Application: Zeta Bronx Tremont Park

Jessie Ferguson - jessie.ferguson@zetaschools.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Sep 12 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)

ZETA CHARTER SCHOOL - NEW YORK CITY 4 321200861182

a1. Popular School Name

(No response)

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 # 7 - BRONX

d. DATE OF INITIAL CHARTER

3/2019

e. DATE FIRST OPENED FOR INSTRUCTION

8/2020

h. SCHOOL WEB ADDRESS (URL)

www.zetaschools.org

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

72

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

49

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

Check all that apply

Grades Served	K

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Zeta Charter Schools, Inc.
PHYSICAL STREET ADDRESS	222 Alexander Avenue
CITY	Bronx
STATE	NnyY
ZIP CODE	10454
EMAIL ADDRESS	info@zetaschools.org
CONTACT PERSON NAME	Kate Machan

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	1910 Arthur Ave Bronx, NY 10457	929-458-3000	NYC CSD 12	K-1	Yes, all

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Noreen Cooke Coleman	[redacted]		
Operational Leader	Edward MacEnulty			
Compliance Contact	Kate Machan			
Complaint Contact	Kate Machan			
DASA Coordinator	Rochel Klionsky			
Phone Contact for After Hours Emergencies	Edward MacEnulty			

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)

m1d - Bronx COO.pdf

Filename: m1d - Bronx COO.pdf **Size:** 215.0 kB

Site 1 Fire Inspection Report

m1d - Bronx Fire Inspection Report.pdf

Filename: m1d - Bronx Fire Inspection Report.pdf **Size:** 355.2 kB

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).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in School Name	Zeta Charter School - New York City 4 will be Zeta Charter School - Tremont Park		
2				
3				
4				
5				

More revisions to add?

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	Brittany Milano
Position	Legal Counsel
Phone/Extension	516-884-1601
Email	britt.milano@zetaschools.org

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

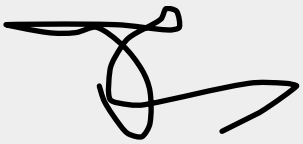
q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, 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

Signature, President of the Board of Trustees



Date

Sep 12 2021

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

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.

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

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[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

Incomplete

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.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed Sep 12 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.

Michele Caracappa_2021-SUNY-Financial-Disclosure-Form - signed

Filename: Michele Caracappa 2021 SUNY Financi ZI7gFNl.pdf **Size:** 1.2 MB

Samara L

Filename: Samara L. Penn Savary 2021 SUNY Fin 5aZlXDH.pdf **Size:** 583.7 kB

Keri Hoyt_2021-SUNY-Financial-Disclosure-Form - signed

Filename: Keri Hoyt 2021 SUNY Financial Discl TSHMLVr.pdf **Size:** 583.1 kB

Nicole Brisbane_2021-SUNY-Financial-Disclosure-Form - signed

Filename: Nicole Brisbane 2021 SUNY Financial W6iyoja.pdf **Size:** 593.3 kB

Shannon Kete_2021-SUNY-Financial-Disclosure-Form - signed

Filename: Shannon Kete 2021 SUNY Financial Di UeOCpMT.pdf **Size:** 586.3 kB

Jenny Sedlis_2021-SUNY-Financial-Disclosure-Form - signed

Filename: Jenny Sedlis 2021 SUNY Financial Di kDI2ELq.pdf **Size:** 589.6 kB

Entry 7 BOT Membership Table

Completed Sep 12 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	Jenny Sedlis	[redacted]	Chair	N/A	Yes	2	12/01/2017	06/30/2024	12
2	Shannon Kete		Vice Chair	N/A	Yes	2	12/01/2017	06/30/2024	12
3	Keri Hoyt		Treasurer	N/A	Yes	2	12/01/2017	06/30/2024	12
4	Nicole Brisbane		Secretary	N/A	Yes	2	12/01/2017	06/30/2024	12
5	Samara Penn Savary		Trustee/ Member	N/A	Yes	2	02/15/2018	06/30/2024	12

6	Michele Caracappa	[redacted]	Trustee/ Member	N/A		1	08/27/2019	06/30/2022	12
7									
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	6
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	(No response)

3. Number of Board meetings held during 2020-2021

12

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 Sep 12 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
	Zeta Charter Schools are open to all eligible students under New York State law, and Zeta's recruitment efforts are designed to attract a student body that reflects the diversity of the surrounding community, including those targeted by recruitment and retention targets. Zeta traditionally uses a wide array of recruitment efforts to recruit applicants, and recently, as a result of the COVID 19 crisis, we began incorporating additional online tools into these efforts. Our recruitment methods include: ● Mailings and distributions to residents of the local Community School District ("CSD") ("in-district" residents); ● Advertisements, flyers, and/or marketing materials posted in local newspapers, apartment complexes, public housing complexes, supermarkets, preschools, community centers, and/or community-based organizations that serve in-district residents; A social media campaign including targeted facebook and instagram posts and advertisements, and live virtual events for families	Zeta Charter Schools are open to all eligible students under New York State law, and Zeta's recruitment efforts are designed to attract a student body that reflects the diversity of the surrounding community, including those targeted by recruitment and retention targets. Zeta traditionally uses a wide array of recruitment efforts to recruit applicants, and recently, as a result of the COVID 19 crisis, we began incorporating additional online tools into these efforts. Our recruitment methods include: ● Mailings and distributions to residents of the local Community School District ("CSD") ("in-district" residents); ● Advertisements, flyers, and/or marketing materials posted in local newspapers, apartment complexes, public housing complexes, supermarkets, preschools, community centers, and/or community-based organizations that serve in-district residents; A social media campaign including targeted facebook and instagram posts and advertisements, and live virtual events for families

Economically Disadvantaged	● Targeted distribution of foreign-language materials, including mailings, advertisements, and/or flyers to foreign-language-speaking individuals and communities within the CSD, as determined by each school; and ● Virtual and in-person tours and information sessions for families at the school and preschools and other convenient locations within the CSD. Zeta's outreach process ensures enrollment of students who qualify for the federal Free and Reduced Price Lunch program ("FRPL"). Outreach to families who likely have FRPL-eligible children includes flyers and applications delivered to public housing apartment complexes, information sessions in preschools and/or community centers, and other strategies listed above. The school offers a healthy breakfast, snack (one or more times per day), and lunch program to all of its students free of charge. The school's leadership and staff also work hard to help ensure that challenges in the home do not impact student learning or prevent students from receiving a top-notch education. These efforts go a long way toward ensuring that students who are economically disadvantaged have an opportunity to access the educational programs offered at the school.	● Targeted distribution of foreign-language materials, including mailings, advertisements, and/or flyers to foreign-language-speaking individuals and communities within the CSD, as determined by each school; and ● Virtual and in-person tours and information sessions for families at the school and preschools and other convenient locations within the CSD. Zeta's outreach process ensures enrollment of students who qualify for the federal Free and Reduced Price Lunch program ("FRPL"). Outreach to families who likely have FRPL-eligible children includes flyers and applications delivered to public housing apartment complexes, information sessions in preschools and/or community centers, and other strategies listed above. The school offers a healthy breakfast, snack (one or more times per day), and lunch program to all of its students free of charge. The school's leadership and staff also work hard to help ensure that challenges in the home do not impact student learning or prevent students from receiving a top-notch education. These efforts go a long way toward ensuring that students who are economically disadvantaged have an opportunity to access the educational programs offered at the school.

English Language Learners	See above. Zeta specifically recruits English Language Learners through bilingual outreach, including foreign-language mailings, flyers, and posters, and advertisements in foreign-language or bilingual publications. Zeta's application is available in the foreign language predominantly spoken in the community in which the school is located. Zeta's highly successful programs for enrolled ELL students also serve to attract and retain ELL students.	See above. Zeta specifically recruits English Language Learners through bilingual outreach, including foreign-language mailings, flyers, and posters, and advertisements in foreign-language or bilingual publications. Zeta's application is available in the foreign language predominantly spoken in the community in which the school is located. Zeta's highly successful programs for enrolled ELL students also serve to attract and retain ELL students.
Students with Disabilities	See above. In addition, Zeta is committed to attracting and serving students with disabilities. The school seeks to attract all students, including special education students, by engaging in outreach, advertising, and other recruitment efforts at a broad range of neighborhoods, preschool programs, and community centers that serve both special education and non-special education students. The school offers an academic program that supports students with disabilities, including through special education classes and programs. The school works with families throughout the enrollment process and once enrolled to ensure that the special education needs of each student are met.	See above. In addition, Zeta is committed to attracting and serving students with disabilities. The school seeks to attract all students, including special education students, by engaging in outreach, advertising, and other recruitment efforts at a broad range of neighborhoods, preschool programs, and community centers that serve both special education and non-special education students. The school offers an academic program that supports students with disabilities, including through special education classes and programs. The school works with families throughout the enrollment process and once enrolled to ensure that the special education needs of each student are met.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. The school offers a breakfast, snack (one or more times per day), and lunch program to all of its students free of charge. The school's leadership and staff also work hard to ensure that challenges in the home do not impact student learning or prevent students from receiving a world class \ education. Zeta provides intensive, individualized academic supports as needed and appropriate to students who need extra support, including 1:1 tutoring and small-group instruction. These efforts go a long way toward ensuring that students who are economically disadvantaged have the opportunity to access the educational programs offered at the school.	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. The school offers a breakfast, snack (one or more times per day), and lunch program to all of its students free of charge. The school's leadership and staff also work hard to ensure that challenges in the home do not impact student learning or prevent students from receiving a world class \ education. Zeta provides intensive, individualized academic supports as needed and appropriate to students who need extra support, including 1:1 tutoring and small-group instruction. These efforts go a long way toward ensuring that students who are economically disadvantaged have the opportunity to access the educational programs offered at the school.
English Language Learners	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta provides intensive, individualized academic supports as needed and appropriate ELL students who need extra support,	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta provides intensive, individualized academic supports as needed and appropriate ELL students who need extra support,

	including 1:1 tutoring and small-group instruction. The school maintains highly successful programs for enrolled ELL students, which serves to retain ELL students once enrolled.	including 1:1 tutoring and small-group instruction. The school maintains highly successful programs for enrolled ELL students, which serves to retain ELL students once enrolled.
Students with Disabilities	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta schools work closely with families to serve students with special education needs once enrolled. Zeta offers an array of special education services and partners with the Committee on Special Education ("CSE") to ensure that the special education needs of each child are met.	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta schools work closely with families to serve students with special education needs once enrolled. Zeta offers an array of special education services and partners with the Committee on Special Education ("CSE") to ensure that the special education needs of each child are met.

Entry 10 – Teacher and Administrator Attrition

Completed Sep 12 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

Incomplete

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.

Entry 14 Links to Critical Documents on School Website

Completed Sep 12 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: Zeta Bronx Tremont Park

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://zetaschools.org/public-notices/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://zetaschools.org/public-notices/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://zetaschools.org/public-notices/
3. Link to NYS School Report Card	https://zetaschools.org/public-notices/
4. Lottery Notice announcing date of lottery	https://zetaschools.org/public-notices/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://zetaschools.org/public-notices/
6. District-wide Safety Plan	https://zetaschools.org/public-notices/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://zetaschools.org/public-notices/
7. Authorizer-Approved FOIL Policy	https://zetaschools.org/public-notices/
8. Subject matter list of FOIL records	https://zetaschools.org/public-notices/

Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

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.

Zeta Charter School - Tremont Park

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 25, 2021

By Kate Machan

1910 Arthur Ave, Bronx, NY 10457

(929) 506-6591

Kate Machan, Legal Counsel, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jenny Sedlis	Board Chairperson
Keri Hoyt	Board Treasurer
Shannon Kete	Board Vice Chairperson
Nicole Brisbane	Boardmember
Michele Caracappa	Boardmember
Samara Penn Savary	Board Secretary

Noreen Cooke Coleman has served as the school leader since 2021.

SCHOOL OVERVIEW

The mission of Zeta Charter Schools ("Zeta") is to ensure that every child in America has access to the highest-quality free education from pre-kindergarten through twelfth grade. Zeta Charter School - Tremont Park ("Zeta Bronx Tremont Park" or "Zeta Bronx 2") is a public charter school located in the Bronx and is operated by Zeta Charter Schools, a charter management organization. Zeta Bronx Tremont Park launched in 2020 with kindergarten, and adds one grade every year until it will eventually serve pre-kindergarten through 12th grade. Currently, Zeta Bronx Tremont Park offers pre-kindergarten through 1st grade.

Zeta implements a rigorous school model that combines progressive and effective instructional practices with cutting-edge technology, hands-on learning opportunities, and innovative programming to equip students with the critical thinking skills, habits, and practice needed to achieve their highest potential.

In response to the COVID-19 pandemic, Zeta launched a completely remote school design that incorporated Zeta's key design elements, seeking to ensure our students continued to receive the high-quality education and support Zeta has always provided to its students even in a remote schooling environment. During the 2020-21 school year Zeta operated fully in-person pod schools as well as fully remote schools. Over the course of the year, Zeta eventually served over 50% of its student population in person. Despite the challenges of COVID, remote education, and operating a dual model (in-person and remote), Zeta has been committed to maintaining our high standards for academic outcomes across our network of schools, not lowering any of our academic goals. We have relied on our internal assessments, as well as our study of student work, to ensure that we are sufficiently progressing toward our rigorous goals.

Note: Although we had four Zeta schools across our network last year—three in the Bronx and one in Upper Manhattan—two of our Bronx schools (Zeta Bronx 2 and Zeta Bronx 3) were new schools incubating in our Zeta Bronx 1 school building. As mentioned above, during the 2020-2021 school year, we operated both full-time in-person schools and full-time remote schools. We offered in-person seats to Zeta students based on family need and desire for in-person schooling. Given the uneven need and desire for in-person seats across our three Bronx schools, as well as the need to use our Bronx facility as efficiently and creatively as possible due to the overall significant demand for in-person seats at our Bronx facility while contending with COVID capacity limits, we constituted our Bronx classes with Zeta students across all three Zeta Bronx schools. Accordingly, our Bronx data was aggregated across our Bronx schools, which is how the data makes the most sense. We believe aggregated Bronx data presents the most accurate picture of student achievement and growth over the course of the year, which is why we present our Zeta Bronx 1, 2, and 3 data in the aggregate below.

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														
2017-18														
2018-19														
2019-20														
2020-21	48													48

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.[1]

BACKGROUND

Zeta adapts the THINK Literacy curriculum because of its track record of promoting literacy growth with our target population. THINK Literacy is a framework that teaches students to become avid readers, elegant writers, and critical thinkers. Zeta draws on the THINK Literacy framework, using it as a basis to build out a comprehensive scope and sequence and lesson plans for ELA instruction at Zeta. The THINK framework is heavily relied upon in curricular development for Zeta as it focuses on building students' critical thinking skills, building independence as readers and writers, and teaching students to apply knowledge to real-life situations and across content components. At the heart of THINK Literacy is a deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their experiences, and the world around them. Every day at Zeta, students see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

Because THINK Literacy does not specifically address phonics instruction, Zeta supplements THINK Literacy with Success For All ("SFA"), a research-based and proven-effective program that provides children with phonemic knowledge that prepares them to excel as early readers. In Kindergarten and First Grade, students learn through components of SFA that focus on developing

[1] Because the specific ELA goals articulated in Zeta's Accountability Plans relate to the New York State ELA Exams, the results of which are not yet available, those goals are not specifically included herein at this time. Zeta understands that it may choose to revise this report with those goals and the New York State Exam results once they become available.

strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing. These elements create a solid foundation for reading and learning. Zeta's remote school model incorporated both synchronous instruction and learning platforms to ensure that remote students were learning at the same high level as in-person students. These learning platforms supported the school's vision of balanced literacy instruction. Students accessed adaptive literacy content that met the needs of individual students, regardless of where they were as learners. Zeta also ensured all students had access to online libraries, ensuring they could continue to read quality books at school and at home. In an effort to replicate the efficacy of in-person schooling, remote students were given access to platforms enabling them to receive feedback from their teachers and to revise and resubmit their work. This approach is closely aligned to methods used in Zeta's regular curriculum. Priority was also placed on programs in which teachers could upload recordings of themselves teaching new information and modeling. Ultimately, for literacy, Zeta utilized programs including Raz for Kids, Lexia for adaptive phonics and comprehension development, EPIC Books for its extensive, high-quality reading library, Amplify for further developing literacy skills in more advanced readers, and Seesaw for teacher-created assignments that can be completed by small groups or by an entire class.

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. We are committed to leading with data, using data to drive decisions about curriculum and instruction. Zeta measures student growth and achievement over the course of the year through a portfolio of rigorous in-house English Language Arts Interim Assessments (ELA IAs) aligned to Common Core standards, which the New York State Next Generation Learning Standards are based on for our older grades, as well as the nationally recognized Fountas & Pinnell (F&P) reading assessment. We primarily focus on these assessments when holistically reviewing the growth students make over the year.

Additionally, in order to achieve great outcomes for students, Zeta believes that adults must be focused on their own continuous improvement. Zeta's professional learning program is designed to hone skills, provide content area knowledge, and improve pedagogical techniques so that the school team is prepared to mine the potential of every student and deliver excellent academic outcomes.

Method: Zeta's ELA Internal Assessment

Our ELA IA is our primary literacy assessment used to determine whether students in grades 2 and above are writing and comprehending text on or above grade level (OAGL), based on Zeta's internal rigorous standards. The ELA IA is aligned to Common Core standards, is cumulative, and gets progressively *more difficult* as the year goes on. The beginning-of-year ELA IA is administered in October, and the end-of-year assessment in June. The passages used in these assessments are aligned to where students should be on their grade level at the time of administration, based on Zeta's internal rigorous standards, so our assessments accordingly increase in content difficulty over the course of the year. This means that for students to continue to perform on or above grade level, they must continue to grow and incorporate content taught throughout the year.

Because Zeta's internal standards are rigorous, our internal assessments exceed the rigors of the New York state tests, meaning a significant percentage of students who are not passing our internal assessments are likely to pass the New York state tests. Accordingly, it is not possible or

appropriate to extrapolate the below data to predict or foreshadow New York state test outcomes.

RESULTS AND EVALUATION, SUMMARY, AND ACTION: ZETA'S ELA INTERNAL ASSESSMENT

In the tables that follow, we present our ELA IA data for the 2020-21 school year broken down by school and grade level to show:

1. Absolute achievement and growth over the course of the year;
2. Absolute achievement and growth of students with low absolute achievement at the beginning of the year;
3. A comparison of absolute achievement and growth over the course of the year between our English Language Learner ("ELL") and non-ELL students; and
4. A comparison of absolute achievement and growth over the course of the year between our new and returning students.

Our results in the data that follows reflect the following:

- Even during this unprecedented and challenging year, 80% of Zeta students met or exceeded our rigorous passing standards for ELA by the end of the year, demonstrating growth of nearly 40 points over the course of the year.
- Of students with low initial absolute achievement on the ELA IA, as indicated by below-grade-level achievement on the October assessment, 72% met or exceeded grade-level standards by the end of the year.
- The absolute achievement and growth of ELL students was comparable to that of non-ELL students, with 73% meeting or exceeding grade-level standards at the end of the year—58 points of growth over the year.
- Students new to Zeta (and thus commonly entering significantly behind where returning Zeta students are achieving) also experienced considerable growth, with 72% meeting or exceeding grade level standards at the end of the year—45 points of growth.

Students Exhibited Strong Achievement on the ELA IA and Grew Substantially over the Year

The table below shows the percentage of students meeting or exceeding Zeta's rigorous passing standards for our ELA IAs administered at the beginning and end of the year, as well as percentage point growth in students meeting or exceeding Zeta's passing standards from beginning to end of year.

As reflected below, across the network, Zeta was able to grow the percentage of students meeting or exceeding Zeta's passing standards by 39.4 points over the year, with 80.3% of our students finishing the year meeting or exceeding the rigorous passing standards for our ELA assessment. Of particular note, our Inwood second grade students went from just 38.2% meeting or exceeding Zeta's passing standards at the beginning of the year to 92.2% at the end of the year, a 54 point increase.

ELA IA Performance by Grade				
School	**Grade**	**BOY % OAGL**	**EOY % OAGL**	**% OAGL Growth**
BX 1, 2, & 3	**Overall**	**41.1%**	**77.2%**	**36.1%**
	2nd	36.3%	82.5%	**46.2%**
	3rd	49.2%	68.8%	**19.6%**
INWD	**Overall**	**40.7%**	**83.7%**	**43.0%**
	2nd	38.2%	92.2%	**54.0%**
	3rd	44.6%	70.2%	**25.6%**
Network		**40.9%**	**80.3%**	**39.4%**

- **OAGL** = on or above grade eve , *based on Zeta's rigorous grade-level standards*; students must score 80% or higher on the ELA IA to meet our passing standards
- **BOY % OAGL** = % of students performing on or above grade eve on their first ELA IA, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina ELA IA, administered in June 2021
- **% OAGL Growth** = % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

Students with Low Initial Absolute Achievement on the ELA IA Grew Remarkably over the Year

The table below looks at students with low absolute achievement at the beginning of the year (*i.e.*, those who did not perform OAGL on the beginning-of-year ELA IA), demonstrating that 72% of these students met or exceeded Zeta's passing standards on the ELA IA by the end of the year—which represents significant growth over the year.

Even when considering our lowest growth subgroup (Inwood 3rd graders), 51.6% of students who didn't pass the ELA IA at the beginning of the year passed by the end of the year, and in our highest growth subgroup (Inwood 2nd graders), 87.3% of students who didn't pass the ELA IA at the beginning of the year passed by the end of the year.

ELA IA Performance by Students Not Performing OAGL at BOY		
School	**Grade**	**EOY % OAGL**
BX 1, 2, & 3	**Overall**	**69.8%**
	2nd	**76.9%**
	3rd	**54.8%**
INWD	**Overall**	**74.4%**
	2nd	**87.3%**
	3rd	**51.6%**
Network		**72.0%**

- **OAGL** = on or above grade eve , *based on Zeta's rigorous grade-level standards;* students must score 80% or higher on the ELA IA to meet our passing standards
- **EOY % OAGL** = % of students performing on or above grade eve on their fina ELA IA, administered in June 2021

English Language Learner Growth Was Notably on Par with or Exceeded Non-English Language Learners on the ELA IA

The below data shows how our ELL students performed on the ELA IA as compared to their non-ELL peers, and demonstrates that literacy gains were even greater among our ELL students than our non-ELL students.

As reflected below, the percentage of students meeting or exceeding Zeta's passing standards grew across the network by 39.6 points, while the percentage of our ELL students meeting or exceeding Zeta's passing standards grew by 57.1 points. The growth of our 2nd grade ELL population is particularly notable. Across Zeta Bronx schools, 2nd grade students went from 14.3% of ELLs meeting or exceeding Zeta's passing standards to 57.1% by the end of the year—42.8 points of growth—and Inwood went from 16.7% of ELLs meeting or exceeding Zeta's passing standards to 87.5%—70.8 points of growth.

ELA IA Performance by ELL Status					
School	**Grade**	**ELL Status**	**BOY % OAGL**	**EOY % OAGL**	**% OAGL Growth**
BX 1, 2, & 3	**Overall**		**41.1%**	**77.2%**	**36.1%**
	Overall	Y	16.7%	58.3%	**41.6%**
		N	43.0%	78.7%	**35.7%**
	2nd	Y	14.3%	57.1%	**42.8%**
		N	37.9%	84.4%	**46.5%**
	3rd	Y	20.0%	60.0%	**40.0%**
		N	51.8%	69.5%	**17.7%**
INWD	**Overall**		**40.7%**	**83.7%**	**43.0%**
	Overall	Y	14.8%	78.6%	**63.8%**
		N	46.6%	84.9%	**38.3%**
	2nd	Y	16.7%	87.5%	**70.8%**
		N	46.2%	93.9%	**47.7%**
	3rd	Y	0.0%	25.0%	**25.0%**
		N	47.2%	73.6%	**26.4%**
Network		**Overall**	**40.9%**	**80.3%**	**39.4%**
		Y	15.4%	72.5%	**57.1%**
		N	44.6%	81.4%	**36.8%**

- **ELL Status** = is the student identified as an Eng ish Language Learner (Y) or not (N)
- **OAGL** = on or above grade eve , ***based on Zeta's rigorous grade-level standards;*** students must score 80% or higher on the ELA IA to meet our passing standards
- **BOY % OAGL** = % of students performing on or above grade eve on their first ELA IA, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina ELA IA, administered in June 2021
- **% OAGL Growth** = % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

New Students Notably Matched Their Returning Peers in Growth on the ELA IA

Students new to Zeta commonly enter Zeta significantly below grade level. The table below compares the growth of students new to Zeta to that of returning students on the ELA IA, reflecting that new students experienced extraordinary growth over the course of the year.

As reflected below, across the network, new students went from 27.8% meeting or exceeding Zeta's passing standards at the beginning of the year to 72.0% by the end of the year—44.2 points of growth. Of particular note, in 2nd grade across Bronx and Inwood, our new students were able to close the gap with our returning students. Our new 3rd graders grew by approximately 35 points.

ELA IA Performance by Return Status					
School	**Grade**	**Return Status**	**BOY % OAGL**	**EOY % OAGL**	**% OAGL Growth**
BX 1, 2, & 3	**Overall**		**41.1%**	**77.2%**	**36.1%**
	Overall	New	28.9%	70.0%	**41.1%**
		Returner	44.8%	79.5%	**34.7%**
	2nd	New	33.3%	83.3%	**50.0%**
		Returner	37.2%	82.3%	**45.1%**
	3rd	New	21.4%	50.0%	**28.6%**
		Returner	57.4%	75.0%	**17.6%**
INWD	**Overall**		**40.7%**	**83.7%**	**43.0%**
	Overall	New	26.5%	74.3%	**47.8%**
		Returner	45.0%	86.6%	**41.6%**
	2nd	New	35.3%	94.1%	**58.8%**
		Returner	38.9%	91.8%	**52.9%**
	3rd	New	17.6%	55.6%	**38.0%**
		Returner	56.4%	76.9%	**20.5%**
Network		**Overall**	**40.9%**	**80.3%**	**39.4%**
		New	27.8%	72.0%	**44.2%**
		Returner	44.9%	82.8%	**37.9%**

- **OAGL** = on or above grade eve , *based on Zeta's rigorous passing standards*; students must score 80% or higher on the ELA IA to meet our standards
- **BOY % OAGL** = % of students performing on or above grade eve on their first ELA IA, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina ELA IA, administered in June 2021
- **% OAGL Growth** = the % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

METHOD: FOUNTAS & PINNELL

The F&P assessment serves as our primary reading assessment used to determine whether a student is reading on or above grade level, based on Zeta's rigorous standards. All students in kindergarten and above participate in the F&P, which is first administered in October for first grade and up (normally September, but adjusted this past year due to COVID-19), and in December for kindergarten. The final F&P assessment of the year is administered in June.

Zeta has highly rigorous standards for what is considered passing on the F&P, benchmarking our results to the more rigorous Teachers College Reading & Writing Project Scale, one that is adopted by high-performing schools across the nation. Students must also make considerable growth over the course of the year to remain at or above grade level. In kindergarten, 2nd, and 3rd grades, we expect students to grow three reading levels (*i.e.*, A to D), and in 1st grade we expect students to grow 6 levels. Because the target increases over the course of the year, a student must continue to grow at the appropriate pace to remain on or above grade level.

RESULTS AND EVALUATION, SUMMARY, AND ACTION: FOUNTAS & PINNELL

In the tables that follow, we present our F&P data for the 2020-21 school year broken down by school and grade level to show:

1. Absolute achievement and growth over the course of the year;
2. Absolute achievement and growth of students with low absolute achievement at the beginning of the year;
3. A comparison of absolute achievement and growth over the course of the year between our English Language Learner ("ELL") and non-ELL students; and
4. A comparison of absolute achievement and growth over the course of the year between our new and returning students.

Our results in the data that follows reflect the following:

- Even during this unprecedented and challenging year, Zeta was still able to develop a strong literacy foundation for students and achieve meaningful literacy growth in students. On average, Zeta students achieved one year of reading growth last year.
- Students with low absolute achievement on the F&P at the beginning of the school year averaged over one year of growth in reading.
- The absolute achievement and growth of ELL students was on par with that of non-ELL students, with ELL students averaging 0.9 years of reading growth.
- Students new to Zeta also experienced considerable growth, also averaging over one year of reading growth.

Across the Network, Students Advanced One Year in Reading and Ended the Year Strong

The table below shows the percentage of students performing on or above grade level on the F&P administered at the beginning and end of the year, as well as the average number of years students grew in reading over the year (for example, a 3rd grader is expected to grow three levels over the course of the year; if a 3rd grader grew 4 levels in that year then the student would have made 4/3 = 1.33 years of growth). Across the network, during this unprecedented time of disruptions and challenging learning conditions due to COVID, our students made, on average, one year of growth.

The percentage of students reading on or above grade level grew by 10 points by the end of the year. Of particular note, across Zeta Bronx 3rd grade, students grew *over* one year on average, and 89% ended the year reading on or above grade level.

F&P Performance by Grade				
School	Grade	BOY % OAGL	EOY % OAGL	Avg Years Grown
BX 1, 2, & 3	Overall	68.8%	73.7%	1.0
	K-2	66.2%	71.0%	1.0
	3rd	83.9%	89.2%	1.1
INWD	Overall	63.1%	78.4%	0.9
	K-2	60.9%	77.7%	0.9
	3rd	76.4%	82.8%	1.0
Network		66.1%	76.0%	1.0

- **OAGL** = on or above grade eve , set to the more rigorous and nationa y adopted Teachers Co ege F&P grading sca e
- **BOY % OAGL** = % of students performing on or above grade eve on their first F&P, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina F&P, administered in June 2021
- **Avg Years Grown** = average number of years students grew in reading over the year based on the rigorous Teachers Co ege F&P grading sca e

Students with Low Initial Absolute Achievement Advanced Over One Year in Reading

The below data looks at the growth of students with low initial absolute achievement—those not reading on grade level at the beginning of the year, based on the Teachers College F&P scale—and reflects the strong growth of Zeta's struggling readers over the course of the year.

As reflected below, across the network, 49% of students who were not reading on grade level at the beginning of the year were reading on or above grade level by the end of the year, averaging a full year of growth. Notably, 3rd grade students with low initial absolute achievement across the network grew nearly one year and a half on average.

F&P Performance by Students Not Performing OAGL at BOY			
School	Grade	EOY % OAGL	Avg Years Grown
BX 1, 2, & 3	Overall	44.8%	1.0
	K-2	41.5%	1.0
	3rd	76.9%	1.4
INWD	Overall	52.8%	1.1
	K-2	53.8%	1.1
	3rd	43.8%	1.4
Network		49.0%	1.1

- **OAGL** = on or above grade eve , set to the more rigorous and nationa y adopted Teachers Co ege F&P grading sca e
- **EOY % OAGL** = % of students performing on or above grade eve on their fina F&P, administered in June 2021
- **Avg Years Grown** = average number of years students grew in reading over the year based on the rigorous Teachers Co ege F&P Grading Sca e

English Language Learner Growth Was Notably on Par with or Exceeded Non-English Language Learners on the F&P

The F&P data below looks at the achievement and growth of our ELL students compared to our non-ELL students on the F&P, demonstrating that our ELL students performed nearly on par with our non-ELL students, with our ELL students experiencing on average 0.9 years of growth.

As reflected below, we were able to grow the percentage of ELL students reading on or above grade level across the network by 15 points—even more growth than we saw in our non-ELL population. These results represent the strong additional support we provide to our ELL population to ensure that they progress at the same rate as their non-ELL peers.

F&P Performance by ELL Status					
School	Grade	ELL Status	BOY % OAGL	EOY % OAGL	Avg Years Grown
BX 1, 2, & 3	Overall		68.8%	73.7%	1.0
	Overall	Y	60.3%	69.1%	1.0
		N	70.4%	74.6%	1.0
	K-2	Y	57.1%	68.3%	1.0
		N	68.1%	71.6%	1.0
	3rd	Y	100.0%	80.0%	1.1
		N	82.5%	90.0%	1.1
INWD	Overall		63.1%	78.4%	0.9
	Overall	Y	53.3%	72.7%	0.9
		N	66.7%	80.5%	0.9
	K-2	Y	53.4%	74.5%	0.9
		N	64.3%	79.0%	0.9
	3rd	Y	50.0%	25.0%	1.0
		N	77.4%	87.0%	1.0
Network		Overall	66.1%	76.0%	1.0
		Y	56.1%	71.3%	0.9
		N	68.7%	77.2%	1.0

- **ELL Status** = Is the student identified as an Eng ish Language Learner (Y) or not (N)
- **OAGL** = on or above grade eve , set to the more rigorous and nationa y adopted Teachers Co ege F&P grading sca e
- **BOY % OAGL** = % of students performing on or above grade eve on their first F&P, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina F&P, administered in June 2021
- **Avg Years Grown** = average number of years students grew in reading over the year based on the rigorous Teachers Co ege F&P Grading Sca e

A Significant Majority of New-to-Zeta Students Ended the Year On or Above Grade Level on the F&P

Below, we break out our F&P data by new-to-Zeta versus returning-to-Zeta students. Across all subgroups, new students grew as readers by at least one year on average, and across Zeta Bronx 3rd grade, new students grew by an average of 1.5 years.

Across the network, the percentage of new students reading on or above grade level after just one year with Zeta was 72%, only 8 points behind that of returners.

F&P Performance by Return Status					
School	Grade	Return Status	BOY % OAGL	EOY % OAGL	Avg Years Grown
BX 1, 2, & 3	Overall		68.8%	73.7%	1.0
	Overall	New	59.5%	70.9%	1.1
		Returner	79.6%	77.2%	0.9
	K-2	New	60.7%	70.1%	1.0
		Returner	74.1%	72.3%	0.8
	3rd	New	38.5%	81.3%	1.5
		Returner	95.9%	91.8%	1.0
INWD	Overall		63.1%	78.4%	0.9
	Overall	New	56.2%	73.9%	1.0
		Returner	70.3%	83.2%	0.9
	K-2	New	64.1%	80.1%	1.0
		Returner	58.4%	75.6%	0.8
	3rd	New	31.3%	55.6%	1.3
		Returner	94.9%	95.0%	0.8
Network		Overall	66.1%	76.0%	1.0
		New	57.9%	72.3%	1.1
		Returner	75.0%	80.2%	0.8

- **ELL Status** = Is the student identified as an Eng ish Language Learner (Y) or not (N)
- **OAGL** = on or above grade eve , set to the more rigorous and nationa y adopted Teachers Co ege F&P grading sca e
- **BOY % OAGL** = % of students performing on or above grade eve on their first F&P, administered in October 2020
- **EOY % OAGL** = % of students performing on or above grade eve on their fina F&P, administered in June 2021
- **Avg Years Grown** = average number of years students grew in reading over the year based on the rigorous Teachers Co ege F&P Grading Sca e

ADDITIONAL CONTEXT AND EVIDENCE: ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

N/A

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics: Students will show competency in their understanding and application of mathematical computation and problem solving.[2]

BACKGROUND: MATHEMATICS INTERNAL ASSESSMENT

Zeta's foundation of math learning stems from the belief that students conceptually learn math most effectively through various inquiries, activities, and problem-solving opportunities. Zeta's mathematics curriculum is internally created and based on a combination of the following:

[2] Because the specific Mathematics goals articulated in Zeta's Accountability Plans relate to the New York State Math Exams, the results of which are not yet available, those goals are not specifically included herein at this time. Zeta understands that it may choose to revise this report with New York State Exam results once they become available.

- **TERC Investigations in Number, Data, and Space** is a Kindergarten to fifth grade mathematics curriculum aligned to New York State Next Generation Learning Standards that is designed to support children as they make sense of mathematical ideas. TERC Investigations employs a hands-on approach that guides students to develop their own mathematical understandings through a series of investigations, games, and activities. This conceptual approach allows students to understand math through collaborative learning. Investigations materials are drawn upon in Zeta's curricular design to teach both number sense as well as mathematical content such as geometry and data analysis.
- **Contexts for Learning (CFL)**: Zeta relies on CFL units to complement the Investigations materials. Like TERC, CFL units are conceptually based on and aligned with the New York State Next Generation Learning Standards. These units foster deep understanding of mathematics by creating contexts familiar to students' lives. Like Investigations, CFL units expose students to a series of mathematical inquiries that are collaboratively solved. The teacher training mirrors the work done in preparing to launch Investigations.
- **Cognitively Guided Instruction (CGI)** is another foundational aspect of Zeta's math content, building students' ability to solve mathematical problems and deepen their understanding of number sense and operations. Students are presented with daily problems that allow them to solve with both invented algorithms or by working with concrete representations of numbers, such as manipulatives and drawings, as well as more traditional number sentences. In this approach, younger students first use concrete materials to solve problems and look for patterns and generalizations. As students need to record their work, they do so first by sketching pictures (representations) of the manipulative models and then finally move to using abstract (and more formal) mathematical notations for their work. This mathematical approach gives teachers an understanding of the importance of student-led problem solving, as it requires students to solve problems using their own mathematical understandings and strategies. Student strategies are then shared with the entire class in order to advance all students' mathematical understanding. Zeta uses CGI in part because of its successful use at other high-performing charter school networks, where the use of CGI teacher and leader training as well as student instruction have led to excellent outcomes in populations similar to that of Zeta.

These three curricular components were chosen for their alignment to Zeta's deeply held belief that students should learn math conceptually and collaboratively. Zeta's professional learning for teachers in math focuses on the following: (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking.

Since Zeta moved to a fully remote model in March 2020, Zeta has incorporated programs that could collectively match the school's vision of conceptual mathematics and student-focused learning, prioritizing platforms enabling students to receive feedback from their teachers and to revise and resubmit their work, as this approach is closely aligned to methods used in Zeta's regular curriculum. Zeta utilized the program DreamBox before transitioning to using teacher-made materials on Seesaw as our primary mode of math instruction. All math components were taught synchronously this year, allowing for student discussion on mathematical thinking. Zeta's Director of Math created assignments each week on Seesaw aligned to Zeta's problem-solving curriculum and new content assignments aligned to the original math scope and sequence for the year.

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, we regularly assess students on all areas of the mathematics curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

Method: Mathematics Internal Assessment

Our Math Interim Assessment (IA) is our primary means of assessing whether students in Kindergarten and above are performing math on or above grade level, based on Zeta's internal rigorous standards. The Math IA is aligned to NYS Next Generation standards, is cumulative, and the assessment gets progressively more difficult as the year goes on. This means that for students to continue to perform on or above grade level, they must grow throughout the year and master all content taught over the course of the year.

Our Math IAs are highly rigorous, including questions that ask students to go beyond siloed mastery of each standard and develop a holistic understanding of grade-level content. The Math IAs include three types of questions:

- Foundational: These questions assess whether students have mastered foundational skills tied to grade-level standards.
- Basic Application: These questions require students to apply their foundational knowledge to a more rigorous problem, assessing grade-level mastery.
- Complex Application: These complex questions are rigorous and ask students to bring together several concepts they have learned over the course of the year to solve a single question, deepening grade-level mastery.

The above range of question types enables us to assess students' grade-level mastery, based on Zeta's internal rigorous standards, and understand where any gaps exist, while also informing future instructional decisions.

Because Zeta's internal standards are rigorous, our internal assessments exceed the rigors of the New York state tests, meaning a significant percentage of students who are not passing our internal assessments are likely to pass the New York state tests. Accordingly, it is not possible or appropriate to extrapolate the below data to predict or foreshadow New York state test outcomes.

Results and evaluation, Summary, and Action: Mathematics Internal Assessment

In the tables that follow, we present our Math IA Assessment Data for the 2020-21 school year broken down by school and grade level and by question type. Unlike the ELA IA and F&P, this year we did not administer a baseline Math IA. Instead, we administered shorter math quizzes that were more conducive to remote instruction and allowed us to identify targeted areas where students needed additional support. As a result, our Math IA data this year is focused on students' absolute achievement at the end of the year, broken down by various subgroups:

1. Absolute achievement at the end of the year across the network;
2. A comparison of absolute achievement at the end of the year between our ELL and non-ELL students; and

3. A comparison of absolute achievement at the end of the year between our new and returning students.

A Majority of Students Passed Our Rigorous Math IA, and Almost All Mastered Foundational Skills

The data below shows how students across the network performed on the Math IA at the end of the year, and also how they performed broken down by question type. Across the network, a significant majority of students passed our Math IA at the end of the year. When broken down by question type, we see even more encouraging results.

As reflected below, students exhibited an impressive mastery of Foundational math—the average score on Foundational questions was roughly 87%, Foundational plus Basic Application was 85%, and on all questions, the average score was 81%. These results are particularly encouraging considering the teaching and learning challenges teachers and students faced this year, and reflect that our students have a strong understanding of the basic skills needed to master grade-level standards and are prepared for their next grade level.

Math IA Performance by Grade					
School	**Grade**	**EOY % Passing**	**Foundational %**	**Basic Application %**	**Complex Application %**
BX 1, 2, & 3	**Overall**	**64.7%**	**86.0%**	**83.0%**	**79.6%**
	K-2	68.0%	87.7%	84.2%	81.1%
	3rd	45.3%	76.4%	76.2%	71.0%
INWD	**Overall**	**73.4%**	**88.8%**	**86.3%**	**83.3%**
	K-2	76.8%	90.7%	88.4%	85.2%
	3rd	53.4%	77.4%	74.1%	71.6%
Network		**68.9%**	**87.4%**	**84.6%**	**81.3%**

- **EOY % Passing** = % of students passing Zeta s rigorous Math IA at the end of the year
- **Foundational %** = average student score on Foundationa math questions
- **Basic App %** = average student score on Basic App ication and Foundationa questions combined
- **Complex App %** = average student score across a question types on the Math IA

English Language Learners' Math IA Achievement Matched that of Non-English Language Learners

The following table, which shows the achievement of our ELL students as compared to non-ELL students on the Math IA, demonstrates that our ELL students at least matched the achievement of our non-ELL students in all areas.

As reflected below, the percent of ELL students who passed our Math IA at the end of the year was within 0.7% of the non-ELL population pass rate. This data again confirms the effectiveness of the strong support Zeta provides to our ELL students.

Math IA Performance by ELL Status						
School	Grade	ELL Status	EOY % Passing	Foundational %	Basic Application %	Complex Application %
BX 1, 2, & 3	Overall		64.7%	86.0%	83.0%	79.6%
	Overall	Y	64.2%	88.0%	85.0%	80.5%
		N	64.7%	85.7%	82.6%	79.4%
	K-2	Y	67.7%	88.4%	85.3%	80.9%
		N	68.1%	87.6%	84.0%	81.1%
	3rd	Y	20.0%	82.5%	81.5%	76.0%
		N	47.5%	75.8%	75.7%	70.6%
INWD	Overall		73.4%	88.8%	86.3%	83.3%
	Overall	Y	70.9%	88.5%	86.2%	82.3%
		N	74.4%	88.9%	86.4%	83.6%
	K-2	Y	72.6%	89.2%	87.1%	83.2%
		N	78.7%	91.3%	88.9%	86.1%
	3rd	Y	25.0%	68.8%	61.5%	58.8%
		N	55.6%	78.0%	75.1%	72.5%
Network		Overall	68.9%	87.4%	84.6%	81.3%
		Y	68.4%	88.3%	85.7%	81.6%
		N	69.1%	87.1%	84.3%	81.3%

- **EOY % Passing** = % of students passing Zeta s Rigorous Math IA at the end of the year
- **Foundational %** = average student score on Foundationa math questions
- **Basic App %** = average student score on Basic App ication and Foundationa questions combined
- **Complex App %** = average student score across a question types on the Math IA

New Students' Math IA Achievement Matched or Exceeded that of Returning Students

The below data compares the achievement of new-to-Zeta and returning-to-Zeta students on the Math IA, reflecting that in K-2 across the Network, the percent of new students passing our Math IA at the end of the year was nearly identical to our returning students.

Notably, our new students were able to make significant growth this year, and we saw comparable achievement on Foundational questions by our new and returning students.

Math IA Performance by Return Status						
School	Grade	Return Status	EOY % Passing	Foundational %	Basic Application %	Complex Application %
BX 1, 2, & 3	Overall		64.7%	86.0%	83.0%	79.6%
	Overall	New	67.9%	88.3%	85.3%	81.5%
		Returner	60.7%	83.3%	80.3%	77.3%
	K-2	New	70.3%	89.8%	86.5%	82.8%
		Returner	64.6%	84.6%	80.7%	78.4%
	3rd	New	33.3%	66.7%	67.2%	62.0%
		Returner	49.0%	79.3%	79.0%	73.8%
INWD	Overall		73.4%	88.8%	86.3%	83.3%
	Overall	New	69.2%	89.1%	85.6%	81.5%
		Returner	77.9%	88.4%	87.1%	85.1%
	K-2	New	72.6%	91.2%	87.8%	83.6%
		Returner	81.9%	90.0%	89.1%	87.2%
	3rd	New	33.3%	66.7%	82.8%	59.4%
		Returner	62.5%	82.2%	79.2%	77.0%
Network		Overall	68.9%	87.4%	84.6%	81.3%
		New	68.6%	88.7%	85.4%	81.5%
		Returner	69.3%	85.8%	83.7%	81.2%

- **EOY % Passing** = % of students passing Zeta s rigorous Math IA at the end of the year
- **Foundational %** = average student score on Foundationa math questions
- **Basic App %** = average student score on Basic App ication and Foundationa questions combined
- **Complex App %** = average student score across a question types on the Math IA

Additional CONTEXT AND Evidence

N/A

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

No ESSA Status.

Additional Evidence

No ESSA Status.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	N/A
2020-21	N/A

Charter Schools Institute
The State University of New York

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

Charter School Name:	Zeta Charter School - Tremont Park
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Samreen Khan
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Daniel Smolan
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."

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

ZETA CHARTER SCHOOL - TREMONT PARK
Statement of Financial Position
as of June 30, 2021

ASSETS	2020-21	2019-20
CURRENT ASSETS		
Cash and cash equivalents	$ -	$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-
OTHER ASSETS	-	-
TOTAL ASSETS	-	-
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
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	-	-
LONG-TERM LIABILITIES		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
NET ASSETS		
Without Donor Restrictions	-	-
With Donor Ristrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-
CK - Should be zero	-	-

ZETA CHARTER SCHOOL - TREMONT PARK
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	$ 933,538	$ -	$ 933,538	$ -
Students with disabilities	163,059	-	163,059	-
Grants and Contracts				
State and local	4,806	-	4,806	-
Federal - Title and IDEA	14,468	-	14,468	-
Federal - Other	659,941	-	659,941	315,164
Other	-	-	-	-
NYC DoE Rental Assistance	280,061	-	280,061	-
Food Service/Child Nutrition Program	19,380	-	19,380	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,075,253	-	2,075,253	315,164
EXPENSES				
Program Services				
Regular Education	$ 1,246,697	$ -	$ 1,246,697	$ 196,883
Special Education	312,533	-	312,533	37,072
Other Programs	-	-	-	-
Total Program Services	1,559,230	-	1,559,230	233,955
Management and general	240,052	-	240,052	82,418
Fundraising	5,303	-	5,303	6,175
TOTAL OPERATING EXPENSES	1,804,585	-	1,804,585	322,548
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	270,668	-	270,668	(7,384)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ -	$ -	$ -	$ -
Individuals	-	-	-	-
Corporations	857	-	857	-
Fundraising	-	-	-	-
Interest income		-	-	-
Miscellaneous income	26,000	-	26,000	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	26,857	-	26,857	-
CHANGE IN NET ASSETS	297,525	-	297,525	(7,384)
NET ASSETS BEGINNING OF YEAR		-	-	-
PRIOR YEAR/PERIOD ADJUSTMENTS	(7,384)	-	(7,384)	-
NET ASSETS END OF YEAR	$ 290,141	$ -	$ 290,141	$ (7,384)

ZETA CHARTER SCHOOL - TREMONT PARK
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ -	$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ -	$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ -	$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ -	$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ -	$ -

ZETA CHARTER SCHOOL - TREMONT PARK
Statement of Functional Expenses
as of June 30, 2021

		2020-21								2019-20
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	3.00	112,429	27,503	-	139,932	-	46,628	46,628	186,560	35,648
Instructional Personnel	4.00	282,315	69,093	-	351,408	-	-	-	351,408	-
Non-Instructional Personnel	1.00	-	-	-	-	-	3,032	3,032	3,032	-
Total Salaries and Staff	8.00	394,744	96,596	-	491,340	-	49,660	49,660	541,000	35,648
Fringe Benefits & Payroll Taxes		96,059	23,684	-	119,743	-	11,843	11,843	131,586	7,148
Retirement		1,393	341	-	1,734	-	175	175	1,909	1,011
Management Company Fees		172,560	42,231	-	214,791	5,303	45,080	50,383	265,174	154,375
Legal Service		-	-	-	-	-	857	857	857	-
Accounting / Audit Services		-	-	-	-	-	81,931	81,931	81,931	29,230
Other Purchased / Professional / Consulting Services		29,093	8,641	-	37,734	-	7,556	7,556	45,290	13,030
Building and Land Rent / Lease / Facility Finance Interest		235,141	57,980	-	293,121	-	28,990	28,990	322,111	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		41,685	15,335	-	57,020	-	-	-	57,020	-
Equipment / Furnishings		3,784	933	-	4,717	-	465	465	5,182	2,942
Staff Development		15,379	3,787	-	19,166	-	1,626	1,626	20,792	-
Marketing / Recruitment		161,871	39,668	-	201,539	-	3,469	3,469	205,008	59,124
Technology		55,037	13,517	-	68,554	-	3,141	3,141	71,695	11,406
Food Service		14,184	3,472	-	17,656	-	-	-	17,656	-
Student Services		2,889	707	-	3,596	-	-	-	3,596	-
Office Expense		13,258	3,269	-	16,527	-	3,980	3,980	20,507	8,634
Depreciation		9,620	2,372	-	11,992	-	1,186	1,186	13,178	-
OTHER		-	-	-	-	-	93	93	93	-
Total Expenses		$ 1,246,697	$ 312,533	$ -	$ 1,559,230	$ 5,303	$ 240,052	$ 245,355	$ 1,804,585	$ 322,548

SUNY Charter Schools Institute
The State University of New York

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:	Zeta Charter Schools - New York City
Name of trustee (print):	Michele Caracappa
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
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 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) 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: Michael Caracappa (Jul 19, 2021 15:51 EDT)

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.

NYC
Buildings

Rick Chandler, P.E.
Commissioner

Werner R. deFoe, AIA
Borough Commissioner

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

718 690 4709 tel
718 579 6767fax

July 05, 2017

Applicant: Bryan Cave LLP (Attention: James P. Colgate, ESQ)
1290 Avenue of America
New York, NY 10104

Owner: Archdiocese of New York
1011 First Avenue,
Real Estate Office, 19th Floor
New York, NY 10022

Re: **222 Alexander Avenue, AKA 222-224 Alexander Avenue**
331-341 East 137 Street, 346 East 138 Street
BIN # 2097031, Block 2298, Lot 101
Zoning District R6, Bronx

To whom it may concern:

This is in response to your request received on May 10, 2017 for a **Letter of No Objection (LNO)** for a **School (Elementary School through 8th Grade), Use Group 3, at 222 Alexander Avenue**. The Department of Buildings Property Profile Overview (PPO) shows four buildings on this lot. The Certificate of Occupancy (CO) No. 59104 issued on May 02, 1990 (for one of the buildings, the former convent building) shows a cellar, basement plus 4-story building permitted for Zoning Use group (UG) 4 and Building Code Occupancy Group (OG) E (BC 1968). The Department of Finance (DOF) records indicate the property as church/synagogue/chapel under code M1.

An inspection conducted by this Department on Jun15, 2017 confirms a three-story school building with an existing interior fire alarm system (which is currently offline) at this location. However, the inspection report recommends several items that need to be addressed (copy of the inspection report is attached herewith).

A school as defined in the Zoning Resolution (ZR) 12-10, providing full-time instruction and course of study that meets requirements per applicable sections of the New York State Education Law is classified as UG 3. Although this property is primarily a Community Facility (House of Worship, Rectories or Parish Houses), UG 4, , the records submitted with the LNO request indicate that a school building was in operation prior to the regulations that mandating a CO be issued to any new building or the use. In addition an Elementary School is shown at 222 Alexander Avenue (St. Jerome School) per New York State Non-Public School listing.

Therefore, Department of Buildings (DOB) **has no objection to** a **School (Elementary School through 8th Grade), Use Group 3,** at **222 Alexander Avenue**.

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

I trust this information has been of assistance to you,

Sincerely

Werner R. deFoe, AIA
Borough Commissioner