cash on hand. The total

Financial Goal 1	CACPCS is financially viable.	SUNY Fiscal Benchmarks	Met	<p>cash available is the cash available at the end of the quarter and total projected expenses are for the remainder of the full year's budget. Based on SUNY's standards, CAPCS's rating is Excellent in this area and risk is Low.</p> <ul style="list-style-type: none"> • Actual enrollment is 97% of budgeted enrollment. • Total net assets were \$3.6m at the end of Q4. • CACPCS's composite score (weighted reserves, equity and net income) would likely rate it as Fiscally Strong and Low Risk according to SUNY's standards.
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 Nov 30 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-CACPCS_Accountability-Plan-Progress-Report 09152020_Submitted

Filename: 2019 20 CACPCS Accountability Plan Pro Ug9gJXa.pdf Size: 1.1 MB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 11 2020

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.

[M Rumph Signed Disclosure 2020](#)

Filename: M Rumph Signed Disclosure 2020.pdf **Size:** 302.7 kB

[Michelle DeLong 06102020](#)

Filename: Michelle DeLong 06102020.pdf **Size:** 1.2 MB

[Jane Goldman 2020-06-10 2023](#)

Filename: Jane Goldman 2020 06 10 2023.pdf **Size:** 2.1 MB

[Phoebe Boyer 06112020](#)

Filename: Phoebe Boyer 06112020.pdf **Size:** 756.1 kB

[\[Entry 7 Disclosure of Financial Interest Form\] 31564854-trustee-financial-disclosure-cacpcs-7312019](#)

Filename: Entry 7 Disclosure of Financial Intere nj4bqgB.pdf **Size:** 1.3 MB

Entry 8 BOT Membership Table

Completed Aug 11 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.

CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

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	Michelle Delong [REDACTED]	Chair	Executive, Finance, Governance, Learning, Achievement and Evaluation	Yes	3	10/10/2018	10/10/2020	11
2	Beth Leventhal [REDACTED]	Vice Chair	Executive, Finance, Governance, Learning, Achievement and Evaluation	Yes	3	6/30/2019	6/30/2021	11
3	Jane Goldman [REDACTED]	Secretary	Executive, Learning, Achievement and Evaluation	Yes	2	10/10/2018	10/10/2020	9
4	Nina Bershadker [REDACTED]	Treasurer	Executive and Finance	Yes	3	6/30/2019	6/30/2021	11

5	Michelle Rumph [REDACTED]	Trustee/Member	Finance	Yes	1	06/30/2019	06/30/2021	12
6	Phoebe Boyer [REDACTED]	Trustee/Member		Yes	1	10/10/2020	10/10/2020	11
7	Abe Fernandez [REDACTED]	Trustee/Member	Governance, Learning, Achievement and Evaluation	Yes	2	10/10/2018	10/10/2020	10
8	Delois Coleman [REDACTED]	Parent Rep		Yes	4	06/30/2019	6/30/2020	5 or less
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

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 Aug 3 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.

[June 10 2020 BOT Minutes Approved](#)

Filename: June 10 2020 BOT Minutes Approved.pdf **Size:** 889.7 kB

[CACPCS BOT 06102020 Agenda 05132020 Approved Minutes](#)

Filename: CACPCS BOT 06102020 Agenda 05132020 Ap j4vxxvix.pdf **Size:** 891.9 kB

[CACPCS April 1 Bd Minutes Approved](#)

Filename: CACPCS April 1 Bd Minutes Approved.pdf **Size:** 1.0 MB

[CACPCS BOT 04 01 2020 Agenda 03 11 2020 Minutes Board Approved](#)

Filename: CACPCS BOT 04 01 2020 Agenda 03 11 20 zZKma2v.pdf **Size:** 919.0 kB

[CACPCS BOT 03](#)

Filename: CACPCS BOT 03.11.2020 Agenda 02.12.202 PJYnhVt.pdf **Size:** 915.7 kB

[CACPCS BOT 01](#)

Filename: CACPCS BOT 01.08.20 Agenda 12.11.19 Mi zgyS9Ds.pdf **Size:** 741.8 kB

[CACPCS BOT 010820 Meeting Agenda 121119 Minutes Approved](#)

Filename: CACPCS BOT 010820 Meeting Agenda 12111 XBI9peC.pdf **Size:** 821.8 kB

[CACPCS BOT 111319 Meeting Agenda 102319 Minutes Approved](#)

Filename: CACPCS BOT 111319 Meeting Agenda 10231 gL1LxPh.pdf **Size:** 741.8 kB

[CACPCS BOT 091119 Meeting Agenda 081419 Minutes Approved](#)

Filename: CACPCS BOT 091119 Meeting Agenda 08141 Bmtz2re.pdf **Size:** 827.0 kB

[CACPCS BOT 102319 Meeting Agenda 091119 Minutes Approved](#)

Filename: CACPCS BOT 102319 Meeting Agenda 09111 YVNBjKiK.pdf **Size:** 725.9 kB

[CACPCS BOT 081419 Meeting Agenda 073119 Minutes Approved](#)

Filename: CACPCS BOT 081419 Meeting Agenda 07311 8eEFAs6.pdf **Size:** 772.1 kB

[CACPCS BOT 111319 Meeting Agenda 102319 Minutes Approved](#)

Filename: CACPCS BOT 111319 Meeting Agenda 10231 XQYqzoh.pdf **Size:** 741.8 kB

Entry 10 Enrollment & Retention

Completed Aug 11 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.

CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>We canvassed the CSD neighborhoods and the area surrounding both school locations to spread the word about our school and to share the application.</p> <p>We paid for bus shelter signs and signs on buses operating in our local community.</p> <p>Held Open House events.</p> <p>Made several visits to local free Pre-K and Day Care programs at various times of day and throughout the entire enrollment</p>	<p>In addition to continuing the practices used during the 2019-20 school year because they were effective, we will adjust some of our practices based on the impact of COVID-19. For example, we will have to hold virtual open houses and online</p>

	<p>process.</p> <p>Connected with parents of the Children's Aid Early Childhood program at 1232 Southern Blvd.</p> <p>We made connections with other Children's Aid staff to get the word out to their clients about CACPCS, the enrollment process and application deadline.</p>	<p>meetings with families from local programs.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>Visited local programs with high populations of bilingual families.</p> <p>Ensured bilingual staff are present/involved in Open House events for translation and to ensure the event is inclusive of multilingual families.</p> <p>Produced application flyers in multiple languages and post throughout the community.</p> <p>Had current parents of English Language Learners or Multilingual Learners spread the word to their family, friends and other contacts about the school and share application info.</p> <p>Ensured bilingual staff were leading and/or involved in the enrollment process.</p> <p>We encouraged parents of students with special needs to recommend our school to other parents.</p>	<p>In addition to continuing the practices used during the 2019-20 school year because they were effective, we will adjust some of our practices based on the impact of COVID-19. For example, we will have to hold virtual open houses and online meetings with families from local programs.</p>
	<p>Held Open House events during recruitment season which allow potential families to ask</p>	

<p>Students with Disabilities</p>	<p>questions and to learn more about the special education services provided. We described our co-teaching model and the additional social and emotional supports provided via additional social workers and teacher training.</p> <p>We encouraged parents of students with special needs to recommend our school to other parents.</p> <p>We worked with staff at Children's Aid to make connections with staff who may know students with disabilities who would benefit from our school approach.</p>	<p>In addition to continuing the practices used during the 2019-20 school year because they were effective, we will adjust some of our practices based on the impact of COVID-19. For example, we will have to hold virtual open houses and online meetings with families from local programs.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
<p>Economically Disadvantaged</p>	<p>Provided current families with applications for new students (siblings) along with a letter in different languages to begin the enrollment process for the upcoming year.</p> <p>Held a meeting with the parents of the 4 year olds in Children's Aid's Early Childhood program (half of whom were CACPCS siblings).</p> <p>Provided comprehensive student and family supports that were most needed by students and their families via our community school strategy (e.g. social</p>	<p>Continue the same practices used during the 2019-20 school year.</p>

	<p>worker supports, after school and summer enrichment programming, etc.).</p> <p>Provided a high degree of regular support to parents and students during remote learning. Provided remote learning devices and/or hotspots to any family that needed them alleviating some of the burden on families to provide the resources to engage in remote learning.</p>	
English Language Learners/Multilingual Learners	<p>Provided current families with applications for new students (siblings) along with a letter in different languages to begin the enrollment process for the upcoming year.</p> <p>Had bilingual staff in key roles to support strong communication with families and to connect families to one another for on-going support and info-sharing.</p>	Continue the same practices used during the 2019-20 school year and improve the school's website to include translations tools to make information more accessible to multilingual families.
Students with Disabilities	<p>Provided comprehensive student and family supports that were most needed by students and their families via our community school strategy (e.g. social worker supports, after school and summer enrichment programming, etc.).</p> <p>Provided a high degree of communication and strong follow-up with families of students with disabilities to ensure they are receiving the services needed.</p>	Continue the same practices used during the 2019-20 school year.

Entry 12 Percent of Uncertified Teachers

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: CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

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)	11
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)	27
Total Category A: 5 or 30% whichever is less	38.0

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)	1
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)	27
Total Category B: not to exceed 5	28.0

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)	11
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)	27
Total Category C: not to exceed 5	38.0

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	25

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	63



Thank you.

Entry 13 Organization Chart

Completed Aug 7 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.

[OrgChart 2019_20](#)

Filename: OrgChart 2019 20.pdf Size: 207.8 kB

Entry 14 School Calendar

Completed Aug 11 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.

[CACPCS 2020-2021 Calendar](#)

Filename: CACPCS 2020 2021 Calendar.pdf Size: 140.0 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 10 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: **Children's Aid College Prep Charter School**

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)	http://childrensaidcollegeprep.org/sites/default/files/resource/CACPCS Annual Report 2018-2019.pdf
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	http://childrensaidcollegeprep.org/board_minutes
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://childrensaidcollegeprep.org/board-recordings
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=80000071164
4. Most Recent Lottery Notice Announcing Lottery	http://childrensaidcollegeprep.org/sites/default/files/resource/Charter%20School%20Application%2020-2021.pdf
5. Authorizer-Approved DASA Policy	http://childrensaidcollegeprep.org/sites/default/files/resource/DistrictSafetyPlan and EmergencyResponseProcedures BdApproved.pdf
6. District-wide Safety Plan	http://childrensaidcollegeprep.org/sites/default/files/resource/DistrictSafetyPlan and EmergencyResponseProcedures BdApproved.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://childrensaidcollegeprep.org/sites/default/files/resource/Family Handbook 2019-2020.pdf
7. Authorizer-Approved FOIL Policy	http://childrensaidcollegeprep.org/sites/default/files/resource/Family Handbook 2019-2020.pdf
8. Subject matter list of FOIL records	http://childrensaidcollegeprep.org/sites/default/files/resource/Family Handbook 2019-2020.pdf
9. Link to School Reopening Plan	https://docs.google.com/document/d/1vij6KEslaRCDufAa-IS2VJuNncTu0QTVepoC5M4KPtg/edit

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 11 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: Children's Aid College Prep Charter School

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
	639	476	546

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 Participating Students
Running Records (Fountas and Pinnell)	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	142
ANet Interim Assessments (ELA)	✗	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	465
ANet Interim Assessments (Ma	✗	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	445

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](#).



Children's Aid College Prep Charter School

2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By: Drema Brown, Head of School

1919 Prospect Ave. Third Floor, Bronx, NY 10457
1232 Southern Blvd., Bronx, NY 10459



2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Drema Brown, Head of School, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michelle DeLong	Board Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Governance and Finance Committees
Beth Leventhal	Board Vice Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Finance and Governance Committees
Nina Bershadker	Board Treasurer, Chair of the Finance Committee
Jane Goldman	Board Secretary, Chair of the Learning, Achievement & Evaluation Committee
Michelle Rumph	Board Member, Finance Committee Member
Phoebe Boyer	Children's Aid President and CEO, CACPCS Board Member

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

The Children's Aid College Prep Charter School is a Children's Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children's Aid College Prep Charter School (CACPCS) was authorized by the State University of New York (SUNY) Board of Trustees as a K-5 charter school located in CSD 12 in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children's Aid (formerly known as The Children's Aid Society). CACPCS is a Children's Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS's first charter term. In December 2016, the SUNY Trustees granted CACPCS a full five-year renewal of its charter with approval to grow to serve the middle school grades. CACPCS has just begun the fourth year of its second charter term.

CACPCS strives to provide its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. This approach is operationalized through a focus on the following key design elements:

Instructional rigor and a robust academic program characterized by:

- Curriculum aligned with the Common Core State Standards and Next Generation Learning Standards;
- An extended school day and extended school year;

Expanded learning opportunities that include:

- Quality after school programming (4-6 pm) through Children's Aid;
- Connection to quality summer programming through Children's Aid and other community-based partners;
- Thoughtful integration of school day and after school goals evident in youth development and project-based learning experiences through the arts, fitness and nutrition, and STEM and literacy enrichment;

Frequent and purposeful assessment characterized by:

- Academic and co-academic measures to guide the work of all school staff;
- Consistent references to scholar support plans;

Talented and committed professional staff and administrators supported by:

- An educational model grounded in the Thoughtful Classroom school improvement model;
- Effective coaching and professional development strategies grounded in the Thoughtful Classroom Principal and Teacher Effectiveness Framework;

Comprehensive support services that include:

- The efforts of a Community School Director, Assistant Community School Director and a team of

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Life Coaches and youth workers who identify student strengths and needs along four domains (i.e. the academic, social and emotional, health and family) to coordinate and deliver a strategic set of student support programs and services;

- A full range of health, mental health and social services; and
- Continuous support and outreach to provide families with the resources and supports needed to ensure student success.

As a school designed with the community in mind, CACPCS employs a recruitment process designed to create more opportunities for those children who need a school like CACPCS to attend. Specifically, the school's lottery offers additional preferences to special populations of children including those who are living below the state's self-sufficiency standard, English language learners and child welfare-involved youth. Nearly a quarter of CACPCS's students are students with special needs, and as a result, CACPCS has made changes to staff professional development and increased its investments in academic intervention services to improve its program for this particular sub-population of students.

	Children's Aid College Prep ¹					District 12 Comparison (2018-19 Data)
	2015-16	2016-17	2017-18	2018-19	2019-20	
Black	43.5%	46.4%	45.3%	42.8%	41%	24%
Hispanic	51.0%	48.3%	49.5%	52.5%	54%	70%
Asian	1.3%	1.2%	1.8%	1.2%	2%	3%
White	2.0%	1.7%	1.4%	1.5%	1%	2%
Multi-racial or Other	2.3%	2.4%	2.0%	2.0%	2%	0%
ELL	8.5%	4.5%	7.2%	9.5%	10%	21%
IEP	20.3%	19.8%	21.3%	22.0%	22%	25%
Economic Need	84.3%	79.0%	84.7%	76% (86%)		92%
CWI				8%		
STH				9%	8%	15%
Total Enrollment	306	420	503	600	639	

¹ CACPCS's 2019-2020 demographic data tracked internally using ATS.

() NYC DoE 2018-19 School Performance Dashboard using NYC DoE Economic Need index.

CWI and STH data not available for previous years.

District 12 data taken from the NYS District Report Card for 2018-19

While the school’s instructional leaders began the 2019-20 school year with a plan in place to address the decline in overall academic performance of students in Grades 3-8 on the New York State ELA and Math tests, the CACPCS Trustees and Head of School agreed to deepen their exploration of what may be hindering the continuous improvement efforts of the school’s staff and leadership by contracting with an outside organization to conduct a comprehensive school quality review. As a result, the Head of School in collaboration with the Principals and other members of the school’s leadership team, worked closely with a team from **School Works** to plan the site visit that included parent, staff, school leadership and board focus groups, document and data reviews and 27 classroom observations across all grades and all content areas.

The most significant findings of the School Works team were the following:

- Teachers did not consistently provide students with clear learning goals and focused **purposeful instruction**.
- The School Works team observed ineffective or partially ineffective **delivery of focused instruction**. For example, in some of these lessons, content was presented clearly, but lesson objectives were not evident or did not specify a clear learning outcome and only a task (e.g., “I will be able to write...” or “I will be able to solve...”). Additionally, during these classes at times lesson tasks and homework were not aligned with the lesson objective.
- The site visit team observed ineffective or partially ineffective use of **varied instructional strategies**. In these classrooms, for example, most of the lesson was delivered via a single modality such as lecture or video and few students were provided opportunities for self-directed learning such as guided discussions or student-generated projects to expand learned concepts.
- The School Works team also found that while the school was implementing some supports for students who were struggling and at risk, these supports were not meeting the needs of all of these students.
- Across all four of School Works’ indicators for **Purposeful Teaching**, less than half of the lessons observed were Effective according to the site visit team’s standards.

At the end of their four day visit, the School Works team led a prioritization meeting with a group that included school leadership, teachers, staff from Children’s Aid and the Head of School. This group outlined the goal below and developed an action plan in support of this goal. These findings, the prioritization meeting and articulation of a specific goal-related to the findings were extremely instructive to school leadership and helped the leaders further refine their instructional focus for the remainder of the school year.

- **Goal:** Teachers will consistently provide scholars with clear learning goals and focused, purposeful and aligned instruction.
- **Measure(s):** By the end of the year (June 2020), 70% of classrooms will have met the indicators as measured by the observation tool.

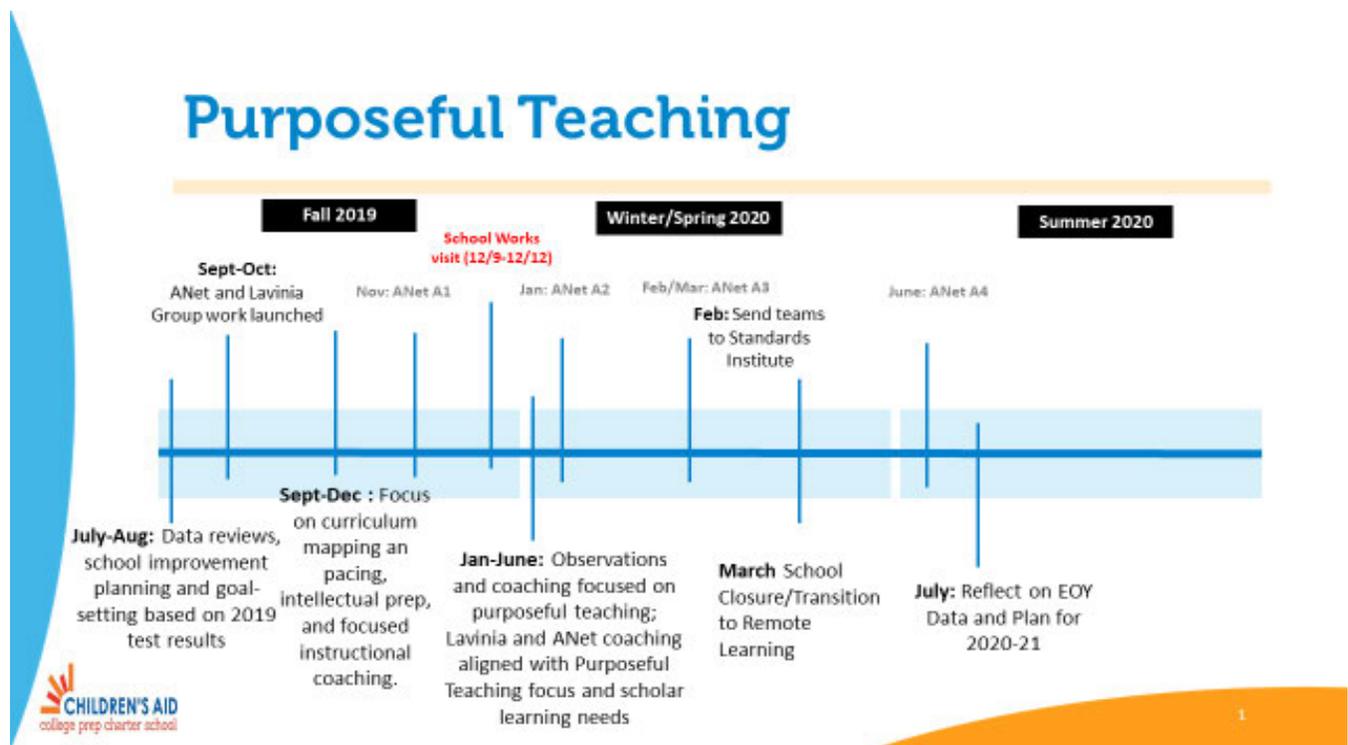
The Head of School and Principals shared School Works’ findings and the resulting school goal and action plan with multiple stakeholders.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

During the month of January, CACPCS’s instructional leadership team baseline-tested an objectives observation tool and observation data tracking tool for collect and review ratings of these observations. The observation tool provided observers with a common set of indicators and a common rating scale for determining how focused, purposeful and aligned each lesson observed was based on those indicators and the rating scale. Instructional Leaders observed 67 lessons across all grades and in the Balance Centers in January alone.

Baseline testing revealed a high degree of consistency across reviewers of the same lessons. Members of the Curriculum Team, a team comprised of the Principals, Academic Deans and full and part-time Instructional Coaches participated in several meetings with the Head of School throughout the baseline testing period to ensure the tool and protocol were being used consistently to determine a lesson’s level of effectiveness based on the criteria outlined in the tool. While the baseline results showed some movement between the Ineffective and Partially Ineffective categories, the tool more importantly showed similar results to the School Works findings indicating a strong likelihood of alignment between our criteria and that of School Works based on best practice.

In short, the instructional leadership team from January-June 2020 focused on a set of lesson planning and instructional competencies that were placed under the label “Purposeful Teaching” as shorthand for all of these competencies. The focus on purposeful teaching continued into the transition to remote learning. The graphic below outlines the timeline of instructional initiatives in support of purposeful teaching during the 2019-20 school year.



Transition to Remote Learning

The COVID-19 crisis and the resulting extended school closure made it necessary for CACPCS to transform its approach to teaching and learning overnight. CACPCS like every other NYC public school had to shift to provide our students with remote access to the instruction and materials they would need to ensure they did not lose all of the academic gains they had achieved earlier in the school year.

In order to navigate the shift from in-person schooling to remote learning, CACPCS had to understand what we needed to begin that would be altogether new in our approach AND what we could leverage from the way we had been operating. The chart below outlines eight areas of practice CACPCS had to acknowledge and adjust its practices around in order to support staff and students during school closure and remote learning from March –June 2020.

1. Relationships

- Positive relationships across the school community prior to this crisis were the foundation for staff, students, parents and caregivers to remain connected despite our physical distance and the impact of the COVID-19 crisis on everyone's lives.

2. Community School Strategy

- Our staffing model and our staff's training in trauma-informed practices allowed us to respond effectively to the daily challenges created by the rapid transition to remote learning under the very difficult circumstances created by the COVID-19 crisis.
- Life Coaches provided ongoing support to families when notified of confirmed cases of COVID-19 or the loss of family members to COVID-19. They provided grief counseling and made referrals to outside resources. Success Mentors connected families with Life Coaches if they were the first to be notified of illness or death in the home.

3. Learning Environment

- Relationships built between staff and parents have allowed communication and collaboration in this area to respectfully support families in making adjustments to the learning environment at home where needed.
- Because our remote learning attendance policies centered on students' submission of assignments, check-ins with Success Mentors were a critical support to our students, their families and the teachers during remote learning. Success Mentors made nearly 3,000 outreach calls to families from March 23-June 22, 2020 in support of students and their parents and caregivers during remote learning.

4. Instruction

- Regular and on-going training opportunities and individual and group support opportunities for parents were key to this shift in responsibilities to parents. Topics ranged from coping strategies to how to navigate SeeSaw. Weekly participation ranged from 20-60 parents per week.
- School leadership developed a set of remote teaching performance indicators to align feedback to teachers with the Thoughtful Classroom instructional framework while also calling out those instructional practices that were most important for student success during remote learning.

5. Learning Experiences

- Some students responded positively to remote learning environment and the different use of time, technology and the transformation of their relationships with adults and peers.

- When asked to complete this statement in June, “Remote learning is. . .”, 53% of the 208 students who responded described remote learning as “okay”, 38% responded “fun”, 37% responded “frustrating”, 32% responded “easy”, 15% responded “hard”.

6. Time

- School staff had to be flexible and understand the challenges for families during this crisis. For example, the student schedule was adjusted from 7:45-4pm to 9-3pm.
- The workday for staff was adjusted from 7:30-4:10 to 8:30-3:30pm in recognition of the need to re-set instructional hours for families managing work from home and supporting remote learning and staff also supporting their own children in remote learning provided by their children’s schools.
- Once live instruction was phased into remote learning in late March (middle school) and late May (elementary school), remote learning required students to participate in 2-3 hrs of live instruction each day followed by another 1-3 hrs of independent work¹.

7. Technology Access

- CACPCS’s incremental investments in technology over the past several years allowed the school to provide a tablet or Chromebook to any student who needed one for remote learning. This created greater equity across the school in this area.
- CACPCS distributed 480 tablets and Chromebooks and 9 Wi-Fi “hotspots” between March-June of 2020.

Prior to school closure on March 16, 2020, the instructional leadership team prepared packets of independent work for each grade level in the event of a two-week closure. Providing families with these packets afforded CACPCS two weeks for staff training and planning in advance of more robust remote learning experiences. Below are some additional notes on our approach to remote learning between March-June 2020.

- *Staff Professional Development:*
 - It is important to note that CACPCS had begun incorporating the use of more educational technology into our instructional repertoire for several years prior to this event. Content coaches from the Lavinia Group and ANet as well as our educational technology consultants, Educate, LLC, worked with each principal to develop and implement professional development plans for their staff. Staff were provided with weekly workshops and coaching from these same coaches, the Academic Deans, Director of SPED and Intervention and the Principals.
 - Our special education teachers and interventionists needed support early in the shift to remote learning in determining which educational technologies and instructional strategies would best support students with a wide range of learning differences and sensory needs or who were reading below grade level.
 - Additionally, we believed our English Language Learners would benefit from ensuring that one teacher in each co-teaching pair had been trained on the tools and instructional strategies that would best support them and we provided Spanish language workshops for parents to provide them with additional support so they could support their children at home.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Technology:
 - Prior to these events, CACPCS had also been making incremental investments in the classroom technology we would eventually utilize to make the transition to remote learning.
- *Staffing:*
 - CACPCS's staffing model is a co-teaching model. Two (2) teachers are assigned to almost all classes bringing the teacher to student ratio to 1:12 in as many instances as possible. During remote learning, this staffing model provided students with greater support and made workloads more manageable for the staff.
- Assessment:
 - The Curriculum Team, facilitated by the Head of School, developed a set of Assessment Principles that guided all decision-making related to assessments and grading.ⁱⁱ
 - CACPCS conducted regular reviews of student work submitted via SeeSaw and Google Classroom during this time. Specifically, the team regularly compared attendance/participation data between Students with Disabilities and English Language Learners with their General Education and monolingual peers at each grade level. This allowed the team to reflect on the impact of remote learning practices on the engagement and participation of these students in real time in order to course correct.
 - In June a major focus of remote learning was the completion of online End of Year (EOY) assessments at all grade levels. In mid-May we began training key instructional and operational staff on the design and technology requirements of the ANet EOY assessments and strategies for conducting running records via live sessions for K-1 students. During the remainder of May, parents and students were trained on these assessments so that in early June these assessments could be administered.
 - By using ANet's EOY ELA assessments students' reading comprehension skills and strategies were assessed using more complex texts while new content taught during remote learning was assessed in Math.
 - By using the fourth assessment in the ANet series of assessments for grades 2-8, CACPCS was able to look at performance across a set of similarly constructed assessments for the year. While some of the technology enhancements of the online assessments could have been challenging and/or confusing for some students, the standards assessed at the end of the year followed an appropriate grade-level progression.
 - CACPCS was also able to compare its students' performance in ELA against the performance of three other schools. No comparison data was available for Math.

As we continued adding new elements to our remote learning experiences for our scholars between March-June 2020, we focused on how remote learning could be affecting more negatively those scholars who were struggling with the overall literacy demands of remote learning or English language demands in the remote learning environment. Below are some data snapshots to illustrate the types of data CACPCS reviewed during remote learning.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

SeeSaw data

- SeeSaw data is provided for each round of data available (two comparable months), and then cumulatively.
- There are some fluctuations in the number of posts per student between the two periods captured. The fluctuations were in part attributable to the phasing in of new remote learning experiences.
- Differences in IEP and ELL performance were negligible.
- The number of family visits increased from 593 in the first period to 1169 in the second period.

Google Classroom (based on data collected from CACPCS devices)

- On average between our 195 middle school scholars signed into Google Classroom between 1,500-2,000 times per day. On average, each of our middle schoolers logged in to Google Classroom about 8 times per day.

Finally, because our remote learning attendance policies centered on scholars' submission of assignments, check-ins with Success Mentors, youth workers focused on mentoring students who have struggled to attend regularly, were a critical support to our scholars, their families and the teachers during remote learning. In addition to proactively supporting those scholars with a significant history of absences, when scholars did not submit their daily assignments and were marked absent by the teacher, a Success Mentor followed up immediately. Nearly 1,120 check-ins occurred in May, for example, to support our scholars during remote learning.

ENROLLMENT SUMMARY

The school's BEDS Day enrollment for each school year is provided in the table below.

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	26	69	66	68	68									297
2016-17	71	72	71	70	74	72								430
2017-18	69	74	71	68	72	73	71							498
2018-19	73	73	75	74	76	74	74	70						589
2019-20	74	75	74	75	73	74	66	68	65					644

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Children's Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

During the summer prior to the 2019-20 school year, the school's leaders reviewed a range of data to confirm plans for the 2019-20 school year. Specifically, school leaders reviewed the following: (1) 2018-2019 NYS ELA overall test results; (2) test result trends over time within grade-level cohorts; (3) test results disaggregated by sub-groups; (4) conducted student-level item analyses of the data; (5) reviewed ELA curriculum and assessment materials across all grades against test items and content; and, (6) reflected on the test results against instructional improvement plans implemented during that school year.

The improvement in performance at Grade 3 in ELA and the two-year improvements at the cohort-level for grades 4 and 7 indicated some strengths in the 2018-19 instructional program and, as a result, the following practices were identified as important to continue in 2019-2020:

- The use of instructional improvement plans focused the elementary and middle school teams on concrete grade-level academic goals and benchmarks supported by coherent literacy plans. These grade level goals were further reinforced by benchmarks set in ELA at each grade level in consultation with the Lavinia Group (our close reading content coaches) and Achievement Network (CACPCS's interim assessment provider and content coach).
- Use of the Understanding by Design framework for curriculum development helped the team create ELA curriculum units that were engaging to scholars while the Lavinia Group worked with instructional leaders and teachers to choose texts for close reading that broadened the types of texts scholars were exposed to and deepened the reading comprehension work. ANet interim assessment items also created opportunities to expose scholars to increasingly rigorous texts throughout the year.
- The Thoughtful Classroom instructional framework promoted common language around quality instruction through the use of research-based instructional practices which were clear and accessible to both novice and veteran teachers. The school's web-based performance evaluation system, Standards for Success (SFS), can also enable transparent communication between instructional leadership and teachers about teacher performance while allowing instructional leaders to identify trends for targeted professional development.
- Increasing the opportunities for scholars struggling to meet grade level standards to receive literacy intervention from teachers trained to deliver evidence-based programs (e.g. Wilson reading interventions and the Fountas and Pinnell Leveled Literacy Intervention) created more opportunities for scholars at Tiers 2 and 3 to receive additional literacy support from teachers with additional training.
- Use of Foundations curriculum in grades K-2 strengthened our early literacy program by providing scholars with a stronger reading and spelling foundation.
- The Lavinia Group's close reading literacy practices were central to reading comprehension and writing improvements at Grade 3 in 2018-19.
- A focus on effective co-teaching strategies and strategies for differentiating instruction at all grade levels provided teachers with strategies for better meeting the needs of their learners.
- New teachers were provided with a formal, structured mentoring experience to more intensively develop their skills.

While performance at Grades 3, 4, and 7 was promising in 2018-2019, CACPCS's overall ELA performance dropped 5 percentage points from 2018. The decline in proficiency in ELA at Grades 4 and 5 and a significant decline in ELA proficiency at Grade 6 indicated a need to focus further on supporting scholars as they transitioned to middle school. The steady decline in overall proficiency across grades and by cohorts in ELA for the last three years also signals the need to look at core elements of our work like the organizational supports that enable quality teaching and learning and increased accountability for instructional improvements. Specific choices made with regards to curriculum, assessments and professional development were also priorities. To improve performance in 2019-2020 CACPCS focused on the priorities outlined below:

Priority 1: ELA curriculum, assessment, instruction and professional development were aligned and supported by the (ANet) and the Lavinia Group proven leaders in the field of standards-based assessment and literacy instruction.

As discussed earlier, our 2019 results revealed skill gaps created across grade-levels and across both fiction and non-fiction texts indicating problems with our curriculum scope and sequence and pacing. As we reviewed our curriculum, it was clear that we continued to dedicate too little time to some standards at certain grade levels and too much time to other standards less frequently tested at specific grade levels. In addition, our assessments (specifically our practice tests were not predictive especially for grades 5-7 (see Table 7).

As a result in 2019-2020 we focused on developing a more aligned curriculum with changes to content pacing, content area coaching, and more strategic lesson plans that focus on small group instruction and other opportunities for differentiated instruction to support all of our scholars. The improvements in the area of curriculum, instruction, assessment and professional development included: (1) a partnership with the Achievement Network, experts in the area of curriculum, instruction and assessments; (2) an expanded partnership with the Lavinia Group to include additional support of guided reading in Grades K-2 and expanded close reading support across grades 3-8; (3) the improved use of data to drive instruction; and (4) strategic professional development.

- We reviewed and updated curriculum scope and sequence documents and pacing guides at each grade level in ELA to address curriculum gaps while aligning with ANet interim assessments selected by school leadership in consultation with ANet.
- The Head of School supervised the work of ANet and the Lavinia Group consultants across both school locations to ensure all contracted supports were implemented as needed.
- Given the identification of the need for better vertical alignment across all grades, time was allocated for the Curriculum Team to improve vertical planning and cross-content planning processes based on assessment results throughout the year.
- The Head of School held principals, Academic Deans, instructional coaches and consultants accountable through observations, regular reviews of students' interim assessment and close reading data.
- Weekly Head of School and principal meetings focused on strategies for better managing coaching cycles and observation data captured in coaching trackers and the web-based teacher evaluation system.
- The Principals led the development and implementation of professional development plans at both schools based on quarterly reviews of teacher evaluation data and reviews of coaching

trackers to ensure professional development was consistent and more strategic based on scholar and teacher strengths and needs.

(1A) Improved use of data to drive instructional improvements

Using ANet’s interim assessments, CACPCS updated its protocols for unpacking ELA standards, identified areas for re-teaching and small group instruction to better support the wide range of needs of our scholars. The instructional leadership of the school received coaching from ANet in order to learn new strategies for leading data-driven instructional improvements across all grade levels.

Furthermore, Principals, supported by our content coaches from ANet and the Lavinia Group implemented instructional plans that featured the following:

- K-5 students received 30-40 minutes of guided reading instruction on a daily basis, and each student had an individual reading goal.
- Close reading instruction occurred at grades 2-8 three times per week to improve reading comprehension and scholars’ ability to construct written responses that reflected their comprehension across a variety of fiction and non-fiction texts.
- Structured word study and vocabulary instruction in all grades continued to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas in grades 6-8.
- CACPCS continued its implementation of a robust independent reading program at both the elementary and middle school, supported by more high quality, high-interest literature and more time during the instructional day for independent reading.

Utilizing results from our interim assessments and practice tests, the Principals and Academic Deans conducted item analyses sessions with teachers using ANet’s data review protocols to continue to support teachers in their daily lesson planning to better meet students’ needs. These frequent reviews of assessments informed instruction and supported teachers’ content/skills development while reinforcing their understanding of power and supporting standards.

(1B) Strategic staff professional development

CACPCS used student assessment data to differentiate staff literacy professional development supported by ANet and the Lavinia group at Grades 2-8. We continued to provide intensive professional development to staff on unpacking the standards, the writing process including strategies for embedding more writing opportunities in other content areas. Given the number of novice teachers at CACPCS, an expanded focus on intellectual preparation and planning for teachers in Grades 3-8 meant having teachers commit to critically reading each text they used with their students prior to lesson planning and lesson delivery.

In addition to intellectual preparation and planning for reading, in grades 6-8, specifically, an increased focus on writing across all content areas and the implementation of “Drop Everything and Write” two mornings per week during advisory was also a focus. Professional Learning Communities and content teams at the middle school further supported the strengthening of teachers’ content area knowledge through reviews of power and supporting standards and through the sharing of instructional strategies between novice and veteran teachers.

CACPCS continued its partnership with Wilson Language Training to support teachers in developing foundational reading skills in our K-2 students and CACPCS expanded its partnership with the Lavinia Group (the architects of Success Academy’s literacy approach) to improve our close reading practices in

grades 2-8. Phonics instruction took place prior to guided reading in grades K-2, so that teachers could make more explicit connections between these two literacy components and the Lavinia Group also provided guided reading support and training to instructional leaders and directly to teachers.

To further support the development of our teachers, CACPCS hired an elementary instructional coach to support a targeted group of teachers while maintaining additional part-time content coaches for grades 6-8 to support the development of our new and novice teachers in those grades.

Priority 2: Improve progress monitoring systems and use of data-driven improvement cycles

For the last several years, CACPCS has been using data collection and analysis tools created internally by school leadership with little support. During the summer of 2019 CACPCS and Children's Aid executed a data-sharing agreement that allowed Children's Aid's Office of Performance Management to provide more direct support to CACPCS. Children's Aid helped CACPCS develop and maintain data tools during remote learning while beginning to support CACPCS's systems for data collection, analysis and reporting processes at the classroom level and school-wide.

Classroom-level and school-level progress monitoring focused on ensuring students were meeting or exceeding academic benchmarks at key points during the year while bi-monthly data review meetings at the Curriculum Team level supported by ANet and the Lavinia Group supported the identification of larger trends across all grades that school leadership worked to address.

Priority 3: Increase the quality of academic interventions, supports for ELLs and special education programs and services

As described earlier, the lack of improvement in the ELA achievement of our scholars struggling to meet grade level standards including Students with Disabilities (SWDs) and English Language Learners (ELLs) pointed to our need to improve the quality of our interventions, to review our intervention curriculum and assessment materials, institute better progress monitoring systems and to increase our staff's capacity to effectively deliver and monitor the impact of these interventions. During the 2019-2020 school year, the following steps were taken:

- The Head of School supervised the Director of Special Education and Intervention to ensure all scholars receiving academic interventions or SPED services are receiving higher quality supports.
- The Director of SPED and Intervention convened the Interventionists and groups of Special Education teachers to review scholar data to monitor progress and identify trends across these students throughout the year.
- The Director of SPED and Intervention developed and implement paraprofessional training on instructional support strategies in addition to behavioral supports to better leverage the efforts of this group of professionals.
- CACPCS added a K-2 Interventionist, maintained a Grade 3-4 Interventionist and a Grade 6-8 Interventionist to make Interventionist caseloads more manageable. The Interventionists focused only on literacy and used evidence-based curricula as required by our Response to Intervention (RtI) approach.
- Additionally, our ELA program focused more intensively on addressing the needs of specific groups of students using the following strategies:

- *Scholars in need of academic additional support* (e.g. new to school, may be in need of additional services, etc.)
 - Ensured consistent implementation of Tier 2 and Tier 3 intervention in reading
 - Ensured reading intervention programs were implemented with fidelity
- *English Language Learners:*
 - Increased visual supports and developed print-rich learning environments
 - Increased vocabulary instruction
- *Students with Special Needs:*
 - Leveraged co-teaching models and student grouping methods
 - Implemented a school-wide system of progress monitoring and data reviews with our Interventionists and groups of SPED teachers led by the Director of SPED and Intervention
 - Implemented assistive technology to support students with language difficulties

Instructional and Organizational Supports

The three ELA improvement priorities outlined in more detail above, required certain organizational supports. These organizational supports included:

- As a result of the School Works feedback it became evident that while the Thoughtful Classroom framework had strengths, it did not provide instructional leaders or teachers with enough clarity about what to look for in those areas labeled as Purposeful Teaching. As a result a tool was developed to observe for meaningful objectives and purposeful teaching to fill the gaps created by the Thoughtful Classroom framework.
- The Head of School and principals prioritized hiring and staffing at the classroom level at the start of the 2019-20 school year. The issues we faced in recruiting and retaining teachers during the previous school year were not as evident at the start of the 2019-2020 school year. We also began the 2019-2020 school year with both Principals and Academic Deans in place.
- The Head of School supported curriculum planning, supervision of instruction and progress monitoring across grades via the Curriculum Team and supervision of the ANet and Lavinia Group consultants.

METHOD

CACPCS administered the following assessments in English Language Arts during the 2019-2020 school year:

- F&P (reading)
- Foundations and Leveled Literacy Interventions assessments
- ANet (ELA) interim assessments grades 2-8
- Main Idea and Close Reading assessments focused on (comprehension/constructed responses)

The first ANet assessments in ELA for grades 2-8 were administered in early November. The Principals, Head of School and the full Curriculum Team reviewed and updated the assessment calendar to include the ANet interim assessment dates and identified the need to further

update end-of-unit assessments to further align with the curriculum changes prompted by the work with the Lavinia group in ELA and ANet in ELA. In September the focus was on re-tiering scholars based on Fountas and Pinnell reading assessment data to determine which scholars needed additional support and to ensure Interventionist caseloads were clear and manageable. Scholars who were two levels below grade level standards were assigned to Tier 2 and scholars who were three or more levels below grade level were assigned to Tier 3. Interventionists are working with scholars mandated for 1:1 or small group instruction based on their IEPs and with scholars assigned to Tier 3. Note below the percent of scholars at each grade level assigned to Tier 2 and Tier 3 in September 2019.

- Grade 1 (11%); Grade 2 (39%); Grade 3 (25%); Grade 4 (38%); Grade 5 (27%); Grade 6 (11%); Grade 7 (21%); Grade 8 (29%).

Interventionists and classroom teachers were focused on the needs of their assigned scholars based on this data. The Interventionists and Balance Center Teachers reviewed assessment data during the October Half Day to begin monitoring scholars' progress towards grade level standards. Eighteen scholars were receiving support through the Balance Centers, classrooms designed to provide students with the greatest academic needs with a smaller class size for additional support during English Language Arts and Math. Nine of those scholars receiving this support in grades 2-5 and nine in grades 6-8.

RESULTS AND EVALUATION

Most relevant for describing CACPCS's progress towards this goal is a review of K-1 reading level results as measured through the use of running records throughout the year but particularly the comparison of results between March 2020 and June 2020. Additionally, results of CACPCS's ANet assessments in ELA are also useful in understanding the progress of CACPCS's students towards this goal.

ANet ELA assessments were administered in November, January, March and June. The assessments were formative assessments that provided information on student mastery of specific standards taught prior to each assessment. These assessments served two purposes: (1) to ensure that teachers had covered certain standards at certain points in the year and (2) to determine scholar performance against those standards so that when they take the NYS ELA tests they would have been exposed to the breadth and depth of standards they would encounter on the state tests.

According to ANet, assessment scores of 60% or higher on a specific standard indicates student mastery of that standard. So, 60% or more is the goal at each grade level by standard and overall. ANet also provided CACPCS with comparison data with other ANet schools administering the same assessments focusing on the same standards in ELA. The Curriculum Team reviewed the data from each ANet assessment with the school's ANet and Lavinia Group consultant and laid out plans with grade and content area teachers for follow-up during daily lessons, intervention sessions and after school tutoring so that gaps in learning are addressed prior to the second assessment in January.

The follow-up to this assessment included grade-by-grade data meetings in ELA using ANet's protocol led by our instructional leaders. ANet modeled the use of this protocol for our instructional leaders with

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one particular grade/content team. Grade and/or content teams then created action plans focused on addressing the gaps in learning demonstrated on the assessment.

Since constructed responses were the determining factor between performance Levels 2 and 3 for many of our students in 2018-29, constructed responses were a focus of our assessments during the 2019-20 school year. The instructional leaders continued to use Main Idea and Close Reading trackers, for example, to track student progress on weekly or bi-weekly constructed response comprehension items administered throughout the year.

Below are tables outlining, K-1 reading level data for March and June 2020.

K-1 End of Year (EOY) Reading Levels

Kindergarten (N=72)

Tiers		Overall % *	Overall EOY #	Gen Ed EOY	SPED N 11 EOY	ELL EOY N 16
Tier 3	Three+ Levels Below	14% (0%)	10	8%	46% (0%)	43% (0%)
Tier 2	Two Levels Below	16% (5%)	12	18%	9% (17%)	25% (25%)
Tier 1	One Level Below	24% (17%)	17	25%	18% (41%)	6% (50%)
On Level	On Expected Level	24% (44%)	17	25%	18% (17%)	13% (6%)
Above Level	Above Expected Level	22% (34%)	16	25%	9% (25%)	13% (19%)

**March data is in parentheses in each chart for comparison. One student with special needs was not tested in June (EOY).*

Grade 1 (N=73)

Tiers		Overall %*	Overall EoY #	GenEd EOY	SPED N 12 EOY	ELL EOY N 11
Tier 3	Three+ Levels Below	68% (46%)	50	67%	75% (66%)	91% (73%)
Tier 2	Two Levels Below	7% (15%)	5	8%	0% (13%)	0% (18%)
Tier 1	One Level Below	4% (12%)	3	2%	17% (7%)	0% (0%)
On Level	On Expected Level	3% (4%)	2	2%	8% (7%)	9% (0%)
Above Level	Above Expected Level	18% (23%)	13	21%	0% (6%)	0% (9%)

**March data is in parentheses in each chart for comparison. Three students with special needs were not tested in June (EOY).*

ANET for GRADES 2-8 in ELA

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ELA Performance by Grade (with February to June change)

KEY (ANet target min. 60%)	
Below 50%	
50-59%	
60%+	

		November	January	February	June	Feb/June Change
Grade 2	ELA (overall)	47%	46%	45%	58%	13%
	Network ELA	50%	50%	55%	55%	
Grade 3	ELA(overall)	47%	50%	56%	45%	-11%
	Network ELA	46%	48%	53%	44%	
Grade 4	ELA(overall)	66%	72%	72%	44%	-28%
	Network ELA	60%	61%	59%	42%	
Grade 5	ELA(overall)	49%	50%	58%	38%	-20%
	Network ELA	50%	49%	56%	39%	
Grade 6	ELA(overall)	41%	44%	39%	46%	7%
	Network ELA	45%	47%	46%	51%	
Grade 7	ELA(overall)	45%	50%	52%	49%	-3%
	Network ELA	48%	47%	56%	50%	
Grade 8	ELA(overall)	58%	72%	54%	57%	3%
	Network ELA	57%	57%	55%	57%	

- The majority of Kindergartners who ended the year at Tier 3 were students with disabilities or English Language Learners.
- Nearly twice as many General Education students ended the year on or above their reading level benchmark than their English Language Learner peers or students with disabilities.
- These trends were even more pronounced for 1st graders.
- Generally, in ELA K-1 students were more negatively impacted by remote learning than our older students as demonstrated by these results. Across the board, more K-1 students ended up in the intervention tiers (particularly Tier 3) because managing more complex text remotely via technology was very difficult for the youngest students.
- 2nd, 6th and 8th graders improved in ELA between February and June as measured by their ANET interim assessments. The improved performance of students with disabilities and ELLs at these grade levels contributed to these overall grade level improvements.

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- Grades 3, 4, 5 and 7 all showed declines in ELA between February and June with the most significant declines being Grades 4 (-28%) and 5 (-20%). Increases in students with disabilities and ELLs performing below 50% were key drivers to the declines for these grade levels.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS GOAL

Before March In ELA across all tested grades (2-8), CACPCS scholars' performance increased from 50-53% between A1 and A2 in ELA and from 53-54% from A2 to A3 for a total of 4% growth from A1-A3. Grades 3, 4 and 5 had shown consistent growth in ELA across all three interim assessments. Scholars were assessed on appropriately more complex texts that were at a higher lexile levels. In ELA our scholars navigated an assessment in a new format that included appropriately more complex texts that were at higher lexile levels. Despite declines in ELA across several grades between A3 and A4, ELA performance was similar to or better than the performance of the ANet Network schools across all grades, indicating that other students were having similar challenges with the online format of the assessment or with these same standards.

ACTION PLAN

To improve academic performance based on the 2019-2020 reading level and ANet assessment data, CACPCS will focus on two priorities – clear goals and clear data to monitor progress and a focus on purposeful teaching. See details below.

Clear Goals and Clear Data to Monitor Progress

- Instructional leaders, supported by the Head of School, will focus on helping teachers help students achieve the academic benchmarks outlined after a review of 2019-20 results.
- Continued use of ANet interim assessments in Grades 2-8 in ELA to measure students' progress towards grade level standards and include the use of diagnostics to target areas for learning recovery due to the impact of school closure during the 2019-20 school year.
- With support from Children's Aid's Office of Performance Management, CACPCS will better leverage Standards for Success, the web-based teacher evaluation system, for tracking, analyzing and reporting on teacher instructional progress in order to hold instructional staff at all levels more accountable.
- Instructional leaders will monitor student participation and engagement during both remote and in-person in order to understand the links between attendance, participation, engagement and academic progress in order to make changes in the academic program throughout the year.
- CACPCS leadership will collaborate with Children's Aid's Office of Performance Management to develop, distribute and report results of a staff satisfaction survey with a focus on teachers' perception of feedback and supports.

Focus on Purposeful Teaching

- There will be a continued school-wide focus on the indicators of Purposeful Teaching through coaching staff and holding staff accountable for these improvements in their planning and teaching practice.
- There will be a continued focus on supporting teacher improvements in remote teaching.
- School leadership will prioritize safe, in-person support of K-1 scholars during the 2020-21 school year and students in Grades 2-7 identified as in need of additional ELA academic support.

- Continual improvement of instructional practices to support SWDs and ELLs as evidenced by pace of addressing learning gaps and progress towards grade level benchmarks will be a priority.

By focusing on the two priority areas above, CACPCS staff will work towards helping students achieve the year-end academic benchmarks outlined below:

ELA Academic Benchmarks

- By June of 2021, 80% of K & 1 scholars will read on or above level as measured by F&P Running Records.
- By June of 2021, 75% of second grade scholars will score at or above standard the A4 ELA Interim Assessment.
- By April of 2021, 75% of third grade scholars will score at or above standard on the NYS ELA Test.
- By April of 2021, 80% of fourth grade scholars will score at or above standard on the NYS ELA Test.
- By April of 2021, 75% of fifth grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021 55% of sixth grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021 55% of seventh grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021, 60% of eighth grade scholars will score at or above standard on the NYS ELA Test.

More specifically for Grades K-5 there will be a focus on ensuring continued fidelity in administering F&P assessments to determine current reading levels and inform individual goal setting. Leaders will provide training and ongoing coaching on the use of school-wide guided reading template as a universal structure for lesson planning and delivery. Leaders will also provide training and ongoing coaching on the use of the Lavinia Group coaching guide and conferring plan to coach scholars. Scholars reading two or more levels below benchmark (depending on the grade) will receive guided reading via the Level Literacy Intervention (LLI) program with the reading interventionist assigned to their grade. Continued use of school-wide tracker that included individual goals and levels will also continue. For Close Reading in Grades 2-5 there will be a focus on implementing school-wide tracking of Close reading work and continued implementation of weekly intellectual preps for Grade 2-5 teachers to ensure effective planning. Student work analysis will be incorporated into weekly intellectual preps to inform teachers' coaching of scholars and there will be a focus on increasing the amount of writing about reading that scholars do through short (K-5) and extended responses (3-5). Additional opportunities for writing will be incorporated into the Humanities block during weeks scholars are in person for instruction. While remote, students will write about their read aloud daily.

Teachers will employ questions and tasks, both orally and in writing that are text-specific and accurately address the analytical thinking required by the grade-level standards, especially for craft and structure in grades 6-8. Close Reading practice will continue based on some of the improvements in students' comprehension and constructed responses prior to school closure. Intellectual preparation sessions with ELA teachers will continue to continue developing teachers' capacity to help students identify the deeper meaning in any text. ANet interim assessments and the data review meetings and protocols that were first implemented during the 2019-20 school year will continue in 2020-21 including building on student work reviews and data analysis protocols.

Guided Reading will be provided for 6th graders for the full year to better support their transition and to reinforce their skills. Seventh graders will only receive one trimester of guided reading. The middle

school team will also develop a humanities approach to improve student achievement in ELA (by linking essential ELA priority standards to social studies for student skill-building and reinforcement). Instructional leaders will engage in session with the Lavinia Group to further acquaint them with Guided Reading to to deepen their capacity to supervise Close Reading, and ELA curriculum alignment efforts. The instructional leadership team supported by the Children’s Aid Office of Performance Manage will create guided reading data trackers and update close reading trackers with day 1 and day 2 recordings and will further establish expectations for teachers for scoring and grading.

Scholars will be identified for intervention in reading, writing and social- emotional skills and will be supported within a small group setting with a special education teacher and paraprofessional through our Balance Center program for both the elementary school and the middle school. Additional support for English Language Learners will include: (1)conducting more regular reviews of the assessment data of our ELLs; (2) providing teachers working with ELLs with coaching specific to how to better meet their needs; (3) use of “speak up” stems to support student discourse; (4) use of graphic organizers for main idea jots when reading; (5) the addition of more bilingual books in K-5 libraries and use of Literacy Pro to support access to texts; and (6) teachers will translate sight words into their native language for students in Grades K-2.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the summer prior to the 2019-20 school year, the school’s leaders reviewed a range of data to confirm plans for the 2019-20 school year. Specifically, school leaders reviewed the following: (1) 2018-2019 NYS Math overall test results; (2)test result trends over time within grade-level cohorts; (3) test results disaggregated by sub-groups; (4)conducted student-level item analyses of the data; (5)reviewed Math curriculum and assessment materials across all grades against test items and content; and, (6)reflected on the test results against instructional improvement plans implemented during that school year.

CACPCS’s Math performance across all scholars tested dropped 10 percentage points from 2018. More specifically, there was a decline in Math proficiency in Grades 3, 4 and 6 in 2019 with the most significant decline occurring in Grade 3. Math performance at Grades 5 and 7 was also low although similar to what was predicted on our in-house assessments during the school year. The steady decline in overall proficiency across grades and by cohorts in Math for the last three years also signaled the need to look at core elements of our work like the organizational supports that enable Math teaching and learning as well as specific choices made with regards to curriculum, assessments and professional development priorities. To improve performance in 2019-2020 CACPCS focused on the priorities outlined below:

Priority 1: Math curriculum, assessment, instruction and professional development were aligned and supported by ANet, a proven leader in the field of standards-based assessment and instruction.

Our 2019 results revealed skill gaps created across multiple choice items and constructed responses indicating problems with our curriculum scope and sequence and pacing. As we reviewed our curriculum, it was clear that we continued to dedicate too little time to some standards at certain grade levels and too much time to other standards less frequently tested at specific grade levels. Therefore, in 2019-2020 CACPCS leadership focused on developing a more aligned curriculum in Math at each grade level with changes to content sequencing, pacing and supported teachers through content area coaching, and more support with lesson plans that focused on small group instruction and other opportunities for differentiated instruction to support all of our scholars. The improvements in the area of curriculum, instruction, assessment and professional development featured the following: (1) the ANet partnership introduced in the Math action plan that also focused on Math curriculum and interim assessment alignment; (2) curriculum changes at all grades; (3) use of data to drive instructional improvements; and (4) strategic professional development.

(1A) Curriculum and assessment alignment was supported by the Achievement Network (ANet), proven leaders in the field of standards-based assessment.

- School leaders reviewed and updated curriculum scope and sequence documents and pacing guides at each grade levels in Math to address curriculum gaps while aligning with ANet interim assessments selected by school leadership in consultation with ANet.
- The Head of School supervised the work of ANet and the Lavinia Group consultants across both school locations to ensure all contracted supports were implemented as needed.
- The Head of School held principals, Academic Deans, instructional coaches and consultants accountable through observations, regular reviews of scholar work and reviews of interim assessment data as well as one-on-one bi-weekly principal meetings to discuss progress and address potential setbacks.
- The Principals led the development and implementation of professional development plans at both schools through reviews of teacher evaluation data and reviews of coaching trackers to ensure professional development is consistent and more strategic based on scholar and teacher strengths and needs.
- ANet provided additional Math content coaching across the grades.

(1b) Curriculum changes at all grade levels

In 2019-2020 we continued to utilize *Go Math* for Grades K-5 because of its alignment to CCSS and emphasis on developing 21st-century skills. The work with ANet provided the team with some strong direction around how to re-organize the sequence of concepts and skills to allow teachers to introduce earlier those concepts and skills NYS assesses most frequently. The ANet work allowed leaders to ensure the assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to provide more clarity about what skills and concepts students had to master so the staff could more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.

In Grades 6-8, however, the curriculum issue was more significant. As we analyzed student data, it became clear early in the year that *Go Math* did not provide enough problem-based learning and

lacked the rigor our scholars would need to demonstrate proficiency by the end of the year. With support from the math content coach hired as a part of the middle school instructional leadership team, provided the teachers with resources to supplement the curriculum and focused on providing scholars with more small group instruction and personalized learning experiences using supplemental materials. Assessment data throughout the year also indicated the need for significant problem-solving work.

In 2019-20 CACPCS used *Envision* Math for Grades 6-8 supported by a Math and STEM project-based approach to increase the rigor and increase student engagement. *Envision* more closely aligned also with the NYS Scope and Sequence. Just as in our elementary grades, our work with ANet provided leaders and teachers with some strong direction around how to re-organize the sequence of concepts and skills to allow us to introduce earlier those concepts and skills NYS assesses most frequently. The ANet work in Grades 6-8 will also allowed leaders to ensure assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next.

(1c) Use of data to drive instructional improvements

Our Math assessments in 2018-19 were more predictive of performance on the NYS Math exam than our ELA assessments were, however, there were still challenges in aligning our curriculum and assessments in a way where our assessments provided sufficient direction on what concepts and skills to prioritize. The practice tests made it difficult to identify those standards we needed to spend more time on in order to set a strong foundation for later standards because the results from one assessment to the next remained fairly flat providing little direction for lesson planning, re-teaching and small group instruction. As a result, both the elementary and middle school teams began relying on iReady data to inform instruction. Using ANet's interim assessments, CACPCS updated its protocols for unpacking Math standards, identified areas for re-teaching and small group instruction to support the wide range of needs of our scholars. The instructional leadership of the school were coached by ANet in order to learn new strategies for leading data-driven instructional improvements in Math across all grade levels.

To address these issues the elementary and middle school instructional leadership teams ensured math instructional improvement plans were coherent and fully implemented using assessment data. Math instructional plans featured the following:

- **Data Analysis:** The instructional leadership across all grades supported teachers in adjusting lesson plans based on the ANet assessment results throughout the year for more timely instructional shifts based on data. In addition, grades 6-8, used consistent weekly assessment data to drive lesson plans and instruction through the use of a standardized protocol for examining student work during weekly grade team and department meetings that focuses on leveraging power and supporting standards.
- **Problem-solving:** Leaders and teachers focused on problem solving strategies across all grades. The elementary team focused on close reading for problem context supported by the Lavinia Group.
- **Coordinated Professional Development across schools:** The instructional leaders and content area consultants, supervised by the Head of School, continued to provide more support to teachers

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in the areas of data analysis, lesson planning, lesson delivery, **effective co-teaching** and the differentiation of instruction.

- **School-level specific instructional improvement strategies based on data:**

K-5 Math Instructional Plan specific strategies:	Grade 6-8 Math Instructional Plan specific strategies:
<ol style="list-style-type: none"> 1. regular re-teaching and cumulative review based on data; 2. small group instruction informed by data and supported by instructional coaching 3. higher quality math intervention supported by timely and accurate assessment data; 4. enrichment for students meeting or exceeding grade level standards 	<ol style="list-style-type: none"> 1. require teachers to follow a specific math class structure when introducing a new math thinking strategy and when reviewing an old strategy for mastery 2. institute Math Mondays as part of the advisory program to create a focus on core Math skill reviews; 3. build fact fluency and provide math strategies practice through weekly math homework packets; 4. focus on math thinking strategies

(1d) Strategic staff professional development

CACPCS used student assessment data and teacher performance data to differentiate staff Math professional development supported by ANet and the Lavinia Group at Grades 3-8. Leaders continued to provide intensive professional development to staff on unpacking the standards. Given the number of novice teachers at CACPCS, an expanded focus on intellectual preparation and planning in Math for teachers in Grades 3-8 was a focus.

In addition to intellectual preparation and planning for Math, in grades 6-8, specifically, Professional Learning Communities further support the strengthening of teachers’ content area knowledge through reviews of power and supporting standards and through the sharing of instructional strategies between novice and veteran teachers supported by the school’s content coaches and instructional leaders.

To further support the development of teachers, CACPCS hired a part-time instructional coach for grades 6-8 for another year to support the development of our new and novice teachers there.

Priority 2: Improve progress monitoring systems and use of data-driven improvement cycles

Entering the 2019-20 it was clear that our data tools needed improvement to make the analysis at the classroom and school-level less time-consuming. For the last several years, CACPCS has been using data collection and analysis tools created internally by school leadership with little support..

Classroom-level and school-level progress monitoring focused on ensuring students were meeting or exceeding academic benchmarks while bi-monthly data review meetings at the Curriculum Team level supported by ANet supported the identification of larger trends across all grades that school leadership should be working to address to avoid potential pitfalls and challenges.

Priority 3: Increase the quality of academic interventions, supports for ELLs and special education programs and services

As described earlier, the lack of improvement in the Math achievement of our scholars struggling to meet grade level standards including Students with Disabilities (SWDs) and English Language Learners (ELLs) pointed to our need to improve the quality of our interventions, to review our intervention curriculum and assessment materials, institute better progress monitoring systems and to increase our staff's capacity to effectively deliver and monitor the impact of these interventions. During the 2019-2020 school year, the following steps were taken:

- The content coaching days were increased with ANet to provide additional math content coaching for the middle school.
- More focus was placed on strategies for small group instruction in math to provide more opportunities for students to get the additional support needed on a regular basis.
- For Scholars in need of academic additional support (e.g. new to school, may be in need of additional services, etc.) the following supports were provided:
 - Created more opportunities for small group instruction or re-teaching based on needs
 - Leveraged technology to provide opportunities for skills reinforcement or practice
- For English Language Learners the following supports were provided:
 - Increased visual supports and developed print-rich learning environments
 - Increased content-related vocabulary instruction
- *For Students with Special Needs the following supports were provided:*
 - Leveraged co-teaching models and student grouping methods to provide more timely and regular opportunities for support with new content and re-teaching previously covered content
 - Implemented a school-wide system of progress monitoring and data reviews with our Interventionists and groups of SPED teachers led by the Director of SPED and Intervention
 - Implemented assistive technology to support students with language difficulties

Instructional and Organizational Supports

The three improvement priorities outlined in more detail above, required certain organizational supports. These organizational supports include:

- As a result of the School Works feedback it became evident that while the Thoughtful Classroom framework had strengths, it did not provide instructional leaders or teachers with enough clarity about what to look for in those areas labeled as Purposeful Teaching in Math. As a result a tool was developed to observe for meaningful objectives and purposeful teaching to fill the gaps created by the Thoughtful Classroom framework.
- The Head of School and principals prioritized hiring and staffing at the classroom level at the start of the 2019-20 school year. The issues we faced in recruiting and retaining teachers during the previous school year were not as evident at the start of the 2019-2020 school year. We also began the 2019-2020 school year with both Principals and Academic Deans in place.
- The Head of School supported curriculum planning, supervision of instruction and progress monitoring across grades via the Curriculum Team and supervision of the ANet and Lavinia Group consultants.

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- The Principals, Academic Deans, Instructional Coach and content area consultants continued to provide more support to teachers in the areas of data analysis, lesson planning, lesson delivery and differentiation of instruction and met regularly as a Curriculum Team dedicated to ensuring that our math instructional plan was coherent, and that implementation was having the desired impact on student learning.

METHOD

CACPCS utilized end of unit assessments in all grades and ANet interim assessments in Math for Grades 2-8 as described earlier (see ELA Methods section).

RESULTS AND EVALUATION

ANET for GRADES 2-8 in MATH

Math Performance by Grade (with February to June change)

KEY (ANet target min. 60%)	
Below 50%	
50-59%	
60%+	

		November	January	February	June	Feb/June Change
Grade 2	Math (overall)	41%	50%	56%	63%	7%
Grade 3	Math(overall)	46%	48%	50%	30%	-20%
Grade 4	Math(overall)	61%	59%	35%	37%	2%
Grade 5	Math(overall)	31%	43%	34%	34%	0%
Grade 6	Math(overall)	38%	50%	n/a	39%	-11%

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		November	January	February	June	Feb/June Change
Grade 7	Math(overall)	36%	33%	n/a	42%	9%
Grade 8	Math(overall)	29%	44%	n/a	47%	3%

- Overall performance in Math continues to be a particular concern because the ANet data still shows average performance well below the 60% proficiency mark.
- Grades 2, 4, 7 and 8 showed minor improvements in Math between February and June. Improvements for students with disabilities in Grades 2 and 4 contributed to improvements in those grades.
- The most significant decline in Math was for 3rd graders who declined by 20% between February and June, followed by the 6th grade which overall declined by 11% between February and June.
- 7th graders improved in Math after showing declines in Math during the previous two assessments.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

Before March in MATH across all tested grades (2-8), CACPCS students' performance increased by 9% between A1 and A2 in Math moving from 40-49% and from 49-53% between A2 and A3 (elementary only) for a total of 13% growth from A1 to A3.

ACTION PLAN

To improve academic performance based on the 2019-2020 end of unit assessments in Grades K-8 and ANet Math interim assessment data for Grades 2-8, CACPCS will focus on two priorities – clear goals and clear data to monitor progress and a focus on purposeful teaching. See details below.

Clear Goals and Clear Data to Monitor Progress

- Instructional leaders, supported by the Head of School, will focus on helping teachers help students achieve the academic benchmarks outlined after a review of 2019-20 results.
- Continued use of ANet interim assessments in Grades 2-8 in Math to measure students' progress towards grade level standards and include the use of diagnostics to target areas for learning recovery due to the impact of school closure during the 2019-29 school year.
- With support from Children's Aid's Office of Performance Management, CACCPS will better leverage Standards for Success, the web-based teacher evaluation system, for tracking, analyzing and reporting on teacher instructional progress in order to hold instructional staff at all levels more accountable.

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- Instructional leaders will monitor student participation and engagement during both remote and in-person in order to understand the links between attendance, participation, engagement and academic progress in order to make changes in the academic program throughout the year.
- CACPCS leadership will collaborate with Children's Aid's Office of Performance Management to develop, distribute and report results of a staff satisfaction survey with a focus on teachers' perception of feedback and supports.

Focus on Purposeful Teaching

- There will be a continued school-wide focus on the indicators of Purposeful Teaching through coaching staff and holding staff accountable for these improvements in their planning and teaching practice.
- There will be a continued focus on supporting teacher improvements in remote teaching.
- School leadership will prioritize safe, in-person support of K-1 scholars during the 2020-21 school year and students in Grades 2-7 identified as in need of additional Math academic support.
- Continual improvement of instructional practices to support SWDs and ELLs as evidenced by pace of addressing learning gaps and progress towards grade level benchmarks will be a priority.

By focusing on the two priorities areas above, CACPCS staff will work towards helping students achieve the year-end academic benchmarks outlined below:

Math Academic Benchmarks

- By June of 2021, 80% of K & 1 scholars will score proficient on their EoY Math Baseline.
- By June of 2021, 75% of second grade scholars will score at or above standard the A4 Math Interim Assessment.
- By May of 2021, 75% of third grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 80% of fourth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 75% of fifth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 55% of sixth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 55% of seventh grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 60% of eighth grade scholars will score at or above standard on the NYS Math Test.

Grades K-5 will be utilizing Eureka Math, for the first time during the 2020-21 school year. Grades K-5 - Fluency to occur for first 10 minutes of math block. Emphasize sense-making instead of answer-getting. Implementation of new unpacking protocol prior to teaching each unit so teachers are aware of the aspect of rigor. Increased use of teacher and student use of manipulatives and visual models during this aspect of rigor. Continued implementation of number stories, with a focus on coaching and discourse will be a focus during 2020-21.

Middle school teachers will study the major math work at each grade to understand the demands and aspects of rigor called for by the standards. They will look for alignment to focus, high level engagement, and rigor in the context of the curriculum, especially through grade level problems and practicals. Teachers will build student understanding through the strategic sharing of models, tools, and a variety of student solution methods. Math practicals are one of the fundamental tools enabling students to exercise thinking mathematically, learn mathematical content/knowledge, while also learning how to apply new learning (with relevance) to real-world contexts. An additional Math content coach has been secured thanks to the Lavinia Group to provide additional support in Math. The Lavinia Group Math Coach along with the ANet coach working closely with the Principal should provide the level of Math content coaching our staff needs.

Use of ANet diagnostic and interim assessments will be important during the 2020-21 school year as staff focuses on both instructional recovery to address learning loss during the 2019-20 school year while also focusing on helping students acquire new skills and content knowledge. K-8 teachers will continue to build on student work reviews and data analysis protocols supported by the school's ANet coach and Lavinia Group coaches. The middle school team will also develop a protocol for Math Intellectual Preps in collaboration with the Lavinia Group.

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

In 2019 97% of our 4th graders who had been with us at least two years achieved proficiency on the Grade 4 NYS Science test exceeding the state's benchmark in Science. These results were attributable in part to the fact that Science learning at CACPCS begins in Kindergarten. K-3 teachers laid the foundation by providing scholars in the lower grades with regular Science learning experiences that introduced scholars to key Science concepts so that by Grade 4 scholars were prepared to meet Grade 4 Science standards. *Elevate*, the school's main science curriculum resource, continued to be a strong curriculum choice for CACPCS. The textbooks and digital materials were high-quality and engaging for our scholars and the Science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement in the content. The departmentalized structure also allowed scholars to receive instruction from teachers who were confident and passionate about the material. The co-teaching model allowed the two 4th Grade Science teachers to work together to plan and deliver classroom lessons and lab experiments that allowed scholars to acquire new content knowledge through a combination of mini-lessons and experimentation that was effective. The teachers administered Science assessments, analyzed results, and adjusted instruction to ensure scholars were provided with the support needed to demonstrate mastery of the Science standards.

CACPCS's very strong results in Science affirmed the strengths of the curriculum and the instructional approach CACPCS has taken over the last several years as described earlier in this section. To ensure CACPCS students continued to make strong progress and achieve at high levels in Science during the 2019-20 school year, CACPCS identified several areas of focus last school year.

- The Instructional Coach, an experienced teacher with particular expertise in Science to provided coaching and feedback to Grade 4 teachers with an eye towards building teacher capacity to

collaboratively unpack the Science standards using the Thoughtful Classroom Episodes of Learning while implementing selected school wide instructional tools that support strategic teaching in Science.

- CACPCS continued using the *Elevate Science* curriculum program for the elementary and middle school grades.
- All our scholars (K-8) continued to have weekly access to science classroom and regular laboratory experiences to ensure a well-rounded Science experience at all grade levels up until school closure in March 2020.
- In Grades 6-8 the Science curriculum focused on “Three-Dimensional Learning” or integrating Scientific and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs), all essential components of the Next Generation Science Standards. Three-dimensional learning creates opportunities to help students deepen their conceptual understanding, analysis of data, and argumentation. CACPCS’s middle school approach to science instruction focused on the following: an inquiry/phenomenon-based, engineering design and literacy and argumentation integration. Inquiry/phenomenon-based science instruction was the daily driving approach with scientific literacy incorporated into each lesson. Argumentation was used as a summative assessment (with a scoring rubric). The goal for middle school based on the Next Generation Science Standards was to define problems more precisely, to conduct more thorough processes of choosing the best solution, and to optimize the final design. Specific units incorporated engineering design. Daily formative assessments embedded into each lesson were utilized to drive instruction and learning.

No Grade 4 or Grade 8 Science tests were administered due to the COVID-19 crisis.

METHOD

End of unit tests were given to assess and evaluate student achievement in science during the 2019-20 school year. Because these tests were not standardized no results are reported here.

RESULTS AND EVALUATION

No Grade 4 or Grade 8 NYS Science tests were administered during the 2019-20 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL SCIENCE GOAL

Because no Grade 4 or Grade 8 NYS Science tests were administered, it is not possible to evaluate student performance in this area during the 2019-20 school year against any objective standard.

ACTION PLAN

CACPCS will continue to use the *Elevate* science curriculum to provide scholars with blended/interactive Science curriculum because it has helped to successfully prepare scholars for Grade 4 Science tests and will help prepare our 8th graders for the 8th grade NYS Science test. K-5 science will focus on implementation of “Scientific Transferable Takeaways” (Ex. Scientists use their five senses to make observations and learn about the world around them.) to make connections individual scientific concepts. Integration of scientific concepts and texts into literacy instruction to reinforce scientific concepts and informational reading skills across all grades. K-3 students will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.

4th and 5th graders will have weekly hands-on labs that teach scholars the technical and thinking skills that scientists use to solve problems and learn about the world. The 4th-5th grade Science teachers will continue to work on incorporating transferable questions for informational texts when scholars are reading texts in class.

Middle School science will focus on the delivery of high quality and consistent science instruction that features literacy integration. Implementation will be monitored through fidelity checkpoints via lesson plan reviews, learning walks or observations during in-person and remote learning, weekly content cohort common/collaborative planning sessions, and data reviews. Teachers will study grade-level NGSS standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy and argumentation skills, scientific inquiry and processing skills, and provide scholars with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities and tasks. Engaging students in focused and coherent learning experiences that bridge students' prior knowledge while providing access to grade-level standards/tasks is the goal so that students are shouldering the cognitive lift in their learning. Science practicals will be one of the fundamental tools used to enable students demonstrate their learning. The Science team will continue to build on student work review and data analysis protocols developed during the 2019-20 school year. Practice science exams will be utilized to prepare Grade 4 students and 8th grade students for the 8th grade science exam.

Goal 4: 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.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. CACPCS's 2019-20 NYS Report Card can be found [here](#).

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

CACPCS met this goal and is in Good Standing.

ADDITIONAL EVIDENCE

CACPCS met this goal and is in Good Standing as it has been for the last three years. While CACPCS's NYSED Composite Performance Achievement Level for All Students in 2018-19 was Level 3, CACPCS

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achieved a Student Growth Performance Level of 2 (top 50% statewide) for All Students and Level 1 for SWDs and Black students in 2019 (top 10% statewide).

Accountability Status by Year

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

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Parent Satisfaction

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

CACPCS administers the NYC School Survey, the survey instrument developed by the NYC Department of Education, and is distributed to all NYC public schools to collect feedback from parents. This survey allows CACPCS to collect feedback from parents about their satisfaction with the school’s program and their overall experience with the school. Parents can complete either an online version or a paper version. The NYCDOE tabulates the responses and publishes a report of the results. CACPCS measures its progress towards attainment of its Parent Satisfaction goal based on the survey results published in its NYCDOE NYC School Survey 2018-19 Report². The NYC DOE report provides survey results as a percentage of the respondents; however, CACPCS converts these results to a percentage of all families in the school to measure its progress towards its Parent Satisfaction goal. CACPCS aims to improve parent satisfaction ratings year over year while comparing favorably to NYC and CSD 12 parent satisfaction survey results. The NYC DoE had not published the 2019-20 survey results at the time of this report, therefore the information below is based on 2018-19 parent survey results.

2019 20 Parent Satisfaction Survey Response Rate (2018 19 results reported)

Number of Responses	Number of Families	Response Rate
335	111	74%

RESULTS

CACPCS received responses from 335 respondents, achieving a 74% response rate. The percent of respondents who described themselves as satisfied was 90% or higher across the majority of survey items exceeding the goal of two-thirds of parents demonstrating satisfaction with the school’s program. The chart below provides a snapshot of satisfaction response rates for 15 survey items.

² 2018-19 NYC DoE Survey Results Report. https://tools.nycenet.edu/guide/2019/#dbn=84X124&report_type=EMS

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2019 20 Parent Satisfaction on Key Survey Results (2018 19 results reported)

Item	Percent of Respondents Satisfied
1. % of families who say that they are satisfied with the education their child has received this year	96%
2. % of families who say that their school offers a wide enough variety of courses, extracurricular extra-curricular activities and services to keep their child interested in school	90%
3. % of families say that their school will make them aware if there are any emotional or psychological issues affecting their child's academic performance.	94%
4. % of families say that at their school their child is safe	94%
5. % of families say that their school is kept clean	95%
6. % of families say that they are satisfied with the response they get when they contact their school.	97%
7. % of families say that they are satisfied with the education their child has received this year	96%
8. % of families say that they have communicated with their child's teacher about their child's performance	94%
9. % of families say that school staff regularly communicate with them about how families can help their child learn.	91%
10. % of families say that teachers work closely with them to meet their child's needs	93%
11. % of families say that they are satisfied with the overall quality of their child's teachers this year.	97%
12. % of families of a child with an Individualized Education Program (IEP) say that they are satisfied with the educational planning and IEP development process at their school.	96%
13. %of families of a child with an Individualized Education Program (IEP) say that their school works to achieve the goals on their child's IEP.	96%
14. % of families of a child with an Individualized Education Program (IEP) say that their school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for their child.	96%
15. % of families say that they feel well-informed by the communications they receive from their school	92%

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EVALUATION

As stated above, CACPCS exceeded its parent satisfaction goal based on these 2018-19 survey results. Additionally, CACPCS's parent satisfaction responses were higher than those for CSD12 and the City for 7 items including items # 3, 6, 8, 11, 12, 13 and 14. CACPCS parents responded with greater satisfaction that CSD 12 parents overall and city parents overall with regards to their satisfaction with the overall quality of their children's teachers and program planning and implementation for students with IEPs. CACPCS parents also seemed particularly satisfied with the responses they received from the school when they reached out and the level of communication they had with their children's teachers about their child's performance and 94% reported that the school makes them aware if there are emotional or psychological issues affecting their child's academic performance underscoring the impact of supports like life coaching and collaborative planning meetings between parents, teachers and life coaches. These survey results also point to some areas for continued improvement including timelier communications and improving communication with parents about how they can help their children learn.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

CACPCS uses the NYCDOE Automate the Schools (ATS) system and Teacherease to track student enrollment and attendance. The retention rate in the table below is equal to the number of students who were enrolled on BEDS date in October 2018 who continued to be enrolled in the school on BEDS date in October 2019 divided by the number of students who were enrolled in the school on BEDS date in October 2018.

RESULTS

In 2019-2020 CACPCS retained 88% of its students.

2019 20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
589	0	521	88%

EVALUATION

CACPCS did not meet its student retention goal for the 2019-2020 school year. One contributing factor to the attrition between the 2018-19 and 2019-2020 school years was the transfer of some students to school settings that could better meet their needs than CACPCS's predominantly ICT programming.

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Another major driver for attrition recently has been the loss of students between 5th and 6th grade when some families apply to charter schools that offer Grades 6-12, negating the need for those families to go through the high school placement process, which can be stressful and difficult for some families.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	93%
2018-19	97%
2019-20	89%

Goal 7: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Documenting attendance and understanding student participation and engagement during remote learning was no easy task. Early reports of data on attendance, participation and engagement revealed that schools and districts used a variety of methods to track daily attendance. ⁱⁱⁱ

CACPCS tracked attendance based on students' submission of a daily exit ticket. The exit ticket established a "thinking and engagement bar" for attendance as opposed to a log-in or response to an email or phone call with a teacher. While we did believe that log-in data and phone calls could provide very useful information, we did not believe it would provide us with enough information about students' engagement with the curriculum and learning experiences. We also wanted to understand what impact the trauma of the COVID-19 crisis was having on student learning and our effectiveness during this same time.

RESULTS

Monthly attendance rates from August to February of 2020 and 2019 were similar, however, from March to June 2020, there was a significant dip in attendance due to the shift to remote learning and the different standard used to track attendance during that time. In June 2019, attendance school-wide was 90%. In June 2020, attendance school-wide was 77%^{iv}. Year-end average daily attendance school-wide in 2019 was 95% compared to a year-end average daily attendance rate of 89% for the 2020 school year. Interestingly, early reports of student attendance, participation and engagement indicated lower levels of student engagement in remote learning than what CACPCS's data captured. ^v For example, Educators for Excellence published the results of a national survey sampling 600 full-time teachers representative of the national population of U.S. district and charter public school teachers. Only 24% of the district and charter school teachers surveyed reported that 81% or more of their students participated daily in their distance learning program^{vi}. CACPCS's year-end attendance rate of 89% seems strong when considering these reports.

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2019 20 Attendance

Grade	Average Daily Attendance Rate
K	88%
1	88%
2	89%
3	89%
4	89%
5	91%
6	90%
7	86%
8	87%
Overall	89%

EVALUATION

As remote learning ramped up in April and the expectations for students increased, the impact was evident in the weekly completion rates by grade. Students and their families were encouraged to reach out if there were extenuating circumstances affecting their ability to submit assignments on time like technology issues, changes in the home, etc. so that a student's attendance was not adversely affected by circumstances beyond that student's control. Balancing maintaining some expectations of our students while being supportive and flexible was a constant challenge, but our regular communication with our parents afforded us the opportunity to take our direction from them in this area.

CACPCS staff supported by the Children's Aid's Office of Performance Management collected and reviewed data generated by our remote learning platforms to further understand what we could about participation in remote learning. We continued to closely monitor remote learning attendance and participation data and used that data to assign Success Mentors who were already working with students struggling to attend school prior to closure to support students who also appeared to be struggling with remote learning early on in the switch. When students, parents or caregivers reported issues with their devices or wifi, an Operations Manager or another member of our team worked with the student or parent/caregiver to resolve the issue. Because of this on-going outreach, CACPCS distributed 480 tablets and Chromebooks and nine Wi-Fi hotspots to support students' engagement between March-June 2020.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	92%
2018-19	94%
2019-20	89%

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ⁱ See Elementary schedules. <https://sites.google.com/childrensaidcollegeprep.org/parenthub/es-letter-5-15>; See Middle School schedules <https://docs.google.com/spreadsheets/d/1OetLLtpi5mYe00IJGh9b6Jtcm2OrpZS4Z589ezwR7WY/edit?usp=sharing>

ⁱⁱ See CACPCS Assessment Principles and Promotion Policy during remote learning. https://docs.google.com/document/d/1Zzq3dxuL1qdsZZLvi6hkhfl_9HNvO9e8piXlicpqt-w/edit?usp=sharing

ⁱⁱⁱ "Who is Showing Up for Remote Learning: About 84% of NYC students, new data says", Chalkbeat 17, 2020. <https://ny.chalkbeat.org/2020/4/17/21230487/who-is-showing-up-for-remote-learning-about-84-of-nyc-students-new-data-show>. Figures included reflect attendance from April 6-14.

^{iv} Google pushed out an update to our Chromebooks in June which disabled approximately half of the 480 Chromebooks distributed to students. This issue took nearly two weeks to resolve across all of the Chromebooks affected by this technology issue which required a great deal of outreach to parents and students also to re-set individual devices. This also impacted attendance in June.

^v "America's Remote Learning Experiment: What surveys of teachers and parents tell us about how it went", Chalkbeat, June 26, 2020.

<https://www.chalkbeat.org/2020/6/26/21304405/surveys-remote-learning-coronavirus-success-failure-teachers-parents>

- Teachers in two separate surveys estimated that only about 60% of their students were regularly participating or engaging in distance learning. (Individual district reports of daily "attendance" varied widely, as districts defined the term so differently.)
- Two-thirds to three-quarters of teachers said their students were less engaged during remote instruction than before the pandemic, and that engagement declined even further over the course of the semester.

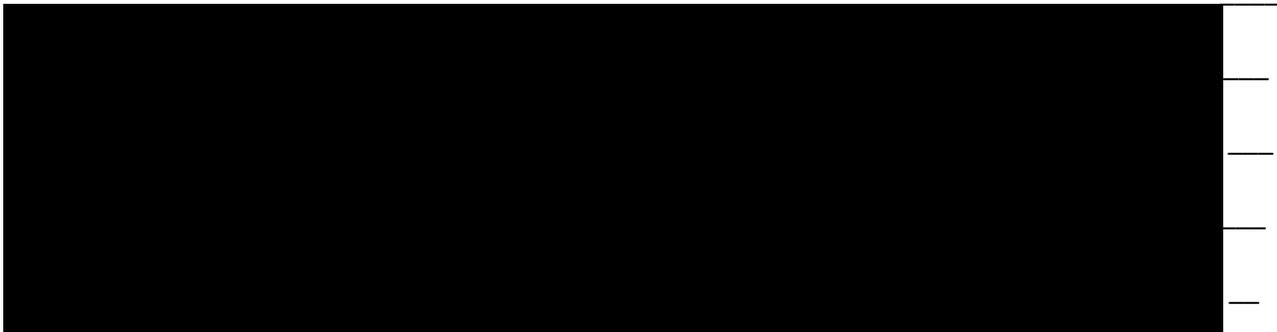
^{vi} "Voices from the Virtual Classroom: A Survey of America's Teachers on COVID-19-Related Education Issues", Educators for Excellence (2020) https://e4e.org/sites/default/files/voices_from_the_virtual_classroom_2020.pdf



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

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

- Name of education corporation: Children's Aid College Prep Charter School
- Trustee's name (print): Michelle Rumph
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee



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	NONE	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> <p>NONE</p>				

Michelle Rumph

6/10/2020

Signature

Date



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: Children's Aid college Prep Charter School
- 2. Trustee's name (print): Michelle DeLong
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Chair



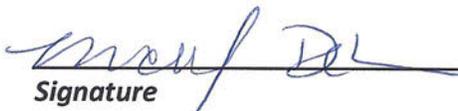
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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))
NTA None	NTA None	NTA None	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
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

6.10.20

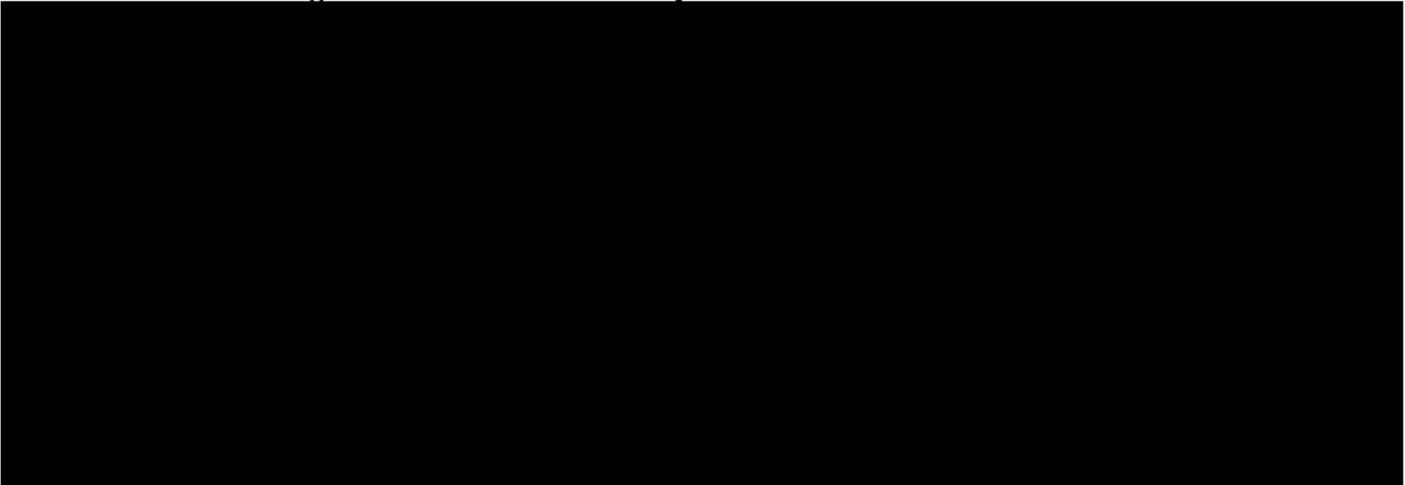
 Date



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

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

- Name corporation: Children's Aid College ^{of} Prep Charter School education name
- Trustee's (print): Jane Goldman
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Secretary ; Chair Learning + Achievement Committee



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		

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
1				

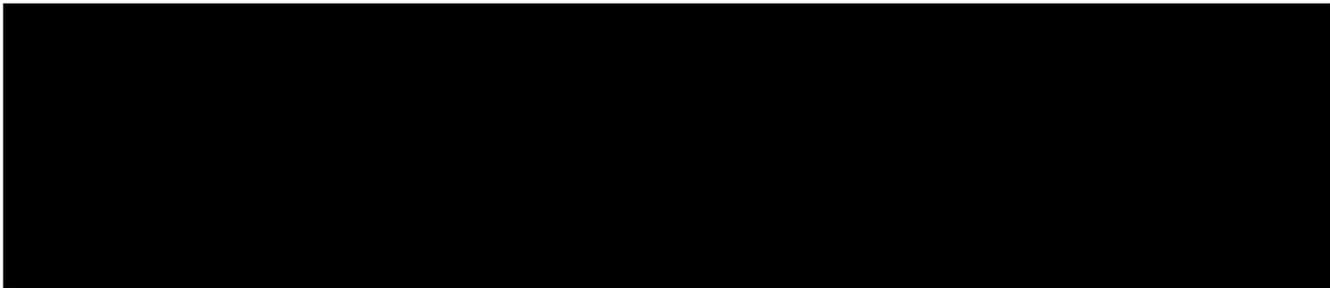




**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Children’s Aid College Prep Charter School
2. Trustee’s name (print): Phoebe C. Boyer
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):

Trustee



8. Is Trustee an employee of the education corporation? ___ Yes. X 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
Children's Aid Society	Children's Aid Society provides services to Children's Aid College Prep Charter School through a management services agreement	\$2,000,000.	Phoebe C. Boyer, President and CEO of Children's Aid Society	Recusal from voting on any transaction involving Children's Aid Society

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



Signature

6/11/2020

Date

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Abelardo Fernandez

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

Children's Aid College Prep Charter School

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

Trustee; Chair, Governance Committee

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

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

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

Yes No

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

Vice President, Collective Impact; \$185K, 9/3/2003

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p style="text-align: center;">None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Children's Aid Vice President, Collective Impact School's management organization				
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

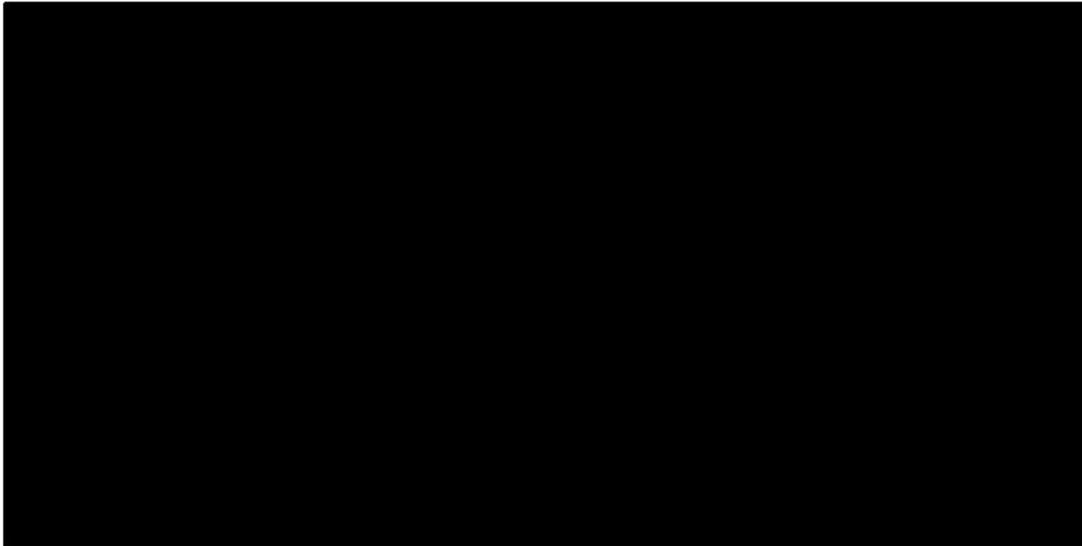


Signature

7/31/2019

Date

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



last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Beth Leventhal

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

Children's Aid College Prep Charter School

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

Vice Chair of Board

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

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

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

Yes No

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p data-bbox="324 535 584 640">None</p> <hr data-bbox="649 609 1015 630"/> <p data-bbox="256 718 1317 758"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

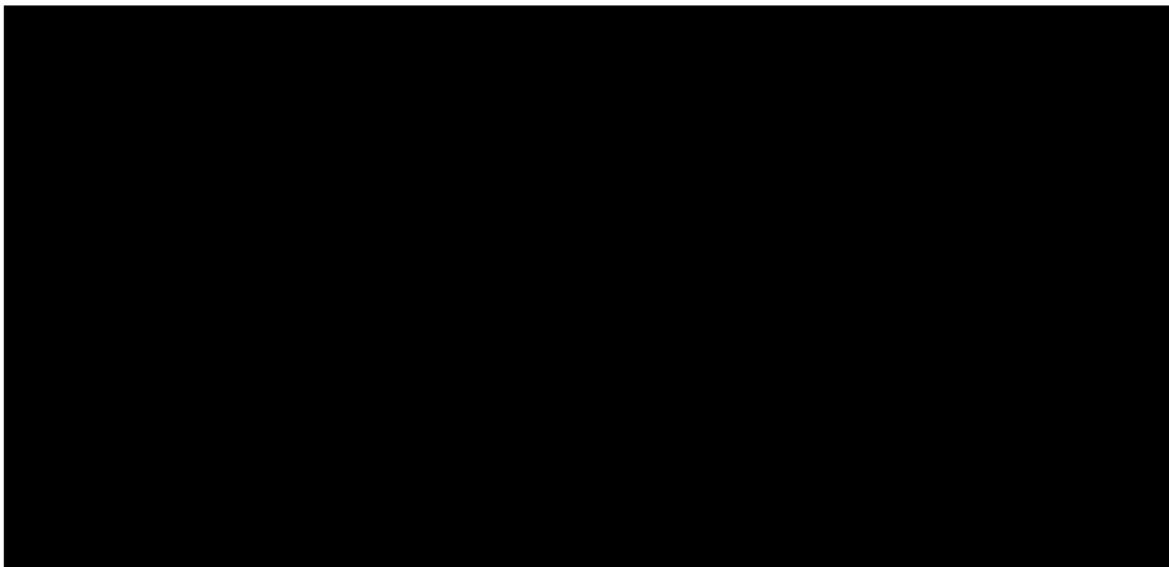
Beth Leventhal

Signature

7/31/19

Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Children's Aid College Prep Charter School

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

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

Trustee

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

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

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

 X Yes No

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

Children's Aid Society provides comprehensive management services (CMO) to Children's Aid College Prep Charter School.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the

Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

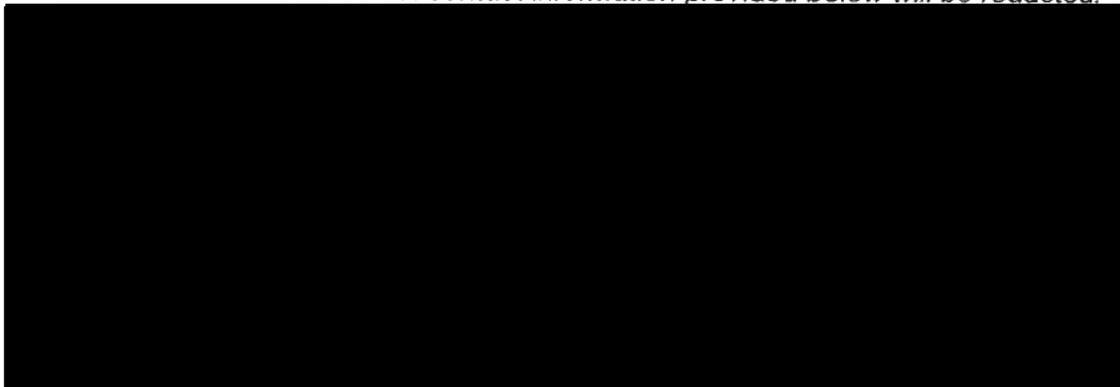
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Children's Aid Society <i>Please write "None" if applicable. Do not</i>	Children's Aid Society provides services to Children's Aid College Prep Charter School through a management Services agreement.	\$1,785,653.52	Phoebe C. Boyer President & CEO of Children's Aid Society	Recusal from voting on any transaction involving Children's Aid Society.


Signature

7/30/19
Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: NINA M BERSHADKER

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

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

Treasurer

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

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

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

Yes No

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

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

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

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

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



Signature

7/25/19

Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Michelle DeLong

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

Children's Aid College Prep Charter School

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

Chair

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

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

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

 Yes No

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

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

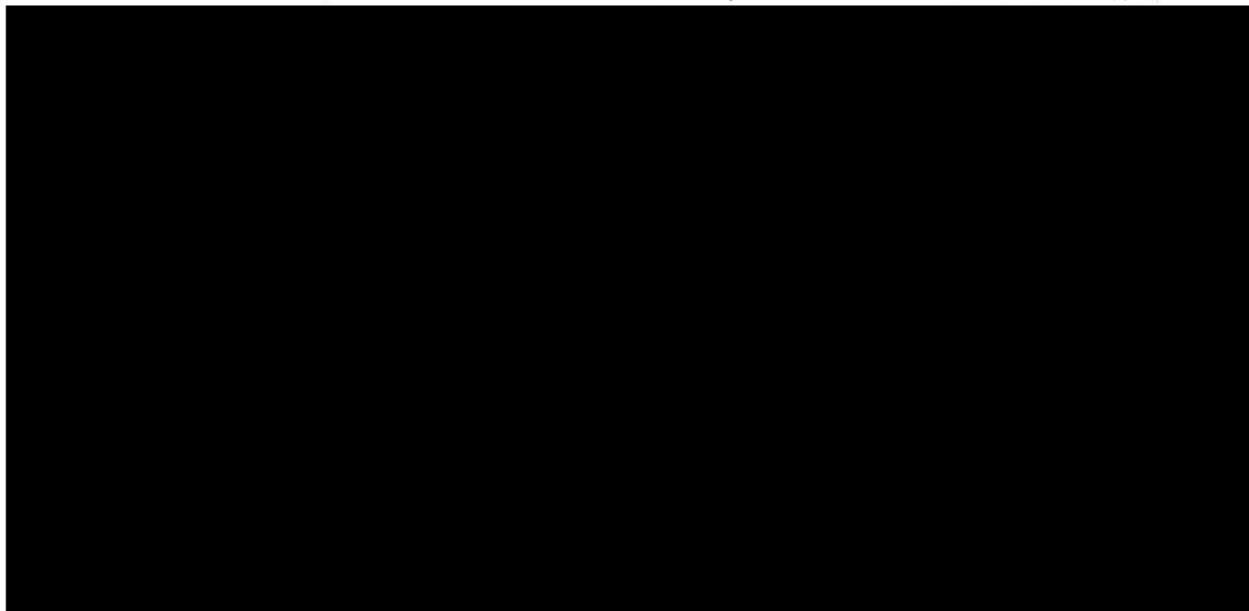
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;">NONE</p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				


7.24.19
 Signature Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Michelle Rumph

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

Children's Aid College Prep Charter School

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

Trustee

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

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

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

Yes No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">None</p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

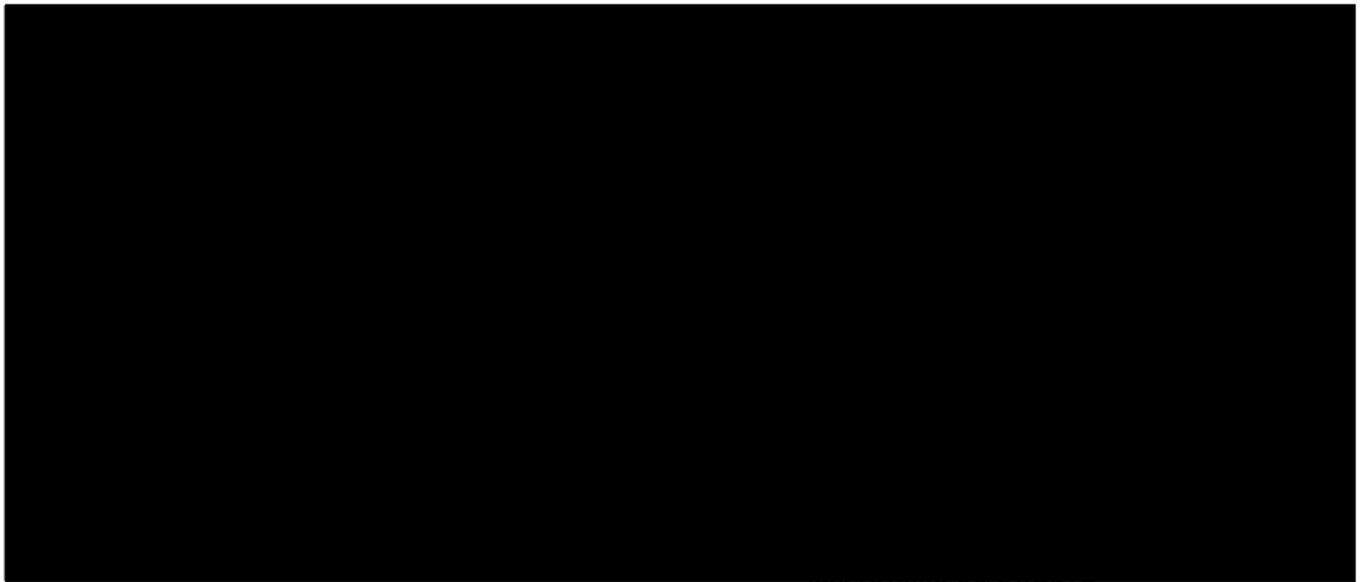
Michelle Ruyel

 Signature

7/25/19

 Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Jane M. Goldman

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

Children's Aid College Prep Charter School

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

Trustee, Secretary

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

Yes No

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

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

Yes No

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

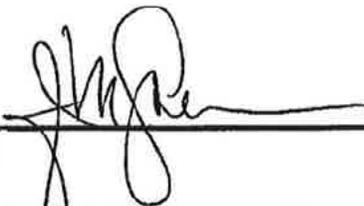
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

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

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

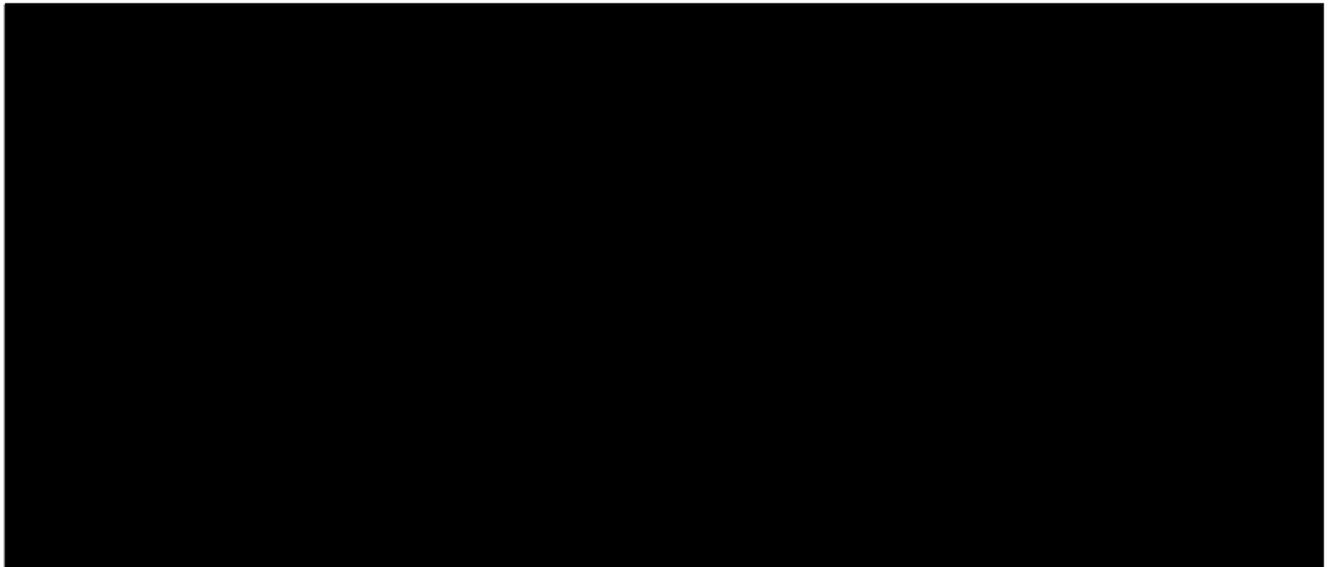
None

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

Signature 

Date 7/25/2019

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Delois Coleman

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

Children Aid College Prep Charter School

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

parent

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

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

N/A

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

Yes No

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

N/A

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

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

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

NONE

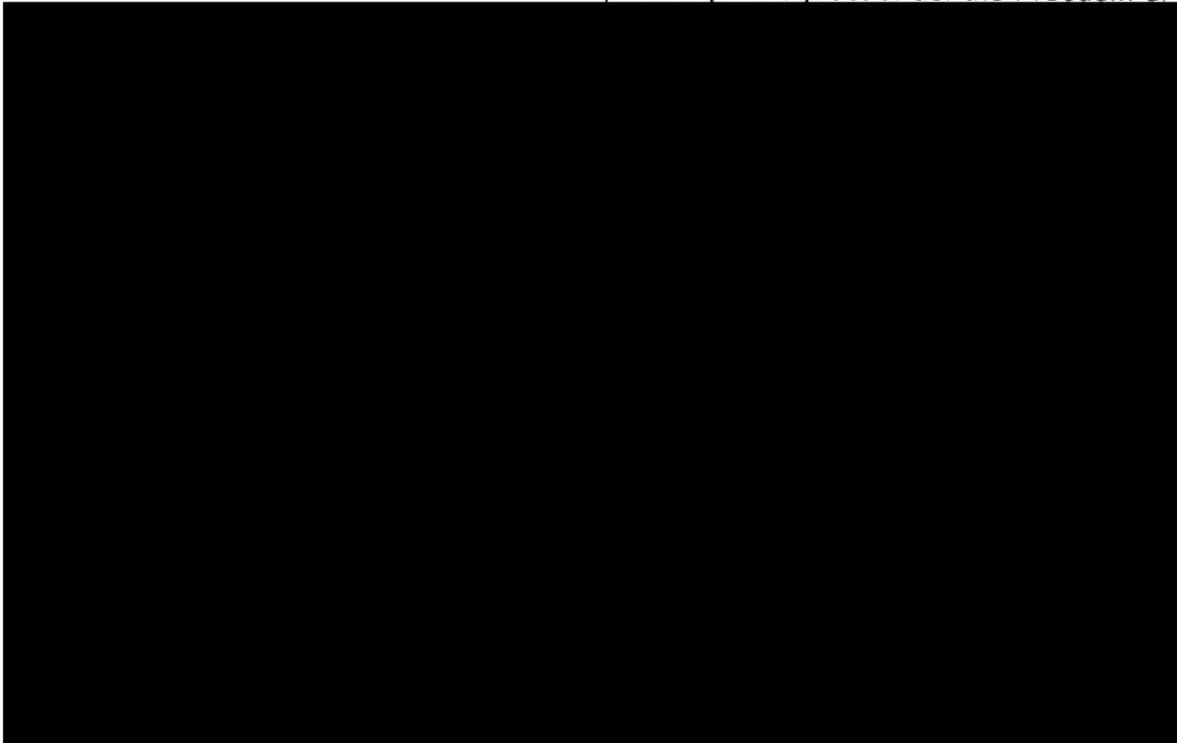
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

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

Solomon DeLois
Signature

7/30/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of



Videoconferencing Details:

1. Please join my meeting at: <https://global.gotomeet-ing.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – July 8, 2020

Trustee Meeting will be held via GoTo Meeting video conferencing due to Coronavirus Pandemic.

Planned Outcomes: Trustees will:

1. Approve June meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of May minutes	Draft Minutes
6:05 – 7:00 PM	Brown	HOS Report and Connection to Purpose: End of year assessments and reopening plans	HOS Report and school data
7:00-7:10 PM	Bershadker	Finance Committee Update	
7:10-7:20	Goldman	Learning and Achievement Committee Update	
7:20- 7:40 PM	DeLong	Executive Session with Ms. Brown	
7:40-7:50 PM	DeLong	Executive Session	
7:50 PM	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Leventhal	DeLong, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 • Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 • Annual Financial Audit Review
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/21*	11/7
Dec		12/11	12/19		12/9

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 <ul style="list-style-type: none"> CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 <ul style="list-style-type: none"> Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 <ul style="list-style-type: none"> Budget Review Final approval of FY21 wraparound budget General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 <ul style="list-style-type: none"> Review Full FY21 Budget draft Medical insurance Review Review 990
May	5/1 – Application and Admissions Summary 5/15 – Facility reporting 5/15 – Q3 Financial Report	5/13	5/21	5/19 *	5/11 <ul style="list-style-type: none"> Review and finalize FY21 full budget
June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 <ul style="list-style-type: none"> Budget Final Review Review SY 2020-21 contracts

Current Committee Assignments

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Children's Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (Chair) Michelle DeLong Beth Leventhal</p>
<p>Governance Beth Leventhal (Chair) Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – June 10, 2020

Trustee Meeting held via GoTo Meeting video conferencing due to Coronavirus Pandemic

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Phoebe Boyer* Michelle DeLong* Abe Fernández* Jane Goldman* Beth Leventhal* Michelle Rumph*	Drema Brown, Head of School & CA VP of Education* Casey Vier, Elementary School Principal* Robin Fleshman, Middle School Principal* Cherice Bedford, Assistant Community School Director* Osvaldo Cruz, Life Coach Director* Marisol Nieves-Brown, Senior Manager of Operations* Alia Atchabao, 8 th Grade Scholar Goundo Fofana, 8 th Grade Scholar Fatima Jallow, 8 th Grade Scholar Miguel Vazquez, 8 th Grade Scholar
<i>Trustees not in Attendance</i>	
Nina Bershadker Deloise Coleman	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:04 p.m.

Ms. Goldman moved to approve the May minutes. Ms. DeLong seconded the motion. Minutes were unanimously approved.

Connection to Purpose Focus

Trustees spoke with four 8th grade scholars from the first graduating class of CACPCS: Alia Atchabao, Goundo Fofana, Fatima Jallow, and Miguel Vazquez. The scholars shared their best CACPCS memories, improvements or changes they would like to see for the next class, and advice for the next class on how to survive 8th grade.

HOS Report

- Attendance: Continues to improve. School-wide average was 76% and is currently 80%. Improvement attributed to teachers continuing to develop/refine practice and provide scholars with more clarity and virtual tutoring, as well as outreach to families.
- Virtual Graduation: three graduations planned: June 23rd - 8th grade, June 24th - Kindergarten stepping up, and June 25th - 5th grade stepping up
- Day of Mourning, Reflection and Self-Care for CACPCS staff - June 9 (PD Day). Ms. Pinks and Mr. Cruz have planned events related to the death of George Floyd and its implications for Black Lives Matter.

Re-Opening Vision

CACPCS will work to achieve a safe reopening plan that reflects the various perspectives, contributions and needs of our school community.

- Phase I: Planning Design and vision setting, May 18th – June 1st
- Phase II: Stakeholder Engagement and finalizing plan, June 1st – June 19th

- Phase III: Preparing for re-opening, June 29th – August 31 (based on Mayor and Governor’s emerging guidelines)
- Re-opening plan will focus on six areas: health and wellness, space safety, school day/year schedules, instructional recovery and continuity of learning, communications, and operations.
- Stakeholder engagement expressed through surveys. Particularly we want to understand PAC’s issues/concerns, hear from parents of SWD about their scholars’ experiences with remote learning, and hear directly from scholars about how they are faring.
- The 3 scenarios under discussion are: in-person/remote hybrid, fully-remote, and remote/in-person hybrid.
 - Scenario 1 IN PERSON/REMOTE HYBRID: emphasizes in-person rotation (particularly to assess learning).
 - Scenario 2 FULLY REMOTE (current model): has more consistency, yet large group of scholars not currently thriving.
 - Scenario 3 REMOTE INSTRUCTION /IN PERSON Mon-Fri for children of essential workers/ first responders. Would be focused at Southern Blvd.

FY 21 Budget

Resolution to give Children’s Aid Michael Greenberg (CFO), and Phoebe Boyer (CEO) signature rights for the CACPCS bank accounts, along with the CACPCS Board Chair (currently Michelle DeLong).

Ms. DeLong moved to approve the resolution; Ms. Rumph seconded the motion. The resolution was unanimously approved.

- New rent to CA will be \$2M.
- We will receive approximately \$1M rent reimbursement from DOE
- CA will pay all operating expenses and provide \$500K grant to CACPCS
- We have \$6.5M in reserves, hence budget shortfall projected this year will be covered.
- Additional funds: \$1.4M PPP (currently a loan but may be forgiven next month.)
- ANet and Lavinia will continue providing support next year. We are adding a humanities curriculum at Southern Blvd
- We need to develop a policy for cash reserves; subject to revision as needed.

The budget for 2020-21 was presented for approval. Ms. Goldman made a motion for the budget for 2020-21 to be approved. Ms. Rumph seconded the motion. The budget for 2020-21 was unanimously approved.

Governance Committee

Board of Trustees Meeting Calendar

Board of Trustees meetings will be held the 2nd Wednesday of the month, November meeting will be moved to November 18th.

Ms. Leventhal made a motion to approve the Board of Trustees 2020-21 Meeting Calendar. Ms. DeLong seconded the motion. The Board of Trustees 2020-21 Meeting Calendar was unanimously approved.

Finance Committee meetings will be held on the Monday before each Board of Trustees meeting.

Election of Trustees/Board Terms

Ms. Coleman's term is up. Her scholars will be graduating and she will be cycling off the board. She has served on the board for a number of years and we thank her for her service and perspective. We wish Ms. Coleman and her children the best in their future endeavors.

Class 1 Board of Trustee terms up for renewal: Ms. DeLong, Ms. Goldman, Ms. Boyer and Mr. Fernandez.

Regretfully Mr. Fernandez has resigned from the board. Additional responsibilities at Children's Aid preclude his continued service on our Board. We thank him his vision and the thoughtful insights he has consistently brought to the Board. He will be sorely missed; we wish him well.

Ms. Leventhal made a motion for the renewal of the terms of the Class 1 Board of Trustees until June 30, 2022. The trustees are Ms. DeLong, Ms. Goldman and Ms. Boyer. The motion was seconded by Mr. Fernandez, and then unanimously approved.

Ms. DeLong made a motion to elect Ms. Leventhal as Chair of the Governance Committee, replacing Mr. Fernandez. Ms. Rumph seconded the motion. The motion was unanimously approved.

Learning & Achievement Committee

- Committee Meeting was held May 19th.
- Reviewed state of the school.
- Discussed HOS evaluation and agreed on same format used last year.
 - No 360 this year, because of transition to remote learning in Covid environment.
 - HOS suggested committee interview the Leadership Team as part of her evaluation.
 - Next year evaluation will be pushed earlier in the year and will include a 360.
- Director of SPED shared support work occurring with SWDs and their parents.

Draft of the lease between CACPCS and 1232 Southern LLC is up for renewal. Need to send lease to SUNY and the DOE on Monday, June 15th. Main changes are:

- Rent increase
- Payment of operating expenses by CACPCS is now eliminated; covered in full by CA.

Ms. DeLong made a motion to approve the lease renewal. Ms. Rumph seconded the motion. The lease renewal was unanimously approved.

At 7:34 p.m. motion made to go into Executive Session: discussion of matters leading to the appointment or removal of a particular person.

At 8:03 p.m. Executive session ended; the public session resumed and was adjourned.

Videoconferencing Details:

1. Please join my meeting at: <https://global.gotomeet-ing.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children's Aid College Prep Charter School Trustees – June 10, 2020

Trustee Meeting will be held via GoTo Meeting video conferencing due to Coronavirus Pandemic.

Planned Outcomes: Trustees will:

1. Approve May meeting minutes
2. Receive school update
3. Approve FY21 Budget
4. Approve Resolution re: Bank Accounts
5. Nominate and Elect Trustees
6. Approve Annual Calendar
7. Trustee Disclosure Forms

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of May minutes	Draft Minutes
6:05 - 6:45 PM	Brown	HOS Report and Connection to Purpose: Profiles of first graduating class; Planning for re-opening of school	HOS Report and school data
6:45-7:00 PM	Bershadker	Finance Committee Update; FY21 Budget; Resolution	FY21 Budget; Board Resolution
7:10-7:20	Fernandez	Governance Committee Update; election of trustees and Approve Meeting Calendar	2020-21 Board Meeting Calendar
7:20-7:30	Leventhal	Learning and Achievement Committee Update	
7:30- 7:50 PM	DeLong	Executive Session with Ms. Brown	
7:50-7:55PM	DeLong	Executive Session	
7:55 PM	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 <ul style="list-style-type: none"> Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 • Annual Financial Audit Review
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/21*	11/7
Dec		12/11	12/19		12/9
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 • CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 • Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 • Budget Review • Final approval of FY21 wraparound budget • General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 • Review Full FY21 Budget draft • Medical insurance Review • Review 990

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
May	5/1 – Application and Admissions Summary 5/15 – Facility reporting 5/15 – Q3 Financial Report	5/13	5/21	5/19 *	5/11 • Review and finalize FY21 full budget
June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 • Budget Final Review • Review SY 2020-21 contracts

Current Committee Assignments

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Children's Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández</p>
<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>

Ad Hoc (Annual Retreat Actions Follow-up)	Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal
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Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – May 13, 2020

Trustee Meeting held via GoTo Meeting video conferencing due to Coronavirus Pandemic

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker* Phoebe Boyer* Michelle DeLong* Abe Fernández* Jane Goldman* Beth Leventhal* Michelle Rumph*	Drema Brown, Head of School & CA VP of Education* Casey Vier, Elementary School Principal* Robin Fleshman, Middle School Principal* Cherice Bedford, Assistant Community School Director* Osvaldo Cruz, Life Coach Director* Marisol Nieves-Brown, Senior Manager of Operations*
<i>Trustees not in Attendance</i>	
Delois Coleman	

* *Via video-conference*

** *Via phone*

Welcome

Ms. DeLong called the meeting to order at 6:03 p.m.

Ms. Boyer moved to approve the April minutes. Ms. Leventhal seconded the motion. Minutes were unanimously approved.

Connection to Purpose Focus: Remote Learning

This month’s connection to purpose is providing Trustees with an update on our transition to remote learning, how we are supporting our families during this time, teaching and learning supports, and 8 major shifts in practices. Data included in HOS report. We will be in remote learning until the summer.

Ms. Brown presented SY 2019/2020 Academic Priorities: students meet or exceed benchmarks; instructional leaders build rigorous K-8 learning continuum via curriculum development and PD; improve SPED and intervention supports. Each academic priority has concomitant remote learning priorities.

8 Shifts & Early Lessons Learned re Remote Learning:

Positive relationships carry over to remote envt.

Community school strategy - invaluable supports.

Technology access facilitated with chromebooks for all.

Time - flexibility required.

Learning environment -communication/collaboration between staff and parents essential.

Learning experiences - can be synchronous/asynchronous.

Instruction delivered by teachers through technology, but parents share much responsibility. **Educational equity** driven by home and community resources.

Home environment is the greatest influence on successful use of technology and out of school learning. (Hattie 2009).

Student and family supports:

- Life Coaching support services continue - maintaining connection with scholars and families to address needs.
- Elementary campus using SEESAW, Google platform for coping strategies.
- Prospect campus using Google platform for parent supportive resources.
- Scholars engaging more via Google.
- 20 students via Zoom in Power Groups.
- Zoom has been challenging for some families, but FaceTime popular; families requesting individual Face Time for grievances.
- Families requested assistance with rental arrears - some provided through OPPCA from NYTimes Neediest. CA has collaborated to arrange assistance.
- Families also need referrals to food pantries - major issue.
- mybronximpact.org - great resource
- Quarantine fatigue kicking in for adults and children. Impacting students and parents with other existing health conditions. More cases as we move forward.

Attendance tracking from March 16-April 20

- ELLs 81% scholars with IEPs 76%; General Ed 83%
- April attendance was 76% (spring break had a negative impact)
- Average number of posts from April 8th – May 5th : 100 per student.
- 195 middle school scholars signed into Google, between 2000-3000 posts per day.

Scholars have been maximizing synchronous learning, with support. Parents are more engaged; families and caregivers are providing more information and sharing more than previously.

Success Mentors are working with Life Coaches to learn the right questions to ask, and how to ask them during this time when families have so many challenges.

HOS Report

- Enrollment: 704 lottery applications — more applications than previous two years. Recruiting from Early Childhood programs has helped.
- Year-End Assessments: After consulting with several consultants we have decided to administer A4 of the ANet assessments, so we will have pre and post remote learning data.
- Reopening Planning: We were asked to give our first day of school to DoE: will be August 31, 2020 (teachers report for PD Aug 17.)
- We are planning 3 scenarios: in school, remote learning or a hybrid. May be staggered openings for different grades.
- SUNY and NYSED want stakeholders engaged in the planning and will consider regulatory relief in order to balance school goals with support needed by scholars and families to feel safe. We are asking to waive longer school day, longer school year and mandatory 6+ hours.
- Graduation: For K, 5th – virtual graduations. For 8th grade we are working with a vendor to do a pre-recorded video that features personalized segments for each scholar.
 - More than half of the graduation class has been with us since the opening of the school.
- Preparing hard copy and interactive summer work for scholars who need more academic reinforcement.

Finance Committee

Ms. Bershadker moved to approve Form 990. Ms. Leventhal seconded the motion. Form 990 was unanimously approved.

- We went through the 3rd quarter BvA, we are tracking lower on SPED revenue. This has to do with scholars leaving the school but also shifting from 50% to 20% SPED services.
- Projecting surplus year-end: \$300K – \$400K.
- HOS will be on CACPCS budget 100% for the next school year.
- HOS has provided various scenarios for next year's budget.

Learning & Achievement Committee

The Learning & Achievement Committee meeting is scheduled for Tuesday, May 19. Brown and Leventhal will arrange.

At 7:11pm motion made to go into Executive Session: discussion of lease of real property, publicity could affect value.

At 7:41pm the public session resumed and the meeting was adjourned.

Videoconferencing Details:

1. Please join my meeting at: <https://global.gotomeet-ing.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – May 13, 2020

Trustee Meeting will be held via GoTo Meeting video conferencing due to Coronavirus Pandemic.

Planned Outcomes: Trustees will:

1. Approve April meeting minutes
2. Receive school update
3. Vote Form 990

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of April minutes	Draft Minutes
6:05 - 6:45 PM	Brown	HOS Report and Connection to Purpose: Teaching and learning and student supports	HOS Report and school data
6:45-7:00 PM	Bershadker	Finance Committee Update; 990 Approval	Form 990
7:00- 7:40 PM	DeLong	Executive Session with Ms. Brown	
7:40-7:55PM	DeLong	Executive Session	
7:55 PM	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 • Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 • Annual Financial Audit Review
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/21*	11/7

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Dec		12/11	12/19		12/9
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 <ul style="list-style-type: none"> CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 <ul style="list-style-type: none"> Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 <ul style="list-style-type: none"> Budget Review Final approval of FY21 wraparound budget General Liability Insurance Review
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June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 <ul style="list-style-type: none"> Budget Final Review Review SY 2020-21 contracts

Current Committee Assignments

Trustees - Michelle DeLong, Chair • Beth Leventhal, Vice-Chair • Jane Goldman, Secretary • Nina Bershadker, Treasurer

Delois Coleman, Parent • Phoebe Boyer • Abe Fernández • Michelle Rumph

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Children's Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández</p>
<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – April 1, 2020
Trustee Meeting held via GoTo Meeting video conferencing due to Coronavirus Pandemic

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker* Phoebe Boyer* Michelle DeLong* Abe Fernández* Jane Goldman* Beth Leventhal* Michelle Rumph*	Drema Brown, Head of School & CA VP of Education* Casey Vier, Elementary School Principal* Robin Fleshman, Middle School Principal* Cherice Bedford, Assistant Community School Director* Osvaldo Cruz, Life Coach Director* Marisol Nieves-Brown, Senior Manager of Operations*
<i>Trustees not in Attendance</i>	
Delois Coleman	

* Via video-conference
** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:02 p.m.

Ms. Boyer moved to approve the March minutes. Ms. Leventhal seconded the motion. Minutes were unanimously approved.

Connection to Purpose Focus: Remote Learning

Principals Vier and Fleshman presented on the remote learning transition efforts for elementary and middle schools.

Elementary:

Transitioned to remote learning using Sea Saw and Zoom for virtual lessons and conferences. Professional development on virtual platforms was held for staff by education consultants.

1. Tools and components of SeeSaw are more user friendly, and superior for student:teacher interaction.
2. Scholars are receiving instruction in their core and specialty classes.
3. Life coaches and success mentors are providing scholars with support.
4. A remote learning schedule was shared with parents. Giving scholars and their parents a structure for the day that includes lunch and time to play.

5. For teachers 9am-3pm are set working hours. Lesson planning, responding to questions from families, student feedback, 1:1 student conferences and checking in with direct supervisors should occur within that time.
6. 100% student login rate is goal. 95% on April 1, with about 20 scholars unable to sign on. Under 5 families still need assistance.
7. Quality of specific feedback during lessons is most important factor in online learning and conferences.
8. Priorities: Close reading gr 2-5, phonics, robust independent reading, math problem solving
9. Brown, Bedford and Cruz meet weekly to discuss participation/attendance issues, strategizing different options based on what we know about families.

Middle School:

1. MS work being aligned with K-5
2. Using Google Classroom and Zoom
3. Every teacher has 7-10 scholars for advisory; calling 2x day for wellness check, confirm packs of material received for each subject.
4. Professional development with all education consultants ANet, Educate, and Lavinia Group.
5. Working toward meeting the needs of our SPED scholars, ELLs, SWS; paraprofessionals, interventionists and balance teachers supporting.
6. Middle School team meets from 9am-9:15am to go over announcements and discuss issues.
7. 85% - 90% attendance for the week, challenging to get students to show up on video.
8. 8th graders - trying to keep morale up with prep rallies and listening parties. 6th /7th graders maintaining normal daily activity mantras, raffles, competitions and online remote learning.
9. Scholars not in attendance receive a text.
10. Principals and Deans participating in PAC meetings to support Bedford via Zoom. Outlet for parents to discuss issues, transition to remote learning, best practices, review schedules. Parents receiving training in Google Classroom and SeeSaw.
11. We are connecting families with CA for other supports.

HOS Report

1. High school placements sent out by DOE. Waiting for charter school lottery.
2. In anticipation of next year, working with 7th grade scholars and parents to educate re application process. Start test prep earlier — need extra time for practice and support. Maybe reach down to 6th grade.
3. Student attendance and tracking: trying to identify best policy / procedure to track attendance — currently exit slip required. Engaged OPM for advice.
4. Prior to school closure March 13th we were at 97% ADA for scholars. 96% for both schools on first remote learning day, using exit slips
5. Last date applications for 2020/21: Friday 4/3/2020, lottery Wednesday 4/8/2020. To be live streamed for public viewing.
6. 381 applications received to date; 33 siblings or enrolled in Early Childhood.
7. New tracking system for staff attendance shows consistency since remote teaching started.
8. 180 day attendance requirement waived from March 16 - April 14, thus far.

Budget Priorities - Finance Committee will hear full report)

Ms. Brown presented the budget priorities for next year to maximize scholar achievement.

1. How do we improve our impact on scholars' learning? Do we have the best talent in place to support higher achievement? How do we make sure the school as an organization is functioning optimally?
2. Sr Manager OPS on board; New Community School Director hired; Performance Analyst to be hired.
3. Evaluating possible restructuring of life coaching
4. 5 priority areas remain the same: Academics, School Culture and Climate, Community School Strategy and Parent Engagement, Operations, and Strategy and Leadership.
5. Continue to expand partnerships with ANet and Lavinia Group.
6. Additional math coach to be hired — must start looking early — will be difficult. Or more ANet coaching time to be considered.
7. Change elementary math curriculum to “Eureka”
8. Hiring incentives needed for SPED and ELL staff. Need another interventionist in middle school.
9. Invest in improving ELA, Social Studies, and Humanities curriculums, K-8 to increase rigor and quality
10. Additional professional development for Deans, Principals, SPED Teachers, Interventionists and Paraprofessionals. All should participate in ANet and Lavinia PD.
11. New teacher mentoring program, and add male mentorship program.
12. Our teacher non-certification rate is 62% — 40 of 64 are not certified.
13. To attract higher quality teachers need better recruitment/marketing/salaries/incentives
14. High needs positions particularly require incentives
15. Hiring and retention incentives can include bonuses, tuition reimbursement, parking reimbursement, reconfigured health insurance ratio and retirement match.
16. As budget develops, remember per pupil funding likely at 0% - could even decrease.
17. Should expect /prepare for school culture and climate slide.
18. In budget, perhaps highlight level 1 “must do’s” (level 2 and 3 if possible)

At 8:25pm the public session ended; no executive session was held.

Videoconferencing Details:

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Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – April 1, 2020

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve March meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of March Minutes	Draft Minutes
6:05 - 6:50 PM	Brown	Connection to Purpose: Remote Learning	
6:50-7:30	Brown	HOS Report (including HS Placement) Budget Priorities for 2020-21	HOS Report and Dashboard
7:30- 7:40 pm	DeLong	Executive Session with Ms. Brown	
7:40-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
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	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
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Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 <ul style="list-style-type: none"> Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23 Cancelled: Covid19 school closings	3/9 <ul style="list-style-type: none"> Budget Review Final approval of FY21 wraparound budget General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 <ul style="list-style-type: none"> Review Full FY21 Budget draft Medical insurance Review Review 990
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Current Committee Assignments

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Childrens' Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández</p>
<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – March 11, 2020

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Michelle DeLong Abe Fernández Jane Goldman* Beth Leventhal * Michelle Rumph	Drema Brown, Head of School & CA VP of Education Sandra Escamilla, Executive Vice-President of Youth Division Marisol Nieves-Brown, Senior Manager of Operations
<i>Trustees not in Attendance</i>	
Delois Coleman	

* *Via video-conference*

** *Via phone*

Welcome

Ms. DeLong called the meeting to order at 6:05 p.m.

Ms. DeLong moved to approve the February minutes. Ms. Rumph seconded the motion. Minutes were unanimously approved.

Connection to Purpose Focus: The Community School

Sandra Escamilla and Abe Fernandez: slide presentation “Charter Schools and Community Schools,” reviewed the following:

- Strategic functions and how they differ in charter schools, other community schools, and DOE schools
- 21 CA Community Schools (incl. CACPCS); 261 community schools in NYC
- CA offerings concentrated in South Bx, East Harlem, Washington Heights, Staten Island
- CACPCS special programs and services

HOS Report

- Enrollment: As of 2/28/2020: 639 scholars.
- Attendance: For February scholar school-wide attendance was 94% and staff school-wide attendance was 97%.
- Lottery: We have received 307 applications. 33 are siblings.
 - Elementary target is 75. Efforts to enroll 80
 - Middle school target is 68, efforts to enroll 70
- Chronic Absenteeism is down 2%. Grades 4 and 5 have no scholars in the severely absent category.
- Scholars will be receiving their high school placement letters on March 20th.
- APTT conferences held this week, large groups of parents in attendance.
- High School placements workshops planned for current 7th grade scholars and their parents.
- June 23rd is the date for the 8th grade graduation. Board members are invited/encouraged to attend.

ANet Assessment

Assessment data is core to the work, but quality of instruction has been the driving force.

- The team has been focused on lesson planning, learning objectives and purposeful teaching across grades and content areas.
- Elementary team focused on co-teaching and additional supports for scholars; middle school teaching focused on tracking objectives and creating/executing impactful lessons.
- Assessment 3 of ANET interim assessments: Results for ELA gr 2-8 and Math gr 2-5 were presented by the Head of School.
- We continue to work with our SPED teachers to ensure our scholars have access to grade level text/materials.

COVID 19

- We are following guidance from CDC, NYS, and NYC Dept of Health. If we hear of staff, scholar or family affected we will contact the Health Department for guidance.
- Have upcoming call with Robyn Dietz and Don Shacknai to discuss HR policies and guidance.
- Parents are receiving communication weekly on what the school is doing, how information will be communicated to families, and what guidance NYS has provided.
- Custodians at both locations have increased deep cleaning of common areas, providing plentiful soap, wipes, tissues and sanitizer.
- For each grade level we have put together packets across each standard for two weeks and included IReady information for extra practice. We have provided parents with a help desk so they can learn how to log onto IReady to receive additional content.

At 7:36 pm there was a motion to go into executive session: Matters relating to appointment/employment
At 8 pm executive session concluded. Public session resumed and the meeting adjourned.

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1. Approve February meeting minutes
2. Receive school update
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6:50-7:10	Brown	HOS Report	HOS Report and Dashboard
7:10- 7:40 pm	DeLong	Executive Session with Ms. Brown	
7:40-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

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<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – February 12, 2020

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Michelle DeLong Jane Goldman Michelle Rumph	Drema Brown, Head of School & CA VP of Education Jibri Nuriddin, 7 th Grade Lead Teacher Tanique Origgio, 7 th Grade Lead Teacher Melvin DeCambre, 4 th Grade Lead Teacher John Coluntano, 4th Grade Lead Teacher Shatara Johnson, 4th Grade Lead Teacher Marisol Nieves-Brown, Executive Assistant
<i>Trustees not in Attendance</i>	
Delois Coleman Abe Fernández Beth Leventhal	

* *Via video-conference*

** *Via phone*

Welcome

Ms. DeLong called the meeting to order at 6:00 p.m.

Ms. Rumph moved to approve the January minutes. Ms. Boyer seconded the motion. Minutes were unanimously approved.

Connection to Purpose Focus: The Staff Experience; School Works Suggestions for Staff

- Teachers shared the joy of: working with children from different backgrounds, pushing and challenging children to achieve, and taking ownership of the work. They feel acknowledged and valued.
- Their greatest challenges are meeting the academic and emotional needs of all children. They want more tools to feel better equipped.
- The School Works report was an eye opener - teachers were distraught and hurt, but are using this time for self-reflection and growth.
- Leadership is helping them fine tune strengths, increase pedagogical strategies and also hold children accountable for their own learning (“I can” and “I will” contracts).
- Teachers are experiencing a greater sense of community and support.

HOS Report

- Enrollment: As of 1/31/2020 there were 641 scholars, 660 is our target and 648 specified in our charter.
 - Some scholars moved out of state, some were discharged due to discipline code (3 middle school families).
- Lottery: We have received 221 applications, 22 are siblings.

- Elementary target is 75, plan to over-enroll to 80.
 - Middle school target is 70, plan to over-enroll to 75.
- Attendance: For January scholar school-wide attendance was 94% and staff school-wide attendance was 97%.

ANet Assessment

Ms. Brown provided an overview of the ANet - A2 results.

- Purposeful teaching is the focus. A3 assessment has been bumped to February with the final assessment scheduled for June.
- ANet, Lavinia Group and the leadership team are working to align all coaching. Using the Thoughtful Classroom Rubric as a foundation, they've built their own observation tool.
- ANet assessments are formative - provide information on student mastery of what was taught.
- 60% or higher on a specific standard indicates student mastery of that standard.
- In ELA, grades 2-8, increased from 50-53% between A1 and A2.
- In Math, grades 2-8, increased by 9% between A1 and A2.
- Teachers have to do more coaching in the moment, moving scholars toward higher achievement.
- 7th Grade ELA and math need work. 60 day plans in place - teachers will have more time with coaches. Forming small groups of scholars to work on specific skills - purposeful teaching and student goal-setting.

Finance

- Bershadker provided a Treasurer's Report - the quarterly summary.
- Revenue – 8.7 million YTD; Expenses – 12.3 million YTD
- CA Fiscal will release Walton and Charina funds.
- We are trending toward a significant surplus – 800K.
- We are in a healthy financial position. Note: School Works costs not reflected in the numbers to date.
- Given the surplus, exploring resources to enhance programs — perhaps more time with Lavinia and/or A-Net.

Governance

- Potential new board member (introduced by DeLong) toured the school. Leventhal and Fernandez will meet her next, followed by Boyer.

Learning, Achievement and Evaluation

- Committee met on January 22nd, discussed data from SchoolWorks and reviewed findings.
- Purposeful teaching is the current priority. Discussed timeline of dates, actions and responsible person or team.
- Goal - work toward clear mastery expectations for new teachers after first 3 months, at 6 months, end 1st yr, and at 5 years.
- Close reading updates were shared. Data from Sept/Oct through Jan were provided for grades 2-8. Sub-group data provided as well.

At 7:30 pm there was a motion to go into executive session: employment history/dismissal

At 8:00 pm executive session concluded. Public session resumed and the meeting adjourned.

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Agenda of the Meeting of the Children's Aid College Prep Charter School Trustees – January 8, 2020

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve December meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of December minutes	Draft Minutes
6:05 - 6:50 PM	Brown	HOS Report and Connection to Purpose: The Student Experience: CACPCS's Community School Strategy; School- works follow-up	HOS Report and school data;
6:50-7:00	Bershadker	Finance Committee Update	
7:00-7:10	Fernandez	Governance Committee Update	
7:10-7:30	Brown	Share back staff hypotheses follow-up from Retreat	
7:30- 7:40 pm	DeLong	Executive Session with Ms. Brown	
7:40-7:55 pm	DeLong	Executive Session	
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	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 • Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 • Annual Financial Audit Review
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/21*	11/7
Dec		12/11	12/19		12/9
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 • CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 • Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 • Budget Review • Final approval of FY21 wraparound budget • General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 • Review Full FY21 Budget draft • Medical insurance Review • Review 990
May	5/1 – Application and Admissions Summary 5/15 – Facility reporting 5/15 – Q3 Financial Report	5/13	5/21	5/19 *	5/11 • Review and finalize FY21 full budget

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 <ul style="list-style-type: none"> Budget Final Review Review SY 2020-21 contracts

Current Committee Assignments

CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman	
Finance Nina Bershader (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Childrens’ Aid Sherry Capili Milagros Lora</i>	Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández
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Ad Hoc (Annual Retreat Actions Follow-up)	Executive Committee Michelle DeLong Nina Bershader Jane Goldman Beth Leventhal

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – December 11, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Abe Fernández ** Beth Leventhal Michelle Rumph	Drema Brown, Head of School & CA VP of Education Cherice Bedford, Assistant Community School Director Marisol Nieves-Brown, Executive Assistant
<i>Trustees not in Attendance</i>	
Delois Coleman Michelle DeLong Jane Goldman	

* Via video-conference

** Via phone

Welcome

Ms. Leventhal called the meeting to order at 6:02 p.m.

Ms. Boyer moved to approve the November minutes. Ms. Rumph seconded the motion. Minutes were unanimously approved.

HOS Report

- Thanks to Cherice Bedford for her work with the High School Placement. Out of 62 8th grade scholars 58 applied for high school. Four scholars did not complete the application.
- The board discussed student attendance and school enrollment numbers.

- Ms. Brown reviewed preliminary results from the School Works visit with the board. The visit will continue for one more day.

-

ANet

The first Anet ELA and Math interim assessments were administered in November. Ms. Brown reviewed the results and the plans to follow-up with staff.

A2 assessment will provide info on whether we were able to help scholars master the standards that were not mastered in A1.

Ms. Brown discussed the balance teachers and their work.

Finance

- Committee met has reviewed budget vs actuals through October.
- At the end of Q2 CA fiscal will reforecast the budget. The re-forecast will be used in preparing next year's budget.
- Reviewed proposal to engage Talent Friend for external study focused on full benefits package, talent recruitment/retention and strategies to attract hard to staff positions. Finance Committee approved the proposal for \$7,500.
 - Discussed dashboard and meeting topics outlining conversations and priorities.
 - Suggestion made to have LAE Committee review topics as well.

Governance

Reviewed notes from the retreat in particular looked at action items/next step.

- Look at mission/vision statement
- Build on structure and approach we take at meetings
- Codify ways to ensure the Board receives information in a timely way

The committee is scheduling time to meet with Phoebe Boyer in early January to explore how to leverage CA support to move our work forward.

At 7:16 p.m. there was a motion to go into executive session.

At 7:55 pm executive session concluded. Public session resumed and the meeting adjourned.

Videoconferencing Details:

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<https://global.gotomeeting.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – January 8, 2020

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve December meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Approval of December minutes	Draft Minutes
6:05 - 6:50 PM	Brown	HOS Report and Connection to Purpose: The Student Experience: CACPCS’s Commu- nity School Strategy; Schoolworks follow-up	HOS Report and school data;
6:50-7:00	Bershadker	Finance Committee Update	
7:00-7:10	Fernandez	Governance Committee Update	
7:10-7:30	Brown	Share back staff hypotheses follow-up from Retreat	
7:30- 7:40 pm	DeLong	Executive Session with Ms. Brown	
7:40-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
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	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
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Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – December 11, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Abe Fernández ** Beth Leventhal Michelle Rumph	Drema Brown, Head of School & CA VP of Education Cherice Bedford, Assistant Community School Director Marisol Nieves-Brown, Executive Assistant
<i>Trustees not in Attendance</i>	
Delois Coleman Michelle DeLong Jane Goldman	

* Via video-conference

** Via phone

Welcome

Ms. Leventhal called the meeting to order at 6:02 p.m.

Ms. Boyer moved to approve the November minutes. Ms. Rumph seconded the motion. Minutes were unanimously approved.

HOS Report

- Thanks to Cherice Bedford for her work with the High School Placement. Out of 62 8th grade scholars 58 applied for high school. Four scholars did not complete the application.
- The board discussed student attendance and school enrollment numbers.
- Ms. Brown reviewed preliminary results from the School Works visit with the board. The visit will continue for one more day.
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Ms. Brown discussed the Balance Teachers and their work.

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- Committee met has reviewed budget vs actuals through October.
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 - Discussed dashboard and meeting topics outlining conversations and priorities.
 - Suggestion made to have LAE Committee review topics as well.

Governance

Reviewed notes from the retreat in particular looked at action items/next step.

- Look at mission/vision statement
- Build on structure and approach we take at meetings
- Codify ways to ensure the Board receives information in a timely way

The committee is scheduling time to meet with Phoebe Boyer in early January to explore how to leverage CA support to move our work forward.

At 7:16 p.m. there was a motion to go into executive session.

At 7:55 p.m. executive session concluded. Public session resumed and the meeting adjourned.

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Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – November 13, 2019

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve October meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:10 PM	DeLong	Approval of October minutes; District Safety Plan and FPP	Draft Minutes; District Safety Plan; Financial Policies and Procedures; FPP Summary
6:10-6:45 PM	Brown	HOS Report and Connection to Purpose: Attendance/Chronic Absence	HOS Report and school data
6:45-6:55 PM	Fernandez	Retreat Debrief	
6:55-7:05 PM	Pouga	Development Update	
7:05-7:15	Bershadker	Finance Committee Update	
7:15-7:45 pm	DeLong	Executive Session with Ms. Brown	
7:45-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
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Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 <ul style="list-style-type: none"> Annual Financial Audit Review

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
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<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – October 23, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershader* Phoebe Boyer* Michelle DeLong* Abe Fernández * Jane Goldman** Beth Leventhal** Michelle Rumph*	Drema Brown, Head of School & CA VP of Education Kashon DuBose, Director of Operations Cherice Bedford, Assistant Community School Director Jadid Zorrilla, Operations Manager Katie Pouga-Tinhaga, Major Gifts Officer* Sherry Capili, Assistant Controller* Milagros Lora, Senior Accountant*
<i>Trustees not in Attendance</i>	Marisol Nieves-Brown, Executive Assistant Christina Shiwbalak, Grant Thornton* Jennifer Hoffman, Grant Thornton* Chris Mancusi, Grant Thornton*
Delois Coleman	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:04 p.m.

Ms. Goldman moved to approve the September minutes. Ms. Bershader seconded the motion. Minutes were unanimously approved.

Audit Review

Representatives for Grant Thornton provided an overview of the CACPCS 2018-19 audit.

- Regarding internal controls, no items were discovered.
- No compliance issues found.
- No further concerns were discovered during the audit.
- Representation letter to be signed.

Ms. Boyer moved to approve the 2018-19 audit. Ms. Bershader seconded the motion. The 2018-19 audit was unanimously approved.

Foster Care Policy and Neglected and Delinquent Children Policy were reviewed prior to meeting.

Ms. DeLong moved to approve the Foster Care Policy and Neglected and Delinquent Children Policy. Ms. Boyer seconded the motion. The Foster Care Policy and Neglected and Delinquent Children Policy were unanimously approved.

Connection to Purpose

Ms. Zorrilla provided an overview of CACPCS Demographics: Who do we serve and how has that changed over time?

- We have 646 scholars enrolled as of 10/23/19
- Reasons some students left CACPCS: moving, scholarship elsewhere, distance issues, some “no shows”, need special setting, high # of past suspensions
- District 12 is our highest population of scholars, followed by Districts 9 and 11 from Williamsbridge. We want to increase our numbers from District 12.
- As of 10/16/19 total number of ELL’s is 74, an increase over last year.
- Some newly enrolled scholars are possible ELL’s - TBD.
- Scholars test out of ELL’s as they progress through the grades.
- Total number of SpEd scholars is 141 (21.82% of the school’s population). It would be helpful to see percentage by grade, class and how long with us.
- Enrollment in Middle School is lower than we want. Some parents opt not to deal with the high school application process, decline a seat and look for schools that go from middle through high school.

HOS Report

- Middle School suspensions have impacted attendance. The team has identified a group of scholars and is developing plans to support them and their families.
- First grade suspensions tend to be for violent behaviors. A small percentage is the result of bus infractions. In Middle School most suspensions are for out-of-school and social media related incidents. The team is going to focus more on restorative meetings and in-school detention, when necessary.
- Scholars who placed in tier 2 and tier 3 will receive additional support. Interventionists are working with scholars 1:1 and in small groups.
- In process of hiring 2 life coaches – 1 for Elementary and 1 for Middle. Another round of interviews is taking place for 2 additional life coaches.
- Ms. Bedford is supporting high school placement efforts. The middle school team is developing individual plans for scholars and their families. It is hoped that the team’s efforts to educate scholars and parents on the various options available to them will alleviate some of the stress.
- For the DREAM program, test scores are the qualifying factors. We have a large number of scholars attending DREAM, which is preparing them for the specialized high school exams. We are planning a trip for scholars/parents who attend the Saturday programs.
- On Saturday 10/19 two scholars received support for their visual arts portfolios and 13 more were provided with support in preparation for the Catholic high school exam.
- The Operations team has begun data work with OPM, and is preparing for Saturday’s retreat.
- Hiring process for Community School Director is underway; updates to follow.
- Next month we will need to approve the District Safety Plan.

Development

- No change in budgeted revenue or private funding for 2020.
- Goal for 2020: 25K from Annual Appeal, and to introduce two new private or individual donors.
- For the William E. Simon Foundation grant, we need a 15K match by 6/30/2020.
- Storyline – First graduation class of 8th graders are preparing for high school; our scholars outperformed the district in the NYS tests.
- Will send appeal for review 11/1/19; annual appeal scheduled to be sent 11/19/19.
- Suggest trustees personalize their appeal letters, consider phone appeals, use talking points, propose increase in giving from previous years.

Governance

- Retreat will be held on Saturday, October 26, 2019 from 9:30am – 4:00pm at Trustee Beth Leventhal's home in Manhattan.
- Topics of discussion will be mission of the school and data review.
- Sandra Escamilla has been working with Drema and OPM to pull data. Caitlin Robisch will be joining the retreat to take us through the data.
- There is a significant amount of data. Consequently we will send via email, along with progress summary and agenda, prior to retreat to provide sufficient time to preview and record questions.

At 7:28 p.m. there was a motion to go into executive session to discuss litigation and employment history.

At 7:50 p.m. executive session concluded. Public session resumed and the meeting adjourned.

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Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – September 11, 2019

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Planned Outcomes: Trustees will:

1. Approve August meeting minutes
2. Receive school update
3. Approve Family Engagement Policy
4. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Opening/Approval of August Minutes	Draft Minutes
6:05-6:45 PM	Brown	HOS Report	HOS Report and school data
6:45-6:55 PM	DeLong	Family Engagement Policy	Family Engagement policy – to be sent by HoS
6:55-7:05 PM	Fernandez	Governance: Retreat Update	
7:05-7:25 PM	DeLong	Executive Session with Ms. Brown	
7:25-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

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Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – August 14, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
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<i>Trustees not in Attendance</i>	
Phoebe Boyer Delois Coleman Jane Goldman	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:15 p.m.

Ms. Bershadker moved to approve the July minutes. Ms. Rumph seconded the motion. Minutes were unanimously approved.

HOS Report

In lieu of a regular Head of School report, Ms. Brown provided some brief updates on scholar enrollment, staff hiring and staff orientation. Then she brought back to the Trustees responses to their questions about the draft of the McKinney-Vento policy reviewed at the July meeting, confirmed the full Board meeting dates with the Board and consulted with them on the uses of Title funding in advance of the school’s submission of the Consolidated Application for ESSA-funded programs due on August 31st.

McKinney-Vento Policy

Ms. Brown reminded reviewed the regulations with Children’s Aid’s General Counsel, Courtenaye Jackson-Chase. Housing data can be shared with Trustees and agents of Children's Aid in aggregate, but the actual questionnaires themselves (as described in the policy) can only be shared with those personnel responsible for ensuring scholars are receiving the services and supports needed. Therefore, no change was made to the policy reviewed last month in this area. With regards to how CACPCS is accessing and using HRA information, Ms. Brown explained that the school accesses and uses HRA information in the following ways:

- A housing status indicator travels with students from the time their student identification number is generated in ATS along with their biographical information. This information is typically entered by the school/Pre-K of origin.
- CACPCS’s access to HRA (Human Resources Administration) data is very limited.

- The NYC Human Resources Admin provides CACPCS with information about who qualifies for free or reduced-priced meals based on HRA income guidelines. This information is shared with CACPCS in ATS through the Meals Report.
- ATS provides CACPCS with a housing status report or temporary housing report based on information collected by CACPCS (or prior schools) using information from the housing questionnaires. These reports identify homeless children under McKinney-Vento and are what CACPCS staff currently uses at the school to identify and track scholars who are homeless or in temporary housing.
- Ms. DeLong moved to approve the policy. Ms. Bershadker seconded the motion. The policy was unanimously approved.

Trustee Meeting Calendar

Ms. Brown reviewed with the Trustees the full board meeting dates and individual committee dates. Marisol Nieves-Brown will confirm dates for Learning, Achievement and Evaluation Committee and Governance Committee meetings.

Title Funding Trustee Consultation

Ms. Brown shared school management's proposed uses of ESSA funding for the 2019-2020 school year and asked for Trustee questions and feedback.

Trustees voiced no concerns about the proposed uses of the funding, but raised the following questions:

- Can we use a portion of the funding towards the Community School Directors' salary given their role in parent engagement?
- Can we apply a portion of it towards support for scholars experiencing homelessness?
- Can we make modifications to our use of the funding over the course of the year. In response to this question, Trustee Rumph explained that modifications could be made and that changes can also be made to Title II vendors during the year as well if needed.
- Trustee Rumph also explained that we could transfer Title IV to Title II and use it for Title II purposes.

Finance

Trustee Bershadker shared that the Finance Committee reviewed the Quarter 4 financials at their meeting on August 8th. Based on this report, CACPCS is expecting to end FY19 with a surplus of just over \$1m. Trustee Bershadker noted that school management and Children's Aid Fiscal would be making some improvements to our accounting practices to address the underlying causes of such variances in the school's financial reporting.

At 6:45 p.m. there was a motion to go into executive session to discuss personnel and litigation issues.

At 7:00 p.m. executive session concluded. Public session resumed and the meeting adjourned.

Videoconferencing Details:

1. Please join my meeting at:
<https://global.gotomeeting.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – October 23, 2019

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve September meeting minutes
2. Receive school update
3. Approve Family Engagement Policy
4. Receive committee updates

Time	Lead	Item	Materials
6:00-6:10 PM	DeLong	Opening/Approval of: September Minutes; Foster Care Policy; Neglected and Delinquent Children Policy	Draft Minutes; Foster Care Policy; Neglected and Delinquent Children Policy
6:10-6:45 PM	Brown	HOS Report and Connection to Purpose: Demographics — who do we serve and how has that changed over time?	HOS Report and school data
6:45-6:55 PM	Bershadker and Audit Team	Review of 2018-2019 Audit	Draft Audit
6:55-7:05 PM	Pouga	Development Update	
7:05-7:15 PM	Fernandez	Retreat Update	
7:15-7:35 pm	DeLong	Executive Session with Ms. Brown	
7:35-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	Abrons, DeLong Fernandez, Leventhal	Abrons, DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 <ul style="list-style-type: none"> Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 <ul style="list-style-type: none"> Annual Financial Audit Review
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/15*	11/7
Dec		12/11	12/19		12/9

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 <ul style="list-style-type: none"> CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 <ul style="list-style-type: none"> Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 <ul style="list-style-type: none"> Budget Review Final approval of FY21 wraparound budget General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 <ul style="list-style-type: none"> Review Full FY21 Budget draft Medical insurance Review Review 990
May	5/1 – Application and Admissions Summary 5/15 – Facility reporting 5/15 – Q3 Financial Report	5/13	5/21	5/19 *	5/11 <ul style="list-style-type: none"> Review and finalize FY21 full budget
June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 <ul style="list-style-type: none"> Budget Final Review Review SY 2020-21 contracts

Current Committee Assignments

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Childrens' Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández</p>
<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – September 11, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Michelle DeLong Jane Goldman Beth Leventhal Michelle Rumph	Drema Brown, Head of School & CA VP of Education Kashon DuBose, Director of Operations Cherice Bedford, Assistant Community School Director Katie Pouga-Tinhaga, Major Gifts Officer Marisol Nieves-Brown, Executive Assistant
<i>Trustees not in Attendance</i>	
Delois Coleman Abe Fernández	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:03 p.m.

Ms. Bershadker moved to approve the August minutes. Ms. Boyer seconded the motion. Minutes were unanimously approved.

HOS Report

Ms. Brown provided an overview of the 2019 Test Results Report and Management Plan.

- Our actual total enrollment is 658. Yet on the books our enrollment is 685, reflecting students we are still “carrying” but are enrolled at other schools and need to be officially discharged from CACPCS. Staff are working diligently toward that end with families of scholars that have not returned.
- Current enrollment includes 13% ELLs; 85% free/reduced lunch; 10% child welfare. We are a trauma-informed learning environment.
- We backfill at all grade levels.
- Concluded that the assessments and tools we were using last year were not good predictors of success on the tests. The curriculum, instruments and assessments were not aligned with each other, or with the standards. We are working with ANet to better align the curriculum with assessments this year.

ELA and Math

- Strongest overall performance was in ELA for Grades 4 and 7 (59% and 46%, respectively), and in Grade 4 Math (53%).
- There was a decline in proficiency in ELA, Grades 4, 5 and 6. In Math, Grades 4, 6.
- CACPCS continues to outperform local district in Math and in ELA, except for Grade 6 which matched the district. The District uses overall numbers for all students. If we use our overall numbers we outperform the district in all grades.

- We have a percentage of scholars who are not officially ELLs, but are notably weak in English.

HOS Priorities

- Supervision, Coordination of Curriculum, Instruction and Assessments
- SPED and Intervention
- Data-driven improvement

Priority #1- Supervision/Coordination of Curriculum, Instruction and Assessments

- ANet to review curriculum for Grades K-2 ELA and Grades 3-8 Math.
- Alignment of assessment, curriculum and instruction.
- Bi-Monthly review meetings with Curriculum Team, supported by ANet and OPM, to deep dive into data review.
- Curriculum has been changed in Middle School - GoMath not effective at that level. Elementary School will continue using GoMath.
- Supervision of work with ANet and Lavinia.
- Revise/build out tools for monitoring student progress (CA and school staff)

Priority #2 - SPED and Intervention

- Director of SPED now reports directly to HOS to ensure all scholars receiving SPED services are in proper settings and receiving higher quality supports.
- Ensure scholars are in the right Tiers and are assigned to the right Interventionist.
- Data reviews with Interventionist and SPED teachers.
- Observations will be documented and PD based on observations.
- Implement paraprofessional PD for instructional support and behavioral supports.
- Monitor/evaluate effectiveness of Balance Centers

Priority #3 - Data-driven Improvement Cycles

- Bi-Monthly data review meetings: Curriculum Teams with ANet and OPM supports
- Ensure content is aligned with assessment, instruction and curriculum.
- Work with CA and school staff to build out tools to monitor student progress effectively.
- Supervise development of PD plans and instructional supports through reviews of teacher eval data and coaching trackers.

Parent and Family Engagement Policy

Ms. Brown reviewed the Family Engagement Policy with the Trustees.

Trustees provided the following feedback:

- Substitute “caregivers” or “guardians” to sections that contain the wording “parents”.
- On page 6 under “School” section, first paragraph, change “...their role as educators...” to “its role...”. Next sentence change “...to the best of their ability” to “...to the best of its ability...”
- Second paragraph “state” should not be capitalized.
- Should be consistent with wording “scholar” or “children” throughout.
- Separate the Parent and Family Engagement Policy from the School-Parent-Scholar Compact.

Ms. Boyer moved to approve the Family Engagement Policy subject to changes. Ms. Leventhal seconded the motion. Family Engagement Policy was unanimously approved subject to changes.

Governance

- Board Retreat is scheduled for Saturday, October 26, 2019 and will be held at Trustee Beth Leventhal's home in Manhattan.
- Last week the committee met with Sandra Escamilla, VP of Youth Divisions at CA who will be the retreat facilitator; Susan Fojas, Director of Performance Management and Caitlin Robisch, Project Director for Strategic Initiatives. They will review data and topics of discussion for the retreat.
- During the retreat we will review our mission statement, scholar data, alignment with CA and other items.

At 7:42 p.m. there was a motion to go into executive session to discuss personnel and preparation grading and administration of exams.

At 8:15 p.m. executive session concluded. Public session resumed and the meeting adjourned.

Videoconferencing Details:

1. Please join my meeting at:
<https://global.gotomeeting.com/join/415385461>
2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
3. Dial +1 (872) 240-3212, Access Code: 415-385-461.

Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – August 14, 2019

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve July meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:05 PM	DeLong	Opening/Approval of July Minutes	Draft Minutes
6:05-6:15 PM	Brown	HOS Report	HOS Report
6:15-6:25 PM	DeLong	Committee Reports	
6:25-6:35 PM	DeLong	Executive Session with Ms. Brown	
7:35-6:45 pm	DeLong	Executive Session	
6:45 pm	DeLong	Public Session Resumes	

Board of Trustees 2018-19 Planning Calendar

	School Events of Interest	General	Governance	Learning, Achievement & Evaluation	Finance	Facilities
Trustees		All	Fernández, Leventhal, DeLong,	Goldman, DeLong, Leventhal, Fernández	Bershadker, DeLong, Leventhal, Rumph	Goldman
July		*7/25, 6 PM				
Aug	APTT – 8/29 & 30	8/08, 6 PM			8/10, 3 PM	
Sept		9/12, 6 PM	9/19, 1 PM	9/24, 9 AM	9/26, 4 PM	
Oct	Harvest Day – 10/31	10/10, 6 PM	10/18, 4 PM		*10/26, 1 PM FY18 Audited Financials Review Schedule full Board call between 10/29-31 to approve Audit report prior to 11/1 deadline	
Nov	APTT – 11/19, 20, 26 & 27	11/14, 6 PM	11/15, 4 PM	11/26, 2 PM	11/7, 4 PM -Q1 Financial Report	
Dec	Family Literacy Night	12/12, 6 PM	12/20, 4 PM		12/5, 4 PM	
Jan	Pajama & Book Day	1/9, 6 PM	1/17, 4 PM	2/4, 9 AM	1/24, 4PM -Initial Budget Review	
Feb	Black History Month	2/13, 6 PM	2/21, 4 PM		2/6, 4 PM -Q2 Financial Report	
Mar	APTT – 3/11, 12, 18 & 19	3/13, 6 PM	3/21, 4 PM	3/25, 2 PM	3/6, 4PM -Budget Review -General Liability Insurance Review	
Apr	Testing Rally/ Celebration	4/10, 6 PM	4/18, 4 PM		4/3, 4 PM -Budget Revision Review -Medical insurance review	
May	Teacher Appreciation	5/8, 6 PM	5/16, 4 PM	5/20, 9 AM	5/7, 4 PM -Q3 Financial Report	
June	Spirit Week	*6/24, 6 PM Budget approval	6/20, 4 PM		*6/18, 2 PM -Budget Final Review -Review contracts for upcoming school year	

July	NA	7/31, 6 PM Financial disclosure forms for all Trustees for submission for Annual report due 8/1	7/18, 4 PM		7/24, 4 PM -Review Q4 report due August 1	
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*Denotes meeting held off schedule

Current Committee Assignments

CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman	
Finance Nina Bershader (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with CAS Sarah Gillman Kashon DuBose</i>	Learning, Achievement & Evaluation Michelle DeLong Jane Goldman (chair) Beth Leventhal Abe Fernández
Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong	Facilities Steering Jane Goldman Beth Leventhal
Ad Hoc (Annual Retreat Actions Follow-up)	Executive Committee Michelle DeLong Nina Bershader Jane Goldman Beth Leventhal

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – July 31, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershadker Phoebe Boyer Michelle DeLong Abe Fernández Beth Leventhal Michelle Rumph	Drema Brown, Head of School & CA VP of Education Louise Marchena, Community School Director Katie Pougá-Tinhaga, Major Gifts Officer Marisol Nieves, Executive Assistant
<i>Trustees not in Attendance</i>	
Delois Coleman Jane Goldman	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:13 p.m.

HOS Report

- Enrollment: 591 scholars enrolled in K – 7th grades, target was 600.
- Attendance: Annual attendance was 94.2%. June attendance was down because of days off and suspensions. School wide staff attendance for June 95% and 96% for the year. Staff attendance was affected by several teachers on family leave.
- Dean of Culture, SpEd Director and Life Coach have become certified in de-escalation to train teachers; all staff will receive this training.
- Recruitment: Over enrolled in grades K – 5th and 7th, we have not met the over enrollment numbers for 6th and 8th grades. K – 4th grades over enrolled by 3 – 4 seats.

Grade Status	K	1	2	3	4	5	6	7	8
Waitlist	160	61	62	74	67	56	42	20	9

- Summer Work: We have spent the summer trying to provide additional intervention and enrichment to scholars through summer tutoring and summer camp. The school leaderships and academic deans have been

looking at units of study/assessments to identify the skills that need to be reinforced. We have begun engagement with Achievement Network (ANet) to gain access to their assessments with a focus on Math. The Lavinia Group provides ELA assessments. ANet provides coaching and feedback which helps build capacity of leadership team.

Summer Experience

- Ms. Marchena provided an overview of the summer camp experience and tutoring information.
 - Summer Camp: CACPCS camp started with 120 scholars, current enrollment is 91. Scholars had various trips including Microsoft and the pool. There is a field trip every Friday. The final trip is to Quassy Amusement Park. Scholars had a borough project where they had to research the borough, worked on summer packets which were incorporated into the summer camp program and a social hour. Other summer camp program numbers are: Bronx House 19, Wagon Road 42 and Alvin Ailey 14. Overall average attendance is 74%.
 - 91 scholars have been consistent with attendance in the CACPCS summer camp.
 - Data and feedback should be provided back to parents.
 - Summer Tutoring: 62 elementary scholars and 50 middle school scholars, below is the breakdown of average daily attendance and no shows. Overall average attendance is 68%.

Status	Grade	1	2	3	4	5	6	7
ADA %		57	62	74	57	70	78	69
No Shows		4	2	1	6	2	4	4

- Early Childhood: Early Childhood enrollment is going well. Current enrollment numbers are: 4 year olds 19, 3 year olds 18 and 2 year olds 8. Significant number of them are siblings of CACPCS scholars.
- Strategy and Leadership: Hiring has been a challenge at the Middle School. We are still looking for: an 8th grade ELA teacher, 6th and 7th grade Science teachers, a Foreign Language teacher or Tech person. For Elementary a Balance Center teacher, 5th grade Math teacher and 3rd & 4th grade Interventionist.

Ms. Boyer moved to approve the June minutes. Ms. Leventhal seconded the motion. Minutes were unanimously approved.

- Desk Review: We were identified for a desk review as a result of our Title funding. A set of recommendations were given, one of them is the ESSA and federal Education Law every school is supposed to have a policy to support students who are homeless. Policy and procedures were reviewed which have to include:
 - Parents of enrollees are informed of what they are entitled to.
 - Clear about confidentiality regards to housing questionnaire.
 - Dispute procedure.
 Head of School will bring back policy to the August 14th meeting for approval. Work with SUNY to close any open items by the August 23rd deadline to close desk review. Receive clarity if Trustees can receive summary; Life coach, CSD, Directors or other agents receive information; and confirming list of students.

August 14th meeting will be held at 1232 Southern Boulevard and via video conference.

- We have begun circulating draft of the full board and committee meeting calendar so we can finalize by our next board meeting.

Governance

- 10/26 we have an all-day retreat.
 - Sandra Escamilla, VP of Youth Divisions will be the facilitator.
 - Some work with OPM to get data for the retreat.
 - Overall theme/work: updated refresh thinking of our mission, benefit of time/space to work together to work through issues, back filing, CACPCS needs to be the exemplar community school for CA our work is aligned with CA logic model, data review, SpEd rate, benchmarks, subsets of scholars who face multiple challenges how do we support, high school placement/partnerships.

Classes of Trustees/Board Terms

In October 2018 Class 1 was confirmed through June 2020. Class 1 trustees are: Ms. DeLong, Ms. Goldman, Mr. Fernandez and Ms. Boyer.

Ms. Abrons has resigned from the board.

Ms. Bershadker and Ms. Leventhal are also Class 2. Ms. DeLong made a motion to add Ms. Rumph to Class 2 and to extend Class 2 terms to expire on June 30, 2021. Ms. Bershadker seconded the motion. The motion was unanimously approved.

Ms. Boyer made a motion for Ms. Coleman to be the parent trustee for a one year term ending June 30, 2020. Ms. DeLong seconded the motion. The motion was unanimously approved.

At 7:26 p.m. there was a motion to go into executive session to discuss personnel and litigation issues.

At 8:00 p.m., executive session concluded. Public session resumed and the meeting adjourned.

Videoconferencing Details:

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2. Call in using your telephone. Please mute the microphone on your computer to prevent feedback and echoes.
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Agenda of the Meeting of the Children’s Aid College Prep Charter School Trustees – November 13, 2019

Meeting will be held at Children's Aid College Prep at 1232 Southern Blvd, Bronx, NY 10459. Participation is also available via video-conference from Children's Aid's headquarters at 711 Third Avenue, Suite 700.

Planned Outcomes: Trustees will:

1. Approve October meeting minutes
2. Receive school update
3. Receive committee updates

Time	Lead	Item	Materials
6:00-6:10 PM	DeLong	Approval of October minutes; District Safety Plan and FPP	Draft Minutes; District Safety Plan; Financial Policies and Procedures; FPP Summary
6:10-6:45 PM	Brown	HOS Report and Connection to Purpose: Attendance/Chronic Absence	HOS Report and school data
6:45-6:55 PM	Fernandez	Retreat Debrief	
6:55-7:05 PM	Pouga	Development Update	
7:05-7:15	Bershadker	Finance Committee Update	
7:15-7:45 pm	DeLong	Executive Session with Ms. Brown	
7:45-7:55 pm	DeLong	Executive Session	
7:55 pm	DeLong	Public Session Resumes	

Board of Trustees 2019-2020 Planning Calendar

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Trustees		All	DeLong, Fernández, Leventhal	DeLong, Fernandez, Goldman, Leventhal	Bershadker, DeLong, Leventhal, Rumph
NOTES	Reporting requirements due on the 1 st of the month will be reviewed during the relevant committee meeting and full board meeting the month prior; reporting requirements due on the 15 th of the month or later will be reviewed at the relevant committee meeting and full board meeting held earlier the same month.	Meetings are held at 6:00PM on the second Wednesday of every month.	Meetings are held at 4:00PM on the third Thursday of every month.	Meetings are held at 2:00PM on the fourth Monday of every other month beginning in September.	Meetings are held at 4:00PM on the Monday prior to the full Board meeting. The Committee reviews the data from two months prior (i.e. the Committee reviews the June close in August and the July close in September).
July		7/31 *	7/18		
Aug	8/1 – Annual Report 8/1 – Q4 Financial Report 8/30 Policy reviews -child abuse reporting, whistleblower, complaint policy	8/14	8/15		8/12 <ul style="list-style-type: none"> Review and approve school Fiscal Policies and Procedures Manual
Sept	9/15 – Accountability Plan Progress Report Review and approve Title funding policies: Title funding financial policies and procedures; parent engagement	9/11	9/19	9/23	9/9
Oct	10/15 District and School Safety Plans	10/23	10/24* 10/26 Full Board Retreat		10/21 <ul style="list-style-type: none"> Annual Financial Audit Review

	SUNY and NYSED Reporting Deadlines	General Board Meeting	Governance	Learning, Achievement & Evaluation	Finance
Nov	11/1 – Annual Financial Audit 11/15 – Q1 Financial Report	11/13	11/21	11/21*	11/7
Dec		12/11	12/19		12/9
Jan	1/2 – Student Application Form	1/8	1/16	1/22*	1/6 <ul style="list-style-type: none"> CA Fiscal orients Finance Committee to CA Budget launch priorities; fringe rates and other CA budget assumptions shared
Feb	2/15 – Q2 Financial Report	2/12	2/20		2/10 <ul style="list-style-type: none"> Initial FY21 Wrap-around Budget Review
Mar		3/11	3/19	3/23	3/9 <ul style="list-style-type: none"> Budget Review Final approval of FY21 wraparound budget General Liability Insurance Review
Apr	4/15 – Facilities Reporting Questionnaire	4/8 990 Approval with full Board	4/16		4/6 <ul style="list-style-type: none"> Review Full FY21 Budget draft Medical insurance Review Review 990
May	5/1 – Application and Admissions Summary 5/15 – Facility reporting 5/15 – Q3 Financial Report	5/13	5/21	5/19 *	5/11 <ul style="list-style-type: none"> Review and finalize FY21 full budget
June	6/30 – Annual Budget	6/10 (ANNUAL MEETING)	6/18		6/8 <ul style="list-style-type: none"> Budget Final Review Review SY 2020-21 contracts

Current Committee Assignments

<p>CACPCS Board of Trustees Executive Committee Chair – Michelle DeLong Vice Chair – Beth Leventhal Secretary – Jane Goldman</p>	
<p>Finance Nina Bershadker (Treasurer) Michelle DeLong Beth Leventhal Michelle Rumph <i>with Childrens’ Aid Sherry Capili Milagros Lora</i></p>	<p>Learning, Achievement & Evaluation Jane Goldman (chair) Michelle DeLong Beth Leventhal Abe Fernández</p>
<p>Governance Abe Fernandez (chair) Beth Leventhal Michelle DeLong</p>	<p>Facilities Steering Jane Goldman Beth Leventhal</p>
<p>Ad Hoc (Annual Retreat Actions Follow-up)</p>	<p>Executive Committee Michelle DeLong Nina Bershadker Jane Goldman Beth Leventhal</p>

Minutes of the Meeting of the Children’s Aid College Prep Charter School Trustees – October 23, 2019

Meeting held at Children’s Aid College Prep Charter School, 1232 Southern Blvd, Bronx, NY 10459

<i>Trustees in Attendance</i>	<i>Others in Attendance</i>
Nina Bershader* Phoebe Boyer* Michelle DeLong* Abe Fernández * Jane Goldman** Beth Leventhal** Michelle Rumph*	Drema Brown, Head of School & CA VP of Education Kashon DuBose, Director of Operations Cherice Bedford, Assistant Community School Director Jadid Zorrilla, Operations Manager Katie Pouga-Tinhaga, Major Gifts Officer* Sherry Capili, Assistant Controller* Milagros Lora, Senior Accountant*
<i>Trustees not in Attendance</i>	Marisol Nieves-Brown, Executive Assistant Christina Shiwbalak, Grant Thornton* Jennifer Hoffman, Grant Thornton* Chris Mancusi, Grant Thornton*
Delois Coleman	

* Via video-conference

** Via phone

Welcome

Ms. DeLong called the meeting to order at 6:04 p.m.

Ms. Goldman moved to approve the September minutes. Ms. Bershader seconded the motion. Minutes were unanimously approved.

Audit Review

Representatives for Grant Thornton provided an overview of the CACPCS 2018-19 audit.

- Regarding internal controls, no items were discovered.
- No compliance issues found.
- No further concerns were discovered during the audit.
- Representation letter to be signed.

Ms. Boyer moved to approve the 2018-19 audit. Ms. Bershader seconded the motion. The 2018-19 audit was unanimously approved.

Foster Care Policy and Neglected and Delinquent Children Policy were reviewed prior to meeting.

Ms. DeLong moved to approve the Foster Care Policy and Neglected and Delinquent Children Policy. Ms. Boyer seconded the motion. The Foster Care Policy and Neglected and Delinquent Children Policy were unanimously approved.

Connection to Purpose

Ms. Zorrilla provided an overview of CACPCS Demographics: Who do we serve and how has that changed over time?

- We have 646 scholars enrolled as of 10/23/19
- Reasons some students left CACPCS: moving, scholarship elsewhere, distance issues, some “no shows”, need special setting, high # of past suspensions
- District 12 is our highest population of scholars, followed by Districts 9 and 11 from Williamsbridge. We want to increase our numbers from District 12.
- As of 10/16/19 total number of ELL’s is 74, an increase over last year.
- Some newly enrolled scholars are possible ELL’s - TBD.
- Scholars test out of ELL’s as they progress through the grades.
- Total number of SpEd scholars is 141 (21.82% of the school’s population). It would be helpful to see percentage by grade, class and how long with us.
- Enrollment in Middle School is lower than we want. Some parents opt not to deal with the high school application process, decline a seat and look for schools that go from middle through high school.

HOS Report

- Middle School suspensions have impacted attendance. The team has identified a group of scholars and is developing plans to support them and their families.
- First grade suspensions tend to be for violent behaviors. A small percentage is the result of bus infractions. In Middle School most suspensions are for out-of-school and social media related incidents. The team is going to focus more on restorative meetings and in-school detention, when necessary.
- Scholars who placed in tier 2 and tier 3 will receive additional support. Interventionists are working with scholars 1:1 and in small groups.
- In process of hiring 2 life coaches – 1 for Elementary and 1 for Middle. Another round of interviews is taking place for 2 additional life coaches.
- Ms. Bedford is supporting high school placement efforts. The middle school team is developing individual plans for scholars and their families. It is hoped that the team’s efforts to educate scholars and parents on the various options available to them will alleviate some of the stress.
- For the DREAM program, test scores are the qualifying factors. We have a large number of scholars attending DREAM, which is preparing them for the specialized high school exams. We are planning a trip for scholars/parents who attend the Saturday programs.
- On Saturday 10/19 two scholars received support for their visual arts portfolios and 13 more were provided with support in preparation for the Catholic high school exam.
- The Operations team has begun data work with OPM, and is preparing for Saturday’s retreat.
- Hiring process for Community School Director is underway; updates to follow.
- Next month we will need to approve the District Safety Plan.

Development

- No change in budgeted revenue or private funding for 2020.
- Goal for 2020: 25K from Annual Appeal, and to introduce two new private or individual donors.
- For the William E. Simon Foundation grant, we need a 15K match by 6/30/2020.
- Storyline – First graduation class of 8th graders are preparing for high school; our scholars outperformed the district in the NYS tests.
- Will send appeal for review 11/1/19; annual appeal scheduled to be sent 11/19/19.
- Suggest trustees personalize their appeal letters, consider phone appeals, use talking points, propose increase in giving from previous years.

Governance

- Retreat will be held on Saturday, October 26, 2019 from 9:30am – 4:00pm at Trustee Beth Leventhal's home in Manhattan.
- Topics of discussion will be mission of the school and data review.
- Sandra Escamilla has been working with Drema and OPM to pull data. Caitlin Robisch will be joining the retreat to take us through the data.
- There is a significant amount of data. Consequently we will send via email, along with progress summary and agenda, prior to retreat to provide sufficient time to preview and record questions.

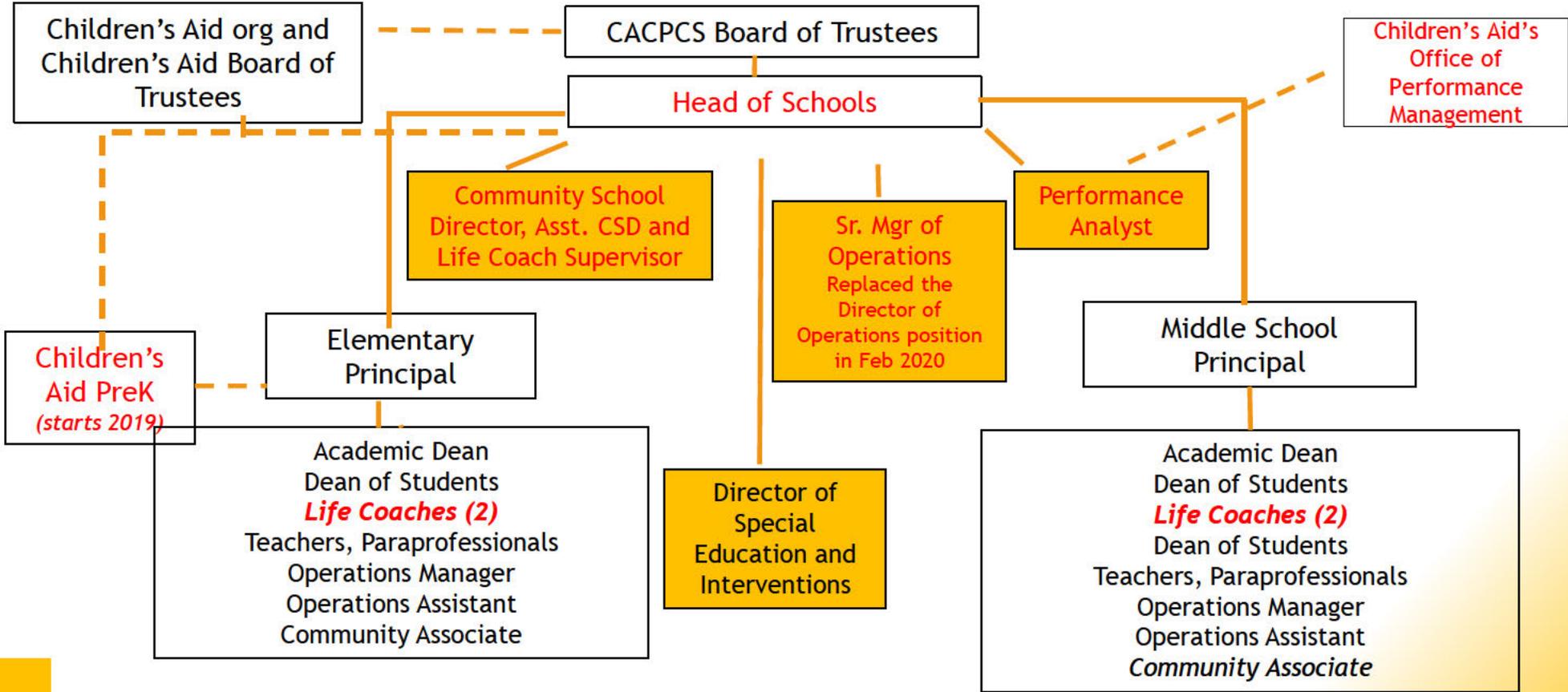
At 7:28 p.m. there was a motion to go into executive session to discuss litigation and employment history.

At 7:50 p.m. executive session concluded. Public session resumed and the meeting adjourned.

2019-20



2019 20 Children's Aid College Prep Charter School



Indicates staff who support both schools under the direction of the Head of Schools

Staff in red are Children's Aid staff.

CACPCS Academic Calendar 2020 - 2021

August 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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					

September 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

October 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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

First Day of School for All Scholars (K-8)

November 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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					

December 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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						

February 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			

April 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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	

May 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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					

June 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

Last Day of School for All Scholars K - 8

- Key**
- First Day of School - August 31, 2020
 - Last Day of School - June 25, 2021
 - First Day of Afterschool Programming
 - Parent Orientation - 5:30pm - Both Schools
 - Early Dismissal/Staff Professional Development
 - Holidays/School Closings
 - Academic Parent Teacher Teams
 - Testing Days - Grades 3-8
 - Parent Advisory Committee Meeting
 - Saturday Academy - Grades 3-8)
 - Progress Report Distribution

School Hours
Monday through Friday
7:45AM - 4:00PM

School Office Hours
7:30AM - 5:30PM

Calendario Academico de CACPCS 2020 - 2021

Agosto 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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					

Septiembre 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

Octubre 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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

Noviembre 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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					

Diciembre 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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		

Enero 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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						

Febrero 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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						

Marzo 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			

Abril 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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	

Mayo 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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					

Junio 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

Ultimo Dia de Clases para
Todos los Estudiantes K - 8

Key

- Primer Dia Escolar - 26 de Agosto, 2019
- Ultimo Dia Escolar - 26 de Junio, 2020
- Primer Dia de Programacion Despues de la Escuela
- Orientacion de Padres - 5:30pm - Las Dos Escuelas
- Despedida Temprano
- Vacaciones/Escuela Cerrada
- Noches de APTT
- Dias de Exámenes -Grados 3-8
- Reunion de los Asesores de Padres
- Academia de Sabados - Grados 3-8
- Distribucion del Reporte de Progreso

Horario Escolar
Lunes a Viernes
7:45AM - 4:00PM

Horario de la Oficina
7:30AM - 5:30PM



FIRE DEPARTMENT
9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857
BUREAU OF FIRE PREVENTION

Ref. No.: FS-06-15-01

BIN: 2117981 FPIMS: 35149558

To: **Sylvia Smith**
FXFOWLE Architects, LLP
22 W. 19th St, New York, NY 10011

From: Bureau of Fire Prevention

Date: **02/12/19**

Premises: **1232 Southern Blvd, Bronx, NY 10459**



Submission No. : 10

Fire Safety Plan - School with IFA

Letter of Acceptance

For inquiries e-mail to: Mamadou.Wade@fdny.nyc.gov

The Fire Safety Plan dated 01/0819 submitted for the above premises has been reviewed, and found to meet or exceed the minimum requirements for a Fire Safety Plan, as set forth by current guidelines as posted on FDNY site, and therefore you are being issued this Letter of Acceptance.

You are required to have in place all elements necessary for the implementation of this Fire Safety Plan, including all FS Staff, no later than thirty (30) days from the date of this letter of acceptance.

Please note that Fire Department acceptance of this Fire Safety Plan does NOT constitute:

1. Waiver of any requirements of the New York City Fire Prevention Code, Building Code or other applicable law, rule or regulation, or official approval of any provision of the Fire Safety Plan that violates such law, rule or regulation.
2. Proof of compliance with any applicable law, rule or regulation, other than New York City Administrative Code §27-4267.4 and Fire Department rule 3 RCNY 404-01.
3. Endorsement of the specific information, description or recommendations contained in the Fire Safety Plan, or the actions proposed to be implemented in the event of an emergency. The development of the substantive provisions of the Fire Safety Plan and responsibility for its implementation in the event of an emergency affecting the premises lies with the owner and the owner's representatives.

By order of,
Chief of Fire Prevention

FXFOWLE

FXFOWLE ARCHITECTS, LLP 22 WEST 19 STREET | NEW YORK, NY 10011, USA | T +1.212.627.1700 | WWW.FXFOWLE.COM

July 18, 2018

New York City Fire Department
Bureau of Fire Prevention
9 Metrotech Center, Brooklyn, NY 11201-3857

Re: Fire Safety and Evacuation Plan Submission
Children's Aid Society- Children's Aid College Prep Charter School
1232 Southern Blvd., Bronx
FXFOWLE Project 13076.L00

To Whom It May Concern,

As the Architect of Record for the above captioned project, the Architect states based upon our knowledge, information, and belief as of the date of this letter, that the Fire Safety and Evacuation Plan for the Children's Aid College Prep Charter School in the Bronx complies with all codes applicable to the Architect's services.

Sincerely,



Sylvia Smith FAIA LEED
Senior Partner
FXFOWLE ARCHITECTS, LLP



Cc: Eric Van Der Sluys, FXFOWLE

July 18, 2018

New York Fire Department
Bureau of Fire Protection
9 Metrotech Center
Brooklyn, NY 11201

Re: Fire Safety and Evacuation Plan Submission
Children's Aid Society
1232 Southern Blvd

To Whom It May Concern:

As the Engineer-of-Record for the above-captioned project, based upon our knowledge, information, and beliefs as of the date of this letter, the mechanical and fire protection drawings, dated 7/15/16, in the Fire Safety and Evacuation Plan for Children's Aid Society College Prep Charter School comply with all codes applicable to the mechanical and fire protection services.

Sincerely,
DAGHER ENGINEERING, PLLC



Elias Dagher, P.E., LEED AP BD+C
Senior Principal

cc: Eric Van Der Sluys, FXFOWLE
Josephine Zurica, Dagher Engineering



Verification of Accuracy

Fire Safety Plan

To: F.D.N.Y. Emergency Planning and Preparedness Group;

From: Sylvia Smith, FAIA, LEED AP
FXFOWLE Architects LLP
22 West 19th Street, New York, NY 10011

FSP# FS-06-15-01

FPIMS# 35149558

BIN# 2117981

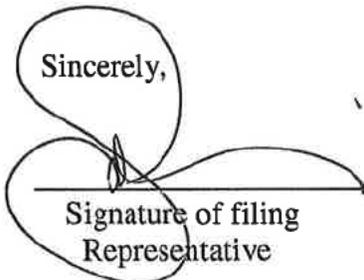
Premises Location: 1232 Southern Blvd., Bronx NY

This letter serves as verification that the Fire Safety Plan submitted represents the most recent "Conditionally Accepted" plan for the premises listed above. Further, I understand that the Fire Department Hi-Rise Unit will reference the contents of this plan during the buildings annual inspection.

Submission to the FDNY Emergency Planning and Preparedness Group shall consist of this letter as well as the following:

- Three (3) paper copies of the FSP (and all required documents) in the Conditionally Accepted format.
- Two (2) CD's: each containing electronic versions of the FSP (PDF) and each containing floor plans (DWG or DWF) in the Conditionally Accepted format. Standpipe/Sprinkler Riser Diagram may be submitted in pdf format.

Sincerely,



Signature of filing
Representative

Title: Senior Partner Date: 12/18/18

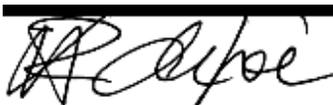
Print Name: Sylvia Smith, FAIA, LEED AP, Senior Partner

Certificate of Occupancy

CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Bronx	Block Number: [REDACTED]	Certificate Type: Final
	Address: 1232 SOUTHERN BOULEVARD	Lot Number(s): [REDACTED]	Effective Date: 05/01/2019
	Building Identification Number (BIN): [REDACTED]	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: [REDACTED]	(2014/2008 Code)	
	Building Occupancy Group classification: [REDACTED]	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting

Commissioner

Certificate of Occupancy

CO Number: 

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use



Borough Commissioner


Acting

Commissioner

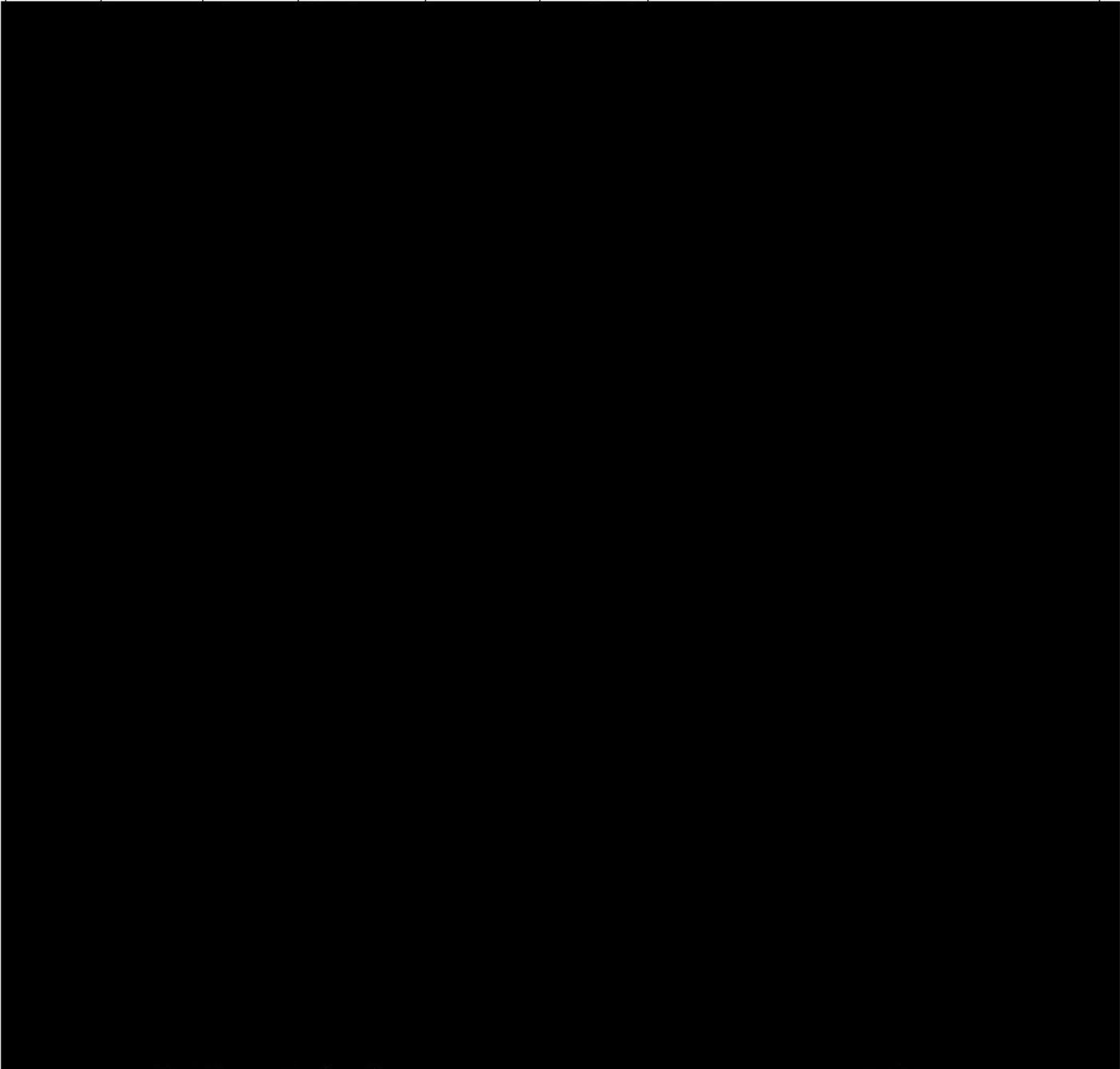
Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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[Handwritten Signature]

Borough Commissioner

[Handwritten Signature]
Acting

Commissioner

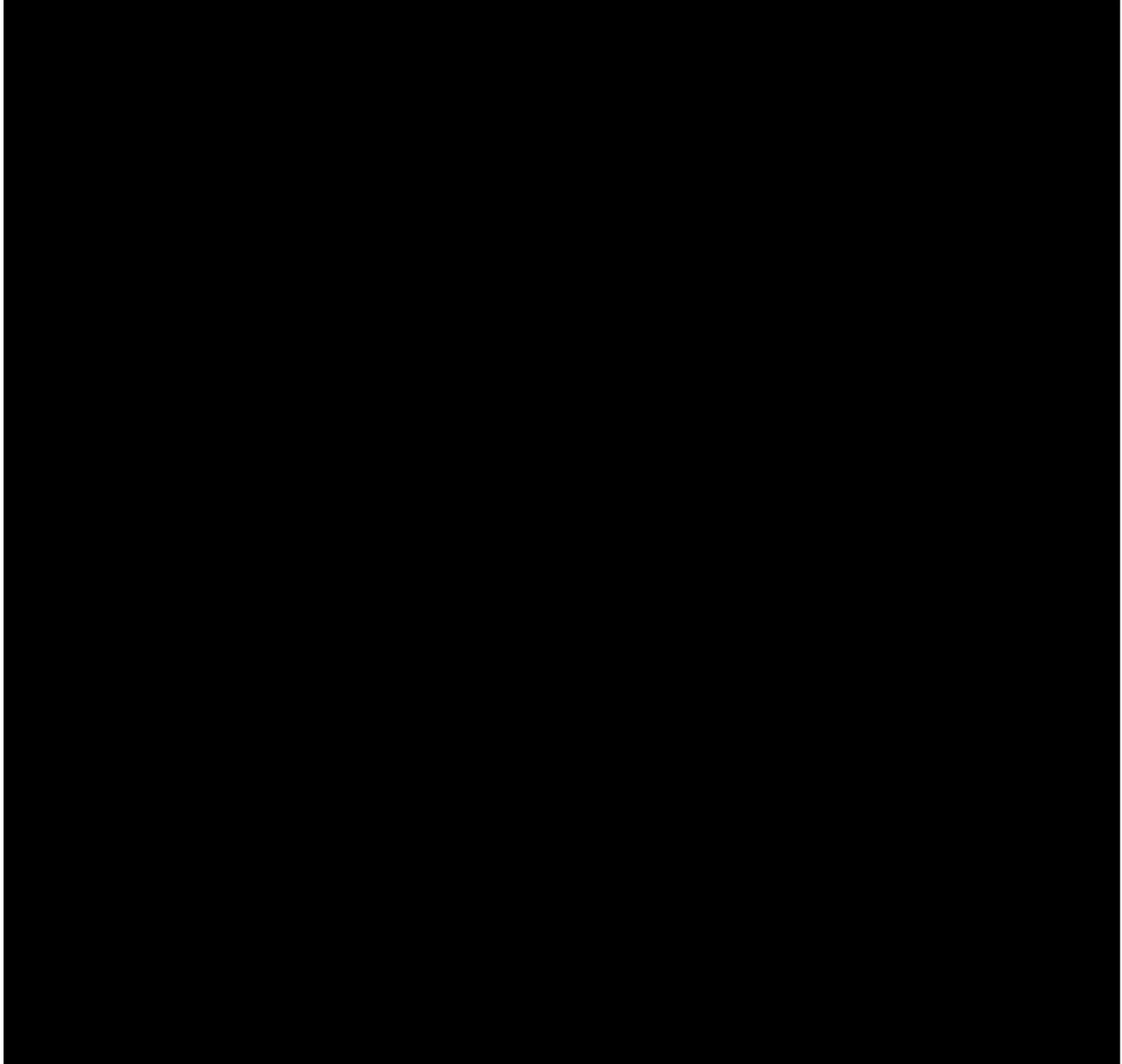
Certificate of Occupancy

CO Number: 

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner



Acting

Commissioner

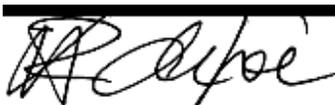
Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[REDACTED]						
BICYCLE PARKING FOR 7 BIKES AT 1 PER 10,000 SF.						
END OF SECTION						



Borough Commissioner


Acting

Commissioner