

Application: Grand Concourse Academy Charter School

Jen Pasek - jen@pasekconsulting.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Nov 1 2021

[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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

GRAND CONCOURSE ACADEMY CHARTER SCHOOL 320800860872

a1. Popular School Name

GCACS

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 8 - BRONX

d. DATE OF INITIAL CHARTER

12/2003

e. DATE FIRST OPENED FOR INSTRUCTION

9/2004

h. SCHOOL WEB ADDRESS (URL)

gcacs.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

695

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

621

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l. 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 2021-2022?

No, just one site.

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 | 625 Bolton Ave Bronx, NY 10473 | 718-684-6505 | NYC CSD 8 | K-8 | No |

m1a. Please provide the contact information for Site 1.

| | Name | Work Phone | Alternate Phone | Email Address |
|---|-------------------|------------|-----------------|---------------|
| School Leader | Ira Victor | | | |
| Operational Leader | Michael Simonetti | | | |
| Compliance Contact | Martin McDowell | | | |
| Complaint Contact | Martin McDowell | | | |
| DASA Coordinator | Evelyn Valez | | | |
| Phone Contact for After Hours Emergencies | Ira Victor | | | |

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, 2021.

Site 1 Certificate of Occupancy (COO)

[GCACS Final CO for Bolton.pdf](#)

Filename: GCACS Final CO for Bolton.pdf **Size:** 38.0 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

| | |
|-----------------|--|
| Name | Jen Pasek |
| Position | Consultant |
| Phone/Extension | 518-542-9810 |
| Email | jen@pasekconsulting.com |

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

q. 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. Click **YES** to 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 highly stylized and cursive, with a prominent vertical stroke on the left side and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, with a large, sweeping initial letter on the left and a long horizontal stroke extending to the right.

Date

Nov 1 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

GCACS 2020-21 APPR upload

Filename: GCACS 2020 21 APPR upload.docx Size: 123.8 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial

documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

| | School Based Fiscal Contact Name | School Based Fiscal Contact Email | School Based Fiscal Contact Phone |
|--|----------------------------------|-----------------------------------|-----------------------------------|
| | | | |

2. Audit Firm Contact Information

| | School Audit Contact Name | School Audit Contact Email | School Audit Contact Phone | Years Working With This Audit Firm |
|--|---------------------------|----------------------------|----------------------------|------------------------------------|
| | | | | |

3. If applicable, please provide contact information for the school's outsourced financial services firm.

| | Firm Name | Contact Person | Mailing Address | Email | Phone | Years With Firm |
|--|-----------|----------------|-----------------|-------|-------|-----------------|
| | | | | | | |

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[GCA - 2021-22-Budget-and-Quarterly-Report-Template](#)

Filename: GCA 2021 22 Budget and Quarterly gx6c1lt.xlsx **Size:** 535.4 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Nov 1 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY 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. Note: Docusign is accepted.

[2021-07-29-16-04-22](#)

Filename: 2021 07 29 16 04 22.pdf Size: 4.4 MB

Entry 7 BOT Membership Table

Completed Nov 1 2021

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 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

| | Trustee Name | Trustee 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 2020-2021 |
|---|--------------|-----------------------|-----------------------|------------------------|---------------------------------|------------------------|---|---------------------------------------|--|
| 1 | Arlene Hall | | Chair | Facility | Yes | 4 | 08/01/2020 | 7/31/2025 | 11 |
| | | | | | | | | | |

| | | | | | | | | | |
|---|-------------------|--|----------------|-----------|-----|---|------------|------------|----|
| 2 | Linda Manley | | Secretary | Legal | Yes | 4 | 08/01/2020 | 7/31/2025 | 9 |
| 3 | Howard Banker | | Treasurer | Financial | Yes | 4 | 08/01/2020 | 7/31/2025 | 9 |
| 4 | Richard Conley | | Trustee/Member | Financial | Yes | 4 | 01/01/2017 | 12/31/2021 | 11 |
| 5 | Jaye Fox | | Trustee/Member | Financial | Yes | 4 | 04/01/2017 | 03/31/2022 | 7 |
| 6 | Lucia Mariani | | Trustee/Member | Education | Yes | 1 | 10/01/2017 | 09/30/2022 | 10 |
| 7 | Veronica De Jesus | | Trustee/Member | -- | Yes | 1 | 10/01/2017 | 09/30/2022 | 8 |
| 8 | | | | | | | | | |
| 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, 2021 | 7 |
| b.Total Number of Members Added During 2020-2021 | 0 |
| c. Total Number of Members who Departed during 2020-2021 | 0 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 7 |

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

Entry 9 Enrollment & Retention

Completed Nov 1 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

| | Describe Recruitment Efforts in 2020-2021 | Describe Recruitment Plans in 2021-2022 |
|--|--|---|
| | <p>In 2020-21, our percentage of ED students was 85% and our district was 82%.</p> <p>GCACS targets several low-income neighborhoods to reach ED families, including Castle Hill, Parkchester, Soundview and Clason Point. Statistically, about 30% of the population in these areas are at or below the poverty</p> | |

Economically Disadvantaged

threshold. In 2018, an estimated 26% of Soundview, Parkchester and Castle Hill residents lived in poverty, compared to 25% in all of the Bronx and 20% in all of New York City. Direct mailing to day care facilities in these areas, as well as head-start programs and pre-schools throughout these low-income neighborhoods. Most of these programs receive government subsidies to enroll students and offer families financial assistance for those who cannot afford to join. GCACS staff also hand delivered hundreds of English and Spanish applications as well as school informational brochures door to door in low-income neighborhoods. GCACS visited several NYCHA housing developments, where economically disadvantaged families receive government financial assistance. Flyers were also distributed to a local homeless shelter. GCACS revised its Lottery Application in 2019-20 to include optional questions asking families if they receive SNAP/TANF benefits and if the student resides in NYC public housing. Our intention is to make families feel welcome in providing this information and understand that the school does not discriminate against any applicant based on their answers.

Our ED recruitment strategies have successfully attracted a substantial ED population to our school and we will continue implementing these strategies going forward. In addition, the resources and supports we provided to low-income families in the community during the COVID-19 pandemic continuously demonstrated the high level of support our school provides to ED families.

GCACS translates all advertising materials including brochures, flyers and applications in both

| | | |
|-----------------------------------|---|--|
| <p>English Language Learners</p> | <p>English and Spanish. Bi-lingual staff are present during recruitment fairs at parks, libraries, local stores, businesses and daycares in predominantly multi-lingual speaking neighborhoods. Interpreters and translation services are provided during all open-house Information Sessions as well as during the public lottery. GCA's lottery application asks applicants whether the child speaks a language other than English most of the time, welcoming and encouraging English Language Learners to apply.</p> | <p>In 2020-21 our enrollment for ELLs was 24%, ten percentage points above our district. We will continue using ELL recruitment strategies including using Spanish in our marketing materials, bringing bi-lingual staff to recruitment events, and focusing on multi-lingual communities for recruitment efforts.</p> |
| <p>Students with Disabilities</p> | <p>School flyers, advertisements, and informational brochures indicate how GCACS provides special education services for SWDs. GCACS has used direct mailing, in-person visits and calls to several head-start programs, pre-schools, learning facilities and tutoring centers who enroll SWDs. Parents who have visited GCACS's Open House Information Sessions were also informed how all students are welcome to apply and once students are enrolled GCACS with work with the Committee of Special Education to provide the best placement in the proper educational setting with the services each child needs. GCACS includes on its website the services the school provides and resources for parents/families to obtain additional information. GCACS did revise our lottery application</p> | <p>We increased our enrollment of SWD by one percentage point since 2019-20 and will continue using the strategies listed to the left to work towards meeting the district in 2021-22.</p> |

to ask optional questions regarding if a student has an IEP and/or require special services. The intention is to make families feel welcome to provide this optional information and understand our school does not discriminate against any SWD.

Retention Efforts Toward Meeting Targets

| | Describe Retention Efforts in 2020-2021 | Describe Retention Plans in 2021-2022 |
|----------------------------|---|---|
| Economically Disadvantaged | GCA has a full-time Parent Liaison to interface with parents in low-income households. The parent liaison also provides details regarding school support services offered to low-income students, including support to purchase uniforms, school supplies and other educational needs. School staff also inform parents of various services and programs available to low-income students in temporary housing or shelters. Parents are made aware that students in shelters qualify for door-to-door bus service and other assistance families in need may be entitled to. GCA has a full-time Guidance Counselor and a mandated counselor from the Dept of Education to provide social and emotional support to low-income students . | GCA will continue to provide support to all students, especially those who are most vulnerable and come from low-income households. Going forward, we are committed to providing our ED population with the necessary support to address learning loss and social-emotional need for students returning to in-person learning in 2021-22. We are confident that this will promote retention for EDs in 2021-22. |
| | GCA has two certified ENL Teachers to provide services to English Language Learners. We utilize the NYC Charter School Center and NYSped Collaborative | |

| | | |
|-----------------------------------|--|--|
| <p>English Language Learners</p> | <p>for school personnel to attend staff development workshops, webinars and information sessions regarding ELL services and practices.</p> <p>Our school calendar incorporates cultural festivals and performances where students can perform in different languages and learn about the school's diversity.</p> <p>We continue to provide translation services for all parents and families at meetings, conferences, etc.</p> | <p>We are continuing to implement the strategies listed to the left to ensure strong retention rates for our ELL students. As noted above, we are also focused on providing targeted support to students as they return to in-person learning after the COVID-19 pandemic.</p> |
| <p>Students with Disabilities</p> | <p>GCACS has small class sizes that include support from a Teacher Assistant. GCA continues to review early intervention strategies to address students with special needs. Guidance services provide social and emotional support for the well-being of all SWDs and those students with special needs. GCA coordinates with the SpEd Collaborative and have GCACS staff attend conferences, workshops, trainings and webinars on how to provide the best services for SWDs. GCA appointed a Special Education Coordinator to collaborate with the school, parents and the CSE to ensure all students receive the appropriate mandated services from their IEP.</p> | <p>As with both our ED and ELLs retention strategies, we will continue to follow the robust program described to the left to promote retention of our SWD. We are especially focused on serving the needs of these students as they return to the classroom in 2021-22 after two years of disrupted learning due to the COVID-19 pandemic.</p> |

Entry 10 - Teacher and Administrator Attrition

Completed Nov 1 2021

Form for "Entry 10 - Teacher and Administrator

Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

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.

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.

Entry 11 Uncertified Teachers

School Name:

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, 2021) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | |
| Total Category A: 5 or 30% whichever is less | 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, 2021) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | |
| Total Category B: not to exceed 5 | 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, 2021) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021) | |
| Total Category C: not to exceed 5 | 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 | |

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

| | FTE Count |
|------------------|-----------|
| Total Category E | |

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

| | FTE Count |
|------------------|-----------|
| Total Category F | |



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Nov 1 2021

[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 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Student Calendar - 2021 - 2022 Revised 06-09-21](#)

Filename: Student Calendar 2021 2022 Revi 64szUA2.pdf **Size:** 298.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2021

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., 2019-2020 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 14 Links to Critical Documents on School Website

School Name: **Grand Concourse Academy Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

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., 2019-20) | https://www.gcacs.org/District/1759-GCACS-Annual-Report.html |
| 2. Most recent board meeting notice, documents to be discussed at the meeting (if any) | https://www.gcacs.org/District/1779-Board-of-Trustees-Calendar.html |
| 2a. Webcast of Board Meetings (per Governor's Executive Order) | https://www.gcacs.org/District/1779-Board-of-Trustees-Calendar.html |
| 3. Link to NYS School Report Card | https://data.nysed.gov/profile.php?instid=800000057943 |
| 4. Lottery Notice announcing date of lottery | https://www.gcacs.org/District/Department/1-Admission-to-GCA |
| 5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY); | |
| 6. District-wide Safety Plan | https://www.gcacs.org/files/user/253/file/GCA%20Safety%20Plan%202020-2021%20PUBLIC%20(1)(1).pdf |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | https://www.gcacs.org/District/4283-Untitled.html |
| 7. Authorizer-Approved FOIL Policy | https://www.gcacs.org/files/user/253/file/Freedom_of_Information_Law_FOIL_Policy.pdf |
| 8. Subject matter list of FOIL records | https://www.gcacs.org/files/user/253/file/Freedom_of_Information_Law_FOIL_Policy.pdf |

Thank you.



Entry 15 Staff Roster

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



Grand Concourse Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Ira K. Victor, Executive Director

625 Bolton Avenue
Bronx, New York 10473

718-684-6505

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, Maureen Howard, Vice Principal, Evelyn Velez, Assistant Principal, and Jen Pasek, Pasek Consulting prepared this 2020-21 Accountability Plan Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position | |
|---------------------|---|--------------------------------------|
| | Office (e.g. chair, treasurer, secretary) | committees (e.g. finance, executive) |
| Arline Wasburd Hall | Chair | Executive |
| Howard Banker | Treasurer | Executive, Finance |
| Linda Manley | Secretary | Executive |
| Jaye Fox | Member | Committees |
| Richard Conley | Member | Committees |
| Veronica DeJesus | Member | Committees |
| Lucia Mariani | Member | Committees |

Ira K. Victor has served as the Executive Director since 2004.

SCHOOL OVERVIEW

Upon directives from our Governor, coupled with the guidance from the CDC and DOH, we reopened our school safely in September 2020. We returned to the 2020 – 2021 school year smarter, more sensitive to emotional and physical needs, and with an increased knowledge of the support technology can provide. Education will never be the same. The lessons learned during this pandemic, out of necessity, have advanced education to a level that addresses all modalities of learning and provides opportunities for educators, parents, and students alike to think outside the box, see, hear and be sensitive to all school community members' needs, as well as, forging a solid partnership for a common cause. Our overriding belief in mastery learning, through direct instruction, took on a refreshed look as we maintained a new focus on student learning whether in-school or remote.

We offered the two (2) instructional formats to allow parents to select the program that met their needs and ensured that their children had the opportunity to learn effectively. In September 2020, over three hundred (300) students attended a full-time, traditional in-school instructional program, from 8:00 AM until 3:30 PM, with sixty (60) minutes for lunch and a thirty-minute special of music, art, or physical education, with the option to attend an after-school program for working parents until 5:30 PM. Students also had the opportunity to complete extended home assignments on Google Classroom. While we provided education in the brick-and-mortar building, we adhered to all safety guidelines for social distancing, small group gatherings, using personal protective equipment, hand sanitization, and increased disinfecting of all commonly touched surfaces.

Two hundred sixty-seven (267) parents initially chose a full time remote/ distance learning format with direct instruction by an assigned teacher from 7:30 AM until 3:30 PM with four fifteen-minute screen breaks and thirty (30) minutes for lunch as an option due to pandemic trauma of lost family members, a child with a severe medical illness, fear of transportation, or other familial constraints.

As the year progressed, more students attended “live” in-school classes. Some classes were hybrid, with a portion of the class attending “live” while others logged in from home. As the year progressed and parents returned to work, more teachers and children returned to our in-person model at school. By the end of June 2021, over 383 students attended in person, while 222 students continued virtually. Stephenson Health Clinic, located on the corner, provided the opportunity for most of the staff to receive Covid-19 Moderna vaccinations as early as February 8, so hope and confidence emerged among the school community for a safe return to live instruction.

Though distance learning was a viable learning solution during the pandemic, we reviewed and assessed the factors that proved to be challenging while implementing distance learning. We realized that many children did not have adequate technology to participate on digital platforms, so we purchased over three hundred fifty (350) new and refurbished Chromebooks to distribute to our families. We realized quickly that the Tablets bought for Grades Kindergarten and Grade 1 were not sufficient for the iReady platform, so those children were given Chromebooks. All in-school children also received a Chromebook to access iReady and participate in classes that were partially in-school as well as online. All our curricular areas have a strong digital piece and teachers received review training in navigating each platform.

Teachers received extensive training in August and throughout the school year on administration of the iReady math and reading platforms, setting up individual student assignments and analyzing data. There were also monthly administrative meetings. The Vice Principal and the Assistant Principal held “Lunch and Learn” Professional Development meetings throughout the school year to address any teacher needs and to support analysis of data and other teacher concerns with the curriculum.

The Executive Director held a daily “Virtual Town Hall Meeting” on Zoom for ***ALL*** classes, and parents, both in-school and remote, each morning promptly at 8:00 AM in order to maintain cohesiveness for the school, by reciting the Pledge of Allegiance, making morning announcements, assigning new schoolwide supplemental writing topics in different cultural areas (e.g.: Black History Month, Dr. King, Women’s History, Mother’s Day, Father’s Day, etc.), and celebrating student successes as they presented their projects, PowerPoints, and writing.

Brief daily Cabinet meetings were held after each Town Hall to discuss deadlines, COVID-19 updates, and issues or concerns that might have occurred over the course of the previous day.

Parents were given direct access to Administrators and Parent Liaison via cell phones to address immediate parent needs or concerns, direct parents to the appropriate staff member who could provide tech support in Google Classroom, digital curriculum platforms, and address familial problems. Our schoolwide Jupiter Gradebook and Messenger platforms also provide direct messaging to parents. The Guidance Counselor provides ongoing support for all parents and students who have or are experiencing COVID-19 trauma or loss, while continuing to provide support for Grade 8 students to gain entrance to outstanding high school programs.

Teachers monitored student participation and attendance daily. If students were not present, teachers were asked to reach out to parents on Jupiter Ed, notifying them that their child was absent for that day’s lesson. This ensured accountability and parental support. Students were able to use their emails and/or Jupiter to communicate with staff.

The integrity of all programs for Students with Disabilities (SWD) was ensured by the administration and services were provided for all SWD whether the child was remote or attended school. There was one (1) Integrated Co-teaching (ICT) class on each grade attending school, and an additional Kindergarten ICT class that was remote where students shifted to in-school in the early Spring 2021. Other Remote/blended ICT classes were in Grades 1, 3, 5, 6, and 7. Every IEP meeting was held in a timely manner and all services were provided, whether remote or in school. There was ongoing collaboration between the New York City Committee for Special Education (CSE2) and the school.

Two (2) ENL teachers provided ongoing support for children who were eligible for English as a Second Language (ESL) services, whether students were remote or in school.

The global pandemic of COVID-19 has caused significant hardships on families and children. Society is dealing with the extraordinary challenges of sickness, death, loss of employment, social isolation, anxiety, and depression. People are coping with difficulties most have not experienced in this lifetime. As educators and leaders, we recognized these obstacles and developed solutions to ensure learning continues while prioritizing the health and safety of all children. To that extent, Grand Concourse

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Academy Charter School will safely reopen the school for the 2021-2022 school year and ensure a successful instructionally enriched, emotionally supportive, and socially-sensitive school-wide academic program for ***ALL*** students. An additional Guidance Counselor will provide services for children in Grades K-4 who have suffered trauma through loss of family member(s) by COVID-19 and/or may be suffering from “food insecurity” or loss of housing. Children may require additional academic support because of the impact of the pandemic. Our Senior Guidance Counselor will provide ongoing emotional, familial, and academic support for Middle School Grades 5-8.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| 2016-17 | 69 | 98 | 69 | 70 | 56 | 70 | 70 | 37 | | | | | | 536 |
| 2017-18 | 68 | 72 | 74 | 63 | 62 | 61 | 50 | 56 | 38 | | | | | 544 |
| 2018-19 | 63 | 74 | 85 | 76 | 60 | 60 | 63 | 50 | 52 | | | | | 583 |
| 2019-20 | 84 | 84 | 88 | 67 | 65 | 60 | 50 | 53 | 40 | | | | | 591 |
| 2020-21 | 74 | 91 | 85 | 76 | 66 | 63 | 60 | 45 | 49 | | | | | 609 |

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

ALL students in Grades K-5, whether remote or in-school, continued with HMH *Into Reading*. Students in Grades 6-8 were more proficient in navigating the online components of the Harcourt *Collections* reading program, but books were made available for the Students with Disabilities at home, or those who felt more comfortable with a hardcover book in front of them. All students in school had all necessary reading books, including independent reading books. Packets of independent reading books were left at the security desk for parents to pick up if they did not have available literature at home for their child. Additionally, Middle School teachers, both at home and in school, conducted “literature circles/book clubs with trade books. (For example: Grade 8 girls read *Becoming* by Michele Obama, Grade 8 boys read *A Promised Land by* Barack Obama and all Grade 8 students read *To Kill a Mockingbird*).

Both the HMH K-5 program and Grades 6-8 reading programs come with built-in weekly, chapter, unit and/or Module assessments, as well as additional online resources for assessment.

Social Studies Content Area Reading in Grades K-2 is “Literacy-based”, but Grades 3-8 has accessibility to the McGraw Hill Social Studies Program, which also has a strong digital component. All students in school were provided with books. Again, books were made available for all students who requested them at home. Packages of books were prepared for parents of remote students to pick up at the front desk. Students in all grades were expected to complete either a special project, writing piece, or presentation on a specific cultural, Social Studies or Science topic, such as Dr. King, Women’s History, Fathers’ Day or Mothers’ Day, Ancient Greeks, biomes, or science experiments. Children’s work was celebrated by presentations during the daily Town Hall meetings for all members of the school community.

Baseline class sets of writing samples were requested of ALL students in Grades K-8, whether remote or in-school at the onset of the school year by the end of September. Each month, teachers submitted a complete class set of writing from all students, whether remote or attending live school. Students who were remote submitted their writing on Google Classroom and teachers were able to email the writing to the school. Teachers used a writing rubric to score all writing. Bulletin boards were also created for remote classes, to ensure their work was visible to the school community.

METHOD

During 2020-21, the school primarily used the i-Ready digital platform to assess student growth and achievement in ELA.

Since the iReady platform was new to administrators, parents (remote) and teachers, we needed to schedule intensive professional development on the technology/digital aspects of the program, as well as setting up student data files, email addresses, logins, and supporting remote teachers, parents, and students with the program. Therefore, the baseline iReady first diagnostic was not administered until October 15, 2020. Professional development was scheduled to train staff in how to interpret the data and assign appropriate lessons for the children. It took time for staff to become familiar with all the support provided in the iReady Connect. We had serious issues with technology since the Tablets that were bought for the K-1 students did not support the iReady platform, so new Chromebooks had to be purchased at a time when global demands for technology were at a high. Many students rushed through the diagnostic, as they were not accustomed to taking an assessment totally online at that time.

By Diagnostic #2, solid structures were in place to begin to determine student growth, and teachers gained proficiency in using the teacher toolbox and assigning individual pathways.

With parents insecure about sending children to school at the beginning of the school year, with Covid-19 numbers fluctuating weekly, the beginning of the school year was erratic with children moving fluidly between remote and live school. Baseline assessments were administered as the children settled into solid routines.

At the onset of the school year, Kindergarten teachers conducted an ongoing 1:1 assessment with Sight Word recognition, letter recognition, and sound-symbol relationships. As the year progressed, and children were exposed to reading and literature, reading running records were administered and children were “grouped” to read at their appropriate guided reading level. Additional ***Into Reading*** resources included weekly and module assessments.

Reading running records were administered in Zoom breakout rooms by sharing the screen with the HMH leveled readers.

Teachers in Grades 1-5 administered the ***Into Reading*** module assessments either by paper and pencil in school, or they converted the module assessments to Google Forms to administer online. Grades 6-8 teachers administered the Chapter and Unit tests from ***Collections*** online. Grade teams of teachers, both remote and live, collaborated on converting the assessments to viable forms for administration. All teachers submitted ELA assessment data to the Vice Principal on a regular basis.

Since we were unsure of the direction New York State was going to take regarding State assessments, we administered a Cycle test in February for Grades 3-8, both remote and in-school students, and followed up with a NYS ELA simulation in April, and a final grade-appropriate ELA exam in all Grades K-8 in Late May. Attached please find ELA data chart.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA FINAL Data Chart: May 2021

| Class | % at Grade Level | +/- growth from February to May Grades 3-8 | Grade Proficiency |
|---|------------------|--|----------------------|
| K-1 ICT | 100% | <u>Kindergarten Final:</u> Sight Word recognition, Letter recognition, sound-symbol correspondence, vowel and consonant sounds, and simple listening comprehension. Data chart also included Running record data. | Kinder= 97% |
| K-2 | 100% | | |
| K-3 | 91% | | |
| K-4 ICT (Returned to live school early spring (Blended) | 92% | | |
| K-5 Remote | 100% | | |
| K-6 | 100% | | |
| 1-1 | 79% | <u>Grade 1 Final:</u> Reading short passages and answering comprehension questions. Data chart included # sight words recognized out of 245, and running record data | Grade 1= 81% |
| 1-2 | 79% | | |
| 1-3 | 64% | | |
| 1-4 | 90% | | |
| 1-5 Remote | 86% | | |
| 1-6 ICT Remote | 90% | | |
| 2-1 ICT | 44% | <u>Grade 2 Final:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions. | Grade 2= 47% |
| 2-2 | 54% | | |
| 2-3 | 46% | | |
| 2-4 | 36% | | |
| 2-5 Remote | 64% | | |
| 2-6 Remote | 76% | | |
| <u>Grades 3-5 Finals:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions. | | | |
| 3-1 | 64% | + 46% | Grade 3= 67% +39% |
| 3-2 (ELA Remote) | 58% | + 16% | |
| 3-3/5 ICT (Blended) | 64% | + 39% | |
| 3-4 Remote 3-2 and 3-4 departmentalized ELA/Social Studies and Math/Science | 85% | + 50% | |
| 4-1 ICT Blended | 67% | +22% | Grade 4= 46% + 8% |
| 4-2 | 25% | +9% | |
| 4-3 | 69% | +11% | |

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | |
|--|------------|-------------|------------------------------|
| 4-4 Remote | 27% | -17% | |
| 4-5 ICT Blended returned to school early spring | 43% | +14% | |
| 5-1 ICT | 69% | +19% | Grade 5=51% -2% |
| 5-2 | 36% | -14% | |
| 5-3 Remote | 50% | -10% | |
| 5-4 ICT Blended | 50% | 0 | |
| Grades 6-8 Reading Final: A grade-specific iReady ELA multiple-choice assessment from the teacher assessment toolbox. | | | |
| 6-1 ICT Blended | 58% | +26% | Grade 6= 50% -1% |
| 6-2 | 43% | -29% | |
| 6-3 Blended | 48% | +6% | |
| 7-1 ICT Blended | 69% | +38% | Grade 7= 62% +13% |
| 7-2 | 64% | +2% | |
| 7-3 Remote | 53% | -1% | |
| 8-1 ICT | 55% | -22% | Grade 8= 69% -18% |
| 8-2 | 62% | -21% | |
| 8-3 Remote | 90% | -10% | |

RESULTS AND EVALUATION

Analysis of Final In-House Data Chart : The above in-house data chart details the assessment administered for each grade. Early Childhood (Grades K and 1) assessment data show strong results which demonstrates that teachers taught simple basic reading skills and students were able to master them. Support was provided for the remote Kinder and Grade 1 classes so support staff (Vice Principal, Special Education Teachers, ENL teachers) could administer assessments 1:1 in Zoom Breakout Rooms in order to establish a semblance of authenticity to the assessment with a parent at home who might "hover" over an early learner.

Grade 2 data reveals those students in Grade 2, a "transition" grade to mandated state testing, have not yet mastered the sophistication of answering multiple-choice questions after reading an extended reading comprehension passage. Grade 2 students will be a priority for a remedial academic summer program. Incoming Grade 3 students in September 2021 will need intensive support in becoming critical readers and thinkers as they learn to negotiate longer and more sophisticated reading passages.

The greatest growth was in Grade 3 with a 39% increase in achieving grade level. One in-school class and one remote class drew upon the teachers' strengths and departmentalized for ELA/Social Studies and Math/Science. One teacher holds a reading license, and the other was our math Coach before the

pandemic. The ICT class was a blended class with twenty-nine (29) students on register with an expert Grade 3 teacher on the computer. Twelve (12) students were physically present in school with an additional support teacher. The class always had two (2) teachers in the classroom. Additional mandated supports were an experienced Grade 3 Special Education teacher for three (3) hours a day and an ENL teacher for an additional ninety (90) minutes. The 3-1 class had many students who were speakers of other languages and the support of an ENL push-in teacher allowed for smaller group instruction in a class of thirteen (13). Another reason is that the teachers became proficient in utilizing the iReady Toolbox, after seeing poor results in both classroom assessments and iReady data.

Although the Grade 4 data appears to be disappointing, with only 46 % of the students at grade level with only an 8% increase, this grade had many challenges. One ICT class was fully remote until early Spring until it became evident that the SWD needed more personalized instruction that was difficult to achieve on Zoom. These students needed their two (2) teachers “in front of them”. One student with a 1:1 para did not benefit from a “remote” para in a Zoom room. Most of the students returned to school with a few remaining “zooming” into class. The second ICT class was a “blended” class with students with severe physical issues remaining at home “zooming” into the live classroom. Another Grade 4 class was compromised of students who went between live and remote classes, and the Remote class appeared challenged with the technology at the end of the school year, or just lost their “momentum”.

It’s telling that 50% of Grades 5 and 6 were remote and only 50% of the students were at grade level.

Grade 7 made a 13 % increase, bringing the number of students at grade level to 62%. It is noteworthy that the Grades 7 and 8 Remote teachers of 7-3 and 8-3 departmentalized for ELA/Social Studies and Math Science.

The in-school Grade 8 students had a major, necessary shift in staffing in early May and the students also verbalized having “pandemic fatigue.” It is noteworthy that Grade 8 made tremendous growth on the digital iReady platform.

A key challenge this year in the Middle School grades was that all Grade 5-8 teachers needed to master ALL subject areas, as with the COVID-19 guidelines, they were unable to switch classes.

I-READY

2020 21 i Ready ELA Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|---|---|-------------------|--------|---------|------|
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth (ATG) of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 367 | 126% | Yes |
| Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 53 | 181% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ¹ | 126% ² | 49 | 180% | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment. | 2+ students | 75% | 303 | 36% | No |

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for GCACS 3rd through 8th grade students End of Year is 126%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 181% in the spring i-Ready ELA

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities exceeded the ATG in English Language Arts of all students with a median percent progress of 180%, thus meeting the measure. The only i-Ready ELA measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 36% of students in this group scored at **mid** on-grade level or above along with 29% scoring at **early** on-grade level for a total of 65% performing at grade level based on the year-end administration.

End of Year Performance on 2020 21 i Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 37% | 76 | 37% | 76 |
| 4 | 20% | 66 | 22% | 58 |
| 5 | 25% | 66 | 26% | 61 |
| 6 | 36% | 64 | 34% | 58 |
| 7 | 41% | 46 | 20% | 44 |
| 8 | 64% | 49 | 65% | 48 |
| All | 36% | 367 | 34% | 345 |

End of Year Growth on 2020 21 i Ready ELA Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 119% | 76 |
| 4 | 78% | 66 |
| 5 | 4% | 66 |
| 6 | 113% | 64 |
| 7 | 178% | 46 |
| 8 | 250% | 49 |
| All | 115% | 367 |

ADDITIONAL CONTEXT AND EVIDENCE

Our ELA department dug deeper into the results of the measure that was not met and looked at which Reading test domains were the source of struggle overall for our students. As evidenced by the snapshot below, Vocabulary, Comprehension of Literature and Comprehension of Informational Text ranked lowest in performance on the EOY i-Ready.

Placement by Domain



*Students not completed are not included.

GCA is reflecting on this information and teams are working to review the types of skills that the students need more instructional time to master as we move forward.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we all know, the 2020-21 school year was a first for all of us in public schools, from educators to students and parents. We all continued to adapt, learn, and teach in new ways all while providing a sense of continuity for our students in that our school community is intact. Grand Concourse Academy scholars performed well overall in meeting the i-Ready accountability measures in terms of **growth** of all students, students enrolled in at least their second year at GCA and students with disabilities having met all targets for Annual Typical Growth.

In terms of evaluating learning loss due to the struggles all schools faced during the pandemic, fewer than 75% of our overall 3-8 students tested at grade level on EOY i-Ready ELA assessments. Throughout the year, we faced the challenges of having students testing in uncontrolled environments if they were fully remote, but we are realistic about learning loss and we look forward to having our students back in our physical school building but will continue to improve our hybrid processes to support our students in the i-Ready problem areas as we also determine other factors that may be at play – testing environment, test taking stamina and overall focus/motivation of students to perform. Although we held parent workshops on i-Ready, it was the first year for all of us and issues did come up.

ACTION PLAN

At the time of this report submission, DELTA COVID case numbers are on the rise again, so we, as public schools, follow the guidance from the NYSDOH, the NYCDOE and our authorizer in terms of re-opening planning for the Fall 2021. Although the i-Ready program was new to GCA in 2020-21, we successfully administered the BOY, MOY and EOY test administrations because we want to know what’s working and where our scholars are not getting what they need to perform at grade level, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be

administered the week of June 8, 2022. After reviewing the information as it pertains to English Language Arts, we plan to make the following adjustments in 2021-22:

- Training in all literacy digital platforms (iREADY, *Into Reading*, *Collections*, Mc Graw Hill Social Studies (content area reading) at the onset of the school year and ongoing through “Lunch and Learns” and on half days monthly
- HMH Training on addressing the needs of ELLs and addressing the needs of at-risk learners
- Two Teachers in Every ELA Classroom
- Two ICT classes in Grades K-3 and Grade 5 will lower the number of children in each class and provide a lower student to teacher ratio while maintaining the integrity of specialized support for Students with Disabilities.
- Scaffolded Instruction: breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.
- Group ENL Students in all grades allowing for the most time with the ENL teacher
- Additional ENL/AIS Teacher – Push in Delivery of Instruction and Support
- Opportunity Classes with better student: teacher ratio for scholars requiring additional support
- Additional School Counselor allowing for 1) Grades K-4 and 2) Grades 5-8

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

BACKGROUND

All GCA students, remote and in-person, use the same standards-based Mathematics curriculum. Savvas Envision MATH 2.0 for all students in Grades K-8. A supplemental Ready Mathematics Instruction program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice for each standard and for problem solving, and a New York Student Math Companion in Grades K-3. A new addition to our 2020-2021 curriculum is i-Ready. Curriculum Associates I-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. During the 2020-2021 school year, we measured the student's progress with i-Ready using four data points. Curriculum maps and pacing charts developed by instructional leaders and teachers are the road maps that guide the year's instruction.

The Savvas EnVision Math program helps students to develop deep conceptual understanding, assess daily learning, and use student data to inform instruction. It utilizes a 3-step approach for instruction. During step 1, students are introduced to concepts through problem-based learning that allows for mathematical discourse, and it results in deeper conceptual understanding. In step 2, students engage

in visual learning where learners gain greater access to the concepts. Teachers make the key math ideas explicit through instruction connected to step 1. The visual learning animation, Visual Bridge, continues to promote conceptual understanding. Teachers also formatively assess students and prepare for step 3. Lastly, teachers use the Quick Check to provide students with differentiated instruction during step 3. All lessons include language supports for English Language Learners (ELLs) to address different levels of English proficiency. The supports are embedded in the Teacher's Edition.

We incorporate Envision's formative and summative assessments. There is a benchmark test at the beginning of the year to allow for the grouping of students. Teachers group students and provide remediation based on the results. Remote students were assessed with the same assessment as the in-person students with the help of digital tools like Kami and Jam board.

At the lesson level, teachers assess students using the Quick Check. The Quick Check allows teachers to see how well students are progressing and preparing for the Topic Assessment. Teachers also administer Cumulative Benchmark Assessments and a final exam.

The instructional design for Math for the upcoming school year will now include Savvas Math Diagnosis and Intervention System (MDIS) 2.0. The MDIS will be devoted to skills and strategies that may have been lost during the pandemic, focusing on reducing deficit areas. MDIS provides targeted resources, to remediate every specific gap or deficiency immediately at the beginning of the year. The pandemic has presented challenges for all learners both in-person and remote. MDIS will be used to identify and target learning gaps due to the pandemic and address lower retention of knowledge due to an elongated time away from traditional school. English as a New Language teachers will support English language learners with ENL support and enrichment materials provided by the math curriculum. Increased staff development for teachers of English language learners will be part of this year's learning plan.

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. To provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using intervention and enrichment resources from Savvas Envision Math and Curriculum Associates Ready and i-Ready programs as well as resources that teachers develop as teams in conjunction with instructional leaders. Remote teachers were able to group remote learners with Zoom breakout rooms and a support academic support intervention teacher.

Teachers, coaches, and instructional directors meet to plan and to provide an opportunity for ongoing professional development in the content area of Mathematics. Presentations, workshops, and sharing best practices in Mathematics are on an ongoing basis to increase learning outcomes. This coaching includes ongoing feedback, modeled lessons, and math resources. Professional development and coaching focus on rigor in mathematics, problem solving, higher-order questioning and critical thinking, scaffolding for all learners, and the Next Generation Learning Standards. The professional

development and coaching program are developed in response to the results of the i-Ready Diagnostic data.

Due to Covid-19 school restrictions and New York State social distancing guidelines, we offered both one hundred percent remote and in-person instruction. We created and carried out an instructional plan that allowed us to deliver high level instruction. We distributed Chromebooks, Amazon Fire tablets, and HP Stream 11 Pro G5 laptops to all students who needed devices which allowed them to participate in daily instruction. All remote students had access to all instructional materials including but not limited to workbooks, textbooks and EnVision Teaching Tools, calculators, and manipulatives. Technology troubleshooting and platform tutorials were readily accessible on our website or via zoom.

MATH INSTRUCTION

A Google G Suite email account was set up to provide all students, remote and in-person, along with a secure Google Classroom account. A secure Zoom account, connected to the student's email, was created for each remote child to receive live math instruction with their classroom teacher. All students, remote and in-person, were provided their own digital Savvas Courseware package where students accessed all EnVision Math materials including textbooks, practice workbooks, videos, and enrichment tutorials. Both remote and in-person students received the same number of minutes of math instruction. All students, remote and in-person, used i-Ready Path for Math. This part of the digital program provided students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. Additional individualized and differentiated lessons were assigned by the teacher on i-Ready. The i-Ready teachers assigned lessons were used for remediation and enrichment.

MATH STAFF DEVELOPMENT

Remote and in-person teachers were provided monthly training on how to provide quality online and in-person instruction on Google Classroom, Zoom teleconferencing and Savvas digital coursework training from an authorized Savvas software and curriculum specialist. Teachers were also provided monthly staff development by a Curriculum Associates i-Ready specialist.

METHOD

During the 2020-21 school year, we measured student progress and growth with a series of four i-Ready diagnostics. 2020-2021 was a pilot year for i-Ready. The first diagnostic was scheduled for the week of October 1, 2020. The in-school children in Grades 3-8 were assessed within the schedule window. There were challenges with the rest of the student population for various reasons. The Amazon Fire tablets we supplied for Grades K-2 were not compatible with the i-Ready platform. There was a national shortage of Chromebooks, tablets, and laptops, so the administration of Diagnostic 1 for Grades K-2 was delayed until early November. Similarly, the remote children in Grades K-2 were not able to complete data point 1 until we received shipment of chrome books in November. Most students were able to take the diagnostic within the scheduled testing windows set for the rest of the school year. I-Ready diagnostic 2 was administered from January 18 to January 29, 2021. Diagnostic 3 was administered from April 5 to April 16, 2021. The fourth and final diagnostic was administered from June 4 to June 18, 2021.

The administration of every diagnostic happens within the hours of instruction and all students are always supervised by teachers. We held parent workshops on i-Ready and encouraged parents to refrain from assisting the children on the diagnostic. Throughout the year we incurred a variety of challenges due to overused networks at home, broken or faulty technology at home and overwhelmed parents.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2020 21 i Ready Mathematics Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|---|--------|--------|-------------|------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 349 | 110% | Yes |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 48 | 194% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ³ | 110% | 49 | 96% | No |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 303 | 38% | No |

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2020 21 i Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 29% | 64 | 29% | 76 |
| 4 | 42% | 66 | 47% | 58 |
| 5 | 37% | 68 | 36% | 61 |
| 6 | 35% | 65 | 38% | 58 |
| 7 | 30% | 46 | 32% | 44 |
| 8 | 49% | 40 | 50% | 48 |
| All | 37% | 349 | 38% | 345 |

End of Year Growth on 2020 21 i Ready Mathematics Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 77% | 64 |
| 4 | 94% | 66 |
| 5 | 63% | 68 |
| 6 | 158% | 65 |
| 7 | 142% | 46 |
| 8 | 156% | 40 |
| All | 110% | 349 |

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for GCACS 3rd through 8th grade students End of Year is 110%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 194% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities did not match that of all students with a median percent progress of 96%. The other i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 39% of students in this group scored at **mid** on-grade level or above along with 30% scoring at **early** on-grade level for a total of 69% performing at grade level based on the year-end administration.

ADDITIONAL CONTEXT AND EVIDENCE

Like our debrief of the ELA i-Ready results, we looked for the areas that students struggled with the most on the math assessments. The math test domains of Number and Operations, Algebra and Algebraic Thinking and Measurement and Data had similar student achievement, but Geometry is where most performed at lower levels informing us that we'll need to ramp up checking for understanding and investigating which concepts are challenging when testing.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on the three test administrations of the i-Ready in math, GCA all students demonstrated appropriate growth over the course of the year as demonstrated by nationally normed test results. An area of concern is that the students with disabilities did not demonstrate ATG at the same level as all students did on the EOY administration. We have analyzed the info provided in the i-Ready reports in terms of content areas and are also evaluating whether the students with disabilities might need altered test modifications to isolate where to focus our efforts going forward. Students received test modifications based on their IEPs, but most were not developed during a period of hybrid learning. As with the Reading i-Ready student performance, 75% of students are not testing at the target scale scores to be considered on grade level which can be attributed to learning loss. Math plans for 2021-22 are outlined in the next section.

ACTION PLAN

To ensure consistency in our data collection during the 2021 - 2022 school year, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be administered the week of June 8, 2022. The instructional and assessment design for the math for the upcoming school year will also include the math diagnosis and intervention system. This diagnostic intervention system is devoted to skills and strategies that it may have been lost during the pandemic, focusing on reducing deficit areas. Savvas topic and unit assessment I will be administered at the end of every unit of instruction. Due to the changes in modality of instruction as per the New York State education department guidelines, our school will have in person full-time instruction for all students for all student's kindergarten through eighth grade. And effort to improve academic performance based on the specific results associated with this goal, the MDIS intervention program will be until implemented. Teachers will receive monthly staff development by our instructional leaders and by Savvas instructional specialist. In addition, this year, teachers will receive ongoing staff development and how to best serve our English language learners by a Savvas specialist. English as new language teachers well provide support to our English language learners for a minimum of 180 hours a week.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The primary program goal is to ensure thorough standards mastery while inspiring students to investigate, explore, and elevate their understanding of how the disciplinary core ideas, science and engineering practices work together so that students become thoughtful problem solvers.

Our science curriculum is based on the **Savvas Elevate Science** program which is aligned with the New York State P-12 Science Learning Standards. Elevate Science is a comprehensive K-8 science program. The program's pedagogy is based on the latest research, including the instructional shifts to accommodate a phenomena-driven investigative approach. Elevate Science supports three-dimensional learning, coherent instruction across the curriculum, and relevance to student experience and community needs.

This curriculum includes a comprehensive offering of formative, summative and performance-based assessments designed to monitor student progress towards successful science understanding. Savvas Elevate also fully assesses learning with a combination of different types of assessment. The program includes pre-assessments diagnostic testing that help teachers assess student prior knowledge. Teachers use the 'Activate Prior Knowledge' feature to provide a quick reference to connect students to the topic concepts. Teachers use formative assessment type questions to detect and address any student misconceptions. The program also comes with a formative assessment component. A variety of formative assessment options guide instruction and monitor student progress. Questions in the Labs, Analyzing Data, and topic level labs provide formative assessment questions and activities that teachers use to monitor student progress toward standards mastery. Check Points appear in each lesson that teachers use to check comprehension of the informational text. Each lesson concludes with a lesson review. The Quest Connections component allows our teachers to check the comprehension of lesson concepts and connect to the 'Problem Based Learning' path in the topic. 'End of Lesson' and "End of Topic" questions help determine the level of student understanding of the lesson concepts. Teachers also assess the students with summative assessments. The 'Topic Review' helps teachers assess student understanding at the end of each topic. From these results, teachers will then reteach before administering end of topic assessments. The following summative assessments are also used online and in editable word document format: Evidence-Based Assessments which provide a scenario based multi-item questions where students demonstrate conceptual understanding of the topic

science ideas. The program's topic tests assess the performance expectations, disciplinary core ideas, science and engineering practices, and crosscutting concepts found in the topic. Remediation is included for these tests. Teachers also administer benchmark assessments. These benchmark assessments test a larger group of performance expectations to prepare students for the "End of Year Assessment". The "End of Year Assessment" gauges student readiness, each grade level includes an End of Year Assessment. Additionally, teachers use non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas in new and unfamiliar situations.

Elevate Science also includes extensive support for students at every level of English language proficiency as well as for the ENL teachers who teach them. ENL notes in every lesson of the teacher edition provide specific suggestions for presenting lesson content for English language Learners.

For the 2020-2021 school year we transitioned to the Next Generation Science Savvas Elevate Coursework in grades six through eight. The new framework crosscuts Earth, Physical and Life Sciences instead of teaching them in isolation from one another. Each topic integrates all three sciences and engineering practices with engineering design principles and students engage in a variety of hands-on investigations. This transition will prepare eighth grade students to excel in the New York State Next Generation Science Assessment which will be given in the Spring 2023. Due to the Covid-19, remote learners did not have the opportunity to engage in laboratory experiments as part of the curriculum. We had to convert the lab portion of the lessons into a Savvas virtual lab. The virtual lab allowed remote teachers to effectively use the Savvas phenomena-driven investigative approach during instruction through video. Due to social distancing guidelines, CDC and New York State Department of Education guidelines and restrictions, in-person students were not able to take part in hand-on experiments as are designed in the curriculum. Teachers modeled experiments at a distance because of the fear of viral spread and contamination. Generation Genius was incorporated into the science curriculum in the early childhood grades in both remote and in-school learning. Generation Genius is a K-8 New York State standard aligned science teaching resource that enriches our science curriculum through fun and educational videos paired hand-on activities that children can do at home using everyday household items. Generation Genius was successful in engaging young learners with limited resources and materials at home due to distance learning.

METHOD

Due to remote learning, there was a very low turnout to the New York State Science Assessment in grades four and eight. Out of 48 eighth graders only 11 participated in the eighth-grade state assessment. Additionally, NYSED will not generate student growth scores based upon 2020-21 school year results. We used the Savvas Elevate assessments that are embedded in the program. Both remote and in-school students were able to take the same assessments digitally. The Savvas Elevate science program has a component that allows each grade level teacher to check the comprehension of lesson

concepts and connect to the path in the topic. End of Topic assessments help determine the level of student understanding of the lesson concepts. The end of year assessment gauges student readiness, each grade level includes an end of year assessment. Additionally, teachers used non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas.

RESULTS AND EVALUATION

The fourth grade started off the year strong with the Savvas end of topic assessments. Seventy-five percent of fourth grade scores on or above grade level in Energy and Motion. They continued the trend in the subsequent skills including Human Uses of Energy and Waves and Information. Both in-school and remote children's scores started to decrease in earth sciences. This part of the curriculum contains new learning and children did not have background knowledge as they did in previous science clusters. The inability to do hands-on experiments impacted learning. The remote eighth graders ended the year at 80% on or above grade level whereas the in-school children ended the year seventy-four percent on or above grade level. I think it is worth mentioning that even though both in-person and remote students took the same assessment, we cannot with one hundred percent certainty say that the remote students had the same supervision the in-person students had during testing. These eighth graders also had a transitional year with the new Next Generation science curriculum framework that crosscuts Earth, Physical and Life sciences.

ADDITIONAL CONTEXT AND EVIDENCE

The main challenges in remote assessment were infrastructure, adult supervision, commitment of parents and students to submit assessments on time. To safeguard the integrity and validity of assessments, teachers prepared different exams where question order was reorganized, or questions changed. Technology and network difficulties also posed a challenge for remote learners.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Science instruction followed the Savvas Elevate Science program that includes lessons and end of unit assessments. Having to pivot to a hybrid model interfered with hands on science instruction and was felt in the program. Many students performed as having mastered concepts and units throughout the year.

ACTION PLAN

Grand Concourse Academy has consistently demonstrated strong performance in science. With the rollout of new integrative Earth, Physical and Life science curriculum in the middle school, Savvas Elevate Science, and Generation Genius for K-8, we anticipate continuing to build on that success in science. Contingent upon New York State Department of Health's social distancing guidelines and contact guidelines, we will integrate the group hands-on experiments portion of our curriculum. We

will expand our staff development to include Uconnect Lab and U-Investigate Lab workshops which help teachers organize, manage and leverage materials with Elevate Science for hand-son science experiments in their classroom. By the way of practical application, teachers can reinforce what they have learned in prior curriculum training. We will also expand our staff development to include Savvas Quest Science for teachers of English language learners all delivered by Savvas specialists.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school achieved this measure and has an accountability status of good standing.

ADDITIONAL EVIDENCE

The school continues to remain in good standing from year to year.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2018-19 | Good Standing |
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|--|
| Name of education corporation: | Grand Concourse Academy Charter School |
| Name of trustee (print): | Jennifer (Jaye) Fox |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Member |
| Email Address: | [REDACTED] |

| Home Address | |
|---|--|
| Please complete with <i>changes</i> only: | |
| Street: | |
| City, State Zip: | |
| Phone: | |

| Business Address | |
|---|--|
| Please complete with <i>changes</i> only: | |
| Business Name: | |
| Street: | |
| City, State Zip: | |
| Phone: | |

| Questions | |
|---|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |

None

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
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3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
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| | | | | | | |

Trustee Signature

Signature: **Jennifer (Jaye) fox** Digitally signed by Jennifer (Jaye) fox
 Date: 2021.06.28 09:50:46 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|--|
| Name of education corporation: | Grand Concourse Academy Academy Charter School |
| Name of trustee (print): | Arlene Hall Waisburd |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Chair of the Board of Trustees |
| Email Address: | [REDACTED] |

| Home Address | |
|---|------------|
| Please complete with <i>changes</i> only: | |
| Street: | [REDACTED] |
| City, State Zip: | [REDACTED] |
| Phone: | [REDACTED] |

| Business Address | |
|---|------------|
| Please complete with <i>changes</i> only: | |
| Business Name: | [REDACTED] |
| Street: | [REDACTED] |
| City, State Zip: | [REDACTED] |
| Phone: | [REDACTED] |

| Questions | |
|---|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |

None

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
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Trustee Signature

Signature: **Arlene Hall** Arlene Hall
2021.06.23 18:22:42 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|--|
| Name of education corporation: | Grand Concourse Academy Charter School |
| Name of trustee (print): | Howard Banker |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Treasurer |
| Email Address: | [REDACTED] |

| Home Address | Business Address |
|---|---|
| Please complete with <i>changes</i> only: | Please complete with <i>changes</i> only: |
| Street: | Business Name: |
| City, State Zip: | Street: |
| Phone: | City, State Zip: |
| | Phone: |

| Questions | |
|--|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |

None

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
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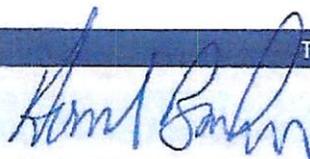
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|--|
| Name of education corporation: | Grand Concourse Academy Academy Charter School |
| Name of trustee (print): | Arlene Hall Waisburd |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Chair of the Board of Trustees |
| Email Address: | [REDACTED] |

| Home Address | |
|---|------------|
| Please complete with <i>changes</i> only: | |
| Street: | [REDACTED] |
| City, State Zip: | [REDACTED] |
| Phone: | [REDACTED] |

| Business Address | |
|---|------------|
| Please complete with <i>changes</i> only: | |
| Business Name: | [REDACTED] |
| Street: | [REDACTED] |
| City, State Zip: | [REDACTED] |
| Phone: | [REDACTED] |

| Questions | |
|---|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |

None

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Trustee Signature

Signature: **Arlene Hall** Arlene Hall
2021.06.23 18:22:42 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: Grand Concourse Academy

Name of trustee (print): Linda Manley

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

Email Address: [REDACTED]

Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)]. Yes No
- 1a) Description of the position:
- 1b) Salary:
- 1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |

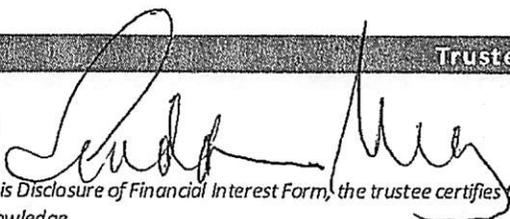
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|-------------------------|
| Name of education corporation: | Grand Concourse Academy |
| Name of trustee (print): | Linda Manley |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Secretary |
| Email Address: | [REDACTED] |

| Home Address |
|---|
| Please complete with <i>changes</i> only: |
| Street: |
| City, State Zip: |
| Phone: |

| Business Address |
|---|
| Please complete with <i>changes</i> only: |
| Business Name: |
| Street: |
| City, State Zip: |
| Phone: |

| Questions | |
|--|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |
| <input checked="" type="checkbox"/> None | |

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |

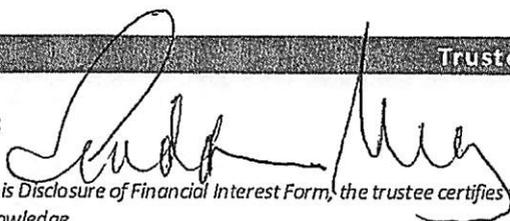
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

| Education Corporation, Trustee Name and Position(s) | |
|---|--|
| Name of education corporation: | Grand Concourse Academy Charter School |
| Name of trustee (print): | Lucia Mariani |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | |
| Email Address: | |

| Home Address |
|---|
| Please complete with <i>changes</i> only: |
| Street: |
| City, State Zip: |
| Phone: |

| Business Address |
|---|
| Please complete with <i>changes</i> only: |
| Business Name: |
| Street: |
| City, State Zip: |
| Phone: |

| Questions | |
|--|---|
| 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)]. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1a) Description of the position: | |
| 1b) Salary: | |
| 1c) Start date: | |
| 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. | |
| <input type="checkbox"/> None | |

| Name and Relationship | Nature of Financial Interest/Transaction | Approximate Value of the Business Conducted | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Date of Transaction(s) or "Ongoing" |
|-------------------------------------|--|---|--|-------------------------------------|
| Fiordaliza Mariani sister in law | not sure | | she works as a teacher's aide I don't discuss anything with her regarding board meetings or | |
| | | | | |
| | | | | |

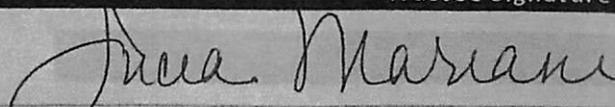
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1–June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

| Name and Relationship | Entity Conducting Business with the Education Corporation | Nature of the Person's Interest in the Entity | Nature of Business Conducted | Approximate Value of the Business Conducted | Steps Taken to Avoid Conflict of Interest | Date of Transaction(s) or "Ongoing" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
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| | | | | | | |

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

| | |
|-------------------------------------|--|
| Instructions | Provides description of tabs and input requirements. |
| Funding by District | Charter School Tuition Rates |

2- BLUE tabs require input of information

| | |
|---|---|
| 1.) Name of School | >Select school name from list. >Enter contact information. |
| 2.) Enrollment | Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District |
| 3.) Staffing Plan | Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. |
| 4.) Yearly Budget | Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals. |
| 5.) Balance Sheet | Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. |
| 6.) Quarterly Report | Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses |
| 7.) Annual Report Requirement | Complete when submitting Actual Quarter 4. |

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Grand Concourse Academy Charter School

SCHOOL

| | |
|--------------|--|
| Name: | Grand Concourse Academy Charter School |
|--------------|--|

CONTACT INFORMATION

| | |
|-----------------------|-----------------------------|
| Contact Name: | Martin McDowell |
| Contact Title: | Senior Director of Business |
| Contact Email: | [REDACTED] |
| Contact Phone: | [REDACTED] |

REPORT PERIOD

| | |
|-------------------------------|---------|
| Current Academic Year: | 2021-22 |
| Prior Academic Year: | 2020-21 |

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

| GRADES | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------------|-------|-------|----|----|-------|------|-------|-------|-------|---|----|----|----|
| INITIAL BUDGETED ENROLLMENT | 67.62 | 90.16 | 98 | 98 | 86.24 | 78.4 | 86.24 | 52.92 | 49.98 | | | | |
| TOTAL ENROLLMENT = 707.56 | | | | | | | | | | | | | |

ENROLLMENT BY DISTRICT

| | | PRIOR YEAR | ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER | | | | | | | | ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT | | | |
|--|--------------------|-------------------|--|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|--|-------------------|-------------------|-------------------|
| | | ACTUAL | QUARTER 1 | | QUARTER 2 | | QUARTER 3 | | QUARTER 4 | | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| | | | Original | Revised | Original | Revised | Original | Revised | Original | Revised | Actual | Actual | Actual | Actual |
| NUMBER OF SCHOOL DISTRICTS ENROLLED: | | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| NUMBER OF STUDENTS ENROLLED: | | 0 | 707.56 | 0 | 707.56 | 0 | 707.56 | 0 | 707.5093 | 0 | 0 | 0 | 0 | 0 |
| *NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4. | | | | | | | | | | | | | | |
| | | PRIOR YEAR | ANNUAL BUDGET ENROLLMENT BY QUARTER | | | | | | | | ACTUAL ENROLLMENT BY QUARTER | | | |
| | | 2020-21 | QUARTER 1 | | QUARTER 2 | | QUARTER 3 | | QUARTER 4 | | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| | | Actual Enrollment | Original Budgeted Enrollment | Revised Budgeted Enrollment | Original Budgeted Enrollment | Revised Budgeted Enrollment | Original Budgeted Enrollment | Revised Budgeted Enrollment | Original Budgeted Enrollment | Revised Budgeted Enrollment | Actual Enrollment | Actual Enrollment | Actual Enrollment | Actual Enrollment |
| 1 | PRIMARY District | | 707.56 | | 707.56 | | 707.56 | | 707.5093 | | | | | |
| 2 | SECONDARY District | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

| | | PRIOR YEAR | ANNUAL BUDGET ENROLLMENT BY QUARTER | | | | | | | | ACTUAL ENROLLMENT BY QUARTER | | | |
|---------------|------------------|-------------------|--|------------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|------------------------------|-------------------|-------------------|-------------------|
| | | 2020-21 | QUARTER 1 | | QUARTER 2 | | QUARTER 3 | | QUARTER 4 | | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| PRIMARY/OTHER | DISTRICT NAME(S) | Actual Enrollment | Original Budgeted Enrollment | <i>Revised</i> Budgeted Enrollment | Original Budgeted Enrollment | <i>Revised</i> Budgeted Enrollment | Original Budgeted Enrollment | <i>Revised</i> Budgeted Enrollment | Original Budgeted Enrollment | <i>Revised</i> Budgeted Enrollment | Actual Enrollment | Actual Enrollment | Actual Enrollment | Actual Enrollment |
| | | | | | | | | | | | | | | |

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

| ADMINISTRATIVE PERSONNEL FTE | | PRIOR YEAR 2020-21 ACTUAL | ANNUAL BUDGETED FTE | | | | | | | | ACTUAL QUARTERLY FTE | | | | Description of Assumptions |
|--|--|---------------------------------|----------------------------|---------|----------|---------|----------|---------|----------|---------|-----------------------------|--------|--------|--|-----------------------------------|
| | | | Q1 | | Q2 | | Q3 | | Q4 | | Q1 | Q2 | Q3 | Q4 | |
| | | | Original | Revised | Original | Revised | Original | Revised | Original | Revised | Actual | Actual | Actual | Actual | |
| Executive Management | | | 1.0 | | 1.0 | | 1.0 | | 1.0 | | | | | (1) Executive Director | |
| Instructional Management | | | | | | | | | | | | | | | |
| Deans, Directors & Coordinators | | | 2.0 | | 2.0 | | 2.0 | | 2.0 | | | | | (1) Sen. Dir. Of Instruction , (1) Instructional Coord | |
| CFO / Director of Finance | | | | | | | | | | | | | | | |
| Operation / Business Manager | | | 3.0 | | 3.0 | | 3.0 | | 3.0 | | | | | (1) HR & PR Coord., (1) Sen. Dir. Of Bus. (1) DOO | |
| Administrative Staff | | | 3.0 | | 3.0 | | 3.0 | | 3.0 | | | | | (1) Bus. Associates, (1) Bus. Coord (1) Parent Liaison | |
| TOTAL ADMINISTRATIVE STAFF | | 0.0 | 9.0 | 0.0 | 9.0 | 0.0 | 9.0 | 0.0 | 9.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| INSTRUCTIONAL PERSONNEL FTE | | PRIOR YEAR 2020-21 ACTUAL | ANNUAL BUDGETED FTE | | | | | | | | ACTUAL QUARTERLY FTE | | | | Description of Assumptions |
| | | | Q1 | | Q2 | | Q3 | | Q4 | | Q1 | Q2 | Q3 | Q4 | |
| | | | Original | Revised | Original | Revised | Original | Revised | Original | Revised | Actual | Actual | Actual | Actual | |
| Teachers - Regular | | | 47.0 | | 47.0 | | 47.0 | | 47.0 | | | | | (47) Teachers | |
| Teachers - SPED | | | 9.0 | | 9.0 | | 9.0 | | 9.0 | | | | | (9) SpEd | |
| Substitute Teachers | | | | | | | | | | | | | | | |
| Teaching Assistants | | | 6.0 | | 6.0 | | 6.0 | | 6.0 | | | | | (6) Teacher Assistants | |
| Specialty Teachers | | | | | | | | | | | | | | | |
| Aides | | | 5.0 | | 5.0 | | 5.0 | | 5.0 | | | | | (5) School Aides | |
| Therapists & Counselors | | | 1.0 | | 1.0 | | 1.0 | | 1.0 | | | | | (1) Student Counselor | |
| Other | | | | | | | | | | | | | | Various - After School, Summer School, Bonuses, | |
| TOTAL INSTRUCTIONAL | | 0.0 | 68.0 | 0.0 | 68.0 | 0.0 | 68.0 | 0.0 | 68.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| NON-INSTRUCTIONAL PERSONNEL FTE | | PRIOR YEAR 2020-21 ACTUAL | ANNUAL BUDGETED FTE | | | | | | | | ACTUAL QUARTERLY FTE | | | | Description of Assumptions |
| | | | Q1 | | Q2 | | Q3 | | Q4 | | Q1 | Q2 | Q3 | Q4 | |
| | | | Original | Revised | Original | Revised | Original | Revised | Original | Revised | Actual | Actual | Actual | Actual | |
| Nurse | | | | | | | | | | | | | | | |
| Librarian | | | | | | | | | | | | | | | |
| Custodian | | | 7.0 | | 7.0 | | 7.0 | | 7.0 | | | | | (1) Head Custodian, (4) Maintenance, (2) Custodians | |
| Security | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | |
| TOTAL NON-INSTRUCTIONAL | | 0.0 | 7.0 | 0.0 | 7.0 | 0.0 | 7.0 | 0.0 | 7.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| TOTAL PERSONNEL SERVICE FTE | | 0.0 | 84.0 | 0.0 | 84.0 | 0.0 | 84.0 | 0.0 | 84.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | | | | | | | | | | |
|---|------------------------------|--|--------------------|-------------------|--------------------------|--------------------|-------------------|----------------------------|--------------------|-------------------|--------------------------|--------------------|-------------------|--------------------------|--|--|
| | | Budget / Operating Plan | | | | | | | | | | | | | | |
| | | 2021-22 | | | | | | | | | | | | | | |
| | | Prior Year Actual 2020-21 | | | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Revenue Per Pupil | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | | |
| Total Revenue | | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - | - | | |
| Total Expenses | | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - | - | | |
| Net Income | | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - | - | | |
| Actual Student Enrollment | | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - | | |
| EXPENSES | | | | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | Avg. No. of Positions | | | | | | | | | | | | | | | |
| Executive Management | 1.00 | | 82,491 | | - | 70,707 | | - | 82,491 | | - | 70,707 | | - | | |
| Instructional Management | - | | | | - | | | - | | | - | | | - | | |
| Deans, Directors & Coordinators | 2.00 | | 76,221 | | - | 65,332 | | - | 76,221 | | - | 65,332 | | - | | |
| CFO / Director of Finance | - | | | | - | | | - | | | - | | | - | | |
| Operation / Business Manager | 3.00 | | 104,041 | | - | 89,178 | | - | 104,041 | | - | 89,178 | | - | | |
| Administrative Staff | 3.00 | | 55,941 | | - | 47,950 | | - | 55,941 | | - | 47,950 | | - | | |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | | 318,694 | | - | 273,167 | | - | 318,694 | | - | 273,167 | | - | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | | | |
| Teachers - Regular | 47.00 | | 397,563 | | - | 927,648 | | - | 795,127 | | - | 1,325,211 | | - | | |
| Teachers - SPED | 9.00 | | 82,677 | | - | 192,912 | | - | 165,354 | | - | 275,589 | | - | | |
| Substitute Teachers | - | | | | - | | | - | | | - | | | - | | |
| Teaching Assistants | 6.00 | | 37,810 | | - | 88,223 | | - | 75,620 | | - | 126,033 | | - | | |
| Specialty Teachers | - | | | | - | | | - | | | - | | | - | | |
| Aides | 5.00 | | 25,556 | | - | 59,632 | | - | 51,113 | | - | 85,188 | | - | | |
| Therapists & Counselors | 1.00 | | 8,650 | | - | 20,184 | | - | 17,301 | | - | 28,835 | | - | | |
| Other | - | | 145,022 | | - | 145,022 | | - | 145,022 | | - | 145,022 | | - | | |
| TOTAL INSTRUCTIONAL | 68.00 | | 697,279 | | - | 1,433,621 | | - | 1,249,536 | | - | 1,985,878 | | - | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | | | |
| Nurse | - | | | | - | | | - | | | - | | | - | | |
| Librarian | - | | | | - | | | - | | | - | | | - | | |
| Custodian | 7.00 | | 82,348 | | - | 70,584 | | - | 82,348 | | - | 70,584 | | - | | |
| Security | - | | | | - | | | - | | | - | | | - | | |
| Other | - | | | | - | | | - | | | - | | | - | | |
| TOTAL NON-INSTRUCTIONAL | 7.00 | | 82,348 | | - | 70,584 | | - | 82,348 | | - | 70,584 | | - | | |
| SUBTOTAL PERSONNEL SERVICE COSTS | 84.00 | | 1,098,321 | | - | 1,777,372 | | - | 1,650,578 | | - | 2,329,629 | | - | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | | | |
| Payroll Taxes | | | 96,696 | | - | 156,479 | | - | 145,316 | | - | 205,100 | | - | | |
| Fringe / Employee Benefits | | | 269,725 | | - | 269,725 | | - | 269,725 | | - | 269,725 | | - | | |
| Retirement / Pension | | | 40,130 | | - | 64,941 | | - | 60,308 | | - | 85,119 | | - | | |
| TOTAL PAYROLL TAXES AND BENEFITS | | | 406,550 | | - | 491,145 | | - | 475,349 | | - | 559,943 | | - | | |
| TOTAL PERSONNEL SERVICE COSTS | 84.00 | | 1,504,871 | | - | 2,268,516 | | - | 2,125,927 | | - | 2,889,572 | | - | | |
| CONTRACTED SERVICES | | | | | | | | | | | | | | | | |
| Accounting / Audit | | | | | - | | | - | | | - | 25,515 | | - | | |
| Legal | | | 78,750 | | - | 78,750 | | - | 78,750 | | - | 78,750 | | - | | |
| Management Company Fee | | | | | - | | | - | | | - | | | - | | |
| Nurse Services | | | | | - | | | - | | | - | | | - | | |
| Food Service / School Lunch | | | 1,313 | | - | 1,313 | | - | 1,313 | | - | 1,313 | | - | | |
| Payroll Services | | | 17,485 | | - | 17,485 | | - | 17,485 | | - | 17,485 | | - | | |
| Special Ed Services | | | 1,313 | | - | 1,313 | | - | 1,313 | | - | 1,313 | | - | | |
| Titlement Services (i.e. Title I) | | | 9,188 | | - | 9,188 | | - | 9,188 | | - | 9,188 | | - | | |
| Other Purchased / Professional / Consulting | | | 44,564 | | - | 44,564 | | - | 44,564 | | - | 44,564 | | - | | |
| TOTAL CONTRACTED SERVICES | | | 152,611 | | - | 152,611 | | - | 152,611 | | - | 178,126 | | - | | |

| GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | | | | | | | | | |
|--|--|--------------------------|-------------------|----------|----------------------------|-------------------|----------|--------------------------|-------------------|----------|--------------------------|-------------------|----------|
| Budget / Operating Plan | | | | | | | | | | | | | |
| 2021-22 | | | | | | | | | | | | | |
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - | - |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - | - |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - | - |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - |
| | Prior Year Actual 2020-21 Revenue Per Pupil | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance |
| SCHOOL OPERATIONS | | | | | | | | | | | | | |
| Board Expenses | | 525 | | - | 525 | | - | 525 | | - | 525 | | - |
| Classroom / Teaching Supplies & Materials | | 2,296 | | - | 6,887 | | - | 6,887 | | - | 6,887 | | - |
| Special Ed Supplies & Materials | | | | - | | | - | | | - | 65,316 | | - |
| Textbooks / Workbooks | | 10,710 | | - | 32,130 | | - | 32,130 | | - | 32,130 | | - |
| Supplies & Materials other | | 105 | | - | 315 | | - | 315 | | - | 315 | | - |
| Equipment / Furniture | | 5,250 | | - | 5,250 | | - | 5,250 | | - | 5,250 | | - |
| Telephone | | 3,938 | | - | 3,938 | | - | 3,938 | | - | 3,938 | | - |
| Technology | | 25,441 | | - | 25,441 | | - | 25,441 | | - | 25,441 | | - |
| Student Testing & Assessment | | 2,100 | | - | 6,300 | | - | 6,300 | | - | 6,300 | | - |
| Field Trips | | 1,050 | | - | 3,150 | | - | 3,150 | | - | 3,150 | | - |
| Transportation (student) | | 2,100 | | - | 6,300 | | - | 6,300 | | - | 6,300 | | - |
| Student Services - other | | 21,155 | | - | 3,465 | | - | 3,465 | | - | 3,465 | | - |
| Office Expense | | 19,688 | | - | 19,688 | | - | 19,688 | | - | 19,688 | | - |
| Staff Development | | 15,251 | | - | 15,251 | | - | 15,251 | | - | 15,251 | | - |
| Staff Recruitment | | 919 | | - | 919 | | - | 919 | | - | 919 | | - |
| Student Recruitment / Marketing | | 2,100 | | - | 2,100 | | - | 2,100 | | - | 2,100 | | - |
| School Meals / Lunch | | 1,050 | | - | 1,050 | | - | 1,050 | | - | 1,050 | | - |
| Travel (Staff) | | 263 | | - | 263 | | - | 263 | | - | 263 | | - |
| Fundraising | | 5,500 | | - | 5,500 | | - | 5,500 | | - | 5,500 | | - |
| Other | | 7,081 | | - | 7,081 | | - | 7,081 | | - | 7,081 | | - |
| TOTAL SCHOOL OPERATIONS | - | 126,521 | - | - | 145,552 | - | - | 145,552 | - | - | 210,868 | - | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | |
| Insurance | | 31,082 | | - | 31,082 | | - | 31,082 | | - | 31,082 | | - |
| Janitorial | | 19,787 | | - | 19,787 | | - | 19,787 | | - | 19,787 | | - |
| Building and Land Rent / Lease / Facility Finance Interest | | 775,631 | | - | 775,631 | | - | 775,631 | | - | 775,631 | | - |
| Repairs & Maintenance | | 17,592 | | - | 17,592 | | - | 17,592 | | - | 17,592 | | - |
| Equipment / Furniture | | | | - | | | - | | | - | | | - |
| Security | | 1,974 | | - | 1,974 | | - | 1,974 | | - | 1,974 | | - |
| Utilities | | 31,500 | | - | 31,500 | | - | 31,500 | | - | 31,500 | | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | 877,565 | - | - | 877,565 | - | - | 877,565 | - | - | 877,565 | - | - |
| DEPRECIATION & AMORTIZATION | | 31,500 | | - | 31,500 | | - | 31,500 | | - | 31,500 | | - |
| COVID-19 / CONTINGENCY | | 17,063 | | - | 17,063 | | - | 17,063 | | - | 17,063 | | - |
| DEFERRED RENT | | | | - | | | - | | | - | | | - |
| TOTAL EXPENSES | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - | - |
| NET INCOME | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - | - |

| GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | | | | | | | | | |
|--|--|--------------------------|-------------------|----------|----------------------------|-------------------|----------|--------------------------|-------------------|----------|--------------------------|-------------------|----------|
| Budget / Operating Plan | | | | | | | | | | | | | |
| 2021-22 | | | | | | | | | | | | | |
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - | - |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - | - |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - | - |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - |
| | Prior Year Actual 2020-21 Revenue Per Pupil | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | | | | | | | | |
| Number of Districts: | - | 1 | - | - | 1 | - | - | 1 | - | - | 1 | - | - |
| NYC CHANCELLOR'S OFFICE | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| ALL OTHER School Districts: (Weighted Avg) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL ENROLLMENT | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - |
| REVENUE PER PUPIL | - | 5,506 | - | - | 5,506 | - | - | 5,506 | - | - | 5,599 | - | - |
| EXPENSES PER PUPIL | - | 3,830 | - | - | 4,936 | - | - | 4,735 | - | - | 5,943 | - | - |

| | | GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|-----------------------|--|------------------|------------------|-------------------------------|------------------------------|---|
| | | Budget / Operating Plan | | | | | |
| | | 2021-22 | | | | | |
| | | Original Budget | Revised Budget | Variance | Original Budget vs. PY Budget | Revised Budget vs. PY Budget | |
| Total Revenue | | 15,649,751 | 15,649,751 | - | 15,649,751 | 15,649,751 | |
| Total Expenses | | 13,757,846 | 13,757,846 | - | (13,757,846) | (13,757,846) | |
| Net Income | | 1,891,905 | 1,891,905 | - | 1,891,905 | 1,891,905 | |
| Actual Student Enrollment | | | | | | | |
| | | Total Year | | | VARIANCE | | |
| | | Original Budget | Revised Budget | Variance | Original Budget vs. PY Budget | Revised Budget vs. PY Budget | |
| EXPENSES | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | |
| | Avg. No. of Positions | | | | | | |
| Executive Management | 1.00 | 306,396 | 306,396 | - | (306,396) | (306,396) | |
| Instructional Management | - | - | - | - | - | - | |
| Deans, Directors & Coordinators | 2.00 | 283,105 | 283,105 | - | (283,105) | (283,105) | |
| CFO / Director of Finance | - | - | - | - | - | - | |
| Operation / Business Manager | 3.00 | 386,439 | 386,439 | - | (386,439) | (386,439) | |
| Administrative Staff | 3.00 | 207,782 | 207,782 | - | (207,782) | (207,782) | |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | 1,183,722 | 1,183,722 | - | (1,183,722) | (1,183,722) | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Teachers - Regular | 47.00 | 3,445,549 | 3,445,549 | - | (3,445,549) | (3,445,549) | |
| Teachers - SPED | 9.00 | 716,532 | 716,532 | - | (716,532) | (716,532) | |
| Substitute Teachers | - | - | - | - | - | - | |
| Teaching Assistants | 6.00 | 327,687 | 327,687 | - | (327,687) | (327,687) | |
| Specialty Teachers | - | - | - | - | - | - | |
| Aides | 5.00 | 221,489 | 221,489 | - | (221,489) | (221,489) | |
| Therapists & Counselors | 1.00 | 74,970 | 74,970 | - | (74,970) | (74,970) | |
| Other | - | 580,087 | 580,087 | - | (580,087) | (580,087) | |
| TOTAL INSTRUCTIONAL | 68.00 | 5,366,314 | 5,366,314 | - | (5,366,314) | (5,366,314) | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Nurse | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | |
| Custodian | 7.00 | 305,863 | 305,863 | - | (305,863) | (305,863) | |
| Security | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL | 7.00 | 305,863 | 305,863 | - | (305,863) | (305,863) | |
| SUBTOTAL PERSONNEL SERVICE COSTS | | 84.00 | 6,855,899 | 6,855,899 | - | (6,855,899) | (6,855,899) |
| PAYROLL TAXES AND BENEFITS | | | | | | | |
| Payroll Taxes | | 603,591 | 603,591 | - | (603,591) | (603,591) | |
| Fringe / Employee Benefits | | 1,078,899 | 1,078,899 | - | (1,078,899) | (1,078,899) | |
| Retirement / Pension | | 250,497 | 250,497 | - | (250,497) | (250,497) | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 1,932,987 | 1,932,987 | - | (1,932,987) | (1,932,987) | |
| TOTAL PERSONNEL SERVICE COSTS | | 84.00 | 8,788,886 | 8,788,886 | - | (8,788,886) | (8,788,886) |
| CONTRACTED SERVICES | | | | | | | |
| Accounting / Audit | | 25,515 | 25,515 | - | (25,515) | (25,515) | |
| Legal | | 315,000 | 315,000 | - | (315,000) | (315,000) | |
| Management Company Fee | | - | - | - | - | - | |
| Nurse Services | | - | - | - | - | - | |
| Food Service / School Lunch | | 5,250 | 5,250 | - | (5,250) | (5,250) | |
| Payroll Services | | 69,939 | 69,939 | - | (69,939) | (69,939) | |
| Special Ed Services | | 5,250 | 5,250 | - | (5,250) | (5,250) | |
| Titlment Services (i.e. Title I) | | 36,750 | 36,750 | - | (36,750) | (36,750) | |
| Other Purchased / Professional / Consulting | | 178,254 | 178,254 | - | (178,254) | (178,254) | |
| TOTAL CONTRACTED SERVICES | | 635,958 | 635,958 | - | (635,958) | (635,958) | Fin Mgmt, Substitute Teaching, Facilities Consultant, Tech Services, Professional Svcs (Misc) |

| GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | | DESCRIPTION OF ASSUMPTIONS |
|--|-------------------|-------------------|----------|-------------------------------|------------------------------|--|
| Budget / Operating Plan | | | | | | |
| 2021-22 | | | | | | |
| | 15,649,751 | 15,649,751 | - | 15,649,751 | 15,649,751 | |
| Total Revenue | 15,649,751 | 15,649,751 | - | 15,649,751 | 15,649,751 | |
| Total Expenses | 13,757,846 | 13,757,846 | - | (13,757,846) | (13,757,846) | |
| Net Income | 1,891,905 | 1,891,905 | - | 1,891,905 | 1,891,905 | |
| Actual Student Enrollment | | | | | | |
| | Total Year | | | VARIANCE | | |
| | Original Budget | Revised Budget | Variance | Original Budget vs. PY Budget | Revised Budget vs. PY Budget | |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | 2,100 | 2,100 | - | (2,100) | (2,100) | |
| Classroom / Teaching Supplies & Materials | 22,957 | 22,957 | - | (22,957) | (22,957) | |
| Special Ed Supplies & Materials | 65,316 | 65,316 | - | (65,316) | (65,316) | NYSTL - TextBooks \$46801, Software \$11732, Library \$6783 |
| Textbooks / Workbooks | 107,100 | 107,100 | - | (107,100) | (107,100) | TextBooks \$105000, Library \$2100 |
| Supplies & Materials other | 1,050 | 1,050 | - | (1,050) | (1,050) | |
| Equipment / Furniture | 21,000 | 21,000 | - | (21,000) | (21,000) | PE Supplies/Equipment, Furniture Equipment, Copy/Machine |
| Telephone | 15,750 | 15,750 | - | (15,750) | (15,750) | |
| Technology | 101,764 | 101,764 | - | (101,764) | (101,764) | Computer Equip/Software, Computer Software,Internet |
| Student Testing & Assessment | 21,000 | 21,000 | - | (21,000) | (21,000) | |
| Field Trips | 10,500 | 10,500 | - | (10,500) | (10,500) | |
| Transportation (student) | 21,000 | 21,000 | - | (21,000) | (21,000) | |
| Student Services - other | 31,550 | 31,550 | - | (31,550) | (31,550) | After School, Assemblies Program, Uniforms |
| Office Expense | 78,750 | 78,750 | - | (78,750) | (78,750) | Supplies, Printing & Copying, Postage & Delivery |
| Staff Development | 61,005 | 61,005 | - | (61,005) | (61,005) | Curriculum Development, Staff Development, Tuition Reimbursement, Travel & Lodging |
| Staff Recruitment | 3,675 | 3,675 | - | (3,675) | (3,675) | Fingerprinting, Staff Recruitment |
| Student Recruitment / Marketing | 8,400 | 8,400 | - | (8,400) | (8,400) | |
| School Meals / Lunch | 4,200 | 4,200 | - | (4,200) | (4,200) | |
| Travel (Staff) | 1,050 | 1,050 | - | (1,050) | (1,050) | |
| Fundraising | 22,001 | 22,001 | - | (22,001) | (22,001) | |
| Other | 28,325 | 28,325 | - | (28,325) | (28,325) | Dues & Subscription, Interest, Bank Charges |
| TOTAL SCHOOL OPERATIONS | 628,493 | 628,493 | - | (628,493) | (628,493) | |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | 124,327 | 124,327 | - | (124,327) | (124,327) | |
| Janitorial | 79,147 | 79,147 | - | (79,147) | (79,147) | |
| Building and Land Rent / Lease / Facility Finance Interest | 3,102,522 | 3,102,522 | - | (3,102,522) | (3,102,522) | Rent, Storage, Real Estate |
| Repairs & Maintenance | 70,369 | 70,369 | - | (70,369) | (70,369) | |
| Equipment / Furniture | - | - | - | - | - | |
| Security | 7,894 | 7,894 | - | (7,894) | (7,894) | |
| Utilities | 126,000 | 126,000 | - | (126,000) | (126,000) | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 3,510,259 | 3,510,259 | - | (3,510,259) | (3,510,259) | |
| DEPRECIATION & AMORTIZATION | 126,000 | 126,000 | - | (126,000) | (126,000) | |
| COVID-19 / CONTINGENCY | 68,250 | 68,250 | - | (68,250) | (68,250) | |
| DEFERRED RENT | - | - | - | - | - | |
| TOTAL EXPENSES | 13,757,846 | 13,757,846 | - | (13,757,846) | (13,757,846) | |
| NET INCOME | 1,891,905 | 1,891,905 | - | 1,891,905 | 1,891,905 | |

| GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | | | | | | | | | | |
|---|--|--------------------------|-------------------|----------|----------------------------|-------------------|----------|--------------------------|-------------------|----------|--------------------------|-------------------|----------|--------------------|
| Budget / Operating Plan | | | | | | | | | | | | | | |
| 2021-22 | | | | | | | | | | | | | | |
| | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - | - | 15,649,751 |
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - | - | 15,649,751 |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - | - | 13,757,846 |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - | - | 1,891,905 |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - | - | - |
| | Prior Year Actual 2020-21 Revenue Per Pupil | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | | Original Budget |
| | | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget | Revised Budget | Variance | Original Budget |
| CASH FLOW ADJUSTMENTS | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES <i>{enter descriptions below}</i> | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | - | 31,500 | - | - | 31,500 | - | - | 31,500 | - | - | 31,500 | - | - | 126,000 |
| Other | - | 95,815 | - | - | 95,815 | - | - | 95,815 | - | - | 95,815 | - | - | 383,259 |
| Total Operating Activities | - | 127,315 | - | - | 127,315 | - | - | 127,315 | - | - | 127,315 | - | - | 509,259 |
| INVESTMENT ACTIVITIES <i>{enter descriptions below}</i> | | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | (93,000) | - | - | (93,000) | - | - | (93,000) | - | - | (93,000) | - | - | (372,000) |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | (93,000) | - | - | (93,000) | - | - | (93,000) | - | - | (93,000) | - | - | (372,000) |
| FINANCING ACTIVITIES <i>{enter descriptions below}</i> | | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Cash Flow Adjustments | - | 34,315 | - | - | 34,315 | - | - | 34,315 | - | - | 34,315 | - | - | 137,259 |
| NET INCOME | - | 1,220,347 | - | - | 437,671 | - | - | 580,260 | - | - | (209,113) | - | - | 2,029,164 |
| Beginning Cash Balance | 10,956,748 | 10,956,748 | - | - | 12,177,095 | - | - | 12,614,766 | - | - | 13,195,026 | - | - | 10,956,748 |
| ENDING CASH BALANCE | 10,956,748 | 12,177,095 | - | - | 12,614,766 | - | - | 13,195,026 | - | - | 12,985,912 | - | - | 12,985,912 |

| GRAND CONCOURSE ACADEMY CHARTER SCHOOL | | | | | |
|---|----------------|----------|-------------------------------|------------------------------|----------------------------|
| Budget / Operating Plan | | | | | |
| 2021-22 | | | | | |
| | 15,649,751 | - | 15,649,751 | 15,649,751 | |
| Total Revenue | | | | | |
| Total Expenses | | | (13,757,846) | (13,757,846) | |
| Net Income | | | 1,891,905 | 1,891,905 | |
| Actual Student Enrollment | | | | | |
| | Total Year | | VARIANCE | | DESCRIPTION OF ASSUMPTIONS |
| | Revised Budget | Variance | Original Budget vs. PY Budget | Revised Budget vs. PY Budget | |
| CASH FLOW ADJUSTMENTS | | | | | |
| OPERATING ACTIVITIES <i>{enter descriptions below}</i> | | | | | |
| Example - Add Back Depreciation | 126,000 | - | 126,000 | 126,000 | |
| Other | 383,259 | - | 383,259 | 383,259 | |
| Total Operating Activities | 509,259 | - | 509,259 | 509,259 | |
| INVESTMENT ACTIVITIES <i>{enter descriptions below}</i> | | | | | |
| Example - Subtract Property and Equipment Expenditures | (372,000) | - | (372,000) | (372,000) | |
| Other | - | - | - | - | |
| Total Investment Activities | (372,000) | - | (372,000) | (372,000) | |
| FINANCING ACTIVITIES <i>{enter descriptions below}</i> | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | |
| Other | - | - | - | - | |
| Total Financing Activities | - | - | - | - | |
| Total Cash Flow Adjustments | 137,259 | - | 137,259 | 137,259 | |
| NET INCOME | 2,029,164 | - | 2,029,164 | 2,029,164 | |
| Beginning Cash Balance | 10,956,748 | - | - | - | |
| ENDING CASH BALANCE | 12,985,912 | - | 2,029,164 | 2,029,164 | |

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
BALANCE SHEET
2021-22**

| | Prior Year | Q1 | Q2 | Q3 | Q4 |
|--|------------|------------|-------------|------------|------------|
| | 2020-21 | As of 9/30 | As of 12/31 | As of 3/31 | As of 6/30 |
| <u>ASSETS</u> | | | | | |
| <u>CURRENT ASSETS</u> | | | | | |
| Cash and cash equivalents | - | - | - | - | - |
| Grants and contracts receivable | - | - | - | - | - |
| Accounts receivables | - | - | - | - | - |
| Prepaid Expenses | - | - | - | - | - |
| Contributions and other receivables | - | - | - | - | - |
| TOTAL CURRENT ASSETS | - | - | - | - | - |
| <u>PROPERTY, BUILDING AND EQUIPMENT, net</u> | - | - | - | - | - |
| <u>OTHER ASSETS</u> | - | - | - | - | - |
| TOTAL ASSETS | - | - | - | - | - |
| <u>LIABILITIES AND NET ASSETS</u> | | | | | |
| <u>CURRENT LIABILITIES</u> | | | | | |
| Accounts payable and accrued expenses | - | - | - | - | - |
| Accrued payroll and benefits | - | - | - | - | - |
| Deferred Revenue | - | - | - | - | - |
| Current maturities of long-term debt | - | - | - | - | - |
| Short Term Debt - Bonds, Notes Payable | - | - | - | - | - |
| Other | - | - | - | - | - |
| TOTAL CURRENT LIABILITIES | - | - | - | - | - |
| <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u> | - | - | - | - | - |
| TOTAL LIABILITIES | - | - | - | - | - |
| <u>NET ASSETS</u> | | | | | |
| Unrestricted | - | - | - | - | - |
| Temporarily restricted | - | - | - | - | - |
| TOTAL NET ASSETS | - | - | - | - | - |
| TOTAL LIABILITIES AND NET ASSETS | - | - | - | - | - |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | | | | | | | | | | | |
|---------------------------|---|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - |

| | | | | | | | | | | | | |
|--|--------------------------|---------|----------|----------------------------|---------|----------|--------------------------|---------|----------|--------------------------|---------|----------|
| *NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Current | | | Current | | | Current | | | Current | |
| | Actual | Budget | Variance | Actual | Budget | Variance | Actual | Budget | Variance | Actual | Budget | Variance |

| EXPENSES | Quarter 0 No. of Positions | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
|---|-------------------------------|--------------------------|----------------|------------------|----------------------------|------------------|----------|--------------------------|----------------|------------------|--------------------------|------------------|----------|
| | | Actual | Current Budget | Variance | Actual | Current Budget | Variance | Actual | Current Budget | Variance | Actual | Current Budget | Variance |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | |
| Executive Management | - | 82,491 | - | 70,707 | - | 82,491 | - | 70,707 | - | 82,491 | - | 70,707 | - |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | - | 76,221 | - | 65,332 | - | 76,221 | - | 65,332 | - | 76,221 | - | 65,332 | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | - | 104,041 | - | 89,178 | - | 104,041 | - | 89,178 | - | 104,041 | - | 89,178 | - |
| Administrative Staff | - | 55,941 | - | 47,950 | - | 55,941 | - | 47,950 | - | 55,941 | - | 47,950 | - |
| TOTAL ADMINISTRATIVE STAFF | - | 318,694 | - | 273,167 | - | 318,694 | - | 273,167 | - | 318,694 | - | 273,167 | - |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Teachers - Regular | - | 397,563 | - | 927,648 | - | 397,563 | - | 927,648 | - | 397,563 | - | 927,648 | - |
| Teachers - SPED | - | 82,677 | - | 192,912 | - | 82,677 | - | 192,912 | - | 82,677 | - | 192,912 | - |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | 37,810 | - | 88,223 | - | 37,810 | - | 88,223 | - | 37,810 | - | 88,223 | - |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Aides | - | 25,556 | - | 59,632 | - | 25,556 | - | 59,632 | - | 25,556 | - | 59,632 | - |
| Therapists & Counselors | - | 8,650 | - | 20,184 | - | 8,650 | - | 20,184 | - | 8,650 | - | 20,184 | - |
| Other | - | 145,022 | - | 145,022 | - | 145,022 | - | 145,022 | - | 145,022 | - | 145,022 | - |
| TOTAL INSTRUCTIONAL | - | 697,279 | - | 1,433,621 | - | 697,279 | - | 1,433,621 | - | 697,279 | - | 1,433,621 | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | - | 82,348 | - | 70,584 | - | 82,348 | - | 70,584 | - | 82,348 | - | 70,584 | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | 82,348 | - | 70,584 | - | 82,348 | - | 70,584 | - | 82,348 | - | 70,584 | - |
| SUBTOTAL PERSONNEL SERVICE COSTS | - | 1,098,321 | - | 1,777,372 | - | 1,098,321 | - | 1,777,372 | - | 1,098,321 | - | 1,777,372 | - |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | |
| Payroll Taxes | - | 96,696 | - | 156,479 | - | 96,696 | - | 156,479 | - | 96,696 | - | 156,479 | - |
| Fringe / Employee Benefits | - | 269,725 | - | 269,725 | - | 269,725 | - | 269,725 | - | 269,725 | - | 269,725 | - |
| Retirement / Pension | - | 40,130 | - | 64,941 | - | 40,130 | - | 64,941 | - | 40,130 | - | 64,941 | - |
| TOTAL PAYROLL TAXES AND BENEFITS | - | 406,550 | - | 491,145 | - | 406,550 | - | 491,145 | - | 406,550 | - | 491,145 | - |
| TOTAL PERSONNEL SERVICE COSTS | - | 1,504,871 | - | 2,268,516 | - | 1,504,871 | - | 2,268,516 | - | 1,504,871 | - | 2,268,516 | - |
| CONTRACTED SERVICES | | | | | | | | | | | | | |
| Accounting / Audit | - | - | - | - | - | - | - | - | - | - | - | 25,515 | - |
| Legal | - | 78,750 | - | 78,750 | - | 78,750 | - | 78,750 | - | 78,750 | - | 78,750 | - |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - |
| Payroll Services | - | 17,485 | - | 17,485 | - | 17,485 | - | 17,485 | - | 17,485 | - | 17,485 | - |
| Special Ed Services | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - | 1,313 | - |
| Titlement Services (i.e. Title I) | - | 9,188 | - | 9,188 | - | 9,188 | - | 9,188 | - | 9,188 | - | 9,188 | - |
| Other Purchased / Professional / Consulting | - | 44,564 | - | 44,564 | - | 44,564 | - | 44,564 | - | 44,564 | - | 44,564 | - |
| TOTAL CONTRACTED SERVICES | - | 152,611 | - | 152,611 | - | 152,611 | - | 152,611 | - | 152,611 | - | 178,126 | - |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | | | | | | | | | | | |
|---------------------------|---|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - |

| *NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
|---|--------------------------|----------------|----------|----------------------------|----------------|----------|--------------------------|----------------|----------|--------------------------|----------------|----------|
| | Actual | Current Budget | Variance | Actual | Current Budget | Variance | Actual | Current Budget | Variance | Actual | Current Budget | Variance |
| | SCHOOL OPERATIONS | | | | | | | | | | | |
| Board Expenses | | 525 | - | | 525 | - | | 525 | - | | 525 | - |
| Classroom / Teaching Supplies & Materials | | 2,296 | - | | 6,887 | - | | 6,887 | - | | 6,887 | - |
| Special Ed Supplies & Materials | | - | - | | - | - | | - | - | | 65,316 | - |
| Textbooks / Workbooks | | 10,710 | - | | 32,130 | - | | 32,130 | - | | 32,130 | - |
| Supplies & Materials other | | 105 | - | | 315 | - | | 315 | - | | 315 | - |
| Equipment / Furniture | | 5,250 | - | | 5,250 | - | | 5,250 | - | | 5,250 | - |
| Telephone | | 3,938 | - | | 3,938 | - | | 3,938 | - | | 3,938 | - |
| Technology | | 25,441 | - | | 25,441 | - | | 25,441 | - | | 25,441 | - |
| Student Testing & Assessment | | 2,100 | - | | 6,300 | - | | 6,300 | - | | 6,300 | - |
| Field Trips | | 1,050 | - | | 3,150 | - | | 3,150 | - | | 3,150 | - |
| Transportation (student) | | 2,100 | - | | 6,300 | - | | 6,300 | - | | 6,300 | - |
| Student Services - other | | 21,155 | - | | 3,465 | - | | 3,465 | - | | 3,465 | - |
| Office Expense | | 19,688 | - | | 19,688 | - | | 19,688 | - | | 19,688 | - |
| Staff Development | | 15,251 | - | | 15,251 | - | | 15,251 | - | | 15,251 | - |
| Staff Recruitment | | 919 | - | | 919 | - | | 919 | - | | 919 | - |
| Student Recruitment / Marketing | | 2,100 | - | | 2,100 | - | | 2,100 | - | | 2,100 | - |
| School Meals / Lunch | | 1,050 | - | | 1,050 | - | | 1,050 | - | | 1,050 | - |
| Travel (Staff) | | 263 | - | | 263 | - | | 263 | - | | 263 | - |
| Fundraising | | 5,500 | - | | 5,500 | - | | 5,500 | - | | 5,500 | - |
| Other | | 7,081 | - | | 7,081 | - | | 7,081 | - | | 7,081 | - |
| TOTAL SCHOOL OPERATIONS | - | 126,521 | - | - | 145,552 | - | - | 145,552 | - | - | 210,868 | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | |
| Insurance | | 31,082 | - | | 31,082 | - | | 31,082 | - | | 31,082 | - |
| Janitorial | | 19,787 | - | | 19,787 | - | | 19,787 | - | | 19,787 | - |
| Building and Land Rent / Lease / Facility Finance Interest | | 775,631 | - | | 775,631 | - | | 775,631 | - | | 775,631 | - |
| Repairs & Maintenance | | 17,592 | - | | 17,592 | - | | 17,592 | - | | 17,592 | - |
| Equipment / Furniture | | - | - | | - | - | | - | - | | - | - |
| Security | | 1,974 | - | | 1,974 | - | | 1,974 | - | | 1,974 | - |
| Utilities | | 31,500 | - | | 31,500 | - | | 31,500 | - | | 31,500 | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | 877,565 | - | - | 877,565 | - | - | 877,565 | - | - | 877,565 | - |
| DEPRECIATION & AMORTIZATION | | 31,500 | - | | 31,500 | - | | 31,500 | - | | 31,500 | - |
| COVID-19 / CONTINGENCY | | 17,063 | - | | 17,063 | - | | 17,063 | - | | 17,063 | - |
| DEFERRED RENT | | - | - | | - | - | | - | - | | - | - |
| TOTAL EXPENSES | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - |
| NET INCOME | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | | | | | | | | | | | |
|---------------------------|---|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|
| Total Revenue | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,896,162 | - | - | 3,961,265 | - |
| Total Expenses | - | 2,710,130 | - | - | 3,492,806 | - | - | 3,350,217 | - | - | 4,204,693 | - |
| Net Income | - | 1,186,032 | - | - | 403,356 | - | - | 545,945 | - | - | (243,428) | - |
| Actual Student Enrollment | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - |

| | | | | | | | | | | | | |
|--|--------------------------|---------|----------|----------------------------|---------|----------|--------------------------|---------|----------|--------------------------|---------|----------|
| *NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Current | | | Current | | | Current | | | Current | |
| | Actual | Budget | Variance | Actual | Budget | Variance | Actual | Budget | Variance | Actual | Budget | Variance |

| | | | | | | | | | | | | |
|---|---|--------------|---|---|--------------|---|---|--------------|---|---|--------------|---|
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | | | | | | | |
| NYC CHANCELLOR'S OFFICE | - | 708 | - | - | 708 | - | - | 708 | - | - | 708 | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - |
| ALL OTHER School Districts: (Count = 0) | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL ENROLLMENT | - | 708 | - |
| REVENUE PER PUPIL | - | 5,506 | - | - | 5,506 | - | - | 5,506 | - | - | 5,599 | - |
| EXPENSES PER PUPIL | - | 3,830 | - | - | 4,936 | - | - | 4,735 | - | - | 5,943 | - |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | | | | | | | | | | |
|---------------------------|---|---|---|------------|--------------|---|---|------------|--------------|---|---|
| Total Revenue | - | - | - | 15,649,751 | (15,649,751) | - | - | 15,649,751 | (15,649,751) | - | - |
| Total Expenses | - | - | - | 13,757,846 | 13,757,846 | - | - | 13,757,846 | 13,757,846 | - | - |
| Net Income | - | - | - | 1,891,905 | (1,891,905) | - | - | 1,891,905 | (1,891,905) | - | - |
| Actual Student Enrollment | - | - | - | | | - | - | | | - | - |

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

| Actual | Current Budget (Current Quarter) | Actual vs. Current Budget | Current Budget - TY | Actual vs. Current Budget TY | Original Budget (Current Quarter) | Actual vs. Original Budget | Original Budget - TY | Actual vs. Original Budget TY | PY Actual (PY TY / No. of COMPLETED Actual CY Quarters) | Actual CY vs. Actual PY |
|--------|----------------------------------|---------------------------|---------------------|------------------------------|-----------------------------------|----------------------------|----------------------|-------------------------------|---|-------------------------|
|--------|----------------------------------|---------------------------|---------------------|------------------------------|-----------------------------------|----------------------------|----------------------|-------------------------------|---|-------------------------|

| EXPENSES | Quarter 0 No. of Positions | Actual | Current Budget (Current Quarter) | Actual vs. Current Budget | Current Budget - TY | Actual vs. Current Budget TY | Original Budget (Current Quarter) | Actual vs. Original Budget | Original Budget - TY | Actual vs. Original Budget TY | PY Actual (PY TY / No. of COMPLETED Actual CY Quarters) | Actual CY vs. Actual PY |
|---|----------------------------|--------|----------------------------------|---------------------------|---------------------|------------------------------|-----------------------------------|----------------------------|----------------------|-------------------------------|---|-------------------------|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | |
| Executive Management | - | - | - | - | 306,396 | 306,396 | - | - | 306,396 | 306,396 | - | - |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | - | - | - | - | 283,105 | 283,105 | - | - | 283,105 | 283,105 | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | - | - | - | - | 386,439 | 386,439 | - | - | 386,439 | 386,439 | - | - |
| Administrative Staff | - | - | - | - | 207,782 | 207,782 | - | - | 207,782 | 207,782 | - | - |
| TOTAL ADMINISTRATIVE STAFF | - | - | - | - | 1,183,722 | 1,183,722 | - | - | 1,183,722 | 1,183,722 | - | - |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | |
| Teachers - Regular | - | - | - | - | 3,445,549 | 3,445,549 | - | - | 3,445,549 | 3,445,549 | - | - |
| Teachers - SPED | - | - | - | - | 716,532 | 716,532 | - | - | 716,532 | 716,532 | - | - |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | 327,687 | 327,687 | - | - | 327,687 | 327,687 | - | - |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | 221,489 | 221,489 | - | - | 221,489 | 221,489 | - | - |
| Therapists & Counselors | - | - | - | - | 74,970 | 74,970 | - | - | 74,970 | 74,970 | - | - |
| Other | - | - | - | - | 580,087 | 580,087 | - | - | 580,087 | 580,087 | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | 5,366,314 | 5,366,314 | - | - | 5,366,314 | 5,366,314 | - | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | 305,863 | 305,863 | - | - | 305,863 | 305,863 | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | 305,863 | 305,863 | - | - | 305,863 | 305,863 | - | - |
| SUBTOTAL PERSONNEL SERVICE COSTS | - | - | - | - | 6,855,899 | 6,855,899 | - | - | 6,855,899 | 6,855,899 | - | - |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | |
| Payroll Taxes | - | - | - | - | 603,591 | 603,591 | - | - | 603,591 | 603,591 | - | - |
| Fringe / Employee Benefits | - | - | - | - | 1,078,899 | 1,078,899 | - | - | 1,078,899 | 1,078,899 | - | - |
| Retirement / Pension | - | - | - | - | 250,497 | 250,497 | - | - | 250,497 | 250,497 | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | - | - | - | - | 1,932,987 | 1,932,987 | - | - | 1,932,987 | 1,932,987 | - | - |
| TOTAL PERSONNEL SERVICE COSTS | - | - | - | - | 8,788,886 | 8,788,886 | - | - | 8,788,886 | 8,788,886 | - | - |
| CONTRACTED SERVICES | | | | | | | | | | | | |
| Accounting / Audit | - | - | - | - | 25,515 | 25,515 | - | - | 25,515 | 25,515 | - | - |
| Legal | - | - | - | - | 315,000 | 315,000 | - | - | 315,000 | 315,000 | - | - |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | - | - | - | - | 5,250 | 5,250 | - | - | 5,250 | 5,250 | - | - |
| Payroll Services | - | - | - | - | 69,939 | 69,939 | - | - | 69,939 | 69,939 | - | - |
| Special Ed Services | - | - | - | - | 5,250 | 5,250 | - | - | 5,250 | 5,250 | - | - |
| Titlement Services (i.e. Title I) | - | - | - | - | 36,750 | 36,750 | - | - | 36,750 | 36,750 | - | - |
| Other Purchased / Professional / Consulting | - | - | - | - | 178,254 | 178,254 | - | - | 178,254 | 178,254 | - | - |
| TOTAL CONTRACTED SERVICES | - | - | - | - | 635,958 | 635,958 | - | - | 635,958 | 635,958 | - | - |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

| | | | | | | | | | | | |
|---------------------------|---|---|---|------------|--------------|---|---|------------|--------------|---|---|
| Total Revenue | - | - | - | 15,649,751 | (15,649,751) | - | - | 15,649,751 | (15,649,751) | - | - |
| Total Expenses | - | - | - | 13,757,846 | 13,757,846 | - | - | 13,757,846 | 13,757,846 | - | - |
| Net Income | - | - | - | 1,891,905 | (1,891,905) | - | - | 1,891,905 | (1,891,905) | - | - |
| Actual Student Enrollment | - | - | - | - | - | - | - | - | - | - | - |

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

| | Actual | Current Budget (Current Quarter) | Actual vs. Current Budget | Current Budget - TY | Actual vs. Current Budget TY | Original Budget (Current Quarter) | Actual vs. Original Budget | Original Budget - TY | Actual vs. Original Budget TY | PY Actual (PY TY / No. of COMPLETED Actual CY Quarters) | Actual CY vs. Actual PY |
|--|--------|----------------------------------|---------------------------|---------------------|------------------------------|-----------------------------------|----------------------------|----------------------|-------------------------------|---|-------------------------|
| SCHOOL OPERATIONS | | | | | | | | | | | |
| Board Expenses | - | - | - | 2,100 | 2,100 | - | - | 2,100 | 2,100 | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | 22,957 | 22,957 | - | - | 22,957 | 22,957 | - | - |
| Special Ed Supplies & Materials | - | - | - | 65,316 | 65,316 | - | - | 65,316 | 65,316 | - | - |
| Textbooks / Workbooks | - | - | - | 107,100 | 107,100 | - | - | 107,100 | 107,100 | - | - |
| Supplies & Materials other | - | - | - | 1,050 | 1,050 | - | - | 1,050 | 1,050 | - | - |
| Equipment / Furniture | - | - | - | 21,000 | 21,000 | - | - | 21,000 | 21,000 | - | - |
| Telephone | - | - | - | 15,750 | 15,750 | - | - | 15,750 | 15,750 | - | - |
| Technology | - | - | - | 101,764 | 101,764 | - | - | 101,764 | 101,764 | - | - |
| Student Testing & Assessment | - | - | - | 21,000 | 21,000 | - | - | 21,000 | 21,000 | - | - |
| Field Trips | - | - | - | 10,500 | 10,500 | - | - | 10,500 | 10,500 | - | - |
| Transportation (student) | - | - | - | 21,000 | 21,000 | - | - | 21,000 | 21,000 | - | - |
| Student Services - other | - | - | - | 31,550 | 31,550 | - | - | 31,550 | 31,550 | - | - |
| Office Expense | - | - | - | 78,750 | 78,750 | - | - | 78,750 | 78,750 | - | - |
| Staff Development | - | - | - | 61,005 | 61,005 | - | - | 61,005 | 61,005 | - | - |
| Staff Recruitment | - | - | - | 3,675 | 3,675 | - | - | 3,675 | 3,675 | - | - |
| Student Recruitment / Marketing | - | - | - | 8,400 | 8,400 | - | - | 8,400 | 8,400 | - | - |
| School Meals / Lunch | - | - | - | 4,200 | 4,200 | - | - | 4,200 | 4,200 | - | - |
| Travel (Staff) | - | - | - | 1,050 | 1,050 | - | - | 1,050 | 1,050 | - | - |
| Fundraising | - | - | - | 22,001 | 22,001 | - | - | 22,001 | 22,001 | - | - |
| Other | - | - | - | 28,325 | 28,325 | - | - | 28,325 | 28,325 | - | - |
| TOTAL SCHOOL OPERATIONS | - | - | - | 628,493 | 628,493 | - | - | 628,493 | 628,493 | - | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | |
| Insurance | - | - | - | 124,327 | 124,327 | - | - | 124,327 | 124,327 | - | - |
| Janitorial | - | - | - | 79,147 | 79,147 | - | - | 79,147 | 79,147 | - | - |
| Building and Land Rent / Lease / Facility Finance Interest | - | - | - | 3,102,522 | 3,102,522 | - | - | 3,102,522 | 3,102,522 | - | - |
| Repairs & Maintenance | - | - | - | 70,369 | 70,369 | - | - | 70,369 | 70,369 | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | 7,894 | 7,894 | - | - | 7,894 | 7,894 | - | - |
| Utilities | - | - | - | 126,000 | 126,000 | - | - | 126,000 | 126,000 | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | - | - | 3,510,259 | 3,510,259 | - | - | 3,510,259 | 3,510,259 | - | - |
| DEPRECIATION & AMORTIZATION | - | - | - | 126,000 | 126,000 | - | - | 126,000 | 126,000 | - | - |
| COVID-19 / CONTINGENCY | - | - | - | 68,250 | 68,250 | - | - | 68,250 | 68,250 | - | - |
| DEFERRED RENT | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL EXPENSES | - | - | - | 13,757,846 | 13,757,846 | - | - | 13,757,846 | 13,757,846 | - | - |
| NET INCOME | - | - | - | 1,891,905 | (1,891,905) | - | - | 1,891,905 | (1,891,905) | - | - |



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



Grand Concourse Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Ira K. Victor, Executive Director

625 Bolton Avenue
Bronx, New York 10473

718-684-6505

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, Maureen Howard, Vice Principal, Evelyn Velez, Assistant Principal, and Jen Pasek, Pasek Consulting prepared this 2020-21 Accountability Plan Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position | |
|---------------------|---|--------------------------------------|
| | Office (e.g. chair, treasurer, secretary) | committees (e.g. finance, executive) |
| Arline Wasburd Hall | Chair | Executive |
| Howard Banker | Treasurer | Executive, Finance |
| Linda Manley | Secretary | Executive |
| Jaye Fox | Member | Committees |
| Richard Conley | Member | Committees |
| Veronica DeJesus | Member | Committees |
| Lucia Mariani | Member | Committees |

Ira K. Victor has served as the Executive Director since 2004.

SCHOOL OVERVIEW

Upon directives from our Governor, coupled with the guidance from the CDC and DOH, we reopened our school safely in September 2020. We returned to the 2020 – 2021 school year smarter, more sensitive to emotional and physical needs, and with an increased knowledge of the support technology can provide. Education will never be the same. The lessons learned during this pandemic, out of necessity, have advanced education to a level that addresses all modalities of learning and provides opportunities for educators, parents, and students alike to think outside the box, see, hear and be sensitive to all school community members' needs, as well as, forging a solid partnership for a common cause. Our overriding belief in mastery learning, through direct instruction, took on a refreshed look as we maintained a new focus on student learning whether in-school or remote.

We offered the two (2) instructional formats to allow parents to select the program that met their needs and ensured that their children had the opportunity to learn effectively. In September 2020, over three hundred (300) students attended a full-time, traditional in-school instructional program, from 8:00 AM until 3:30 PM, with sixty (60) minutes for lunch and a thirty-minute special of music, art, or physical education, with the option to attend an after-school program for working parents until 5:30 PM. Students also had the opportunity to complete extended home assignments on Google Classroom. While we provided education in the brick-and-mortar building, we adhered to all safety guidelines for social distancing, small group gatherings, using personal protective equipment, hand sanitization, and increased disinfecting of all commonly touched surfaces.

Two hundred sixty-seven (267) parents initially chose a full time remote/ distance learning format with direct instruction by an assigned teacher from 7:30 AM until 3:30 PM with four fifteen-minute screen breaks and thirty (30) minutes for lunch as an option due to pandemic trauma of lost family members, a child with a severe medical illness, fear of transportation, or other familial constraints.

As the year progressed, more students attended "live" in-school classes. Some classes were hybrid, with a portion of the class attending "live" while others logged in from home. As the year progressed and parents returned to work, more teachers and children returned to our in-person model at school. By the end of June 2021, over 383 students attended in person, while 222 students continued virtually. Stephenson Health Clinic, located on the corner, provided the opportunity for most of the staff to receive Covid-19 Moderna vaccinations as early as February 8, so hope and confidence emerged among the school community for a safe return to live instruction.

Though distance learning was a viable learning solution during the pandemic, we reviewed and assessed the factors that proved to be challenging while implementing distance learning. We realized that many children did not have adequate technology to participate on digital platforms, so we purchased over three hundred fifty (350) new and refurbished Chromebooks to distribute to our families. We realized quickly that the Tablets bought for Grades Kindergarten and Grade 1 were not sufficient for the iReady platform, so those children were given Chromebooks. All in-school children also received a Chromebook to access iReady and participate in classes that were partially in-school as well as online. All our curricular areas have a strong digital piece and teachers received review training in navigating each platform.

Teachers received extensive training in August and throughout the school year on administration of the iReady math and reading platforms, setting up individual student assignments and analyzing data. There were also monthly administrative meetings. The Vice Principal and the Assistant Principal held “Lunch and Learn” Professional Development meetings throughout the school year to address any teacher needs and to support analysis of data and other teacher concerns with the curriculum.

The Executive Director held a daily “Virtual Town Hall Meeting” on Zoom for ***ALL*** classes, and parents, both in-school and remote, each morning promptly at 8:00 AM in order to maintain cohesiveness for the school, by reciting the Pledge of Allegiance, making morning announcements, assigning new schoolwide supplemental writing topics in different cultural areas (e.g.: Black History Month, Dr. King, Women’s History, Mother’s Day, Father’s Day, etc.), and celebrating student successes as they presented their projects, PowerPoints, and writing.

Brief daily Cabinet meetings were held after each Town Hall to discuss deadlines, COVID-19 updates, and issues or concerns that might have occurred over the course of the previous day.

Parents were given direct access to Administrators and Parent Liaison via cell phones to address immediate parent needs or concerns, direct parents to the appropriate staff member who could provide tech support in Google Classroom, digital curriculum platforms, and address familial problems. Our schoolwide Jupiter Gradebook and Messenger platforms also provide direct messaging to parents. The Guidance Counselor provides ongoing support for all parents and students who have or are experiencing COVID-19 trauma or loss, while continuing to provide support for Grade 8 students to gain entrance to outstanding high school programs.

Teachers monitored student participation and attendance daily. If students were not present, teachers were asked to reach out to parents on Jupiter Ed, notifying them that their child was absent for that day’s lesson. This ensured accountability and parental support. Students were able to use their emails and/or Jupiter to communicate with staff.

The integrity of all programs for Students with Disabilities (SWD) was ensured by the administration and services were provided for all SWD whether the child was remote or attended school. There was one (1) Integrated Co-teaching (ICT) class on each grade attending school, and an additional Kindergarten ICT class that was remote where students shifted to in-school in the early Spring 2021. Other Remote/blended ICT classes were in Grades 1, 3, 5, 6, and 7. Every IEP meeting was held in a timely manner and all services were provided, whether remote or in school. There was ongoing collaboration between the New York City Committee for Special Education (CSE2) and the school.

Two (2) ENL teachers provided ongoing support for children who were eligible for English as a Second Language (ESL) services, whether students were remote or in school.

The global pandemic of COVID-19 has caused significant hardships on families and children. Society is dealing with the extraordinary challenges of sickness, death, loss of employment, social isolation, anxiety, and depression. People are coping with difficulties most have not experienced in this lifetime. As educators and leaders, we recognized these obstacles and developed solutions to ensure learning continues while prioritizing the health and safety of all children. To that extent, Grand Concourse

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Academy Charter School will safely reopen the school for the 2021-2022 school year and ensure a successful instructionally enriched, emotionally supportive, and socially-sensitive school-wide academic program for **ALL** students. An additional Guidance Counselor will provide services for children in Grades K-4 who have suffered trauma through loss of family member(s) by COVID-19 and/or may be suffering from “food insecurity” or loss of housing. Children may require additional academic support because of the impact of the pandemic. Our Senior Guidance Counselor will provide ongoing emotional, familial, and academic support for Middle School Grades 5-8.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| 2016-17 | 69 | 98 | 69 | 70 | 56 | 70 | 70 | 37 | | | | | | 536 |
| 2017-18 | 68 | 72 | 74 | 63 | 62 | 61 | 50 | 56 | 38 | | | | | 544 |
| 2018-19 | 63 | 74 | 85 | 76 | 60 | 60 | 63 | 50 | 52 | | | | | 583 |
| 2019-20 | 84 | 84 | 88 | 67 | 65 | 60 | 50 | 53 | 40 | | | | | 591 |
| 2020-21 | 74 | 91 | 85 | 76 | 66 | 63 | 60 | 45 | 49 | | | | | 609 |

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

ALL students in Grades K-5, whether remote or in-school, continued with HMH **Into Reading**. Students in Grades 6-8 were more proficient in navigating the online components of the Harcourt **Collections** reading program, but books were made available for the Students with Disabilities at home, or those who felt more comfortable with a hardcover book in front of them. All students in school had all necessary reading books, including independent reading books. Packets of independent reading books were left at the security desk for parents to pick up if they did not have available literature at home for their child. Additionally, Middle School teachers, both at home and in school, conducted “literature circles/book clubs with trade books. (For example: Grade 8 girls read **Becoming** by Michele Obama, Grade 8 boys read **A Promised Land by** Barack Obama and all Grade 8 students read **To Kill a Mockingbird**).

Both the HMH K-5 program and Grades 6-8 reading programs come with built-in weekly, chapter, unit and/or Module assessments, as well as additional online resources for assessment.

Social Studies Content Area Reading in Grades K-2 is “Literacy-based”, but Grades 3-8 has accessibility to the McGraw Hill Social Studies Program, which also has a strong digital component. All students in school were provided with books. Again, books were made available for all students who requested them at home. Packages of books were prepared for parents of remote students to pick up at the front desk. Students in all grades were expected to complete either a special project, writing piece, or presentation on a specific cultural, Social Studies or Science topic, such as Dr. King, Women’s History, Fathers’ Day or Mothers’ Day, Ancient Greeks, biomes, or science experiments. Children’s work was celebrated by presentations during the daily Town Hall meetings for all members of the school community.

Baseline class sets of writing samples were requested of ALL students in Grades K-8, whether remote or in-school at the onset of the school year by the end of September. Each month, teachers submitted a complete class set of writing from all students, whether remote or attending live school. Students who were remote submitted their writing on Google Classroom and teachers were able to email the writing to the school. Teachers used a writing rubric to score all writing. Bulletin boards were also created for remote classes, to ensure their work was visible to the school community.

METHOD

During 2020-21, the school primarily used the i-Ready digital platform to assess student growth and achievement in ELA.

Since the iReady platform was new to administrators, parents (remote) and teachers, we needed to schedule intensive professional development on the technology/digital aspects of the program, as well as setting up student data files, email addresses, logins, and supporting remote teachers, parents, and students with the program. Therefore, the baseline iReady first diagnostic was not administered until October 15, 2020. Professional development was scheduled to train staff in how to interpret the data and assign appropriate lessons for the children. It took time for staff to become familiar with all the support provided in the iReady Connect. We had serious issues with technology since the Tablets that were bought for the K-1 students did not support the iReady platform, so new Chromebooks had to be purchased at a time when global demands for technology were at a high. Many students rushed through the diagnostic, as they were not accustomed to taking an assessment totally online at that time.

By Diagnostic #2, solid structures were in place to begin to determine student growth, and teachers gained proficiency in using the teacher toolbox and assigning individual pathways.

With parents insecure about sending children to school at the beginning of the school year, with Covid-19 numbers fluctuating weekly, the beginning of the school year was erratic with children moving fluidly between remote and live school. Baseline assessments were administered as the children settled into solid routines.

At the onset of the school year, Kindergarten teachers conducted an ongoing 1:1 assessment with Sight Word recognition, letter recognition, and sound-symbol relationships. As the year progressed, and children were exposed to reading and literature, reading running records were administered and children were “grouped” to read at their appropriate guided reading level. Additional **Into Reading** resources included weekly and module assessments.

Reading running records were administered in Zoom breakout rooms by sharing the screen with the HMH leveled readers.

Teachers in Grades 1-5 administered the **Into Reading** module assessments either by paper and pencil in school, or they converted the module assessments to Google Forms to administer online. Grades 6-8 teachers administered the Chapter and Unit tests from **Collections** online. Grade teams of teachers, both remote and live, collaborated on converting the assessments to viable forms for administration. All teachers submitted ELA assessment data to the Vice Principal on a regular basis.

Since we were unsure of the direction New York State was going to take regarding State assessments, we administered a Cycle test in February for Grades 3-8, both remote and in-school students, and followed up with a NYS ELA simulation in April, and a final grade-appropriate ELA exam in all Grades K-8 in Late May. Attached please find ELA data chart.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA FINAL Data Chart: May 2021

| Class | % at Grade Level | +/- growth from February to May Grades 3-8 | Grade Proficiency |
|---|------------------|--|----------------------|
| K-1 ICT | 100% | <u>Kindergarten Final:</u> Sight Word recognition, Letter recognition, sound-symbol correspondence, vowel and consonant sounds, and simple listening comprehension. Data chart also included Running record data. | Kinder= 97% |
| K-2 | 100% | | |
| K-3 | 91% | | |
| K-4 ICT (Returned to live school early spring (Blended) | 92% | | |
| K-5 Remote | 100% | | |
| K-6 | 100% | | |
| 1-1 | 79% | <u>Grade 1 Final:</u> Reading short passages and answering comprehension questions. Data chart included # sight words recognized out of 245, and running record data | Grade 1= 81% |
| 1-2 | 79% | | |
| 1-3 | 64% | | |
| 1-4 | 90% | | |
| 1-5 Remote | 86% | | |
| 1-6 ICT Remote | 90% | | |
| 2-1 ICT | 44% | <u>Grade 2 Final:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions. | Grade 2= 47% |
| 2-2 | 54% | | |
| 2-3 | 46% | | |
| 2-4 | 36% | | |
| 2-5 Remote | 64% | | |
| 2-6 Remote | 76% | | |
| <u>Grades 3-5 Finals:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions. | | | |
| 3-1 | 64% | + 46% | Grade 3= 67% +39% |
| 3-2 (ELA Remote) | 58% | + 16% | |
| 3-3/5 ICT (Blended) | 64% | + 39% | |
| 3-4 Remote 3-2 and 3-4 departmentalized ELA/Social Studies and Math/Science | 85% | + 50% | |
| 4-1 ICT Blended | 67% | +22% | Grade 4= 46% + 8% |
| 4-2 | 25% | +9% | |
| 4-3 | 69% | +11% | |

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | |
|---|-----|------|------------------------------------|
| 4-4 Remote | 27% | -17% | |
| 4-5 ICT Blended returned to school early spring | 43% | +14% | |
| 5-1 ICT | 69% | +19% | Grade 5=51% -2% |
| 5-2 | 36% | -14% | |
| 5-3 Remote | 50% | -10% | |
| 5-4 ICT Blended | 50% | 0 | |
| <u>Grades 6-8 Reading Final:</u> A grade-specific iReady ELA multiple-choice assessment from the teacher assessment toolbox. | | | |
| 6-1 ICT Blended | 58% | +26% | Grade 6= 50% -1% |
| 6-2 | 43% | -29% | |
| 6-3 Blended | 48% | +6% | |
| 7-1 ICT Blended | 69% | +38% | Grade 7= 62% +13% |
| 7-2 | 64% | +2% | |
| 7-3 Remote | 53% | -1% | |
| 8-1 ICT | 55% | -22% | Grade 8= 69% -18% |
| 8-2 | 62% | -21% | |
| 8-3 Remote | 90% | -10% | |

RESULTS AND EVALUATION

Analysis of Final In-House Data Chart : The above in-house data chart details the assessment administered for each grade. Early Childhood (Grades K and 1) assessment data show strong results which demonstrates that teachers taught simple basic reading skills and students were able to master them. Support was provided for the remote Kinder and Grade 1 classes so support staff (Vice Principal, Special Education Teachers, ENL teachers) could administer assessments 1:1 in Zoom Breakout Rooms in order to establish a semblance of authenticity to the assessment with a parent at home who might "hover" over an early learner.

Grade 2 data reveals those students in Grade 2, a "transition" grade to mandated state testing, have not yet mastered the sophistication of answering multiple-choice questions after reading an extended reading comprehension passage. Grade 2 students will be a priority for a remedial academic summer program. Incoming Grade 3 students in September 2021 will need intensive support in becoming critical readers and thinkers as they learn to negotiate longer and more sophisticated reading passages.

The greatest growth was in Grade 3 with a 39% increase in achieving grade level. One in-school class and one remote class drew upon the teachers' strengths and departmentalized for ELA/Social Studies and Math/Science. One teacher holds a reading license, and the other was our math Coach before the

pandemic. The ICT class was a blended class with twenty-nine (29) students on register with an expert Grade 3 teacher on the computer. Twelve (12) students were physically present in school with an additional support teacher. The class always had two (2) teachers in the classroom. Additional mandated supports were an experienced Grade 3 Special Education teacher for three (3) hours a day and an ENL teacher for an additional ninety (90) minutes. The 3-1 class had many students who were speakers of other languages and the support of an ENL push-in teacher allowed for smaller group instruction in a class of thirteen (13). Another reason is that the teachers became proficient in utilizing the iReady Toolbox, after seeing poor results in both classroom assessments and iReady data.

Although the Grade 4 data appears to be disappointing, with only 46 % of the students at grade level with only an 8% increase, this grade had many challenges. One ICT class was fully remote until early Spring until it became evident that the SWD needed more personalized instruction that was difficult to achieve on Zoom. These students needed their two (2) teachers “in front of them”. One student with a 1:1 para did not benefit from a “remote” para in a Zoom room. Most of the students returned to school with a few remaining “zooming” into class. The second ICT class was a “blended” class with students with severe physical issues remaining at home “zooming” into the live classroom. Another Grade 4 class was compromised of students who went between live and remote classes, and the Remote class appeared challenged with the technology at the end of the school year, or just lost their “momentum”.

It’s telling that 50% of Grades 5 and 6 were remote and only 50% of the students were at grade level.

Grade 7 made a 13 % increase, bringing the number of students at grade level to 62%. It is noteworthy that the Grades 7 and 8 Remote teachers of 7-3 and 8-3 departmentalized for ELA/Social Studies and Math Science.

The in-school Grade 8 students had a major, necessary shift in staffing in early May and the students also verbalized having “pandemic fatigue.” It is noteworthy that Grade 8 made tremendous growth on the digital iReady platform.

A key challenge this year in the Middle School grades was that all Grade 5-8 teachers needed to master ALL subject areas, as with the COVID-19 guidelines, they were unable to switch classes.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2020-21 i-Ready ELA Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|---|---|-------------------|--------|---------|------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth (ATG) of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 367 | 126% | Yes |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 53 | 181% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ¹ | 126% ² | 49 | 180% | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment. | 2+ students | 75% | 303 | 36% | No |

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for GCACS 3rd through 8th grade students End of Year is 126%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 181% in the spring i-Ready ELA

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities exceeded the ATG in English Language Arts of all students with a median percent progress of 180%, thus meeting the measure. The only i-Ready ELA measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 36% of students in this group scored at **mid** on-grade level or above along with 29% scoring at **early** on-grade level for a total of 65% performing at grade level based on the year-end administration.

End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 37% | 76 | 37% | 76 |
| 4 | 20% | 66 | 22% | 58 |
| 5 | 25% | 66 | 26% | 61 |
| 6 | 36% | 64 | 34% | 58 |
| 7 | 41% | 46 | 20% | 44 |
| 8 | 64% | 49 | 65% | 48 |
| All | 36% | 367 | 34% | 345 |

End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 119% | 76 |
| 4 | 78% | 66 |
| 5 | 4% | 66 |
| 6 | 113% | 64 |
| 7 | 178% | 46 |
| 8 | 250% | 49 |
| All | 115% | 367 |

ADDITIONAL CONTEXT AND EVIDENCE

Our ELA department dug deeper into the results of the measure that was not met and looked at which Reading test domains were the source of struggle overall for our students. As evidenced by the snapshot below, Vocabulary, Comprehension of Literature and Comprehension of Informational Text ranked lowest in performance on the EOY i-Ready.

Placement by Domain



*Students not completed are not included.

GCA is reflecting on this information and teams are working to review the types of skills that the students need more instructional time to master as we move forward.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we all know, the 2020-21 school year was a first for all of us in public schools, from educators to students and parents. We all continued to adapt, learn, and teach in new ways all while providing a sense of continuity for our students in that our school community is intact. Grand Concourse Academy scholars performed well overall in meeting the i-Ready accountability measures in terms of **growth** of all students, students enrolled in at least their second year at GCA and students with disabilities having met all targets for Annual Typical Growth.

In terms of evaluating learning loss due to the struggles all schools faced during the pandemic, fewer than 75% of our overall 3-8 students tested at grade level on EOY i-Ready ELA assessments. Throughout the year, we faced the challenges of having students testing in uncontrolled environments if they were fully remote, but we are realistic about learning loss and we look forward to having our students back in our physical school building but will continue to improve our hybrid processes to support our students in the i-Ready problem areas as we also determine other factors that may be at play – testing environment, test taking stamina and overall focus/motivation of students to perform. Although we held parent workshops on i-Ready, it was the first year for all of us and issues did come up.

ACTION PLAN

At the time of this report submission, DELTA COVID case numbers are on the rise again, so we, as public schools, follow the guidance from the NYSDOH, the NYCDOE and our authorizer in terms of re-opening planning for the Fall 2021. Although the i-Ready program was new to GCA in 2020-21, we successfully administered the BOY, MOY and EOY test administrations because we want to know what's working and where our scholars are not getting what they need to perform at grade level, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be

administered the week of June 8, 2022. After reviewing the information as it pertains to English Language Arts, we plan to make the following adjustments in 2021-22:

- Training in all literacy digital platforms (iREADY, *Into Reading*, *Collections*, Mc Graw Hill Social Studies (content area reading) at the onset of the school year and ongoing through “Lunch and Learns” and on half days monthly
- HMM Training on addressing the needs of ELLs and addressing the needs of at-risk learners
- Two Teachers in Every ELA Classroom
- Two ICT classes in Grades K-3 and Grade 5 will lower the number of children in each class and provide a lower student to teacher ratio while maintaining the integrity of specialized support for Students with Disabilities.
- Scaffolded Instruction: breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.
- Group ENL Students in all grades allowing for the most time with the ENL teacher
- Additional ENL/AIS Teacher – Push in Delivery of Instruction and Support
- Opportunity Classes with better student: teacher ratio for scholars requiring additional support
- Additional School Counselor allowing for 1) Grades K-4 and 2) Grades 5-8

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

BACKGROUND

All GCA students, remote and in-person, use the same standards-based Mathematics curriculum. Savvas Envision MATH 2.0 for all students in Grades K-8. A supplemental Ready Mathematics Instruction program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice for each standard and for problem solving, and a New York Student Math Companion in Grades K-3. A new addition to our 2020-2021 curriculum is i-Ready. Curriculum Associates I-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. During the 2020-2021 school year, we measured the student's progress with i-Ready using four data points. Curriculum maps and pacing charts developed by instructional leaders and teachers are the road maps that guide the year's instruction.

The Savvas EnVision Math program helps students to develop deep conceptual understanding, assess daily learning, and use student data to inform instruction. It utilizes a 3-step approach for instruction. During step 1, students are introduced to concepts through problem-based learning that allows for mathematical discourse, and it results in deeper conceptual understanding. In step 2, students engage

in visual learning where learners gain greater access to the concepts. Teachers make the key math ideas explicit through instruction connected to step 1. The visual learning animation, Visual Bridge, continues to promote conceptual understanding. Teachers also formatively assess students and prepare for step 3. Lastly, teachers use the Quick Check to provide students with differentiated instruction during step 3. All lessons include language supports for English Language Learners (ELLs) to address different levels of English proficiency. The supports are embedded in the Teacher's Edition.

We incorporate Envision's formative and summative assessments. There is a benchmark test at the beginning of the year to allow for the grouping of students. Teachers group students and provide remediation based on the results. Remote students were assessed with the same assessment as the in-person students with the help of digital tools like Kami and Jam board.

At the lesson level, teachers assess students using the Quick Check. The Quick Check allows teachers to see how well students are progressing and preparing for the Topic Assessment. Teachers also administer Cumulative Benchmark Assessments and a final exam.

The instructional design for Math for the upcoming school year will now include Savvas Math Diagnosis and Intervention System (MDIS) 2.0. The MDIS will be devoted to skills and strategies that may have been lost during the pandemic, focusing on reducing deficit areas. MDIS provides targeted resources, to remediate every specific gap or deficiency immediately at the beginning of the year. The pandemic has presented challenges for all learners both in-person and remote. MDIS will be used to identify and target learning gaps due to the pandemic and address lower retention of knowledge due to an elongated time away from traditional school. English as a New Language teachers will support English language learners with ENL support and enrichment materials provided by the math curriculum. Increased staff development for teachers of English language learners will be part of this year's learning plan.

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. To provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using intervention and enrichment resources from Savvas Envision Math and Curriculum Associates Ready and i-Ready programs as well as resources that teachers develop as teams in conjunction with instructional leaders. Remote teachers were able to group remote learners with Zoom breakout rooms and a support academic support intervention teacher.

Teachers, coaches, and instructional directors meet to plan and to provide an opportunity for ongoing professional development in the content area of Mathematics. Presentations, workshops, and sharing best practices in Mathematics are on an ongoing basis to increase learning outcomes. This coaching includes ongoing feedback, modeled lessons, and math resources. Professional development and coaching focus on rigor in mathematics, problem solving, higher-order questioning and critical thinking, scaffolding for all learners, and the Next Generation Learning Standards. The professional

development and coaching program are developed in response to the results of the i-Ready Diagnostic data.

Due to Covid-19 school restrictions and New York State social distancing guidelines, we offered both one hundred percent remote and in-person instruction. We created and carried out an instructional plan that allowed us to deliver high level instruction. We distributed Chromebooks, Amazon Fire tablets, and HP Stream 11 Pro G5 laptops to all students who needed devices which allowed them to participate in daily instruction. All remote students had access to all instructional materials including but not limited to workbooks, textbooks and EnVision Teaching Tools, calculators, and manipulatives. Technology troubleshooting and platform tutorials were readily accessible on our website or via zoom.

MATH INSTRUCTION

A Google G Suite email account was set up to provide all students, remote and in-person, along with a secure Google Classroom account. A secure Zoom account, connected to the student's email, was created for each remote child to receive live math instruction with their classroom teacher. All students, remote and in-person, were provided their own digital Savvas Courseware package where students accessed all EnVision Math materials including textbooks, practice workbooks, videos, and enrichment tutorials. Both remote and in-person students received the same number of minutes of math instruction. All students, remote and in-person, used i-Ready Path for Math. This part of the digital program provided students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. Additional individualized and differentiated lessons were assigned by the teacher on i-Ready. The i-Ready teachers assigned lessons were used for remediation and enrichment.

MATH STAFF DEVELOPMENT

Remote and in-person teachers were provided monthly training on how to provide quality online and in-person instruction on Google Classroom, Zoom teleconferencing and Savvas digital coursework training from an authorized Savvas software and curriculum specialist. Teachers were also provided monthly staff development by a Curriculum Associates i-Ready specialist.

METHOD

During the 2020-21 school year, we measured student progress and growth with a series of four i-Ready diagnostics. 2020-2021 was a pilot year for i-Ready. The first diagnostic was scheduled for the week of October 1, 2020. The in-school children in Grades 3-8 were assessed within the schedule window. There were challenges with the rest of the student population for various reasons. The Amazon Fire tablets we supplied for Grades K-2 were not compatible with the i-Ready platform. There was a national shortage of Chromebooks, tablets, and laptops, so the administration of Diagnostic 1 for Grades K-2 was delayed until early November. Similarly, the remote children in Grades K-2 were not able to complete data point 1 until we received shipment of chrome books in November. Most students were able to take the diagnostic within the scheduled testing windows set for the rest of the school year. I-Ready diagnostic 2 was administered from January 18 to January 29, 2021. Diagnostic 3 was administered from April 5 to April 16, 2021. The fourth and final diagnostic was administered from June 4 to June 18, 2021.

The administration of every diagnostic happens within the hours of instruction and all students are always supervised by teachers. We held parent workshops on i-Ready and encouraged parents to refrain from assisting the children on the diagnostic. Throughout the year we incurred a variety of challenges due to overused networks at home, broken or faulty technology at home and overwhelmed parents.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2020 21 i Ready Mathematics Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|---|--------|--------|-------------|------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 349 | 110% | Yes |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 48 | 194% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ³ | 110% | 49 | 96% | No |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 303 | 38% | No |

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 29% | 64 | 29% | 76 |
| 4 | 42% | 66 | 47% | 58 |
| 5 | 37% | 68 | 36% | 61 |
| 6 | 35% | 65 | 38% | 58 |
| 7 | 30% | 46 | 32% | 44 |
| 8 | 49% | 40 | 50% | 48 |
| All | 37% | 349 | 38% | 345 |

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 77% | 64 |
| 4 | 94% | 66 |
| 5 | 63% | 68 |
| 6 | 158% | 65 |
| 7 | 142% | 46 |
| 8 | 156% | 40 |
| All | 110% | 349 |

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for GCACS 3rd through 8th grade students End of Year is 110%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 194% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities did not match that of all students with a median percent progress of 96%. The other i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 39% of students in this group scored at **mid** on-grade level or above along with 30% scoring at **early** on-grade level for a total of 69% performing at grade level based on the year-end administration.

ADDITIONAL CONTEXT AND EVIDENCE

Like our debrief of the ELA i-Ready results, we looked for the areas that students struggled with the most on the math assessments. The math test domains of Number and Operations, Algebra and Algebraic Thinking and Measurement and Data had similar student achievement, but Geometry is where most performed at lower levels informing us that we'll need to ramp up checking for understanding and investigating which concepts are challenging when testing.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on the three test administrations of the i-Ready in math, GCA all students demonstrated appropriate growth over the course of the year as demonstrated by nationally normed test results. An area of concern is that the students with disabilities did not demonstrate ATG at the same level as all students did on the EOY administration. We have analyzed the info provided in the i-Ready reports in terms of content areas and are also evaluating whether the students with disabilities might need altered test modifications to isolate where to focus our efforts going forward. Students received test modifications based on their IEPs, but most were not developed during a period of hybrid learning. As with the Reading i-Ready student performance, 75% of students are not testing at the target scale scores to be considered on grade level which can be attributed to learning loss. Math plans for 2021-22 are outlined in the next section.

ACTION PLAN

To ensure consistency in our data collection during the 2021 - 2022 school year, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be administered the week of June 8, 2022. The instructional and assessment design for the math for the upcoming school year will also include the math diagnosis and intervention system. This diagnostic intervention system is devoted to skills and strategies that it may have been lost during the pandemic, focusing on reducing deficit areas. Savvas topic and unit assessment I will be administered at the end of every unit of instruction. Due to the changes in modality of instruction as per the New York State education department guidelines, our school will have in person full-time instruction for all students for all student's kindergarten through eighth grade. And effort to improve academic performance based on the specific results associated with this goal, the MDIS intervention program will be until implemented. Teachers will receive monthly staff development by our instructional leaders and by Savvas instructional specialist. In addition, this year, teachers will receive ongoing staff development and how to best serve our English language learners by a Savvas specialist. English as new language teachers well provide support to our English language learners for a minimum of 180 hours a week.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The primary program goal is to ensure thorough standards mastery while inspiring students to investigate, explore, and elevate their understanding of how the disciplinary core ideas, science and engineering practices work together so that students become thoughtful problem solvers.

Our science curriculum is based on the **Savvas Elevate Science** program which is aligned with the New York State P-12 Science Learning Standards. Elevate Science is a comprehensive K-8 science program. The program's pedagogy is based on the latest research, including the instructional shifts to accommodate a phenomena-driven investigative approach. Elevate Science supports three-dimensional learning, coherent instruction across the curriculum, and relevance to student experience and community needs.

This curriculum includes a comprehensive offering of formative, summative and performance-based assessments designed to monitor student progress towards successful science understanding. Savvas Elevate also fully assesses learning with a combination of different types of assessment. The program includes pre-assessments diagnostic testing that help teachers assess student prior knowledge. Teachers use the 'Activate Prior Knowledge' feature to provide a quick reference to connect students to the topic concepts. Teachers use formative assessment type questions to detect and address any student misconceptions. The program also comes with a formative assessment component. A variety of formative assessment options guide instruction and monitor student progress. Questions in the Labs, Analyzing Data, and topic level labs provide formative assessment questions and activities that teachers use to monitor student progress toward standards mastery. Check Points appear in each lesson that teachers use to check comprehension of the informational text. Each lesson concludes with a lesson review. The Quest Connections component allows our teachers to check the comprehension of lesson concepts and connect to the 'Problem Based Learning' path in the topic. 'End of Lesson' and "End of Topic" questions help determine the level of student understanding of the lesson concepts. Teachers also assess the students with summative assessments. The 'Topic Review' helps teachers assess student understanding at the end of each topic. From these results, teachers will then reteach before administering end of topic assessments. The following summative assessments are also used online and in editable word document format: Evidence-Based Assessments which provide a scenario based multi-item questions where students demonstrate conceptual understanding of the topic

science ideas. The program's topic tests assess the performance expectations, disciplinary core ideas, science and engineering practices, and crosscutting concepts found in the topic. Remediation is included for these tests. Teachers also administer benchmark assessments. These benchmark assessments test a larger group of performance expectations to prepare students for the "End of Year Assessment". The "End of Year Assessment" gauges student readiness, each grade level includes an End of Year Assessment. Additionally, teachers use non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas in new and unfamiliar situations.

Elevate Science also includes extensive support for students at every level of English language proficiency as well as for the ENL teachers who teach them. ENL notes in every lesson of the teacher edition provide specific suggestions for presenting lesson content for English language Learners.

For the 2020-2021 school year we transitioned to the Next Generation Science Savvas Elevate Coursework in grades six through eight. The new framework crosscuts Earth, Physical and Life Sciences instead of teaching them in isolation from one another. Each topic integrates all three sciences and engineering practices with engineering design principles and students engage in a variety of hands-on investigations. This transition will prepare eighth grade students to excel in the New York State Next Generation Science Assessment which will be given in the Spring 2023. Due to the Covid-19, remote learners did not have the opportunity to engage in laboratory experiments as part of the curriculum. We had to convert the lab portion of the lessons into a Savvas virtual lab. The virtual lab allowed remote teachers to effectively use the Savvas phenomena-driven investigative approach during instruction through video. Due to social distancing guidelines, CDC and New York State Department of Education guidelines and restrictions, in-person students were not able to take part in hand-on experiments as are designed in the curriculum. Teachers modeled experiments at a distance because of the fear of viral spread and contamination. Generation Genius was incorporated into the science curriculum in the early childhood grades in both remote and in-school learning. Generation Genius is a K-8 New York State standard aligned science teaching resource that enriches our science curriculum through fun and educational videos paired hand-on activities that children can do at home using everyday household items. Generation Genius was successful in engaging young learners with limited resources and materials at home due to distance learning.

METHOD

Due to remote learning, there was a very low turnout to the New York State Science Assessment in grades four and eight. Out of 48 eighth graders only 11 participated in the eighth-grade state assessment. Additionally, NYSED will not generate student growth scores based upon 2020-21 school year results. We used the Savvas Elevate assessments that are embedded in the program. Both remote and in-school students were able to take the same assessments digitally. The Savvas Elevate science program has a component that allows each grade level teacher to check the comprehension of lesson

concepts and connect to the path in the topic. End of Topic assessments help determine the level of student understanding of the lesson concepts. The end of year assessment gauges student readiness, each grade level includes an end of year assessment. Additionally, teachers used non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas.

RESULTS AND EVALUATION

The fourth grade started off the year strong with the Savvas end of topic assessments. Seventy-five percent of fourth grade scores on or above grade level in Energy and Motion. They continued the trend in the subsequent skills including Human Uses of Energy and Waves and Information. Both in-school and remote children's scores started to decrease in earth sciences. This part of the curriculum contains new learning and children did not have background knowledge as they did in previous science clusters. The inability to do hands-on experiments impacted learning. The remote eighth graders ended the year at 80% on or above grade level whereas the in-school children ended the year seventy-four percent on or above grade level. I think it is worth mentioning that even though both in-person and remote students took the same assessment, we cannot with one hundred percent certainty say that the remote students had the same supervision the in-person students had during testing. These eighth graders also had a transitional year with the new Next Generation science curriculum framework that crosscuts Earth, Physical and Life sciences.

ADDITIONAL CONTEXT AND EVIDENCE

The main challenges in remote assessment were infrastructure, adult supervision, commitment of parents and students to submit assessments on time. To safeguard the integrity and validity of assessments, teachers prepared different exams where question order was reorganized, or questions changed. Technology and network difficulties also posed a challenge for remote learners.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Science instruction followed the Savvas Elevate Science program that includes lessons and end of unit assessments. Having to pivot to a hybrid model interfered with hands on science instruction and was felt in the program. Many students performed as having mastered concepts and units throughout the year.

ACTION PLAN

Grand Concourse Academy has consistently demonstrated strong performance in science. With the rollout of new integrative Earth, Physical and Life science curriculum in the middle school, Savvas Elevate Science, and Generation Genius for K-8, we anticipate continuing to build on that success in science. Contingent upon New York State Department of Health's social distancing guidelines and contact guidelines, we will integrate the group hands-on experiments portion of our curriculum. We

will expand our staff development to include Uconnect Lab and U-Investigate Lab workshops which help teachers organize, manage and leverage materials with Elevate Science for hand-son science experiments in their classroom. By the way of practical application, teachers can reinforce what they have learned in prior curriculum training. We will also expand our staff development to include Savvas Quest Science for teachers of English language learners all delivered by Savvas specialists.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school achieved this measure and has an accountability status of good standing.

ADDITIONAL EVIDENCE

The school continues to remain in good standing from year to year.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2018-19 | Good Standing |
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |

**GRAND CONCOURSE ACADEMY
CHARTER SCHOOL**

Financial Statements

For the years ended June 30, 2021 and 2020

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2021 and 2020

| Contents | Page |
|---|-------------|
| Independent Auditors' Report..... | 1-2 |
| Statements of Financial Position..... | 3 |
| Statements of Activities | 4 |
| Statements of Functional Expenses | 5-6 |
| Statements of Cash Flows..... | 7 |
| Notes to the Financial Statements..... | 8-14 |
| Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> | 15-16 |

Independent Auditors' Report

To the Board of Trustees of
Grand Concourse Academy Charter School

Report on the financial statements

We have audited the accompanying financial statements of Grand Concourse Academy Charter School, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Grand Concourse Academy Charter School as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other reporting required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 28, 2021, on our consideration of Grand Concourse Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Grand Concourse Academy Charter School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "NCheng LLP". The signature is written in a cursive, slightly slanted style.

New York, New York
October 28, 2021

GRAND CONCOURSE ACADEMY CHARTER SCHOOL**Statements of Financial Position**

As of June 30,

| | <u>2021</u> | <u>2020</u> |
|--|---------------|---------------|
| <u>Assets</u> | | |
| Current assets | | |
| Cash and cash equivalents | \$ 11,595,363 | \$ 10,551,154 |
| Accounts and grants receivable | 424,349 | 383,259 |
| Other receivable | 11,836 | 2,246 |
| Prepaid expenses | 17,803 | 82,607 |
| | <hr/> | <hr/> |
| Total current assets | 12,049,351 | 11,019,266 |
| | <hr/> | <hr/> |
| Property and equipment, net - Note 4 | 2,082,498 | 2,055,762 |
| | <hr/> | <hr/> |
| Other assets | | |
| Reserve for contingency | 75,079 | 75,071 |
| Utility deposits | 16,500 | 16,500 |
| | <hr/> | <hr/> |
| Total assets | \$ 14,223,428 | \$ 13,166,599 |
| | <hr/> <hr/> | <hr/> <hr/> |
| <u>Liabilities and Net Assets</u> | | |
| Current liabilities | | |
| Accounts payable | \$ 127,334 | \$ 91,275 |
| Accrued salaries and other payroll related expenses - Note 5 | 962,987 | 839,533 |
| Deferred revenue | 92,468 | 19,677 |
| | <hr/> | <hr/> |
| Total current liabilities | 1,182,789 | 950,485 |
| | <hr/> | <hr/> |
| Long-term liability | | |
| SBA loan - paycheck protection program - Note 6 | - | 1,100,620 |
| | <hr/> | <hr/> |
| Total liabilities | 1,182,789 | 2,051,105 |
| | <hr/> | <hr/> |
| Net assets without donor restrictions | | |
| Reserve - contingency | 75,079 | 75,071 |
| Undesignated | 12,965,560 | 11,040,423 |
| | <hr/> | <hr/> |
| Total net assets without donor restrictions | 13,040,639 | 11,115,494 |
| | <hr/> | <hr/> |
| Total liabilities and net assets without donor restrictions | \$ 14,223,428 | \$ 13,166,599 |
| | <hr/> <hr/> | <hr/> <hr/> |

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL**Statements of Activities**

For the years ended June 30,

| | <u>2021</u> | <u>2020</u> |
|---|----------------------|----------------------|
| <u>Operating revenue and other support</u> | | |
| State and local per pupil operating revenue | | |
| General education | \$ 9,831,837 | \$ 9,478,223 |
| Special education | 1,220,208 | 924,390 |
| Facility lease assistance | 738,430 | 677,796 |
| Total state and local per pupil operating revenue | <u>11,790,475</u> | <u>11,080,409</u> |
| Grants, contracts and other income | | |
| Federal grants | 461,653 | 418,098 |
| State and local grants | 47,196 | 164,737 |
| Cancellation of debt | 1,100,620 | - |
| Interest and other income | 10,442 | 5,117 |
| Total grants, contracts and other support | <u>1,619,911</u> | <u>587,952</u> |
| Total operating revenue and other support | <u>13,410,386</u> | <u>11,668,361</u> |
| <u>Expenses</u> | | |
| Program expenses | | |
| Regular education | 7,514,074 | 7,516,806 |
| Special education | 2,317,624 | 1,995,474 |
| Total program expenses | <u>9,831,698</u> | <u>9,512,280</u> |
| Supporting services | | |
| Management and general | 1,653,543 | 1,861,025 |
| Total program and supporting services expenses | <u>11,485,241</u> | <u>11,373,305</u> |
| Change in net assets | 1,925,145 | 295,056 |
| Net assets without donor restrictions - beginning of year | <u>11,115,494</u> | <u>10,820,438</u> |
| Net assets without donor restrictions - end of year | <u>\$ 13,040,639</u> | <u>\$ 11,115,494</u> |

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2021

| | Program expenses | | | Supporting services | Total program expenses and supporting services |
|--------------------------------------|---------------------|---------------------|---------------------|----------------------|--|
| | Regular education | Special education | Total programs | Management & general | |
| Salaries | | | | | |
| Instructional staff personnel | \$ 3,288,505 | \$ 1,160,695 | \$ 4,449,200 | \$ - | \$ 4,449,200 |
| Administrative staff personnel | 631,869 | 82,579 | 714,448 | 557,467 | 1,271,915 |
| Noninstructional staff personnel | 74,687 | 9,761 | 84,448 | 197,044 | 281,492 |
| Total salaries | <u>3,995,061</u> | <u>1,253,035</u> | <u>5,248,096</u> | <u>754,511</u> | <u>6,002,607</u> |
| Operating expenses | | | | | |
| Payroll taxes and fringe benefits | 906,500 | 284,320 | 1,190,820 | 171,202 | 1,362,022 |
| Retirement | 155,628 | 48,812 | 204,440 | 29,392 | 233,832 |
| Professional and consulting services | 768 | 100 | 868 | 244,872 | 245,740 |
| Occupancy | 1,768,237 | 554,601 | 2,322,838 | 333,951 | 2,656,789 |
| Repairs and maintenance | 89,168 | 27,967 | 117,135 | 16,840 | 133,975 |
| Insurance | 63,974 | 20,065 | 84,039 | 12,082 | 96,121 |
| Utilities | 77,652 | 24,355 | 102,007 | 14,665 | 116,672 |
| Supplies and materials | 207,412 | 27,107 | 234,519 | - | 234,519 |
| Staff development | 17,327 | 5,435 | 22,762 | 3,272 | 26,034 |
| Technology | 47,267 | 14,825 | 62,092 | 8,927 | 71,019 |
| Leased equipment | 6,766 | 2,122 | 8,888 | 1,278 | 10,166 |
| Telephone and internet | 54,548 | 17,109 | 71,657 | 10,302 | 81,959 |
| Student services | 5,728 | 749 | 6,477 | - | 6,477 |
| Administrative | 39,316 | 12,331 | 51,647 | 27,067 | 78,714 |
| Travel | 9,044 | 2,837 | 11,881 | 1,708 | 13,589 |
| Storage and moving | - | - | - | 10,314 | 10,314 |
| Depreciation | 69,678 | 21,854 | 91,532 | 13,160 | 104,692 |
| Total operating expenses | <u>3,519,013</u> | <u>1,064,589</u> | <u>4,583,602</u> | <u>899,032</u> | <u>5,482,634</u> |
| Total expenses | <u>\$ 7,514,074</u> | <u>\$ 2,317,624</u> | <u>\$ 9,831,698</u> | <u>\$ 1,653,543</u> | <u>\$ 11,485,241</u> |

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2020

| | Program expenses | | | Supporting services | Total program expenses and supporting services |
|--|---------------------|---------------------|---------------------|----------------------|--|
| | Regular education | Special education | Total programs | Management & general | |
| Salaries | | | | | |
| Instructional staff personnel | \$ 3,196,299 | \$ 987,912 | \$ 4,184,211 | \$ - | \$ 4,184,211 |
| Administrative staff personnel | 670,297 | 64,652 | 734,949 | 567,758 | 1,302,707 |
| Noninstructional staff personnel | - | - | - | 251,893 | 251,893 |
| Total salaries | <u>3,866,596</u> | <u>1,052,564</u> | <u>4,919,160</u> | <u>819,651</u> | <u>5,738,811</u> |
| Operating expenses | | | | | |
| Payroll taxes and fringe benefits | 781,557 | 212,755 | 994,312 | 165,676 | 1,159,988 |
| Retirement | 129,417 | 35,230 | 164,647 | 27,434 | 192,081 |
| Professional and consulting services | 12 | 1 | 13 | 196,992 | 197,005 |
| Occupancy | 1,632,699 | 444,453 | 2,077,152 | 346,104 | 2,423,256 |
| Repairs and maintenance | 38,184 | 10,394 | 48,578 | 8,094 | 56,672 |
| Insurance | 65,456 | 17,819 | 83,275 | 13,877 | 97,152 |
| Utilities | 55,274 | 15,047 | 70,321 | 11,717 | 82,038 |
| Supplies and materials | 208,572 | 20,117 | 228,689 | - | 228,689 |
| Equipment and furnishings | 1,974 | 537 | 2,511 | 418 | 2,929 |
| Staff development | 11,336 | 3,005 | 14,341 | 2,306 | 16,647 |
| Marketing and recruitment | 111 | 33 | 144 | 30 | 174 |
| Technology | 57,129 | 15,552 | 72,681 | 12,110 | 84,791 |
| Leased equipment | 4,608 | 1,255 | 5,863 | 977 | 6,840 |
| Telephone and internet | 22,759 | 6,195 | 28,954 | 4,824 | 33,778 |
| Food service | 4,560 | 440 | 5,000 | - | 5,000 |
| Student services | 64,537 | 6,225 | 70,762 | - | 70,762 |
| Administrative | 44,972 | 12,242 | 57,214 | 10,629 | 67,843 |
| Travel | 3,846 | 1,047 | 4,893 | 815 | 5,708 |
| Storage and moving | - | - | - | 4,366 | 4,366 |
| Depreciation | 523,207 | 140,563 | 663,770 | 117,136 | 780,906 |
| Loss on abandonment of leasehold improvement | - | - | - | 117,869 | 117,869 |
| Total operating expenses | <u>3,650,210</u> | <u>942,910</u> | <u>4,593,120</u> | <u>1,041,374</u> | <u>5,634,494</u> |
| Total expenses | <u>\$ 7,516,806</u> | <u>\$ 1,995,474</u> | <u>\$ 9,512,280</u> | <u>\$ 1,861,025</u> | <u>\$ 11,373,305</u> |

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL**Statements of Cash Flows**

For the years ended June 30,

| | <u>2021</u> | <u>2020</u> |
|--|-----------------------------|-----------------------------|
| Cash flows from operating activities | | |
| Change in net assets | \$ 1,925,145 | \$ 295,056 |
| Adjustment to reconcile change in net assets to net cash provided by operating activities | | |
| Depreciation | 104,692 | 780,906 |
| Loss on abandonment of leasehold improvement | - | 117,869 |
| Cancellation of debt | (1,100,620) | - |
| Changes in operating assets and liabilities | | |
| Accounts and grants receivable | (41,090) | (206,996) |
| Other receivable | (9,590) | - |
| Prepaid expenses | 64,804 | (64,904) |
| Accounts payable | 36,059 | 76,480 |
| Accrued salaries and other payroll related expenses | 123,454 | 63,739 |
| Deferred revenue | 72,791 | (29,564) |
| Net cash provided by operating activities | <u>1,175,645</u> | <u>1,032,586</u> |
| Cash flows from investing activities | | |
| Reserve for contingency | (8) | (23) |
| Escrow for building fund | - | 2,013,613 |
| Utility deposits | - | 207,526 |
| Acquisition of property and equipment | (131,428) | (2,226,790) |
| Net cash used in investing activities | <u>(131,436)</u> | <u>(5,674)</u> |
| Cash flows from financing activities | | |
| SBA loan - paycheck protection program | - | 1,100,620 |
| Net cash provided by financing activities | <u>-</u> | <u>1,100,620</u> |
| Net increase in cash and cash equivalents | 1,044,209 | 2,127,532 |
| Cash and cash equivalents - beginning of year | <u>10,551,154</u> | <u>8,423,622</u> |
| Cash and cash equivalents - end of year | <u><u>\$ 11,595,363</u></u> | <u><u>\$ 10,551,154</u></u> |

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 1 Organization

Grand Concourse Academy Charter School (the "School") is a public charter school located in the Bronx, New York. The School originally served kindergarten through fifth grade; sixth, seventh, and eighth grade were added each year from 2016-2018. The School was chartered in July 2004 and successfully re-chartered on April 29, 2019 for an additional five years. The goal of the School is to offer students a high-quality public education on a nondiscriminatory and secular basis. The mission of the School is to create a challenging learning environment that addresses and meets the needs of students in New York City, especially those at risk of academic failure. In a concerted effort to prepare students for entry into the very best middle and high schools of New York City, the School seeks to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

Note 2 Summary of significant accounting policies

Basis of presentation and use of estimates. The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Financial statements presentation. The financial statements of the School follows the accounting standard for not-for-profit organization, which require the School to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 2 Summary of significant accounting policies - (continued)

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

Accounts and grants receivable. Accounts and grants receivable are recorded at net realizable value and do not bear interest. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Accounts and grants receivable amount to \$424,349 and \$383,259 as of June 30, 2021 and 2020, respectively. There is no allowance recorded at June 30, 2021 and 2020, as all amounts are deemed collectible.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Grants and contracts. Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as refundable advances. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

Reserve for contingency. Reserve for contingency relates to required reserve and escrow accounts that are required to be maintained by the School in accordance with charter requirements.

Operating risk. The coronavirus outbreak may have an adverse effect on the results of operations. Given the uncertainty around the extent and timing of the potential future spread or mitigation of the coronavirus and around the imposition or relaxation of protective measure, the Organization cannot reasonably estimate the impact to future results of operations.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 2 Summary of significant accounting policies - (continued)

Functional allocation of expenses. The cost of providing the various programs and other activities has been summarized on an individual basis in the accompanying statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the school.

The expenses that are allocated include the following:

| | |
|--------------------------------------|-----------------|
| Salaries | Time and effort |
| Payroll taxes and fringe benefits | Time and effort |
| Professional and consulting services | Time and effort |
| Occupancy | Square footage |
| Repairs and maintenance | Time and effort |
| Insurance | Square footage |

Property and equipment. Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Repairs and maintenance are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$5,000 with an estimated useful life of greater than one year. Depreciation is computed using the straight-line method over estimated useful lives of the respective assets.

The estimated depreciable lives of the different classes of property and equipment are as follows:

| <u>Asset</u> | <u>Useful Life</u> |
|------------------------|--------------------|
| Leasehold improvements | 3 Years |
| Furniture and fixtures | 5 – 7 Years |
| Computer equipment | 5 – 7 Years |
| Office equipment | 5 – 7 Years |
| Software | 3 Years |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 2 Summary of significant accounting policies - (continued)

Income taxes. In 2005, Grand Concourse Academy Charter School filed and received approval of its application for tax exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code and has been classified as a publicly supported organization as described in Internal Revenue Code Sec. 509(a)(1) and 170(b)(1)(a)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that as of June 30, 2021, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statements.

The School is no longer subject to income tax examination by tax authorities for years before June 30, 2018.

Note 3 Liquidity and availability

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

| Financial assets: | <u>2021</u> | <u>2020</u> |
|---|----------------------|----------------------|
| Cash and cash equivalents | \$ 11,595,363 | \$ 10,551,154 |
| Grants and other receivables | 436,185 | 385,505 |
| Amount available for general expenditures within one year | <u>\$ 12,031,548</u> | <u>\$ 10,936,659</u> |

Note 4 Property and equipment

Property and equipment consist of the following as of June 30:

| | <u>2021</u> | <u>2020</u> |
|--------------------------------|---------------------|---------------------|
| Leasehold improvements | \$ 2,550,210 | \$ 2,550,210 |
| Furniture and fixtures | 83,842 | 83,842 |
| Computer equipment | 297,343 | 172,515 |
| Office equipment | 14,814 | 12,038 |
| Software | 3,824 | - |
| | <u>2,950,033</u> | <u>2,818,605</u> |
| Less: accumulated depreciation | <u>(867,535)</u> | <u>(762,843)</u> |
| Total | <u>\$ 2,082,498</u> | <u>\$ 2,055,762</u> |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 5 Accrued payroll and other payroll-related expenses

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid over the summer months. As of June 30, 2021 and 2020, total accrued salaries and other payroll-related expenses amounted to \$962,987 and \$839,533, respectively.

Note 6 SBA loan - paycheck protection program

On May 7, 2020, the School obtained a loan of \$1,100,620 (the “PPP loan”) from Spring Bank pursuant to the Paycheck Protection Program (“PPP”) administered by the Small Business Administration (the “SBA”) pursuant to the CARES Act. The PPP loan and accrued interest are forgivable after twenty-four weeks as long as the School uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The PPP loan matures on May 7, 2022 and bears an interest rate of 1% per annum, with interest accruing on the unpaid principal balance. No payments of principal or interest are due during the six-month period beginning on the date of the PPP loan (the “Deferral Period”). The PPP loan balance as of June 30, 2020 was \$1,100,620. During fiscal year 2021, the School received notification that the PPP loan had been forgiven. The School recorded cancellation of debt in the amount of \$1,100,620.

Note 7 Retirement plan

The School offers a 401(k) plan (the “Plan”) for substantially all of its qualifying employees. Employees are eligible for the Plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation up to IRS limits for each calendar year. The School matches the employee contribution up to 6% of the employee’s annual compensation. For the years ended June 30, 2021 and 2020, the School’s matching contribution was \$233,832 and \$192,081. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan’s participants and beneficiaries.

Note 8 Concentration of risk

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and cash equivalents.

The School received approximately 88% and 95% of its operating revenue, which is subject to specific requirements from per pupil funding from The New York State Department of Education during the years ended June 30, 2021 and 2020, respectively. Additionally, the School’s grants receivable consists of approximately 100% from the New York State Department of Education and the Federal Title grants.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 9 Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

The School is involved in an ongoing litigation related to a construction project agreement with an unrelated third party (the "Plaintiff") which was entered into in 2011. There is also a dispute in regards to the rental sums due to the Plaintiff pursuant to a lease agreement entered into in 2004. The School will record a liability when the School believes that it is both probable that a loss has been incurred and the amount can be reasonably estimated. Management is unable to evaluate the likelihood of an unfavorable outcome and estimate of potential loss, based on the facts at this time.

Note 10 Commitment

The School is a lessee under an operating lease, primarily for classroom space and administrative offices. For the years ended June 30, 2021 and 2020, rent of \$2,656,789 and \$2,423,256 was included in occupancy expense. The accompanying statements of activities reflect the rent expense over the term of the lease.

Effective December 9, 2016, the School entered into a lease agreement with an unrelated third party (the "Landlord") whereby the landlord will develop and build the School's new education facility (the "Building") on the property located at 625 Bolton Avenue, Bronx, New York (collectively, the "Leased Premises"). As part of the lease agreement, the School shall not have any obligation to pay base rent or any other obligation to the Landlord under the lease during the construction period and until the lease term commencement date. The School has applied FASB Accounting Standards Codification (ASC), "Lease Accounting (Topic 840-40) and determined that it does not have substantially all of the construction period risks, and shall not be considered the owner of the asset during the construction period. The lease term of the operating lease commenced when the construction was substantially complete on August 1, 2019 and contingently expires on June 30, 2048 if the option to purchase the building is not exercised within the exercise period as noted below.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 10 Commitment - (continued)

Future minimum lease payments, as follows:

| Year Ending June 30, | Amount |
|-------------------------|---------------------|
| 2022 | 2,656,783 |
| Total | <u>\$ 2,656,783</u> |

Lease payment beyond 2022 is contingent on the School's ability to excise the option to purchase the building.

Under the lease agreement, the School has the option to buy out and purchase the Leased Premises during the period commencing on the 30th full calendar month of the lease term and ending on the 54th full calendar month of the lease term. As the total development costs factor into determining the fair market sale value to the Leased Premises, the Parties have acknowledged that the final schedule of purchase prices is subject to modification. Using the construction project's initial budget, the Parties have agreed to the initial schedule of option purchase prices for the Leased Premises, as follows:

| <u>If option exercised During</u> | <u>Option Purchase Price</u> |
|--|----------------------------------|
| 30 th through 36 th full calendar months of the lease term | \$32,095,431 |
| 37 th through 48 th full calendar months of the lease term | \$32,296,836 |
| 49 th through 54 th full calendar months of the lease term | \$32,405,374 |

In conjunction with the lease agreement, the Parties entered into an escrow agreement with ZB National Association ("Zions Bank") which required the School to deposit \$2,000,000 into escrow to fund the Landlord's construction of the Building. Zions Bank agreed to act as the sole custodian of the escrow account, in the name of the Landlord. On September 17, 2019, the escrow account balance of \$2,000,000 was transferred to the landlord as tenant's contribution to the school's build out. This two million tenant contribution was treated as leasehold improvement and was depreciate over 3 years.

Note 11 Subsequent events

Management has evaluated subsequent events through October 28, 2021, the date that the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
Grand Concourse Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal control over financial reporting

In planning and performing our audits of the financial statements, we considered Grand Concourse Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Grand Concourse Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Grand Concourse Academy Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and other matters

As part of obtaining reasonable assurance about whether Grand Concourse Academy Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "NChing LLP". The signature is written in a cursive, slightly slanted style.

New York, New York
October 28, 2021



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

| | |
|------------------------------|--|
| Charter School Name: | Grand Concourse Academy Charter School |
| Audit Period: | 2020-21 |
| Prior Period: | 2019-20 |
| Report Due Date: | Monday, November 1, 2021 |
| School Fiscal Contact Name: | Martin McDowell |
| School Fiscal Contact Email: | [REDACTED] |
| School Fiscal Contact Phone: | [REDACTED] |
| School Audit Firm Name: | Ncheng, LLP |
| School Audit Contact Name: | Miaoling Lin |
| School Audit Contact Email: | [REDACTED] |
| School Audit Contact Phone: | [REDACTED] |

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

| | <i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i> |
|--|---|
| 4) Management Letter | N/A |
| 5) Management Letter Response | N/A |
| 6) Form 990; or Extension Form 8868 | Extension |
| 7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F | N/A |
| 8) Corrective Action Plan | N/A |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

| | 2020-21 | | | 2019-20 |
|---|----------------------------|-------------------------|----------------------|----------------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Total |
| REVENUE, GAINS AND OTHER SUPPORT | | | | |
| Public School District | | | | |
| Resident Student Enrollment | \$ 9,831,837 | \$ - | \$ 9,831,837 | \$ 9,478,223 |
| Students with disabilities | 1,220,208 | - | 1,220,208 | 924,390 |
| Grants and Contracts | | | | |
| State and local | 47,196 | - | 47,196 | 164,737 |
| Federal - Title and IDEA | 461,653 | - | 461,653 | 418,098 |
| Federal - Other | 1,100,620 | - | 1,100,620 | - |
| Other | - | - | - | - |
| NYC DoE Rental Assistance | 738,430 | - | 738,430 | 677,796 |
| Food Service/Child Nutrition Program | - | - | - | - |
| TOTAL REVENUE, GAINS AND OTHER SUPPORT | 13,399,944 | - | 13,399,944 | 11,663,244 |
| EXPENSES | | | | |
| Program Services | | | | |
| Regular Education | \$ 7,514,074 | \$ - | \$ 7,514,074 | \$ 7,516,806 |
| Special Education | 2,317,624 | - | 2,317,624 | 1,995,474 |
| Other Programs | - | - | - | - |
| Total Program Services | 9,831,698 | - | 9,831,698 | 9,512,280 |
| Management and general | 1,653,543 | - | 1,653,543 | 1,861,025 |
| Fundraising | - | - | - | - |
| TOTAL OPERATING EXPENSES | 11,485,241 | - | 11,485,241 | 11,373,305 |
| SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS | 1,914,703 | - | 1,914,703 | 289,939 |
| SUPPORT AND OTHER REVENUE | | | | |
| Contributions | | | | |
| Foundations | \$ - | \$ - | \$ - | \$ - |
| Individuals | - | - | - | - |
| Corporations | - | - | - | - |
| Fundraising | - | - | - | - |
| Interest income | 10,442 | - | 10,442 | 5,117 |
| Miscellaneous income | - | - | - | - |
| Net assets released from restriction | - | - | - | - |
| TOTAL SUPPORT AND OTHER REVENUE | 10,442 | - | 10,442 | 5,117 |
| CHANGE IN NET ASSETS | 1,925,145 | - | 1,925,145 | 295,056 |
| NET ASSETS BEGINNING OF YEAR | 11,115,494 | - | 11,115,494 | 10,820,438 |
| PRIOR YEAR/PERIOD ADJUSTMENTS | - | - | - | - |
| NET ASSETS END OF YEAR | \$ 13,040,639 | \$ - | \$ 13,040,639 | \$ 11,115,494 |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

| | <u>2020-21</u> | <u>2019-20</u> |
|---|----------------------|----------------------|
| CASH FLOWS - OPERATING ACTIVITIES | | |
| Increase (decrease) in net assets | \$ 1,925,145 | \$ 295,056 |
| Revenues from School Districts | - | - |
| Accounts Receivable | (9,590) | - |
| Due from School Districts | - | - |
| Depreciation | 104,692 | 780,906 |
| Grants Receivable | (41,090) | (206,996) |
| Due from NYS | - | - |
| Grant revenues | - | - |
| Prepaid Expenses | 64,804 | (64,904) |
| Accounts Payable | 36,059 | 76,480 |
| Accrued Expenses | 123,454 | 63,739 |
| Accrued Liabilities | - | - |
| Contributions and fund-raising activities | - | - |
| Miscellaneous sources | (1,100,620) | - |
| Deferred Revenue | 72,791 | (29,564) |
| Interest payments | - | - |
| Other | - | 117,869 |
| Other | - | - |
| NET CASH PROVIDED FROM OPERATING ACTIVITIES | \$ 1,175,645 | \$ 1,032,586 |
| CASH FLOWS - INVESTING ACTIVITIES | | |
| Purchase of equipment | (131,428) | (2,226,790) |
| Other | (8) | 2,221,116 |
| NET CASH PROVIDED FROM INVESTING ACTIVITIES | \$ (131,436) | \$ (5,674) |
| CASH FLOWS - FINANCING ACTIVITIES | | |
| Principal payments on long-term debt | - | 1,100,620 |
| Other | - | - |
| NET CASH PROVIDED FROM FINANCING ACTIVITIES | \$ - | \$ 1,100,620 |
| NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS | \$ 1,044,209 | \$ 2,127,532 |
| Cash at beginning of year | 10,551,154 | 8,423,622 |
| CASH AND CASH EQUIVALENTS AT END OF YEAR | \$ 11,595,363 | \$ 10,551,154 |

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

| | | 2020-21 | | | | | | | 2019-20 | |
|--|-------|---------------------|---------------------|-----------------|---------------------|---------------------|---------------------|---------------------|----------------------|----------------------|
| | | Program Services | | | | Supporting Services | | | | |
| No. of Positions | | Regular | Special Education | Other Education | Total | Management and | | Total | Total | |
| | | Education | | | | Fund-raising | General | | | |
| | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Personnel Services Costs | | | | | | | | | | |
| Administrative Staff Personnel | 9.30 | 631,869 | 82,579 | - | 714,448 | - | 557,467 | 557,467 | 1,271,915 | 1,302,707 |
| Instructional Personnel | 62.00 | 3,288,505 | 1,160,695 | - | 4,449,200 | - | - | - | 4,449,200 | 4,184,211 |
| Non-Instructional Personnel | 6.90 | 74,687 | 9,761 | - | 84,448 | - | 197,044 | 197,044 | 281,492 | 251,893 |
| Total Salaries and Staff | 78.20 | 3,995,061 | 1,253,035 | - | 5,248,096 | - | 754,511 | 754,511 | 6,002,607 | 5,738,811 |
| Fringe Benefits & Payroll Taxes | | 906,500 | 284,320 | - | 1,190,820 | - | 171,202 | 171,202 | 1,362,022 | 1,159,988 |
| Retirement | | 155,628 | 48,812 | - | 204,440 | - | 29,392 | 29,392 | 233,832 | 192,081 |
| Management Company Fees | | - | - | - | - | - | - | - | - | - |
| Legal Service | | - | - | - | - | - | - | - | - | - |
| Accounting / Audit Services | | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting Services | | 768 | 100 | - | 868 | - | 244,872 | 244,872 | 245,740 | 197,005 |
| Building and Land Rent / Lease / Facility Finance Interest | | 1,768,237 | 554,601 | - | 2,322,838 | - | 333,951 | 333,951 | 2,656,789 | 2,423,256 |
| Repairs & Maintenance | | 89,168 | 27,967 | - | 117,135 | - | 16,840 | 16,840 | 133,975 | 56,672 |
| Insurance | | 63,974 | 20,065 | - | 84,039 | - | 12,082 | 12,082 | 96,121 | 97,152 |
| Utilities | | 77,652 | 24,355 | - | 102,007 | - | 14,665 | 14,665 | 116,672 | 82,038 |
| Supplies / Materials | | 207,412 | 27,107 | - | 234,519 | - | - | - | 234,519 | 228,689 |
| Equipment / Furnishings | | 6,766 | 2,122 | - | 8,888 | - | 1,278 | 1,278 | 10,166 | 2,929 |
| Staff Development | | 26,371 | 8,272 | - | 34,643 | - | 4,980 | 4,980 | 39,623 | 22,355 |
| Marketing / Recruitment | | - | - | - | - | - | - | - | - | 174 |
| Technology | | 101,815 | 31,934 | - | 133,749 | - | 19,229 | 19,229 | 152,978 | 118,569 |
| Food Service | | - | - | - | - | - | - | - | - | 5,000 |
| Student Services | | 5,728 | 749 | - | 6,477 | - | - | - | 6,477 | 70,762 |
| Office Expense | | 39,316 | 12,331 | - | 51,647 | - | 27,067 | 27,067 | 78,714 | 74,683 |
| Depreciation | | 69,678 | 21,854 | - | 91,532 | - | 13,160 | 13,160 | 104,692 | 780,906 |
| OTHER | | - | - | - | - | - | 10,314 | 10,314 | 10,314 | 122,235 |
| Total Expenses | | \$ 7,514,074 | \$ 2,317,624 | \$ - | \$ 9,831,698 | \$ - | \$ 1,653,543 | \$ 1,653,543 | \$ 11,485,241 | \$ 11,373,305 |

Certificate of Occupancy

CO Number: 220604344F

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: 03562 | Certificate Type: Final |
| | Address: 625 BOLTON AVENUE | Lot Number(s): 61 | Effective Date: 02/06/2020 |
| | Building Identification Number (BIN): 2124526 | Building Type: New | |
| This building is subject to this Building Code: | | | |
| <i>For zoning lot metes & bounds, please see BISWeb.</i> | | | |
| B. | Construction classification: 2-B | (2014/2008 Code) | |
| | Building Occupancy Group classification: E | (2014/2008 Code) | |
| | Multiple Dwelling Law Classification: None | | |
| | No. of stories: 3 | Height in feet: 35 | No. of dwelling units: 0 |
| C. | Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system | | |
| D. | Type and number of open spaces: Parking spaces (6), Parking (6400 square feet) | | |
| E. | This Certificate is issued with the following legal limitations: None | | |
| Borough Comments: None | | | |



Borough Commissioner



Commissioner

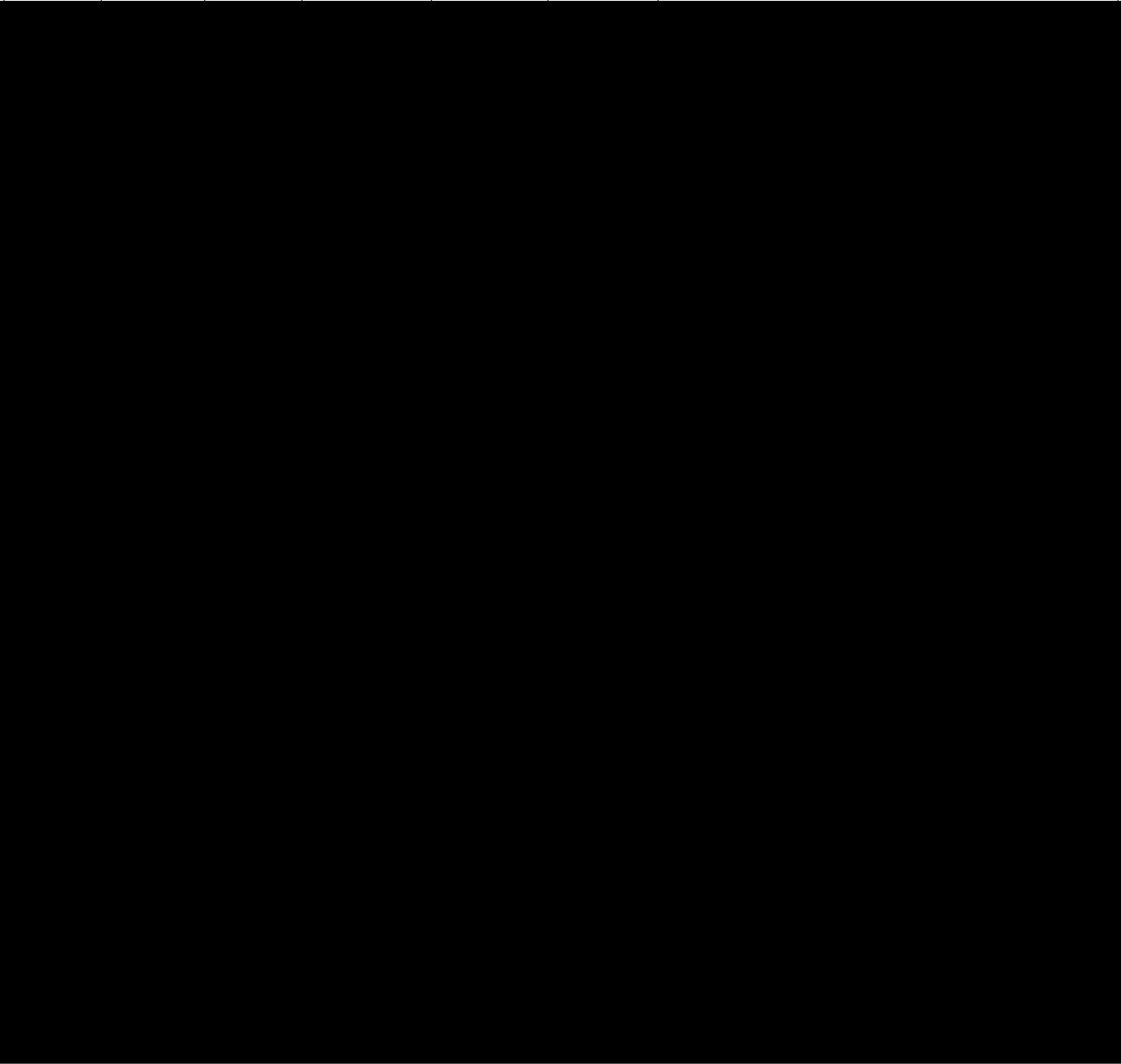
Certificate of Occupancy

CO Number: 220604344F

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

Commissioner

Certificate of Occupancy

CO Number: **220604344F**

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 |
|------------------|---------------------------------|---------------------------------|--|---------------------------------|---------------------|--------------------|
| | | | | | | |

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT



2021 – 2022 STUDENT CALENDAR

| | | |
|----------------------------------|-----------------|---|
| September 3 rd | Friday | Kindergarten (Last Name A thru M) at 8:00 AM – 9:00 AM Kindergarten (Last Name N thru Z) at 10:00 AM – 11:00 AM New Students from 1 st - 6 th Grade at 12:00 PM – 1:00 PM |
| September 9th | Thursday | First Day of School for all Students |
| September 16 th | Thursday | School Closed – Yom Kippur |
| September 24th | Friday | Half Day - Meet the Teacher, Dismissal 11AM– Parent Zoom Meeting at 11:45 AM to 12:45 PM and from 2:45 PM to 3:45 PM. Professional Development 1:00 PM to 2:30 PM |
| October 12 th | Monday | School Closed – Italian Heritage Day / Indigenous People’s Day |
| October 22nd | Friday | Half Day – Professional Development |
| November 11 th | Thursday | School Closed – Veteran’s Day Observed |
| November 19th* | Friday | Half Day - PARENT/TEACHERS CONFERENCE: Student Progress Meetings 1:00 – 3:00 PM – Scheduled Zoom Appointments will be given by classroom teacher 5:00 - 7:00 PM – Scheduled Zoom Appointments will be given by classroom teacher |
| November 25 th | Thursday and | School Closed – Thanksgiving Weekend |
| November 26 th | Friday | Students return on Monday, November 29 th |
| December 10th | Friday | Half Day – Professional Development |
| December 23th | Thursday | Half Day |
| December 24 th | Friday thru | School Closed – Winter Recess |
| December 31 st | Friday | Students return on Monday, January 3 rd |
| January 17 th | Monday | School Closed – Martin Luther King, Jr. Day |
| January 27 th * | Thursday | Half Day - PARENT/TEACHERS CONFERENCE: Student Progress Meetings 1:00 – 3:00 PM – Scheduled Zoom Appointments will be given by classroom teacher 5:00 - 7:00 PM – Scheduled Zoom Appointments will be given by classroom teacher |
| February 1st | Monday | School Closed – Lunar New Year |
| February 18th* | Friday | Half Day – Professional Development |
| February 21 st | Monday thru | School Closed – Mid-Winter Recess |
| February 25 th | Friday | Student’s Return on Monday, February 28 th |
| March 25th* | Friday | Half Day - PARENT/TEACHERS – Progress Report 1:00 – 3:00 PM – Scheduled Zoom Appointments will be given by classroom teacher 5:00 - 7:00 PM – Scheduled Zoom Appointments will be given by classroom teacher |
| March 29 th | Tuesday thru | ELA Assessment Test – Grades 3 rd through 8 th |
| March 31 st | Thursday | |
| April 14th | Thursday | Half Day – Professional Development |
| April 15 th | Friday thru | School Closed - Greek/ Good Friday- Passover *Spring Break* through April 19 th |
| April 19 th | Tuesday | Student’s return to school on Wednesday, April 20 th |
| April 26 th | Tuesday thru | Math Assessment Test – Grades 3 rd through 8 th |
| April 28 th | Thursday | |
| April 29 th * | Friday | Half Day - PARENT/TEACHERS Promotional Meetings 1:00 – 3:00 PM – Scheduled Zoom Appointments will be given by classroom teacher 5:00 - 7:00 PM – Scheduled Zoom Appointments will be given by classroom teacher |
| May 2 nd | Monday | School Closed – Eid al-Fitr |
| May 30 th * | Monday thru | School Closed – Memorial Day Recess |
| June 3 rd | Friday | Students return on Monday, June 6 th |
| June 24th* | Friday | Last Day of School – HALF DAY |

**** EMERGENCY SCHOOL CLOSINGS WILL BE DIRECT LEARNING ZOOM DAYS****