

# Application: Zeta Charter School - Inwood 1

Jessie Ferguson - jessie.ferguson@zetaschools.org  
Annual Reports

## Summary

**ID:** 0000000234  
**Status:** Annual Report Submission  
**Last submitted:** Sep 30 2020 02:40 PM (EDT)

## Entry 1 School Info and Cover Page

**Completed** Aug 3 2020

### Instructions

#### **Required of ALL Charter Schools**

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

## Entry 1 School Information and Cover Page

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

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

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

ZETA CHARTER SCHOOL - INWOOD 1 310600861140

**a1. Popular School Name**

(No response)

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

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

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 6 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

10/2017

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2018

**h. SCHOOL WEB ADDRESS (URL)**

[www.zetaschools.org](http://www.zetaschools.org)

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

240

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

235

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

Check all that apply

Grades Served

K, 1, 2

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

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Zeta Charter Schools
PHYSICAL STREET ADDRESS	222 Alexander Ave
CITY	Bronx
STATE	NneNYNY
ZIP CODE	10454
EMAIL ADDRESS	[REDACTED]
CONTACT PERSON NAME	Jessie Ferguson

## FACILITIES INFORMATION

### m. FACILITIES

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

	Yes, 2 sites
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### School Site 1 (Primary)

**m1. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	652 West 187th treet New York, NY 10033	(929) 447-5281	NYC CSD 6	K-1	Yes, K-1

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Simmons			
Operational Leader	Teena Matthew			
Compliance Contact	Jessie Ferguson			
Complaint Contact	Jessie Ferguson			
DASA Coordinator	Ana Collado			
Phone Contact for After Hours Emergencies	Teena Matthew			

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

Private Space

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

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

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

**Site 1 Certificate of Occupancy (COO)**

[m1d - Inwood COO.pdf](#)

**Filename:** m1d - Inwood COO.pdf **Size:** 166.0 kB

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**Site 1 Fire Inspection Report**

[m1d - Inwood Fire Inspection Report.pdf](#)

**Filename:** m1d - Inwood Fire Inspection Report.pdf **Size:** 355.5 kB

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**School Site 2**

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**m2. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	500 W. 138th St. New York NY 1031	929-447-5238	NYC CSD 6	2-3	N

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Simmons			
Operational Leader	Teena Matthew			
Compliance Contact	Jessie Ferguson			
Complaint Contact	Jessie Ferguson			
DASA Coordinator	Ana Collado			
Phone Contact for After Hours Emergencies	Teena Matthew			

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

Co-located Space

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

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	2021	No		No		No

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

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

No

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

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

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Jessie Ferguson
Position	General Counsel & Director of Special Projects
Phone/Extension	[REDACTED]
Email	[REDACTED]

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**

A large, stylized handwritten signature in black ink on a light gray background. The signature is cursive and appears to be a name with a long, sweeping tail.

**Date**

Aug 3 2020

**Thank you.**



**Entry 2 NYS School Report Card**

**Completed** Aug 3 2020

**Instructions**

**SUNY-authorized charter schools only**

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

**Entry 2 NYS School Report Card Link**

**ZETA CHARTER SCHOOL - INWOOD 1 310600861140**

## NEW YORK STATE REPORT CARD

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

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

[data.nysed.gov/profile.php?instid=800000089931](https://data.nysed.gov/profile.php?instid=800000089931)

### Entry 3 Progress Toward Goals

**Incomplete** Hidden from applicant

## Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

### Entry 3 Progress Toward Goals

#### PROGRESS TOWARD CHARTER GOALS

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

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

**1. ACADEMIC STUDENT PERFORMANCE GOALS**

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

**2019-20 Progress Toward Attainment of Academic Goals**

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

**2. Do have more academic goals to add?**

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

**3. Do have more academic goals to add?**

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

#### 4. ORGANIZATION GOALS

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

#### 2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2019-2020 Progress Toward Attainment of Financial Goals**

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

**7. Do have more financial goals to add?**

(No response)

## 2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

### Instructions

#### **SUNY-Authorized Charter Schools ONLY**

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

#### **Zeta Inwood 1 2019-20 Accountability Plan Progress Report**

Filename: Zeta Inwood 1 2019 20 Accountability P 6n3e6Dg.pdf Size: 371.9 kB

## Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

### Instructions - Multiple Uploads Permitted

#### **Required of ALL Charter Schools by August 3**

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



	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Jenny Sedlis [REDACTED]	Chair	N/A	Yes	1	12/01/2017	6/30/2021	12
2	Shannon Kete [REDACTED]	Vice Chair	N/A	Yes	1	12/01/2017	6/30/2021	12
3	Ker Hoyt [REDACTED]	Treasurer	N/A	Yes	1	12/01/2017	6/30/2021	12
4	Nicole Brisbane [REDACTED]	Secretary	N/A	Yes	1	12/01/2017	6/30/2021	12
5	Samara Penn Savary [REDACTED]	Trustee/Member	N/A	Yes	1	12/01/2017	6/30/2021	12
6	Michele Caracappa	Trustee/Member	N/A	Yes	1	12/01/2017	6/30/2021	12
7								
8								

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2020	5
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	(No response)
d.Total Number of members, as set in Bylaws, Resolution or Minutes	(No response)

**3. Number of Board meetings held during 2019-2020**

12

**4. Number of Board meetings scheduled for 2020-2021**

12

Thank you.

**Entry 9 Board Meeting Minutes**

### Instructions

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

## Entry 10 Enrollment & Retention

Completed Aug 3 2020

### Instructions for submitting Enrollment and Retention Efforts

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

## Entry 10 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

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

**ZETA CHARTER SCHOOL - INWOOD 1 310600861140**

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Zeta Charter Schools are open to all eligible students under New York State law, and Zeta’s recruitment efforts are designed	Zeta Charter Schools are open to all eligible students under New York State law, and Zeta’s recruitment efforts are designed

Economically Disadvantaged

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 this past year, 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

- 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.

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A social media campaign including targeted facebook and instagram posts and advertisements, and live virtual events for families

- 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.

	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>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</p>	<p>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</p>

	<p>programs for enrolled ELL students also serve to attract and retain ELL students.</p>	<p>programs for enrolled ELL students also serve to attract and retain ELL students.</p>
<p>Students with Disabilities</p>	<p>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, and this year successfully transferred these offerings to the remote environment. The school works with families throughout the enrollment process and once enrolled to ensure that the special education needs of each student are met.</p>	<p>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, and this year successfully transferred these offerings to the remote environment. The school works with families throughout the enrollment process and once enrolled to ensure that the special education needs of each student are met.</p>

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>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</p>	<p>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</p>

Economically Disadvantaged	<p>its commitment to serving the whole child. Zeta nimbly adjusted its world class academic program to the remote environment with great success. 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.</p>	<p>its commitment to serving the whole child. Zeta nimbly adjusted its world class academic program to the remote environment with great success. 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.</p>
English Language Learners/Multilingual Learners	<p>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.</p>	<p>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.</p>

<p>Students with Disabilities</p>	<p>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 -- all of which remains a critical priority for Zeta as we have transferred to the remote school environment. 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.</p>	<p>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 -- all of which remains a critical priority for Zeta as we have transferred to the remote school environment. 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.</p>
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## Entry 12 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.

## Entry 12 Uncertified Teachers

**School Name: ZETA CHARTER SCHOOL - INWOOD 1 310600861140**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

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

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

## Entry 14 School Calendar

**Completed** Sep 29 2020

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

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

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

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

#### **For NYSED - Zeta Charter Schools 20-21 Academic Calendar**

**Filename:** or NYSED Zeta Charter Schools 20 21 kYum7vo.pdf **Size:** 83.9 kB

## Entry 15 Links to Critical Documents on School Website

**Incomplete** Hidden from applicant

## Instructions

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

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

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

## **Form for Entry 15 Links to Critical Documents on School Website**

**School Name: Zeta Charter School - Inwood 1**

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

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

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

**Thank you.**



## **Entry 16 COVID 19 Related Information**

**Completed** Aug 3 2020

### **Instructions**

#### **Required of ALL charter schools**

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

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

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

## Entry 16 COVID 19 Related Information

School Name: Zeta Charter School - Inwood 1

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

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

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	235	225	226

### Table 2: 2019-2020 Assessments and Grade Participation

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

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

															ting Stud ents
Mat h Mat h IA, crea ted inte rnall y	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	233
Fau ntas & Pinn eleB enc hm ark Ass ess me nt Syst ems , Fou ntas & Pinn ell	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	234
ELA IA, crea ted inte rnall y	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	54
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	



**Incomplete** Hidden from applicant

## **INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS**

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

# ZETA CHARTER SCHOOL - INWOOD 1

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Melanie Kotler

652 West 187th Street, New York, NY 10033



Melanie Kotler, Legal Counsel, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

<b>Trustee’s Name</b>	<b>Board Position</b>
Jenny Sedlis	Board Chairperson
Keri Hoyt	Board Treasurer
Shannon Kete	Board Vice Chairperson
Nicole Brisbane	Board Secretary
Michele Caracappa	Boardmember
Samara Penn Savary	Boardmember

Amanda Simmons has served as the school leader since 2018.

## SCHOOL OVERVIEW

The mission of Zeta Charter Schools is to build and sustain high-performing schools that forge thriving communities of lifelong learners, problem solvers, and innovators. Zeta Charter School - Inwood 1 (“Zeta Inwood 1” or “Zeta”) is one of two elementary schools opened in 2018 by Zeta Charter Schools, a new charter management organization founded in 2017. Zeta Inwood 1 launched in 2018 in upper Manhattan with kindergarten and first grade, and plans to add one grade every year until it serves pre-Kindergarten through 12th grade.

Zeta Inwood 1 implements a rigorous school model that combines traditional 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 unprecedented situation caused by the COVID-19 outbreak in March 2020, 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. Zeta launched remote learning on the first day of our school closures, and has continuously evolved and improved its model since then. The aims of our remote schooling program were to significantly increase student learning growth through targeted online learning instruction aligned with our end-of-year goals and significant opportunity for small- and large-group instruction, while providing tutoring for all students who needed it.

## ENROLLMENT SUMMARY

The table below provides the school’s enrollment on BEDS day of each applicable year.

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	119	61												180
2019-20	93	93	56											242

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

Zeta Inwood 1 uses 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, Zeta Charter Schools 2019-20 Accountability Plan Progress Report

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 own experiences, and the world around them. Each and 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 phonemic awareness, Zeta supplements THINK Literacy with Success For All ("SFA"), a research-based and proven-effective program that provides children with experiences that prepare them for success in the primary grades and throughout their academic careers. Throughout the enriched Kindergarten program, SFA focuses on developing 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, and each component of SFA supports these key developments.

After Zeta Inwood 1 moved to a fully remote model in March 2020, Zeta sought to incorporate programs that could collectively match the school's vision of balanced literacy instruction, 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. 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, Lalilo for phonics development, EPIC Books for its extensive, high-quality reading library, 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. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, Zeta Inwood 1 regularly assesses students on all areas of the ELA curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

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 Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic. However, the school did implement a number of other ELA assessments, including Fountas & Pinnell Benchmark Assessment (F&P).

## RESULTS AND EVALUATION

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic. However,

prior to the school’s transition to remote learning, the vast majority of Zeta Inwood 1 students were on or above grade level in Reading . Thus, students were on track to meet or exceed Zeta’s rigorous grade level benchmarks by the end of the year.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (“PI”) on the state English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**Goal 1: Growth Measure**

Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**2019-20 English Language Arts Mean Growth Percentile by Grade Level**

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Index ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1's charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

Moreover, it has been incredible to see our Zeta community come together to rise to the challenge of giving our students access to world-class learning opportunities from home and in a hybrid manner that complies with applicable guidelines and safety protocols relating to COVID-19. We are hopeful that we can be fully back in schools as soon as possible, when it becomes safe for all to reconvene. In the meantime, we are committed to continuously improving the ways to ensure that students make meaningful academic gains while maintaining strong social-emotional wellbeing, whether being educated in a fully in-person, hybrid, or remote model.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

#### BACKGROUND

Zeta's mathematics curriculum is based on a combination of the following:

- **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 invented algorithms by working with concrete representations of numbers, such as manipulatives and drawings, as well as more traditional number sentences. In this approach, 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.
- **Contexts for Learning (CFL)**: Zeta relies on CFL units to supplement 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 mathematical understanding by creating contexts familiar to students' lives. The teacher training mirrors the work done in preparing to launch Investigations.
- **Cognitively Guided Instruction (CGI)** is also used to supplement TERC Investigations. CGI is a research-based professional development program focused on: (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. 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 understandings. Zeta uses CGI in part because of its successful use at Success Academy, where the use of CGI teacher and leader training as well as student instruction has led to excellent outcomes in a similar population to that of Zeta Inwood 1.

After Zeta Inwood 1 moved to a fully remote model in March 2020, Zeta sought to incorporate 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. Initially, for math, Zeta utilized the program DreamBox. One month into remote learning, however, Zeta students maxed out DreamBox’s capacity, so the school transitioned to using teacher-made materials on Seesaw as our primary mode of math instruction. Under this shift, 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, Zeta Inwood 1 regularly assesses 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.

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 Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic. However, the school did implement a number of math assessments during the 2019-20 school year, including periodic Interim Assessments in Math (IA).

## RESULTS AND EVALUATION

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic. However, prior to the school’s transition to remote learning, the vast majority of Zeta Inwood 1 students were on or above grade level in Math. Thus, students were on track to meet or exceed Zeta’s rigorous grade level benchmarks by the end of the year.

### **Goal 2: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.

## METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Index1 ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the State Mathematics exam will be greater than that of students in the same tested grades in the local school district.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the State Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**Goal 2: Growth Measure**

Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**2019-20 Mathematics Mean Growth Percentile by Grade Level**

**EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school’s aggregate Performance Index1 (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the State Mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1’s charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

Moreover, it has been incredible to see our Zeta community come together to rise to the challenge of giving our students access to world-class learning opportunities from home and in a hybrid manner that complies with applicable guidelines and safety protocols relating to COVID-19. We are hopeful that we can be fully back in schools as soon as possible, when it becomes safe for all to reconvene. In the meantime, we are committed to continuously improving the ways to ensure that students make meaningful academic gains while maintaining strong social-emotional wellbeing, whether being educated in a fully in-person, hybrid, or remote model.

GOAL 3: SCIENCE

Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

## BACKGROUND

At Zeta, we are constantly thinking about how to move Science, Technology, and Engineering to the next level. Zeta students take Science five days per week beginning in Kindergarten, allowing them to engage in a variety of hands-on experiments and projects, leading to the discovery of deep noticings about their environment. By the end of Kindergarten, Zeta students will have conducted dozens of experiments. Students love to ask questions, and we capitalize on their natural curiosity with a hands-on approach, where students conduct experiments and are encouraged to observe and ask questions about the world around them. Zeta's curriculum is internally designed from two external sources, Amplify Science and Project Lead the Way. Both resources, like THINK Literacy, are aligned with the Next Generation Learning Standards, and focus heavily on student investigations that build critical thinking skills and teach students to apply knowledge in a variety of contexts.

Zeta's Science coach has created a Science Scope and Sequence and units of study aligned with the New York State Next Generation Science Standards, which provide structure and framework for what students will know and be able to do.

Instead of directly teaching the content that is necessary for mastery, Zeta students engage in hands-on, rigorous activities that put them into the shoes of a scientist/engineer. In Kindergarten, students start out the year learning about what humans and plants need to survive, engaging in many experiments to stand in the shoes of a true scientist. These experiments may include observing and growing garlic plants, going on Science walks to observe correlations to their environment and survival, and even dissecting fruits and vegetables weekly to compare and contrast human, plant, and animal needs. Throughout these units, students are able to work with their classmates, present to the class their findings, and, most importantly, dive into hands-on lessons to discover deep truths about science.

After Zeta Inwood 1 moved to a fully remote model in March 2020, Zeta sought to implement project-based science instruction that was aligned with state standards and enabled students to demonstrate their understanding of content and science and engineering practices. Zeta students completed science assignments through Seesaw, then watched standards-aligned videos (From Generation Genius or BrainPop) and completed an accompanying activity. Additionally, each week, students were assigned a related science text to read, and complete a related vocabulary activity on Seesaw.

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, Zeta Inwood 1 regularly assesses students on all areas of the science curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

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.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Science exam.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State science examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**Goal 3: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or proficiency on a State Science exam will be greater than that of students in the same tested grades in the local school district.

**METHOD**

Zeta Inwood 1 did not serve testing grades for the New York State science examination in 2019-20, and the New York State tests were not held due to the COVID-19 pandemic.

**RESULTS AND EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

**2018-19 Science Mean Growth Percentile by Grade Level**

**EVALUATION**

Not applicable.

**ADDITIONAL EVIDENCE**

Not applicable.

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Science exam.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or proficiency on a State Science exam will be greater than that of students in the same tested grades in the local school district.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1’s charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

Goal 4: Absolute Measure

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

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

Zeta achieved a status of “Good Standing” for 2019-20.

ADDITIONAL EVIDENCE

2019-20 was the first year for which Zeta received an ESSA status. Zeta expects to maintain its status of “Good Standing” in the future.

Accountability Status by Year

Year	Status
2017-18	N/A
2018-19	N/A
2019-20	Good Standing



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

1. Name of education corporation: Zeta Charter Schools - New York City
2. Trustee's name (print): Jenny Sedlis
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): chair
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

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

  
 Jenny Sedlis (Jul 24, 2020 11:05 EDT)

**Signature**

July 24, 2020

**Date**



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

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

- Name of education corporation: Zeta Charter Schools - New York City
- Trustee's name (print): Shannon Kete
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):  
Board Vice Chairperson
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding a Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
				<p>S. Kete is an employee of Civic Builders. There is no current formal partnership b/w Civic and Zeta, however as part of Zeta's ongoing real estate needs there have been exploratory conversations between the two orgs and this could continue. As such, in her work as a Zeta board member, Shannon recuses herself from all real-estate transaction related votes and discussions.</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>

*Shannon Kete*  
 Shannon Kete (Jul 29, 2020 12:43 EDT)  
 \_\_\_\_\_  
**Signature**

**7/29/2020**  
 \_\_\_\_\_  
**Date**



FOR INSTITUTE USE ONLY  
 FILING FOR SCHOOL YEAR: \_\_\_\_\_  
 DATE RECEIVED: \_\_\_\_\_

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

1. Name of education corporation: Zeta Charter Schools - New York City
2. Trustee's name (print): Keri Hoyt
3. Position ( ) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. I am a Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family member have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

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

*Keri Hoyt*  
 Keri Hoyt (Jul 29, 2020 13:21 EDT)  
 \_\_\_\_\_  
**Signature**

**7/29/20**  
 \_\_\_\_\_  
**Date**



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

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

- Name of education corporation: Zeta Charter Schools - New York City
- Trustee's name (print): Nicole Brisbane
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Secretary
- Home address: [REDACTED]
- Business Address: \_\_\_\_\_
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

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

Nicole Brisbane  
 Nicole Brisbane (Jul 28, 2020 17:20 EDT)  
 \_\_\_\_\_  
**Signature**

7/28/2020  
 \_\_\_\_\_  
**Date**



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

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

- Name of education corporation: Zeta Charter Schools - New York City
- Trustee's name (print): Samara L. Penn Savary
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
\_\_\_\_\_
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

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

*Samara L. Penn Savary*  
Samara L. Penn Savary (Jul 24, 2020 09:54 EDT)

**Signature**

**July 24, 2020**

**Date**



**FOR INSTITUTE USE ONLY**  
FILING FOR SCHOOL YEAR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_

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

1. Name of education corporation: Zeta Charter Schools - New York City
2. Trustee's name (print): Michele Caracappa
3. Position( ) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A
4. Home address: [REDACTED]
5. Business Address: N/A
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. I am a Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family member have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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

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

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

*Michele A Caracappa*  
Michele A Caracappa (Jul 24, 2020 13:08 EDT)

**Signature**

**07/24/2020**

**Date**



## Zeta Charter Schools 2020-2021 Academic Year Calendar

Monday, August 17, 2020	Virtual Orientation & Meet Your Teacher Event for Remote Students
Tuesday, August 18, 2020 - Friday, August 21, 2020	1:1 Virtual Home Visits for Remote Students
Monday, August 24, 2020	Virtual Orientation & Meet Your Teacher Event for Students Attending In-Person School
Monday, August 24, 2020	First Day of School for K-3 Students Starting Remote
Tuesday, August 25, 2020 - Friday, August 28, 2020	1:1 Visits for Students Attending In-Person School
Monday, August 31, 2020	First Day of School for K-3 Students Attending In-Person School
Monday, September 7, 2020	No School: Labor Day
Tuesday, September 8, 2020	First day of School for Pre-K students (Remote & In-Person School)
Tuesday, October 6, 2020	Virtual Welcome Event for Students Transitioning to In-Person School (English-speaking families)
Wednesday, October 7, 2020	Virtual Welcome Event for Students Transitioning to In-Person School (Spanish-speaking families)
Monday, October 12, 2020	No School: Indigenous People's Day
Tuesday, October 13, 2020 - Wednesday, October 14, 2020	No School: Leader/Teacher Professional Development
Thursday, October 15, 2020	First Day of School for K-3 Students Transitioning to In-Person School
Tuesday, November 2, 2020	Half-Day of School: Election Day
Wednesday, November 3,	Full Day of School (No Half-Day)



2020	
Wednesday, November 25- Friday, November 27, 2020	No School: Thanksgiving Break
Monday, December 21, 2020 - Friday, January 1, 2021	No School: Winter Holiday Break
Monday, January 18, 2021	No School: Martin Luther King, Jr., Day
Tuesday, January 19, 2021	No School: Leader/Teacher Professional Development
Monday, February 15, 2021	No School: Presidents' Day
Tuesday, February 16, 2021	No School: Leader/Teacher Professional Development
Monday, March 29 - Friday, April 2, 2021	No School: Spring Break
Monday, May 31, 2021	No School: Memorial Day
Friday, June 18, 2021	No School: Observance for Juneteenth
Wednesday, June 23, 2021	Last Day of School: Half-Day Dismissal



# FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 12.19.2018.

### PREMISES

Zeta Charter Schools Inwood 1  
652 West 187<sup>th</sup> Street  
New York NY 10033

Zeta Charter Schools Inwood 1  
652 West 187<sup>th</sup> Street  
New York NY 10033

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **12.06.2018**.

\_\_\_\_\_ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

~~XXX~~ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.  
**Note: Violation Orders E558799 , E541972 and E541973 issued.**

\_\_\_\_\_ As of XXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

\_\_\_\_\_ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: \_\_\_\_\_  
Tomasz Korbas, Supervising Inspector, PBU

**DEPARTMENT OF BUILDINGS**  
**BOROUGH OF MANHATTAN, THE CITY OF NEW YORK**

No. **57313**

Date **March 6, 1963**

**CERTIFICATE OF OCCUPANCY**

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

This certificate supersedes C. O. No. **56898**

To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~altered~~ ~~existing~~ building—premises located at

**652 West 187th Street - 270 Wadsworth Avenue Block 2167 Lot 56**

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. or Alt. No. **96-1961**

Construction classification—**Class 1**

Occupancy classification—**Public Building (Parochial School)**

. Height **Eight & 2** stories, **39.5** **Fireproof**

Date of completion—**January 21, 1963**

. Located in **Residence** Use District.

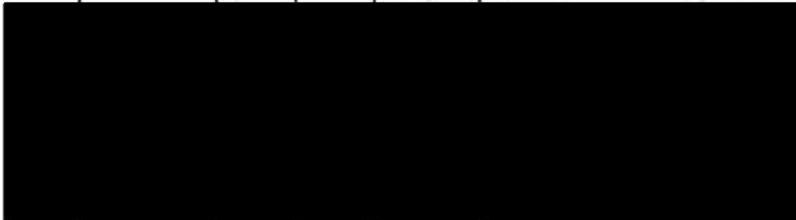
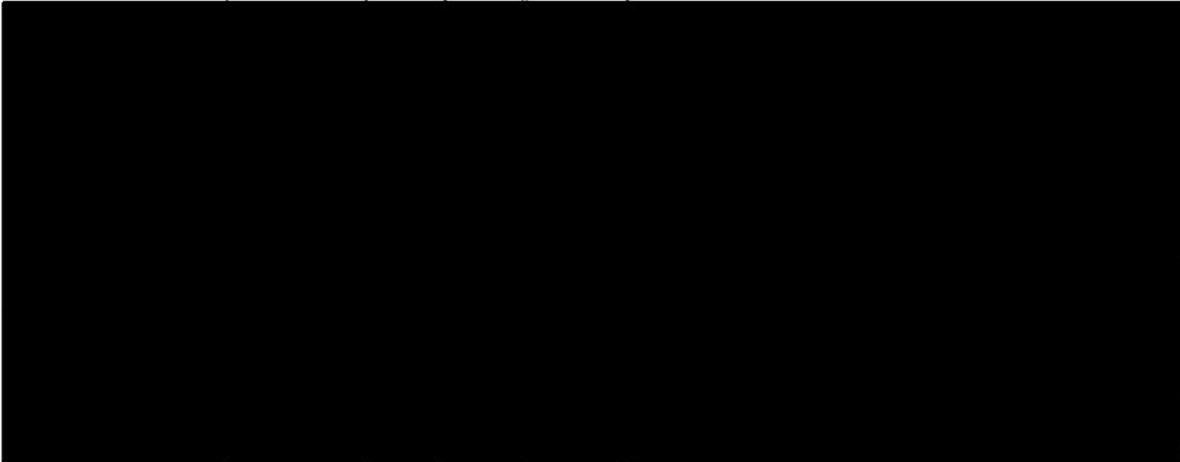
**B** Area **1 1/4**

. Height Zone at time of issuance of permit **2262-1961**

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

**PERMISSIBLE USE AND OCCUPANCY**

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



*Thomas V. Bushnell*  
 Borough Superintendent

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

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

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

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

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

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

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

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

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