

# Application: Academy of the City Charter School

- rquinn@academyofthecity.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

Completed Jul 30 2021

### [Instructions](#)

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

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

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

ACADEMY OF THE CITY CHARTER SCHOOL 343000860998

**a1. Popular School Name**

(No response)

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

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

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD #30 - QUEENS

**d. DATE OF INITIAL CHARTER**

12/2010

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2011

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

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

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

672

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

640

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

Check all that apply

Grades Served

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

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

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

Yes, 2 sites

## School Site 1 (Primary)

### m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	31-29 60th Street, Woodside, NY 11377	718-487-9857	NYC CSD 30	K-4	4

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katie-Lyn Santacruz	718-487-9857		<a href="mailto:ksantacruz@academyofthecity.org">ksantacruz@academyofthecity.org</a>
Operational Leader	Rory Quinn	718-487-9857		<a href="mailto:rquinn@academyofthecity.org">rquinn@academyofthecity.org</a>
Compliance Contact	Rory Quinn	718-487-9857		<a href="mailto:rquinn@academyofthecity.org">rquinn@academyofthecity.org</a>
Complaint Contact	Rory Quinn	718-487-9857		<a href="mailto:rquinn@academyofthecity.org">rquinn@academyofthecity.org</a>
DASA Coordinator	Noel Peguero	718-487-9857		<a href="mailto:npeguero@academyofthecity.org">npeguero@academyofthecity.org</a>
Phone Contact for After Hours Emergencies	Katie-Lyn Santacruz	516-385-0489		<a href="mailto:ksantacruz@academyofthecity.org">ksantacruz@academyofthecity.org</a>

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

Private Space

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

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

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

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

[ES Certificate of Occupancy.pdf](#)

**Filename:** ES Certificate of Occupancy.pdf **Size:** 283.7 kB

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**Site 1 Fire Inspection Report**

[ES Fire Dept Inspection Certificate.pdf](#)

**Filename:** ES Fire Dept Inspection Certificate.pdf **Size:** 237.5 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	23-40 Astoria Blvd, Astoria, NY 11102	718-487-9857	NYC CSD 30	5-8	5-8

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	St. Claire Adriaan	718-487-9857		<a href="mailto:sadriaan@academyofthecity.org">sadriaan@academyofthecity.org</a>
Operational Leader	Rodney Smith	718-487-9857		<a href="mailto:rsmith@academyofthecity.org">rsmith@academyofthecity.org</a>
Compliance Contact	Rodney Smith	718-487-9857		<a href="mailto:rsmith@academyofthecity.org">rsmith@academyofthecity.org</a>
Complaint Contact	Rory Quinn	718-487-9857		<a href="mailto:rquinn@academyofthecity.org">rquinn@academyofthecity.org</a>
DASA Coordinator	Noel Peguero	718-487-9857		<a href="mailto:npeguero@academyofthecity.org">npeguero@academyofthecity.org</a>
Phone Contact for After Hours Emergencies	St. Claire Adriaan	619-578-3834		<a href="mailto:sadriaan@academyofthecity.org">sadriaan@academyofthecity.org</a>

**m2b. Is site 2 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**

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

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 2 Certificate of Occupancy (COO)**

[MS Certificate of Occupancy.pdf](#)

**Filename:** MS Certificate of Occupancy.pdf **Size:** 805.9 kB

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**Site 2 Fire Inspection Report**

[MS Fire Department Inspection Certificate.pdf](#)

**Filename:** MS Fire Department Inspection Certificate.pdf **Size:** 54.4 kB

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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

No



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

Yes

**ATTESTATIONS**

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

Name	Steven Zimmerman
Position	Interim Executive Director
Phone/Extension	718-487-9857
Email	<a href="mailto:szimmerman@academyofthecity.org">szimmerman@academyofthecity.org</a>

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

**Responses Selected:**

Yes

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

**Responses Selected:**

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 27 2021

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed Aug 11 2021

### Instructions

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

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

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

[AoC Charter School 2020-21 APPR](#)

## Entry 4 - Audited Financial Statements

Incomplete

### Required of ALL Charter Schools

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

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

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

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

### Instructions - SUNY-Authorized Charter Schools ONLY

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

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

## Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

## Entry 4d - Financial Services Contact Information

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

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Rory Quinn	[REDACTED]	[REDACTED]

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Jacqueline B. Lee	[REDACTED]	[REDACTED]	1

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Accounting Solutions of New York	Digant Bahl	42 West 38th Street, Suite 705 New York, NY 10018	[REDACTED]	[REDACTED]	11

## Entry 5 - Fiscal Year 2021-2022 Budget

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

from the Annual Report website **by November 1, 2021.**

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

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

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

## [AoC Annual Budget 2021-22-Budget-and-Quarterly-Report \(1\) \(1\)](#)

**Filename:** AoC Annual Budget 2021 22 Budget a rBLPIIB.xlsx **Size:** 535.2 kB

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

**Completed** Jul 30 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

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

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

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

## [Academy of the City Board Disclosure Forms](#)

**Filename:** Academy of the City Board Disclosure Forms.pdf **Size:** 6.5 MB

## **Entry 7 BOT Membership Table**

**Completed** Jul 30 2021

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of

Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Nancy Sills		Chair	Executive, Finance, Legal & Operations, Audit, Education, Development & Advocacy	Yes	3	07/01/2020	06/30/2021	10
2	Angela Howard		Vice Chair	Executive, Education	Yes	3	07/01/2021	06/30/2024	7

3	James Traub	Trustee/Member	Executive, Education, Development & Advocacy	Yes	3	07/01/2021	06/30/2024	10
4	Deborah Evangelakos	Trustee/Member	Finance	Yes	1	07/01/2020	06/30/2023	10
5	Richard Welles	Trustee/Member	Executive, Education	Yes	3	07/01/2020	06/30/2023	9
6	Sarah DeBlois	Secretary	Executive, Education	Yes	2	07/01/2020	06/30/2023	9
7	Michela Nonis	Trustee/Member	Education, Finance, Legal and Operations, Audit	Yes	2	07/01/2019	06/30/2022	10
8	Monica Khan-Liriano	Trustee/Member	Education	Yes	2	07/01/2020	6/30/2023	10
9	Harold Elish	Treasurer	Executive, Finance, Legal and Operations,	Yes	3	07/01/2019	6/30/2022	10

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

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Stephanie Walker		Trustee/Member	Finance, Audit	Yes	1	07/01/2021	6/30/2024	10
11									
12									
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No



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

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

a. Total Number of BOT Members on June 30, 2021	10
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-12

### 3. Number of Board meetings held during 2020-2021

10

### 4. Number of Board meetings scheduled for 2021-2022

10

Thank you.

## Entry 8 Board Meeting Minutes

**Completed** Jul 30 2021 Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## [Entry 8 Board Minutes](#)

Filename: Entry 8 Board Minutes.pdf Size: 31.3 kB

## Entry 9 Enrollment & Retention

Completed Jul 30 2021

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

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
		Assuming NYC is no longer in the throes of the pandemic, AOC will return to much more of the in-person outreach efforts that characterized recruitment prior to the pandemic. AOC will, however, retain some of the

## Economically Disadvantaged

AOC uses a number of marketing materials to inform and recruit families to the school. They include trifold flyers, Open House Postcards, AOC ELL and Special Education brochures (translated in dominant languages of the community), AOC School Quality Reports, Snapshot of AOC's NYS test scores and a Powerpoint for virtual presentations. AOC distributed these materials to over 35 day care centers and nonprofit organizations in CSD 30 during in-person visits or mass mailings. The AOC Parent Coordinator targeted NYCHA housing developments (where economically disadvantaged families reside) including day care centers operated in NYCHA housing distributing flyers and applications to the school. The Parent Coordinator went to local businesses including pediatrician's offices and hair salons, laundromats, delis, local eateries, barbershops, Churches, martial arts school, Taekwondo Schools and Dance Schools to display AOC Open House postcards, and other marketing materials. AOC placed ads in a few public bus shelters in the community. Word of mouth is a very effective tool in informing the community about AOC and the opportunity to apply for a seat. AOC involves "key parents" to reach out to their communities and talk about our diverse and welcoming community. Because of the pandemic, Open Houses were conducted virtually. AOC posted a virtual tour/introduction

virtual recruitment efforts as they have been effective in reaching families who because of family responsibilities or work are not able to easily make it to in-person events. Next year, AOC will continue to use the different types of marketing materials to inform and recruit families to the school. They include trifold flyers, Open House Postcards, AOC ELL and Special Education brochures (translated in dominant languages of the community), AOC School Quality Reports, Snapshot of AOC's NYS test scores and a Powerpoint for virtual presentations. AOC will distribute these materials to day care centers and nonprofit organizations in CSD 30 during in-person visits as well as through mass mailings. The AOC Parent Coordinator will target NYCHA housing developments (where economically disadvantaged families reside) including day care centers operated in NYCHA housing distributing flyers and applications to the school. The Parent Coordinator will go to local businesses including pediatrician's offices and hair salons, laundromats, delis, local eateries, barbershops, Churches, martial arts school, Taekwondo Schools and Dance Schools to display AOC Open House postcards, and other marketing materials. AOC will place ads in a few public bus shelters in the community. Word of mouth is a very effective tool in informing the community about AOC and

to AOC on the school's website. AOC mailed out 6,602 postcards via Vanguard mailing with information on the virtual open houses, where families were informed about how to fill out the application and know more about how AOC supports special education students, ELLs, and economically disadvantaged students.

Information on the Open Houses were also posted in the Facebook education group for CSD 30. The Parent Coordinator and AOC Executive Director also set up tables with flyers, applications and brochures on streets with a high level of pedestrian traffic to talk to people about the school and answer questions about the school and programs.

the opportunity to apply for a seat. AOC involves "key parents" to reach out to their communities and talk about our diverse and welcoming community. Open Houses will be both virtual and in-person. AOC will continue to post a virtual tour/introduction to AOC on the school's website. AOC will mail out postcards via Vanguard mailing with a barcode for the family to attend an in-person open house, fill out the application and know more about how AOC supports special education students, ELLs, and economically disadvantaged students.

Information on the Open Houses will also be posted in the Facebook education group for CSD 30. The Parent Coordinator and AOC Executive Director will also set up tables with flyers, applications and brochures on streets with a high level of pedestrian traffic to talk to people about the school and answer questions about the school and programs.

In addition to all the recruitment efforts discussed above which are also used to target immigrant families, AOC also targeted bilingual early childhood centers. AOC provides translations services to families when they participated in virtual Open Houses and all AOC marketing and student application materials are produced in the dominant languages of the community. The AOC website is accessible to families who speak languages

In addition to all the recruitment efforts discussed above which will be used to target immigrant families, AOC will also target bilingual early childhood centers. AOC will provide translation services to families when they come to Open Houses and all AOC marketing and student application materials are produced in the dominant languages of the community. The AOC website is accessible to families who speak languages

<p>English Language Learners</p>	<p>other than English as it allows for these families to select their preferred language and be able to learn about the school in that language. AOC produces flyers with specific information about the AOC ELL program and the supports available to them within the AOC instructional program. Our "key parents" who help with family outreach include many immigrant parents whose children are ELLs in the school so that they can talk to prospective families of ELLs about their child's experience in the school and the support their children receive to become proficient in the English language while honoring their cultures and native languages.</p>	<p>other than English as it allows for these families to select their preferred language and be able to learn about the school in that language. AOC produces flyers with specific information about the AOC ELL program and the supports available to them within the AOC instructional program. Our "key parents" who help with family outreach will include many immigrant parents whose children are ELLs in the school so that they can talk to prospective families of ELLs about their child's experience in the school and the support their children receive to become proficient in the English language while honoring their cultures and native languages.</p>
<p>Students with Disabilities</p>	<p>In addition to all the recruitment efforts discussed above for economically disadvantaged students which are also used to target families of children with disabilities, AOC also targeted early childhood centers which were known to serve children needing early intervention services. AOC's marketing material highlights the fact that AOC is an inclusive school, welcomes students with disabilities and provides information on the supports and services available to students with disabilities within the inclusive instructional program. AOC produces a brochure specifically describing its special education program (which is translated into the dominant languages of the community).</p>	<p>In addition to all the recruitment efforts discussed above for economically disadvantaged students which will be also used to target families of children with disabilities, AOC will also target early childhood centers which are known to serve children needing early intervention services. AOC's marketing material highlights the fact that AOC is an inclusive school, welcomes students with disabilities and provides information on the supports and services available to students with disabilities within the inclusive instructional program. AOC produces a brochure specifically describing its special education program (which is translated into the dominant languages of the community).</p>

	<p>Our "key parents" who help with family outreach include many parents of students with disabilities in the school so that they can talk to prospective families of special education students about their child's experience in the school and the support their children receive in accordance with their child's IEPs.</p>	<p>Our "key parents" who help with family outreach include many parents of students with disabilities in the school so that they can talk to prospective families of special education students about their child's experience in the school and the support their children receive in accordance with their child's IEPs.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Because of the economic impacts on families due to the pandemic, AOC created an emergency fund with private donations to help any AOC family in financial need. This fund included \$250 monthly, a hot spot and a computer. In addition, AOC offered to all AOC economically disadvantaged students a financial fund that included a monthly deposit of at least \$250, free hotspot or RNC internet services and a free laptop.</p> <p>During fully remote learning, AOC continued to provide reading and math support for children who were struggling academically which was funded with AOC's Title I funds. AOC supported parents by providing virtual workshops for them in areas including healthy food, finances, anger management and emotional support--needed</p>	<p>AOC will be returning to full in-person instruction in 2021-22 (assuming no change in the trajectory of the pandemic). Therefore all instructional supports for struggling students in math and reading which are funded by Title I will be provided to students both within the classrooms and in small groups. AOC will continue to provide parent workshops including facilitated by outside providers in the areas around issues of particular importance to AOC families who are struggling economically. AOC will continue to provide families with workshops on how they can best support their children</p>

	<p>topics given the challenges they faced because of the pandemic. in addition, AOC provided teacher/staff led workshops in areas such as homework, reading, math, special education, standardized assessment administration in the remote environment, mindfulness and special education and ELL services.</p>	<p>academically. These workshops will include information on homework, reading, math, special education, test prep, mindfulness, ELLs.</p>
<p>English Language Learners</p>	<p>In addition to the efforts described above which were implemented with respect to ELL students as well, all memos, workshops and parent conferences are provided with translation services to ensure that parents who do not speak English can fully participate in the school and in support of their child's education. AOC provides both sheltered instruction in small groups as well as push in services where an ELL teacher will be present to give extra support. This support continued to be provided to ELLs during remote instruction. AOC has two ELL teachers who provide service for ELL students and provides regular communication with ELL parents. AOC has a Parent Coordinator and an assistant</p>	<p>In addition to the efforts described above, AOC will continue to ensure all families who do not speak English can engage fully in the school community and in support of their children, by providing translations of all school communications in languages that the parent can understand. Translation services will be provided for parent conferences and other important school events, including all workshops offered to families.</p> <p>AOC's ELL instructional program will continue to support English proficiency in ELLs which will support retention of ELL students as parents will choose to keep their children in a school where they see their children are making academic progress as well as where they and their children are welcomed as an integral part of the school community. AOC's ELL instructional program will continue to provide sheltered instruction in small groups and push in support where the ELL teacher will be present in the</p>

	<p>Parent Coordinator who regularly reaches out to families.</p>	<p>classroom to provide support to the ELL students.</p> <p>ELL teachers will regularly communicate with families of ELLs to keep them abreast of student progress.</p> <p>The Parent Coordinator and assistant parent coordinator will regularly communicate with families, as well.</p>
<p>Students with Disabilities</p>	<p>In addition to the efforts described above for economically disadvantaged students which will be implemented with respect to Students with Disabilities, AOC's special education coordinator along with AOC SETSS providers and outside providers for OT, speech and language and PT provide services for children according to their IEPs. These services continued to be provided during remote instruction.</p>	<p>In addition to the efforts described above for economically disadvantaged students that will be implemented with respect to students with disabilities, AOC's special education coordinator, SETSS providers and outside OT, speech and language and PT providers will provide all services required of students' IEPs.</p>

## Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

### Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation



## **A. TEACH System - Employee Clearance**

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

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

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

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## **B. Emergency Conditional Clearances**

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

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

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

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

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**In Progress** Last edited: Jul 30 2021 Hidden from applicant

### **Instructions**

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

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

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Completed** Jul 30 2021 Hidden from applicant

### [Instructions](#)

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

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

### [Entry 12 Organizational Chart](#)

**Filename:** Entry 12 Organizational Chart.pdf **Size:** 31.5 kB

## Entry 13 School Calendar

**Completed** Jul 30 2021

### [Instructions for submitting School Calendar](#)

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

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</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, 2021**.

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

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

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

## [AoC MS ES School Calendar 2021-22](#)

Filename: AoC MS ES School Calendar 2021 22.pdf Size: 175.3 kB

### **Entry 14 Links to Critical Documents on School Website**

Completed Jul 30 2021

#### **Instructions**

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

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

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

### **Form for Entry 14 Links to Critical Documents on School Website**

School Name: **Academy of the City Charter School**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399987&amp;type=d">https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399987&amp;type=d</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.academyofthecity.org/apps/events/index.jsp?id=0#today">https://www.academyofthecity.org/apps/events/index.jsp?id=0#today</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.academyofthecity.org/apps/events/index.jsp?id=0#today">https://www.academyofthecity.org/apps/events/index.jsp?id=0#today</a>
3. Link to NYS School Report Card	<a href="https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399985&amp;type=d">https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399985&amp;type=d</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=425061&amp;type=d">https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=425061&amp;type=d</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://academyofthecity.org/apps/bbmessages/show_bbm.jsp?REC_ID=78054">https://academyofthecity.org/apps/bbmessages/show_bbm.jsp?REC_ID=78054</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://academyofthecity.org/apps/bbmessages/show_bbm.jsp?REC_ID=78054">https://academyofthecity.org/apps/bbmessages/show_bbm.jsp?REC_ID=78054</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399990&amp;type=d">https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399990&amp;type=d</a>
8. Subject matter list of FOIL records	<a href="https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399990&amp;type=d">https://www.academyofthecity.org/apps/pages/index.jsp?uREC_ID=399990&amp;type=d</a>

**Thank you.**



## **Entry 15 Staff Roster**

**Completed** Jul 30 2021 Hidden from applicant



## [INSTRUCTIONS](#)

### **Required of Regents-Authorized Charter Schools ONLY**

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

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

### **AnnualReportBoRStaffRoster (1)**

**Filename:** AnnualReportBoRStaffRoster 1 uAtHG5u.xlsx **Size:** 14.8 kB



**Academy of the City Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 11, 2021

By Steve Zimmerman

31-29 60<sup>th</sup> Street  
Astoria, NY 11377

718-487-9857

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Zimmerman, Executive Director, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Monica Khan-Liriano	Chair	Executive, Governance; Education; Finance, Legal & Operations/Audit; Board Development
Harold Elish	Treasurer	Executive; Finance, Legal & Operations/Audit (Chair)
Sarah DeBlois	Secretary	Executive, Education
Deborah Evangelakos	Trustee	Board Development (Chair); Finance, Legal & Operations/Audit; Governance, Education
Angela Howard	Trustee	Education, Governance
Michela Nonis	Vice Chair	Governance (Chair); Education; Finance, Legal & Operations/Audit
James Traub	Trustee	Executive, Education (Co-Chair); Development & Advocacy
Stephanie Walker	Trustee	Finance; Legal & Operations/Audit; Governance
Dr. Richard Welles	Trustee	Executive; Education (Co-Chair)

**Steven Zimmerman has served as the Executive Director since April 20, 2020.**

## SCHOOL OVERVIEW

### Mission Statement

*Academy of the City (AoC) fosters community, supports families, welcomes children of all backgrounds, celebrates diversity and promotes social justice. With our challenging, hands-on liberal arts experience, we strive to develop joyful, creative, independent and successful lifelong learners.*

AoC was originally authorized as a K-5 school in 2010 and opened its doors to its first class of 100 students in Grades K-1 in August 2011. AoC received a three-year renewal in 2016, and subsequently received a full five year renewal in 2019 with approval to expand the school to include the middle school grades, 6<sup>th</sup> through 8<sup>th</sup>. The 2020-21 school year was the second year of our third charter term.

AoC is deeply embedded in every neighborhood of CSD 30, one of the most culturally and ethnically diverse in the country. Our student body represents the diversity of this culturally rich part of Western Queens. Our students are newcomers, first generation Americans, from families who have recently moved to Queens and those that have been here for generations. There are 29 different home languages spoken in the homes of the students we serve. Last year, our student body was 6% Black, 40% Hispanic, 18% Asian and 30% White. In 2020-21, 8% of our students were English language learners, 13% students with disabilities and 82% are eligible for free- and reduced-priced lunch. It is our vision that every child in our diverse community will achieve academic, social and personal excellence.

This past school year, our BEDS date enrollment was 636 students in Grades K-7. Notably our enrollment as of June 30, 2021 was 640 students which means we were successful in maintaining our enrollment. This is particularly significant given the negative impact the pandemic had on student enrollment and retention across all schools; yet AoC managed to end the school year with an enrollment that was 95% of our maximum chartered enrollment.

Our community-based, independent charter school was founded on the principles of:

- Community involvement
- Workplace democracy partnering with the United Federation of Teachers
- Reflective practices in pedagogy, site-based management and governance
- Continuous Professional Development
- Personal Accountability
- Transparency
- Entrepreneurship

These principles have continued and supported the excellence and growth of our program over our 10 years serving children in our CSD 30 Queens community.

AoC offers a rigorous, liberal arts curriculum that is standards-based and data-driven. A hallmark of AoC's pedagogy is our robust program in interdisciplinary project-based learning. Our students receive daily instruction in the core subjects of ELA, mathematics, science and social studies as well as weekly instruction in music, fine arts and physical education. Students work together as full class, independently and collaboratively in small groups, supported by their teachers. From the youngest of grades, AoC promotes student choice as we give all children an opportunity to select clubs or electives, enrichment opportunities in a small group setting, in which they would like to participate.

### The 2020-21 School Year

AoC elected to remain fully remote during the 2020-21 school year. This decision was based on the collective best interests of students, staff and families in our learning community and the conviction on the part of the Board and school leadership that the remote plan would optimize safety while maximizing learning. Because the use of digital resources was central to the delivery of AoC's 2020-

21 educational program, we provided and assisted families with the required devices and tech support needed to facilitate a successful learning experience for all students. The remote learning experiences of the end of the 2019-20 school year provided the school leadership team and staff of both the elementary and middle school to reflect on the practices and design a new and improved remote teaching and learning environment for students that was implemented in 2020-21. Throughout the school year, teachers were provided with continued professional development so that they could perfect the use of existing tools and remote instructional practices and gain access to new tools and best practices for facilitating successful online learning environments.

Through our 2020-21 online instructional program, we sought to uphold the quality education we provide for on-campus instruction, making sure online learning was interactive and met the diverse learning needs of our student population. Importantly, grade level and age level needs informed the breakdown of screen time, independent work time, collaborative work time and the use of technology in the virtual instructional program. To that end, in the elementary school (Grades K-4), daily instruction included a mix of synchronous and asynchronous learning. ELA, math, science, PE, Art, Music and Clubs were delivered as live instruction while writing and social studies were delivered asynchronously with students accessing pre-recorded lessons that their teachers would upload on google classroom. In the middle school, all instruction was live instruction.

AoC's remote program reflected a balance of academics, specials and social emotional learning. The remote daily schedule reflected our consciousness of student's screen time and the need for physical activity, body breaks and brain-breaks to avoid screen fatigue. Recognizing that students were experiencing stressful and often intense, traumatic experiences while isolated from their teachers, peers, friends and the school community as a whole, there was daily student check-ins across grade levels to nurture their healing process, ongoing mentorship from middle school advisors, a comprehensive counseling program that supported students with weekly classroom lessons that followed the CASEL competencies to teach them skills and behaviors to deal with the anxiety and stress resulting from the pandemic and ongoing communication with the families to ensure the school was aware of needs or areas of immediate support required by our students. The social emotional and mental health of our students will continue to be prioritized as we enter the 2021-22 school.

Instructional differentiation was achieved in the virtual environment. Teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. ELL students were scheduled with the ELL teacher for live small group instruction on Zoom. During that time, ELL teachers worked with ELLs on classroom assignments as well as lessons designed to help students achieve language proficiency. Special education teachers had synchronous group sessions with their students based on their IEP mandates. During that time, teachers worked with special education students on classroom assignments as well as the student's individual IEP goals. Related services (OT, Speech, PT and Counseling) were provided to students through Tele-therapy. After consent was received from parents, related service providers worked with families to create a time to meet with students based on the student's IEP mandates. At-risk students (those who were performing below grade level) continued to receive special support from learning specialists during remote learning. Learning specialists met with students in small groups of up to 6 students in synchronous sessions twice a week during a 6 week cycle in which the learning specialist planned lessons based on the students' needs and focused on reading strategies, phonics, comprehension and/or grade level math skills. Based on student assessment data after the 6 week cycle, decisions were made as to whether students needed continued support.

The most important program adjustment that AoC implemented during 2020-21 that it had not

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

been able to do after it's abrupt transition to remote learning at the end of the 2019-20 school year was implementing its internal assessment protocol. The planning and professional development in which the school leadership team and teachers engaged in during the summer of 2020 allowed AoC to prepare for and establish protocols that would ensure the reliability of administering internal assessments in the remote context. AoC did not have the time to prepare to administer these assessments remotely at the end of the 2019-20 school year once it began its remote program. This year, however, AoC was able to administer F&P and Measuring Up Reading and Measuring Up Math and Go Math during the 2020-21 school year. While this data indicates that AoC students continued to make progress despite continued remote learning, school leadership is keenly aware that the majority of students are still behind grade level and have been focused this summer on what this data along with other student performance data, including teacher observations of student performance and engagement, will mean in terms of the interventions required during the 2021-22 school year to provide remediation and accelerate student learning.

### Supporting Families During the Pandemic

CSD 30 was at the epicenter of the pandemic here in New York City. Many of our families struggled with the health and economic impacts of the pandemic. Tragically, we lost members of our community to the virus. Many of our families have struggled with food and economic insecurity. Our Family Coordinator assessed our families' needs through surveys and daily contact. Working with long-standing community partners, we ensured that every family had access to food and economic support. Our school counselor made daily contact and ran regular programs of emotional support for students and for their families. Families were regularly advised of the governmental relief programs, and at the request of leadership, our PCO and Board undertook a successful fundraising campaign to support those in immediate need who might not have access to those programs. This supportive work, so key to the ability of our students to be able to continue to learn and excel, continues today.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school 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	57	55	84	106	53	57								412
2017-18	54	57	57	81	108	50								407
2018-19	54	56	58	55	82	107								412
2019-20	87	84	58	58	57	87	99							530
2020-21	81	82	85	57	84	77	81	89						636

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

AoC's students will meet or exceed Common Core and NYS Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening.

#### BACKGROUND

The AoC ELA curriculum is designed to ensure that students learn to read and write with interest and understanding, write to communicate clearly, speak confidently and expressively and listen with attention and understanding. The School's ELA curriculum is closely aligned to the New York State Learning Standards. For ELA, AoC uses the Teachers College Readers and Writers workshop model for Grades K-1, Houghton Mifflin Harcourt (HMF) *Journeys* for Grades 2-4 and HMH *Collections* for Grade 5-7. Grades 3-7 also engage in novel study in which the whole class reads the same novel with accompanying reading and writing lessons. ELA instruction is aligned with NYS standards-based instruction that is supported by the curriculum. During AOC's 2020-21 remote learning program, there was 1 hour of live ELA instruction five days a week and 45 minutes of asynchronous writing instruction three days a week with teachers prerecording the writing lesson which was posted on Google classroom in the elementary school. In the middle school, students had 45 minutes of live ELA (reading and writing) instruction five days a week.

Teachers use a lesson format that follows a predictable structure 1. Warm up/Introduction 2. Teach/Introduce new material 3. Try/Collaborate 4. Clarify/Formative Assessment. Small group, targeted instruction occurs during guided reading. Our ongoing ELA program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading and Writer's workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. During remote learning, teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students.

Additionally, ELLs, special education and at-risk students had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. During remote instruction, Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students.

live small group instruction on Zoom. SPED students received their mandated and related services live through Zoom.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System (F&P) for formal assessment for all grades (or until a student tests out of this assessment). During 2020-21, F&P was administered three times during the year: Fall, Winter and Spring. AoC also administered Mastery Education's Measuring Up Live ELA (MUL ELA) benchmark assessments for the testing grades, 3<sup>rd</sup>-7<sup>th</sup>. Grades 3 and 4 were administered MUL ELA in the winter and spring 2021 while middle school grades, 5-7, were administered this assessment fall 2020, winter 2021 and spring 2021. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills.

AoC is committed to building the capacity of our teachers through professional development. During remote instruction in the 2020-21 school year, AoC provided time in the daily and weekly schedule for teachers to plan and collaborate together in virtual grade level meetings and department meetings. This past year, AoC's ELA PD priorities were to engage students in a virtual setting, support reading and writing growth, as well as deficiencies acquired from interrupted 2019/2020 school year and master creating a ELA curriculum that translated to the remote setting (transformative) while holding true to AoC's mission and vision. To deliver PD, AoC engaged external PD consultants to provide training and workshops to teachers; in addition, teachers also led PD initiatives with their colleagues. PD and collaboration also continued to center around the sharing of best practices in online learning and online platforms that best supported and enhanced learning.

One of the more significant changes in the ELA instructional program during 2020-21 versus pre-pandemic in school instruction was that the amount of ELA instructional time was reduced from what it had been in school pre-pandemic. Pre-pandemic, the entire daily ELA block was 105 minutes, including 30 minutes of supervised independent reading time (DEAR) which was not able to be accommodated in the remote schedule given the amount of time available for ELA instruction. Because of the need to balance recommendations for the amount of student screen time each day and the need to ensure student's mental health and prevent student burnout by providing brain breaks and body breaks, the amount of instructional time across all courses was reduced from pre-pandemic in-school learning.

### METHOD

To measure growth and achievement in ELA, AoC administered two formal assessments in the elementary school and middle school: the Fountas & Pinnell Benchmark Assessment System (F&P) and Mastery Education's Measuring Up Live ELA assessments (MUL ELA). F&P was administered to all students, Grades K-7 (or until a student tests out of the F&P), while MUL ELA was administered in the testing grades, 3<sup>rd</sup> through 7<sup>th</sup>. Both assessments are valid and reliable and aligned with NYS Learning Standards; however, neither assessment is a nationally-normed assessment.

F&P is administered one-to-one with the teacher and student. Students' independent reading levels are determined by the F&P assessment. F&P provides a scale that translates these reading



levels into a 1-4 scale where Level 1 is far below benchmark, Level 2 is approaching benchmark, Level 3 is at benchmark and Level 4 is exceeding benchmark. During the 2020-21 school year, F&P was administered three times during the year: Fall, Winter and Spring.

The MUL ELA assessment is an online assessment that diagnoses student ELA skill level and standards knowledge. The MUL ELA grade level assessments are delivered in specific testing formats that AoC students will confront on the NYS Testing program. The MUL ELA assessment was administered three times during the year for middle school (Grades 5-7): Fall, Winter and Spring and two times during the year for elementary school (Grades 3-4): Winter and Spring.

Because AoC remained remote for the 2020-21 school year, all assessments were administered remotely. AoC instructional leadership invested a significant amount of time setting up systems and creating protocols to be able to administer both the F&P and MUL ELA assessments to students remotely that would ensure the school had valid and reliable student academic data in order to understand the progress and gaps in student learning and inform necessary interventions and instructional modifications that would be required going forward to accelerate student learning. School administrators and teachers followed the established protocols with regard to communicating with families regarding the benchmark assessments and how the assessments will work remotely, the importance of families not helping students with answers, the importance of the student having a quiet place to take the assessment and ensuring that the home has the technological infrastructure to allow the student to take the assessment. Teachers also communicated with students about the assessment, why they are important, why the student should take them seriously and do their best and how virtual proctoring would work. On the day of the assessment, established protocols were followed by both students/families and teachers with regard to logging into the virtual setting, assigning

sharing their audio and screens with the teacher and proctor, etc. Teachers and proctors monitored students by popping in and out of individual students' breakout rooms. Further, teachers and proctors could check on their students to ensure that there were no technological issues, making sure students were sharing their screens and that their microphones were on, etc. Because of the adherence to recommended protocols, AoC is confident that the assessment results from remote administration of the MUL ELA and F&P are valid and reliable.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

### RESULTS AND EVALUATION

The tables below summarize AoC student performance on the Measuring Up Live ELA (MUL ELA benchmark assessment and the F&P benchmark assessment (F&P) for all students and disaggregated subgroups, ELLs and SWD. The tables compare student baseline performance on the assessment<sup>1</sup> with the end-of-year Spring 2021 administration focusing specifically on the percent of students performing at or above benchmark (Level 3+) and the percent who performed far below benchmark (Level 1). The data in the tables provide us with the absolute

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<sup>1</sup> Baseline for Grades 3-4 on the MUL ELA was Winter 2021, Baseline for Grades 5-7 on the MUL ELA was Fall 2020.  
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achievement of students—the percent of students at or above grade level at the end of the year—and with growth both in terms of the increase in the percent of students at or above grade level from baseline to spring and the decrease in the percent of students who are far below grade level from baseline to spring. In addition, by comparing the performance of ELLs and SWD with that of general education students, we are able to assess the effectiveness of AoC’s remote instructional program in addressing its most at-risk students. Because of the specific assessments that AoC administered during the 2020-21, we are unable to provide data in terms of the specific metrics defined by the Institute.

### *Percent of Students Performing at Level 1 and Level 3+ on Baseline and End of Year MUL ELA and F&P Assessments*

Measuring Up Live ELA						
ALL STUDENTS	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	50.9%	41.0%	(9.9)	22.8%	26.8%	4.0
4	60.7%	52.4%	(8.3)	7.1%	23.2%	16.1
5	53.8%	30.8%	(23.0)	6.4%	25.6%	19.2
6	38.3%	26.3%	(12.0)	30.9%	36.8%	5.9
7	16.3%	18.6%	2.3	54.6%	48.8%	(5.8)
All	43.3%	28.6%	(14.7)	24.9%	32.8%	7.9

Measuring Up Live ELA						
ELLs	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	75.0%	50.0%	(25.0)	8.3%	25.0%	16.7
4	78.6%	71.4%	(7.2)	0.0%	0.0%	0.0
5	85.7%	71.4%	(14.3)	7.0%	14.3%	7.3
6	81.8%	75.0%	(9.8)	0.0%	8.3%	8.3
7	50.0%	40.0%	(10.0)	20.0%	10.0%	(10.0)
All	74.1%	61.8%	(12.3)	22.2%	27.3%	5.1

Measuring Up Live ELA						
SWD	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	75.0%	66.7%	(8.3)	16.7%	33.3%	16.6
4	87.5%	71.4%	(16.1)	0.0%	0.0%	0.0
5	88.9%	87.5%	(1.4)	0.0%	0.0%	0.0
6	70.0%	44.4%	(25.6)	20.0%	33.3%	13.3
7	16.7%	33.3%	16.6	0.0%	16.7%	16.7
All	71.1%	61.9%	(9.2)	8.9%	19.0%	10.1

F&P						
ALL STUDENTS	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	95.1%	30.5%	(64.6)	4.9%	50.0%	45.1
1	31.3%	25.3%	(5.9)	52.5%	64.6%	12.1
2	23.2%	25.0%	1.8	59.8%	63.1%	3.3
3	3.6%	8.8%	5.2	83.9%	75.4%	(8.5)
4	14.3%	15.7%	1.4	66.7%	55.4%	(11.3)
5	13.0%	28.4%	15.4	57.1%	51.4%	(5.8)
6	32.1%	43.2%	11.2	43.6%	44.6%	1.0
7	36.9%	15.1%	(21.8)	46.4%	79.1%	32.6
All	32.3%	25.5%	(6.8)	50.6%	60.3%	9.7

F&P						
ELLs	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	100.0%	61.5%	(38.5)	0.0%	30.8%	30.8
1	46.2%	36.4%	(9.8)	46.2%	45.5%	(0.7)
2	18.2%	8.3%	(9.9)	45.5%	91.7%	46.2
3	8.3%	25.0%	16.7	33.3%	66.7%	33.3
4	28.6%	7.4%	(21.2)	42.9%	57.1%	14.3
5	37.5%	57.1%	19.6	12.5%	0.0%	(12.5)
6	45.5%	72.7%	27.3	27.3%	18.2%	(9.1)
7	90.0%	33.3%	(56.7)	0.0%	44.4%	44.4
All	46.7%	40.0%	(6.7)	27.2%	40.4%	13.2

F&P						
SWD	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	100.0%	20.0%	(80.0)	0.0%	80.0%	80.0
1	77.8%	75.0%	(2.8)	11.1%	25.0%	13.9
2	66.7%	85.7%	19.0	33.3%	14.3%	(19.0)
3	14.3%	25.0%	10.7	71.4%	41.7%	(29.8)
4	37.5%	42.9%	5.4	62.5%	42.9%	(19.6)
5	25.0%	75.0%	50.0	12.5%	0.0%	(12.5)
6	40.0%	60.0%	20.0	30.0%	30.0%	0.0
7	66.7%	33.3%	(33.3)	16.7%	66.7%	50.0
All	47.0%	52.4%	5.4	37.9%	34.9%	(3.00)

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Measuring Up Live ELA						
GE	Baseline	Spring 21	Inc/(Dec)	Baseline	Spring 21	Inc/(Dec)
	Level 1	Level 1		Level 3+	Level 3+	
3	44.4%	34.1%	(10.3)	24.4%	25.0%	0.6
4	57.9%	50.7%	(7.2)	7.9%	25.3%	17.4
5	49.3%	24.3%	(25.0)	7.3%	28.6%	21.3
6	33.8%	23.9%	(9.9)	32.4%	37.3%	4.9
7	16.3%	17.5%	1.2	58.8%	51.3%	(7.5)
ALL	39.6%	29.8%	(9.8)	27.0%	34.5%	7.5

F&P						
GE	Fall 20	Spring 21	Inc/(Dec)	Fall 20	Spring 21	Inc/(Dec)
	Level 1	Level 1		Level 3+	Level 3+	
K	94.7%	31.2%	(63.5)	5.3%	48.1%	42.8
1	25.4%	19.7%	(5.7)	57.8%	69.0%	11.2
2	19.7%	19.5%	(0.2)	61.8%	67.5%	5.7
3	0.0%	4.4%	4.4	88.1%	84.4%	(3.7)
4	11.8%	13.2%	1.4	67.1%	56.6%	(10.5)
5	11.6%	22.7%	11.1	62.3%	57.6%	(4.7)
6	30.9%	40.6%	9.7	45.6%	40.6%	(5.0)
7	34.6%	13.8%	(20.8)	48.7%	80.0%	31.3
All	30.6%	21.0%	(9.6)	61.5%	63.1%	1.6

As is evident from the MUL ELA data, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). Notably, this growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 7.9, 5.1 and 10.1 point increase in the percent of all students, ELLs and SWD, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 14.7, 12.3 and 9.2 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1. Although AoC students experienced growth, the reality is that the majority of students are performing below benchmark at the end of the year. With 32.8% 27.3% and 19.0% of all students, ELLs and SWD scoring at least a Level 3 on the spring MUL ELA assessment.

The F&P data provides insight into the growth and achievement of AoC students specifically as readers. As is evident from the tables above, as with the MUL ELA exam, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). This growth is evident in the ELL subgroup, as well. By the end of the year, there was a 9.7 and 13.2 percentage point increase in the percent of all students and ELLs, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 6.8 and 6.7 percentage point decrease in the percent of all students and ELLs, respectively, who performed far below Benchmark at Level 1. The SWD subgroup did not experience this same growth having a 5.4 percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year than at baseline and a 3.0 percentage point decrease in the number of students performing at or above Benchmark. With the F&P exam, the results were much more mixed than that of the MUL ELA with regard to the performance of individual grades. In particular, students in Grades 2 and the testing grades (Grades 3-6) did not experience reading growth over the year with all students and those in the disaggregated subgroups seeing a percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year compared with the baseline and a percentage point decrease in the number of students performing at or above Benchmark.

During 2020-21, all AoC students and the ELL and SWD subgroups did not perform at pre-pandemic levels; however, the ELLs' and SWD's performance lagged in comparison with that of general education students. The following table compares the end of year performance levels of these subgroups of students on the MUL ELA and F&P.

*Percent of Students Performing at Level 1 and Level 3+ on End of Year MUL ELA and F&P Assessments*

	MUL ELA		F&P	
	Level 1	Level 3+	Level 1	Level 3+
<b>GenEd</b>	29.8%	34.5%	21.0%	63.1%
<b>SWD</b>	61.9%	19.0%	52.4%	34.9%
<b>ELL</b>	61.8%	27.3%	40.0%	40.4%

This achievement gap is consistent with what has happened nationally. According to two new reports from the consulting firm McKinsey & Company and the NWEA, “in math and reading, students are behind where they would be after a normal year, with the most vulnerable students showing the steepest drops.”<sup>2</sup> The reports found that “students did not just stall early on, but that the setbacks accumulated over time—and continued even after many students had returned to the classroom this spring.”<sup>3</sup> As the New York Times described in stark terms, “The findings paint an alarming picture of an education system plagued by racial and socioeconomic inequities that have only gotten worse during the coronavirus pandemic. An educational gap became a gulf.”<sup>4</sup>

#### ADDITIONAL CONTEXT AND EVIDENCE

AoC does not have any concerns regarding the data reported above. As discussed previously, school leadership focused on developing a remote testing protocol and communicating that protocol with parents, staff and children that would ensure to the greatest degree possible that data from the administration of the MUL ELA and F&P would be valid and reliable. The only issue of concern is that AoC did not administer a nationally-normed assessment in ELA or math that would allow it to evaluate student growth, achievement and gap-closing metrics that the Institute has set forth in the absence of NYS ELA and math assessment data. While AoC did not administer a nationally normed assessment, it is important to stress that the assessments that it did administer has provided school leadership and instructional staff with a robust set of data that it has used not only to inform instruction during the school year but has underpinned the planned interventions that AoC will be implementing with the 2021-22 school year in order to address identified needs as a result of pandemic learning loss. Despite Measuring Up not being nationally normed yet it was state specific and aligned to the Next Generation Learning Standards. Taking this assessment allowed teachers to see standard breakdown of areas of mastery and areas of growth. This allowed for planning to involve more immediate direct instruction in response to the data collected. In grades 5-7, it provided information to plan a comprehensive summer school program for students that did not master the standards during the school year.

<sup>2</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>3</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>4</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As a result of the prolonged global pandemic and continued engagement in remote learning, AoC students did not make the necessary progress in ELA for us to be able to claim that we attained our ELA goal during 2020-21. The results of our assessments show that students in the aggregate and ELL and SWD subgroups did demonstrate growth in terms of an increased percent of students at or above benchmark at the end of the year versus baseline and a decrease in the percent of students at the lowest performance level. However, absolute performance levels at the end of the year show that, although with some exceptions, the majority of students will be entering the next grade in 2021-22 performing below benchmark in ELA.

Despite the efforts to create a remote ELA instructional learning experience that was individualized, rigorous and engaging, there were weaknesses that were the result of the remote instructional modality. Primary among the weaknesses was the fact that in our remote learning program, students did not have the necessary time on task to engage with their teachers in reading and writing instruction. In the remote schedule, the ELA instructional block was significantly less time than what it had been in in-person instruction. Because of the reduction in time allocated to ELA, students did not have the same opportunities to engage in the supervised independent reading time that had been in the schedule in pre-pandemic in school learning. DEAR was dropped entirely during remote instruction and the novel study reading was mostly required to be done independently as opposed to reading independently with teacher supervision and reading together during synchronous time with their classmates and teachers given the shortened ELA block. The lack of teacher proximity and guidance during reading did impact growth in reading levels. Further, while books were sent home to students and eBooks were made available to them to practice reading, it was not an equal substitute for the opportunities for students to engage in independent reading in in-person classrooms where students had access to their just right books from their classroom leveled libraries that included a variety of topics to meet students' varied interests and to support English instruction and the integration of English literacy in all subjects—math, science, social studies and specials. Further, the majority of writing instruction happened asynchronously. Students did not have the benefit of daily interaction with their teachers and peers in the writing process. Reading and writing, including literacy across the curriculum, will be a priority in 2021-22 with students returning to in-person instruction.

### ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development teacher teams met and analyzed the school

the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints

prevented the standard from being taught at all. This will guide next school year's planning and and mastering the next level of standards.

The work to address reading and writing skills gaps began this summer with summer academic programming offered to all students whose families chose to participate. Students who were at Level 1 on end of year MUL ELA and F&P assessments were strongly encouraged to attend the in-person summer program. Summer academic programs are one of the primary evidence-based strategies recommended by the U.S. Department of Education to accelerate student learning and recover from the impacts of the COVID-19 disruption (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs, Volume 2*, pages 31-32 and research cited therein <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Our summer program adopted effective practices endorsed in the Handbook by the USDOE including voluntary, extensive (several hours a day) and rigorous instruction in ELA and math delivered by experienced and certified teachers<sup>5</sup>. We engaged Sylvan Learning, a proven provider of tutoring and academic support services, to provide direct ELA instruction to summer school participants in one on one and small group tutoring sessions under the direction of AoC instructional leaders for grades 2-4. It is important to note that most of Sylvan Learning-trained and approved tutors are certified teachers. As reported in the New York Times, research shows that frequent, intensive tutoring—one-on-one or in small groups, multiple times a week—is one of the most effective ways to help students make up for academic gaps.<sup>6</sup>

This high intensity tutoring will continue during the school year in 2021-22 and 2022-23 both during and outside of the school day. The tutoring will include both intensive tutoring in ELA and ELA test prep for the NYS assessments during designated periods during the school day and in after-school sessions. Tutoring will be delivered in a structured and integrated series of tutoring sessions targeted to address student needs and delivered over a period of several weeks. Again, this tutoring will be provided by Sylvan Learning and AoC staff under the direction of the elementary school instructional leadership. Fall baseline assessment data from MUL ELA and F&P will be used to identify students who will receive tutoring services as well as teacher recommendations based on 2020-21 performance, including level of student engagement, student attendance and other factors. Our internal assessments will be used to guide and ensure students who need the support are guaranteed placement in the Sylvan programming. Sylvan in return will use their forms of assessment and data collection to provide teachers with student specific data to incorporate into daily instruction.

One of the key areas for improvement identified by our school's leadership, faculty and parents is writing instruction. During the remote learning experience of the last year, students spent less time than before the pandemic practicing writing. In addition, our remote learning experience highlighted issues of equity in digital access and literacy that impacted students' achievement and growth in writing. For many of our students who lacked prior access to home technology, simply finding the correct letters on their computer keyboards was a challenge, let alone focusing

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<sup>5</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>6</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

on the substantive elements of writing. As one AoC teacher put it, many students “spent more time this year typing than writing.” Accordingly, as we return to in-person instruction, we are revising our elementary and middle school curricula with increased focus on writing across the curriculum and supporting students in “putting pen to paper,” importantly including more teacher support as well as collaboration among students in the writing process through peer review and peer editing.

We will be adding Writing Revolution to our curricular and instructional resources. Writing Revolution is an evidence-based intervention focused on advancing thinking through writing and helping students develop skills necessary to become competent writers, readers and communicators. The Writing Revolution is grounded in the research-based Hochman Method, a set of specific writing strategies that teachers use in every grade and in all subjects. Teachers will receive training in this methodology so that it can be implemented with fidelity in 2021-22 and expanded in 2022-23.

Finally, with in-person instruction returning in 2021-22, students will have more time available to engage in independent reading. AoC will return to pre-pandemic allocation of daily and weekly time on the student and teacher schedules devoted to ELA. In the elementary and middle school, students will have 90 minutes of ELA.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

AoC’s students will meet or exceed Common Core and NYS Learning Standards for their grade level in math.

#### BACKGROUND

The mathematics curriculum at AoC is designed to ensure that students have a sound base in numeration and number sense on which the mathematical skills can be rooted. AoC implements HMH’s Go Math curriculum in Grades K-4 and Illustrative Math in Grades 5-7. Go Math is supplemented with teacher-developed resources and EngageNY lessons as well as more hands-on learning experiences in order to address math topics that we have found are not sufficiently addressed in the Go Math curriculum. Additionally, literacy is integrated within math instruction including more math talk and math conversation among students.

AoC administers the Go Math and Measure Up Math Assessment in the beginning, middle and end-of-year assessments to measure growth and achievement and inform ongoing instruction. During 2020-21, the Go Math assessments were administered twice for Grades K and 1 in winter and spring 2021, for Grades 2-4, they were administered Fall 2020, Winter 2021 and Spring 2021. AoC also administered Mastery Education’s Measuring Up Live Math (MUL Math) benchmark assessments for the testing grades, 3<sup>rd</sup>-7<sup>th</sup>. Grades 3 and 4 were administered MUL Math in the winter and spring 2021 while middle school grades, 5-7, were administered this

assessment fall 2020, winter 2021 and spring 2021. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work.

Math instruction is delivered in the workshop instructional model, as teachers gradually release responsibility of the learning from teacher to the student. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. During remote learning, teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. Additionally, ELLs, special education had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. During remote instruction, Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. ELL students received their mandated and related services live through Zoom.

During remote learning, staff collaboration and PD continued in a virtual setting. Teachers were supported by AoC's instructional coaches and received math PD from external PD consultants, including from the published curriculum it uses, to provide training and workshops to teachers. PD and collaboration during this time centered around the instructional priorities for the year which included engaging students in a virtual setting, support mathematical standard growth, as well as deficiencies acquired from interrupted 2019/2020 school year and master creating a hands on math curriculum that translated to the remote setting (transformative) while holding true to AoC's mission and vision. It also continued to focus on the sharing of best practices in online learning and online platforms that best support and enhance remote learning.

One of the more significant changes in the math instructional program during 2020-21 versus pre-pandemic in school instruction was that the amount of Math instructional time was reduced from what it had been in school pre-pandemic. Pre-pandemic, the entire daily math block was 60 minutes. Because of the need to balance recommendations for the amount of student screen time each day and the need to ensure student's mental health and prevent student burnout by providing brain breaks and body breaks, the amount of instructional time across all courses was reduced from pre-pandemic in-school learning. For math specifically, students in both the elementary school and middle school received synchronous daily math instruction each week for 45 minutes each day. This compares with 60 minutes of daily math instruction that students received pre-pandemic during in-school learning.

## METHOD

To measure growth and achievement in math, AoC administered two formal assessments in the elementary school and middle school: Go Math Benchmark Assessments (Go Math) and Mastery Education's Measuring Up Live Mathematics assessments (MUL Math). Go Math was



administered to all students, Grades K-4, while MUL Math was administered in the testing grades, 3<sup>rd</sup> through 7<sup>th</sup>. Both assessments are valid and reliable and aligned with NYS Learning Standards; however, neither assessment is a nationally-normed assessment.

Go Math assessments are curriculum-based online assessments. During the 2020-21 school year, Go Math assessments were administered to Grades 2-4 three times during the year: Fall, Winter and Spring. For Grades K and 1, Go Math assessments were administered twice—Winter and Spring.

The MUL Math assessment is an online assessment that diagnoses student math skill level and standards knowledge. The MUL Math grade level assessments are delivered in specific testing formats that AoC students will confront on the NYS Testing program. The MUL math assessment was administered three times during the year: Fall, Winter and Spring.

Because AoC remained remote for the 2020-21 school year, all assessments were administered remotely. To ensure that the results from student assessments were valid and reliable, AoC instructional leadership invested a significant amount of time setting up systems and creating protocols to be able to administer both the Go Math and MUL Math assessments to students remotely that would ensure the school had valid and reliable student academic data in order to understand the progress and gaps in student learning and inform necessary interventions and instructional modifications that would be required going forward to accelerate student learning. School administrators and teachers followed the established protocols with regard to communicating with families regarding the benchmark assessments and how the assessments will work remotely, the importance of families not helping students with answers, the importance of the student having a quiet place to take the assessment and ensuring that the home has the technological infrastructure to allow the student to take the assessment. Teachers also communicated with students about the assessment, why they are important, why the student should take them seriously and do their best and how virtual proctoring would work. On the day of the assessment, established protocols were followed by both students and teachers with regard to logging into the virtual setting, assigning proctors to monitor their specific groups

teacher and proctor, etc. Teachers and proctors monitored students by popping in and out of individual students' breakout rooms. Further, teachers and proctors could check on their students through the Diagnostic to ensure that there were no technological issues, making sure students were sharing their screens and that their microphones were on, etc. Because of the adherence to recommended protocols, AoC is confident that the assessment results from remote administration of the MUL Math and Go Math are valid and reliable. During 2020-21, the school(s) primarily used the following exams to assess student growth and achievement in mathematics: Measuring Up, Go Math and other formative assessments such as Chapter Tests. During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Curriculum based and Other.

### RESULTS AND EVALUATION

The tables below summarize AoC student performance on the Measuring Up Live Math (MUL Math) benchmark assessment and the Go Math benchmark assessment (Go Math) for all students

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

and disaggregated subgroups, ELLs and SWD. The tables compare student baseline performance on the assessment<sup>7</sup> with the end-of-year Spring 2021 administration focusing specifically on the percent of students performing at or above benchmark (Level 3+) and the percent who performed far below benchmark (Level 1). The data in the tables provide us with the absolute achievement of students—the percent of students at or above grade level at the end of the year—and with growth both in terms of the increase in the percent of students at or above grade level from baseline to spring and the decrease in the percent of students who are far below grade level from baseline to spring. In addition, by comparing the performance of ELLs and SWD with that of general education students, we are able to assess the effectiveness of AoC’s remote instructional program in addressing its most at-risk students. Because of the specific assessments that AoC administered during the 2020-21, we are unable to provide data in terms of the specific metrics defined by the Institute.

### *Percent of Students Performing at Level 1 and Level 3+ on Baseline and End of Year MUL Math and Go Math Assessments*

Measuring Up Live Math						
ALL	Baseline	Spring 21		Baseline	Spring 21	
STUDENTS	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	15.8%	23.2%	7.4	61.4%	58.9%	(2.5)
4	29.3%	34.5%	5.2	46.3%	23.8%	(22.5)
5	55.7%	49.4%	(6.3)	12.7%	19.0%	6.3
6	63.3%	46.9%	(16.4)	8.9%	22.2%	13.3
7	53.5%	52.4%	(1.1)	20.9%	32.1%	11.2
All	45.2%	42.4%	(3.00)	28.2%	29.4%	1.2

Measuring Up Math						
ELLs	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	25.0%	16.7%	(8.3)	50.0%	58.3%	8.3
4	35.7%	35.7%	0.0	14.3%	57.1%	42.8
5	85.7%	50.0%	(35.7)	14.3%	33.3%	19.0
6	90.9%	16.7%	(74.2)	0.0%	50.0%	50.0
7	80.0%	30.0%	(50.0)	0.0%	50.0%	50.0
All	59.3%	29.2%	(30.1)	16.7%	52.1%	35.4

Measuring Up Math						
SWD	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	50.0%	33.3%	(16.7)	33.3%	41.7%	8.4
4	50.0%	71.4%	21.4	25.0%	28.6%	3.6
5	77.8%	25.0%	(52.8)	0.0%	12.5%	12.5
6	80.0%	0.0%	(80.0)	0.0%	57.1%	57.1
7	83.3%	57.1%	(26.2)	0.0%	28.6%	38.6
All	66.7%	36.6%	(30.1)	13.3%	39.0%	25.7

Measuring Up Math						
GE	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	15.9%	11.1%	(4.8)	66.0%	66.7%	(10.3)
4	32.9%	25.3%	(7.6)	23.7%	48.0%	24.3
5	52.9%	12.5%	(40.4)	14.3%	64.1%	49.8
6	60.9%	7.0%	(53.9)	10.1%	74.4%	64.3
7	51.3%	14.5%	(36.8)	22.5%	75.0%	52.5
All	44.8%	15.2%	(29.6)	24.2%	64.7%	40.5

Go Math						
ALL	Baseline	Spring		Baseline	Spring	
STUDENTS	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	1.2%	1.3%	0.10	91.7%	86.3%	(5.4)
1	2.5%	1.3%	(1.20)	46.3%	59.2%	13.0
2	25.3%	4.9%	(20.40)	16.9%	75.6%	58.7
3	42.2%	23.5%	(18.7)	3.5%	36.3%	32.7
4	67.9%	19.0%	(48.9)	2.4%	36.9%	34.5
All	27.1%	9.0%	(18.1)	34.0%	59.0%	25.0

Go Math						
ELLs	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	7.7%	7.7%	0.0	76.9%	92.3%	15.4
1	8.3%	0.0%	(8.3)	33.3%	45.5%	12.1
2	33.3%	8.3%	(25.0)	0.0%	66.7%	66.7
3	41.7%	30.0%	(11.7)	0.0%	20.0%	20.0
4	64.3%	15.4%	(48.9)	0.0%	23.1%	23.1
All	31.7%	11.9%	(19.80)	22.2%	50.8%	28.6

Go Math						
SWD	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	0.0%	0.0%	0.0	100.0%	100.0%	0.0
1	12.6%	14.3%	1.7	25.0%	28.6%	3.6
2	57.1%	40.0%	(17.1)	0.0%	20.0%	20.0
3	57.1%	27.3%	(29.9)	0.0%	18.2%	18.2
4	87.5%	28.6%	(58.9)	0.0%	14.3%	14.3
All	47.6%	22.9%	(24.7)	16.7%	31.4%	14.7

Go Math						
GE	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	1.3%	1.3%	0.0	91.1%	85.3%	(5.8)
1	1.4%	0.0%	(1.4)	48.6%	62.3%	13.7
2	22.4%	2.6%	(19.8)	18.4%	79.2%	60.8
3	37.2%	22.5%	(14.7)	4.7%	42.5%	37.8
4	65.8%	18.1%	(47.7)	2.6%	29.2%	26.6
All	24.6%	7.5%	(17.1)	48.0%	61.9%	13.9

<sup>7</sup> Baseline for Grades 3-4 on the MUL Math was Winter 2021, Baseline for Grades 5-7 on the MUL Math was Fall 2020. Baseline for Grade K-1 on the Go Math was Winter 2021, Baseline for Grades 2-4 on the Go Math was Fall 2020.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As is evident from the MUL Math data, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). Notably, this growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 1.2, 35.4 and 25.7 point increase in the percent of all students, ELLs and SWD, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 3.0, 30.1 and 30.1 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1. Although AoC students experienced growth, the reality is that the majority of students are performing below benchmark at the end of the year. With 29.4%, 52.1% and 39.0% of all students, ELLs and SWD scoring at least a Level 3 on the spring MUL Math assessment.

As is evident from the tables above, as with the MUL math exam, elementary school AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1) on the Go Math benchmark assessments. This growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 25.0, 28.6 and 14.7 percentage point increase in the percent of all students, ELLs and SWD respectively who performed at or above benchmark (Level 3 and above) and a corresponding 18.1, 19.8 and 24.7 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1.

With very few exceptions, each grade level for all students and disaggregated subgroups, experienced an increase in the percent at or above Level 3 from baseline to Spring administration and a decrease in the percent of students at the lowest performance level on both the MUL Math and Go Math exams. Grades 3 and 4 were the exceptions on the MUL Math exam—experiencing a percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year compared with the baseline and a percentage point decrease in the number of students performing at or above Benchmark.

During 2020-21, all AoC students and the ELL and SWD subgroups did not perform at pre-pandemic levels; however, the ELLs’ and SWD’s performance lagged in comparison with that of general education students. The following table compares the end of year performance levels of these subgroups of students on the MUL Math and Go Math.

*Percent of Students Performing at Level 1 and Level 3+ on End of Year MUL Math and Go Math Assessments*

	MUL Math		Go Math	
	Level 1	Level 3+	Level 1	Level 3+
<b>GenEd</b>	15.2%	64.7%	7.5%	61.9%
<b>SWD</b>	36.6%	39.0%	22.9%	31.4%
<b>ELL</b>	29.2%	52.1%	11.9%	50.8%

## ADDITIONAL CONTEXT AND EVIDENCE

AoC does not have any concerns regarding the data reported above. As discussed previously, school leadership focused on developing a remote testing protocol and communicating that protocol with parents, staff and children that would ensure to the greatest degree possible that data from the administration of the MUL Math and Go Math would be valid and reliable. The only issue of concern is that AoC did not administer a nationally-normed assessment in ELA or math that would allow it to evaluate student growth, achievement and gap-closing metrics that the Institute has set forth in the absence of NYS ELA and math assessment data. While AoC did not administer a nationally normed assessment, it is important to stress that the assessments that it did administer has provided school leadership and instructional staff with a robust set of data that it has used not only to inform instruction during the school year but has underpinned the planned interventions that AoC will be implementing with the 2021-22 school year in order to address identified needs as a result of pandemic learning loss. Despite Measuring Up not being nationally normed yet it was state specific and aligned to the Next Generation Learning Standards. Taking this assessment allowed teachers to see standard breakdown of areas of mastery and areas of growth. This allowed for planning to involve more immediate direct instruction in response to the data collected. In grades 5-7, it provided information to plan a comprehensive summer school program for students that did not master the standards during the school year.

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

As a result of the prolonged global pandemic and continued engagement in remote learning, AoC students did not make the necessary progress in math for us to be able to claim that we attained our math goal during 2020-21. The results of our assessments show that students in the aggregate and ELL and SWD subgroups did demonstrate growth in terms of an increased percent of students at or above benchmark at the end of the year versus baseline and a decrease in the percent of students at the lowest performance level. However, absolute performance levels at the end of the year show that, although with some exceptions, the majority of students will be entering the next grade in 2021-22 performing below benchmark in math.

Despite the efforts to create a remote math instructional learning experience that was individualized, rigorous and engaging, there were weaknesses that were the result of the remote instructional modality. Primary among the weaknesses was the fact that in our remote learning program, students did not have the necessary time on task to engage with their teachers in math instruction. In the remote schedule, the math instructional block was significantly less time than what it had been in in-person instruction.

In the elementary school, Grade 3 and 4 student performance on the MUL Math assessments reflect the cumulative impact of remote learning since March 2020's lockdown. Grade 3 and 4 students enter "test prep" and "test ready" curriculum in these grades and the Journeys and Go Math curriculum becomes more intensive and requires more of students in these grades. The lack of teacher proximity with students for these grades impacted student acquisition of grade-level standards. In middle school, the Illustrative math curriculum presented challenges in math instruction in that it is a very hands-on program which presented difficulties translating

it to a remote environment. Despite the challenges of the remote learning environment Middle School engaged students with additional support during Empower Hour, tutoring and at-risk

specific needs and stayed on after virtual sessions to support and clarify misconceptions from the learning.

## ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development teacher teams met and analyzed the school year. Based on data, they evaluated each standard and determined if the class/grade mastered the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints prevented the standard from being taught at all. This will guide next school year's planning and adjustments needed to ensure students are exposed to necessary prerequisites before exploring and mastering the next level of standards.

The work to address math skills gaps began this summer with summer academic programming offered to all students whose families chose to participate. Students who were at Level 1 on end of year MUL math and Go Math assessments were strongly encouraged to attend the in-person summer program. Summer academic programs are one of the primary evidence-based strategies recommended by the U.S. Department of Education to accelerate student learning and recover from the impacts of the COVID-19 disruption (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs, Volume 2*, pages 31-32 and research cited therein <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Our summer program adopted effective practices endorsed in the Handbook by the USDOE including voluntary, extensive (several hours a day) and rigorous instruction in ELA and math delivered by experienced and certified teachers<sup>8</sup>. We engaged Sylvan Learning, a proven provider of tutoring and academic support services, to provide direct math instruction to summer school participants in one on one and small group tutoring sessions under the direction of AoC instructional leaders. It is important to note that most Sylvan Learning-trained and approved tutors are certified teachers. As reported in the New York Times, research shows that frequent, intensive tutoring—one-on-one or in small groups, multiple times a week—is one of the most effective ways to help students make up for academic gaps.<sup>9</sup>

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<sup>8</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>9</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

This high intensity tutoring will continue during the school year in 2021-22 and 2022-23 both during and outside of the school day. The tutoring will include both intensive tutoring in math and math test prep for the NYS assessments during designated periods during the school day and in after-school sessions. Tutoring will be delivered in a structured and integrated series of tutoring sessions targeted to address student needs and delivered over a period of several weeks. Again, this tutoring will be provided by Sylvan Learning under the direction of the elementary and middle school instructional leadership. Fall baseline assessment data from MUL Math and Go Math will be used to identify students who will receive tutoring services as well as teacher recommendations based on 2020-21 performance, including level of student engagement, student attendance and other factors. Our internal assessments will be used to guide and ensure students who need the support are guaranteed placement in the Sylvan programming. Sylvan in return will use their forms of assessment and data collection to provide teachers with student specific data to incorporate into daily instruction.

With in-person instruction returning in 2021-22, students will have more time available to engage in math. AoC will return to pre-pandemic allocation of daily and weekly time on the student and teacher schedules devoted to math instruction. In the elementary and middle school, students will have 60 minutes respectively, of math. Further, AoC is adding an at-risk math teacher in the coming school year to provide more instruction intervention capacity to accelerate math learning, especially for ELLs, SWD and academically at-risk students. In the

provided to students who are performing below grade level expectations as the year progresses in at-risk groups.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

AoC students will meet or exceed the NYS core curriculum standards and National Education standards for their grade level.

#### BACKGROUND

The science curriculum is designed to ensure that students collect and record first-hand data and to represent and analyze it using the scientific method. Children learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypothesis and puzzle over answers using the scientific method.

AoC uses the Science *Dimensions* text by Houghton Mifflin Harcourt for Grades K-4 and IQWST from Activate Learning for Grades 5-7, both are highly correlated with the NYS and Next Generation Science Standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that require students to synthesize and analyze data from laboratory experiments.

Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

Professional development for our science teachers includes training from consultants provided by the curriculum we utilize as well as individual workshops that teachers attend. In addition, science teachers receive coaching from leadership team members.

During the 2020-21 school year, all instruction at AoC was remote. In both the elementary school and middle school, whole group science instruction was delivered to students by their teachers in live synchronous instruction over Zoom with elementary school students receiving one 45-minute period of whole group science instruction each week while middle school students received two 45-minute periods of science instruction each week. In addition to whole group instruction with the science teacher, students also had asynchronous science time and small group opportunities. Even though students were remote, AoC ensured that all students could engage in hands-on laboratory experiments which are critical to scientific study. The elementary school sent a workbook from the *Dimensions* curriculum home for each child. The workbook had lab experiments built in and the science teacher adapted the lab experiments that were to be conducted at home so that average household items could be used. Families were given advance notice of the particular experiment their child was to conduct and the materials that would be needed. The science teacher made every effort to ensure that families did not need to purchase any special materials, or at the least it was kept to a minimum. Likewise, in the middle school science materials also were sent home to students so that they could conduct experiments at their homes. In addition, the Grade 7 science curriculum includes a partnership with the Billion Oyster Project which offers public school students (among other constituents) the opportunity to learn about New York City's rich oyster history and lead the movement to restore it. This STEM partnership provides students with the chance to learn science through the lens of New York's waterways and the ecosystems that exist among them. Through this partnership, 7<sup>th</sup> graders were able to engage together in practical hands-on *in-person* experimentation led by AoC's 7th Grade science teacher and presenters from the Billion Oyster Project outdoors along New York waterways at College Point in Flushing Bay, Williamsburg Yacht Club and New York Harbor. The culmination of the partnership is the end of year Billion Oyster Project Symposium in which students developed and submitted created projects related to New York Harbor. Notably, six of the research projects submitted and presented by AoC students were judged to be "Exemplary Projects" (<https://www.billionoysterproject.org/2021-symposium-projects>).

### METHOD

Science assessment at AoC involves the published curriculum's chapter tests aligned to the standards to measure mastery of concepts covered in each chapter of the text. Teachers administer ongoing formative assessments to monitor student learning to inform instruction, intervention groups and reteaching. At the end of the year, Grade 3 and 4 students in the elementary school were administered an end of year benchmark assessment from the *Dimensions* curriculum.

### RESULTS AND EVALUATION

In the absence of the Grade 4 NYS Science exam, there was no NYS standards-aligned valid and reliable benchmark assessment in science that was administered to AoC students in 2020-21 in order to evaluate progress towards AoC's Science goal.

### ADDITIONAL CONTEXT AND EVIDENCE

As noted in the previous question, AoC did not administer a NYS standards-aligned benchmark assessment in science and thus has no data to report.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

We are unable to objectively measure AoC's progress towards our Science accountability goal in 2020-21 because of the absence of the NYS Grade 4 science assessment and the fact that AoC does not administer a valid and reliable NYS-aligned science benchmark assessment. Based on formative assessments and attendance rates for students in remote science instruction, we know that student performance in science has declined during the pandemic. The amount of science instruction provided in the remote instructional plan was less than what had been offered pre-pandemic. During 2020-21 students had synchronous instruction with the science teacher one day a week for a 45-minute period across Grades K-4. For Grades 3-4, this was less than half of what they would have received pre-pandemic, where science was twice a week and each period was 50 minutes. Middle school students received synchronous instruction live for 45 minutes once a week for 5-6th grade and twice a week for 7th.

### ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development science teachers met and analyzed the school year. Based on data, they evaluated each standard and determined if the class/grade mastered the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints prevented the standard from being taught at all. This will guide next school year's planning and adjustments needed to ensure students are exposed to necessary prerequisites before exploring and mastering the next level of standards.



## GOAL 4: ESSA

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

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

AoC’s 2020-21 Accountability Status is in Good Standing as it is the same as the 2019-20 school year which was based on the 2018-19 NYS test results.

## ADDITIONAL EVIDENCE

AoC’s performance on the NYS ELA and math assessments have consistently met AYP for all accountability subgroups.

Accountability Status by Year

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

**ACADEMY OF THE CITY CHARTER SCHOOL**

**QUEENS, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**REPORT REQUIRED BY**  
**GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2021**  
**(With Comparative Totals For 2020)**

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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Academy of the City Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Academy of the City Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

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

### **Auditor's Responsibility**

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

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

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

**Opinion**

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

**Report on Summarized Comparative Information**

We have previously audited Academy of the City Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

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

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 28, 2021

ACADEMY OF THE CITY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals For 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 3,513,048	\$ 2,851,845
Certificates of deposit	856,000	862,955
Grants and other receivables	37,090	142,824
Prepaid expenses	<u>104,504</u>	<u>2,483</u>
TOTAL CURRENT ASSETS	4,510,642	3,860,107
<u>PROPERTY AND EQUIPMENT, net</u>	29,254,115	29,641,370
<u>OTHER ASSETS</u>		
Due from Friends of Academy of the City, Inc.	177,380	-
Security deposit	276,000	276,000
Cash in escrow	<u>75,145</u>	<u>100,993</u>
	<u>528,525</u>	<u>376,993</u>
TOTAL ASSETS	<u>\$ 34,293,282</u>	<u>\$ 33,878,470</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 198,241	\$ 217,228
Accrued payroll and benefits	886,550	730,932
Current portion of capital lease payable	195,766	142,324
Current portion of note payable	<u>-</u>	<u>419,087</u>
TOTAL CURRENT LIABILITIES	1,280,557	1,509,571
<u>OTHER LIABILITIES</u>		
Note payable	-	663,523
Capital lease payable	28,203,612	28,399,378
Deferred rent	<u>1,191,163</u>	<u>1,111,939</u>
TOTAL LIABILITIES	30,675,332	31,684,411
<u>NET ASSETS</u>		
Without donor restrictions	3,612,950	2,194,059
With donor restrictions	<u>5,000</u>	<u>-</u>
TOTAL NET ASSETS	<u>3,617,950</u>	<u>2,194,059</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 34,293,282</u>	<u>\$ 33,878,470</u>

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

ACADEMY OF THE CITY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	Year ended June 30,			2020
	2021		Total	
	Without donor restrictions	With donor restrictions	Total	Total
Revenue, gains, and other support:				
Public school district				
Resident student enrollment	\$ 10,322,429	\$ -	\$ 10,322,429	\$ 8,551,748
Students with disabilities	441,315	-	441,315	301,320
Grants and contracts				
State and local	-	-	-	113,583
Federal - Title and IDEA	188,764	-	188,764	150,842
NYCDOE rental assistance	1,621,450	-	1,621,450	1,180,680
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,573,958	-	12,573,958	10,298,173
Expenses:				
Program services:				
Regular education	9,112,146	-	9,112,146	7,686,332
Special education	1,069,803	-	1,069,803	812,812
TOTAL PROGRAM SERVICES	10,181,949	-	10,181,949	8,499,144
Management and general	2,157,205	-	2,157,205	1,949,865
Fundraising and special events	3,513	-	3,513	6,120
TOTAL OPERATING EXPENSES	12,342,667	-	12,342,667	10,455,129
SURPLUS (DEFICIT) FROM SCHOOL OPERATIONS	231,291	-	231,291	(156,956)
Support and other revenue:				
Contributions	98,992	5,000	103,992	82,805
PPP loan forgiveness income	1,082,610	-	1,082,610	-
Miscellaneous income	5,998	-	5,998	8,209
TOTAL SUPPORT AND OTHER REVENUE	1,187,600	5,000	1,192,600	91,014
CHANGE IN NET ASSETS	1,418,891	5,000	1,423,891	(65,942)
Net assets at beginning of year	2,194,059	-	2,194,059	2,260,001
NET ASSETS AT END OF YEAR	\$ 3,612,950	\$ 5,000	\$ 3,617,950	\$ 2,194,059

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

ACADEMY OF THE CITY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021  
 (With Comparative Totals For 2020)

	Year ended June 30,								
	2021							2020	
	Number of positions	Program Services			Supporting Services			Total	Total
Regular Education		Special Education	Sub-total	Management and general	Fundraising and special events	Sub-Total			
Personnel services costs:									
Administrative staff personnel	15	\$ 498,834	\$ 58,439	\$ 557,273	\$ 893,007	\$ -	\$ 893,007	\$ 1,450,280	\$ 1,191,356
Instructional personnel	62	3,875,017	453,959	4,328,976	-	-	-	4,328,976	3,589,540
Non-instructional personnel	6	73,771	8,642	82,413	63,047	-	63,047	145,460	265,568
<b>TOTAL SALARIES AND STAFF</b>	<b>83</b>	<b>4,447,622</b>	<b>521,040</b>	<b>4,968,662</b>	<b>956,054</b>	<b>-</b>	<b>956,054</b>	<b>5,924,716</b>	<b>5,046,464</b>
Fringe benefits & payroll taxes		963,856	112,916	1,076,772	207,189	-	207,189	1,283,961	1,132,811
Retirement		162,304	19,014	181,318	34,889	-	34,889	216,207	150,597
Professional fees		-	-	-	241,069	-	241,069	241,069	287,433
Other purchased / professional / consulting services		327,715	40,703	368,418	66,933	3,513	70,446	438,864	158,619
Building and land rent / lease / facility finance interest		1,933,015	226,453	2,159,468	415,772	-	415,772	2,575,240	2,565,792
Repairs & maintenance		150,580	17,640	168,220	32,368	-	32,368	200,588	159,339
Insurance		63,821	7,477	71,298	13,719	-	13,719	85,017	67,394
Utilities		60,919	7,137	68,056	13,207	-	13,207	81,263	85,473
Office expense		61,866	7,248	69,114	13,299	-	13,299	82,413	97,491
Supplies / materials		142,924	16,743	159,667	-	-	-	159,667	168,400
Staff development		28,156	3,299	31,455	6,053	-	6,053	37,508	126,068
Staff travel		-	-	-	4,590	-	4,590	4,590	3,559
Marketing / recruitment		48,215	5,648	53,863	-	-	-	53,863	31,769
Technology		158,804	18,604	177,408	34,136	-	34,136	211,544	113,444
Food service		1,431	168	1,599	308	-	308	1,907	27,799
Student services		8,440	989	9,429	-	-	-	9,429	48,699
Depreciation		547,171	64,101	611,272	117,619	-	117,619	728,891	172,745
Other		5,307	623	5,930	-	-	-	5,930	11,233
		<u>\$ 9,112,146</u>	<u>\$ 1,069,803</u>	<u>\$ 10,181,949</u>	<u>\$ 2,157,205</u>	<u>\$ 3,513</u>	<u>\$ 2,160,718</u>	<u>\$ 12,342,667</u>	<u>\$ 10,455,129</u>

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



ACADEMY OF THE CITY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,423,891	\$ (65,942)
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation	728,891	172,745
Noncash interest expense	-	1,046,662
PPP loan forgiveness income	(1,082,610)	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	105,734	(63,261)
Prepaid expenses	(102,021)	86,805
Security deposit	-	(50,000)
Accounts payable and accrued expenses	(18,987)	(83,369)
Accrued payroll and benefits	155,618	160,383
Deferred rent	<u>79,224</u>	<u>85,222</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,289,740	1,289,245
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Increase in due from Friends of Academy of the City, Inc.	(177,380)	-
Purchases of property and equipment	(341,636)	(1,211,128)
Net redemptions (purchases) of certificates of deposit	<u>6,955</u>	<u>(255,695)</u>
NET CASH USED FOR INVESTING ACTIVITIES	(512,061)	(1,466,823)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Payments on capital lease payable	(142,324)	-
Borrowings on note payable	<u>-</u>	<u>1,082,610</u>
NET CASH (USED FOR) PROVIDED FROM FINANCING ACTIVITIES	<u>(142,324)</u>	<u>1,082,610</u>
NET INCREASE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH	635,355	905,032
Cash, cash equivalents, and restricted cash at beginning of year	<u>2,952,838</u>	<u>2,047,806</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT END OF YEAR	<u>\$ 3,588,193</u>	<u>\$ 2,952,838</u>

ACADEMY OF THE CITY CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and cash equivalents	\$ 3,513,048	\$ 2,851,845
Cash in escrow	<u>75,145</u>	<u>100,993</u>
Total cash, cash equivalents, and restricted cash shown in the statement of cash flows	<u>\$ 3,588,193</u>	<u>\$ 2,952,838</u>
Cash paid for interest	<u>\$ 1,493,732</u>	<u>\$ 421,775</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITY</u>		
Construction period interest expense converted to capital lease liability	<u>\$ -</u>	<u>\$ 1,046,662</u>

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

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Academy of the City Charter School (the “Charter School”), is an educational corporation that operates as a charter school in the borough of Queens, New York City. On December 14, 2010, the Board of Regents and the Board of Trustees of the University of the State of New York, for and on behalf of the State Education Department, granted the Charter School a charter valid for a term of 5 years and renewable upon expiration. The school was granted a charter for grades K-5. On January 14, 2019, the Charter School’s charter was renewed through June 30, 2024 and expanded to include grades 6-8. During the year ended June 30, 2020, the Charter School opened a middle school, initially serving 6<sup>th</sup> grade.

The Charter School was organized to increase learning opportunities for students through innovative educational programs and to enable parents to be more involved in their children’s education.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions*

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by Academy of the City Charter School.

*Net Assets With Donor Restrictions*

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had \$5,000 of net assets with donor restrictions at June 30, 2021. There were no net assets with donor restrictions at June 30, 2020.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Grants and other receivables	\$ 37,090	\$ 133,404	\$ 40,428

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. There were no amounts received prior to incurring qualifying expenditures, which would be reported as deferred revenue in the accompanying statement of financial position at June 30, 2021 and 2020, respectively. The Charter School received cost-reimbursement grants of approximately \$21,427 and \$19,855 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

Cash and cash equivalents

Cash balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. The Charter School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was \$75,145 and \$100,993 at June 30, 2021 and 2020, respectively. The escrow funds are restricted to fund legal and other costs related to the dissolution of the Charter School, should this become necessary.

Certificates of deposit

Certificates of deposit have maturity dates of more than three months and are considered investments for purposes of cash flow reporting.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives which are as follows:

Furniture and fixtures	–	5 to 7 years
Equipment	–	3 to 5 years
Leasehold improvements	–	20 to 27 years

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflects in operations.

Deferred rent

Operating lease expense is straight-lined over the term of the lease. Deferred rent has been recorded for the difference between the fixed payment and the straight-line rent expense.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly, it has not recognized any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to serve on the Board of Trustees. In addition, the Charter School received transportation services, food services, and a school nurse which were provided for the students by the local district. The Charter School was unable to determine a value for these services.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions during the years ended June 30, 2021 and 2020.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Marketing and recruiting costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs were \$53,863 and \$31,769 for the years ended June 30, 2021 and 2020, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use (“ROU”) assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School’s financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School’s financial statements.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 28, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of education and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2021 and 2020:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 3,513,048	\$ 2,851,845
Certificates of deposit	856,000	862,955
Grants and other receivables	<u>37,090</u>	<u>142,824</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 4,406,138</u>	<u>\$ 3,857,624</u>



ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE C: NET ASSETS

Net assets are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
	<u>Without donor restrictions</u>	
Undesignated	\$ 2,758,213	\$ 1,094,391
Invested in property and equipment, net of related liabilities	<u>854,737</u>	<u>1,099,668</u>
	<u>\$ 3,612,950</u>	<u>\$ 2,194,059</u>
	<u>With donor restrictions</u>	
COVID-19 Education research and intervention	\$ 1,500	\$ -
High school readiness	<u>3,500</u>	<u>-</u>
	<u>\$ 5,000</u>	<u>\$ -</u>

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Building under capital lease	\$ 27,068,917	\$ 27,068,917
Furniture and fixtures	309,569	309,569
Equipment	740,329	668,790
Leasehold improvements	2,761,368	1,203,041
Construction in progress	<u>-</u>	<u>1,288,230</u>
	30,880,183	30,538,547
Less accumulated depreciation and amortization	<u>(1,626,068)</u>	<u>(897,177)</u>
	<u>\$ 29,254,115</u>	<u>\$ 29,641,370</u>

At June 30, 2020 construction in progress of \$1,288,230 related to costs incurred for the middle school building which was not yet in service as of June 30, 2020. Additionally, the building under capital lease, also for the middle school, was not yet in service as of June 30, 2020. No provision is made for depreciation until such time as the relevant assets are put into use. The middle school was placed into service effective in January 2021.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE E: OPERATING LEASE

The Charter School entered into two leases with the Roman Catholic Church of Corpus Christi for a location in Woodside, NY and the related parking lot. The leases expire on June 30, 2035. In connection with these leases, the Charter School is required to maintain a security deposit with the landlord in the amount of \$276,000.

Future minimum lease payments are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 1,005,000
2023	1,005,000
2024	1,105,000
2025	1,105,500
2026	1,105,500
Thereafter	<u>11,006,000</u>
	<u>\$ 16,332,000</u>

The leases are being straight-lined over the life of the lease. The deferred rent liability as of June 30, 2021 and 2020 was \$1,191,163 and \$1,111,939, respectively.

Rent expense for the years ended June 30, 2021 and 2020 was \$1,081,508 and \$1,093,396, respectively.

NOTE F: CAPITAL LEASE

On February 1, 2019, the Charter School entered into a capital lease with Friends of Academy of the City, Inc. ("Friends"), an unrelated entity, for the middle school facility. The lease will expire on June 30, 2048. In connection with this lease, the Charter School guarantees the obligations of Friends to their landlord. As of June 30, 2021, the remaining lease payments (undiscounted) amounted to \$32,020,245. The Charter School's obligation to Friends is greater than the amount due by Friends to their landlord due to additional improvements and services provided by Friends under the terms of the lease with the Charter School. Interest expense recorded during the years ended June 30, 2021 and 2020 totaled approximately \$1,495,047 and \$1,468,400, respectively.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE F: CAPITAL LEASE, Cont'd

Aggregate annual payments on capital lease obligations at June 30, 2021, are:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 1,682,067
2023	1,687,548
2024	1,785,839
2025	1,791,542
2026	1,797,359
Thereafter	<u>46,910,205</u>
	55,654,560
Less amount representing interest	<u>(27,255,182)</u>
Present value of future minimum lease payments	<u>\$ 28,399,378</u>

Property and equipment include the following property under capital leases at June 30, 2021 and 2020:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Buildings	\$ 27,068,917	\$ 27,068,917
Less accumulated depreciation	<u>(492,162)</u>	<u>-</u>
	<u>\$ 26,576,755</u>	<u>\$ 27,068,917</u>

In connection with the space to be used for a future middle school site, Friends of Academy of the City, Inc. entered into a financing agreement with an unrelated party. As part of the financing agreement between Friends of Academy of the City, Inc, the Charter School is required to comply with certain covenants, of which the school was in compliance at June 30, 2021.

NOTE G: NOTE PAYABLE

In response to the COVID-19 outbreak, in April 2020 the Charter School applied for and was approved by a bank for a loan of \$1,082,610 through the Paycheck Protection Program established by the Small Business Administration. The loan had a maturity of 2 years and an interest rate of 1%. As of May 10, 2021, the entire balance of the loan of \$1,082,610 was forgiven. PPP loan forgiveness income of \$1,082,610 was recognized for the year ended June 30, 2021.

ACADEMY OF THE CITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE H: RETIREMENT PLAN

The Charter School has a defined contribution retirement plan which covers substantially all full-time employees. For the years ended June 30, 2021 and 2020, the Charter School contributed 4 percent of the employee's contribution to the plan up to the maximum amount allowed. Retirement plan expense under this Plan for the years ended June 30, 2021 and 2020 was \$216,207 and \$150,597, respectively.

NOTE I: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE J: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 100% and 79%, respectively, of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2021 and 2020, 78% and 97%, respectively, of total revenue and support came from per-pupil funding provided by New York City Department of Education. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE K: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function (including salaries, benefits, purchased services, occupancy costs, and depreciation) are allocated on the basis of estimates of time, effort and usage.

NOTE L: FINANCIAL IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus (the "COVID-19 outbreak") and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School's financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$45,438 of revenue relative to ESSER grants during the year ended June 30, 2021.

**ACADEMY OF THE CITY CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees  
Academy of the City Charter School

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

**Internal Control over Financial Reporting**

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

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

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

### **Compliance and Other Matters**

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

### **Purpose of This Report**

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

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 28, 2021



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

<b>Charter School Name:</b>	Academy of the City Charter School
<b>Audit Period:</b>	2020-21
<b>Prior Period:</b>	2019-20
<b>Report Due Date:</b>	Monday, November 1, 2021
<b>School Fiscal Contact Name:</b>	Digant Bahl
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	Mengel Metzger Barr & Co. LLP
<b>School Audit Contact Name:</b>	Jackie Lee
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**Required 8 Items:**

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

**And, if applicable:**

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A"):</i>
4) Management Letter	NO MANAGEMENT LETTER ISSUED
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	EXTENSION REQUESTED
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A



**ACADEMY OF THE CITY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 4,369,048	\$ 3,714,800
Grants and contracts receivable	37,090	142,824
Accounts receivables	-	-
Prepaid expenses	104,504	2,483
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>4,510,642</b>	<b>3,860,107</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>29,254,115</b>	<b>29,641,370</b>
<b><u>OTHER ASSETS</u></b>	<b>528,525</b>	<b>376,993</b>
<b>TOTAL ASSETS</b>	<b>34,293,282</b>	<b>33,878,470</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 198,241	\$ 217,228
Accrued payroll and benefits	886,550	730,932
Deferred Revenue	-	-
Current maturities of long-term debt	195,766	142,324
Short Term Debt - Bonds, Notes Payable	-	419,087
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,280,557</b>	<b>1,509,571</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	1,191,163	1,111,939
All other long-term debt and notes payable, net current maturities	28,203,612	29,062,901
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>29,394,775</b>	<b>30,174,840</b>
<b>TOTAL LIABILITIES</b>	<b>30,675,332</b>	<b>31,684,411</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	3,612,950	2,194,059
With Donor Restrictions	5,000	-
<b>TOTAL NET ASSETS</b>	<b>3,617,950</b>	<b>2,194,059</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>34,293,282</b>	<b>33,878,470</b>

CK - Should be zero

-

-

**ACADEMY OF THE CITY CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 10,322,429	\$ -	\$ 10,322,429	\$ 8,551,748
Students with disabilities	441,315	-	441,315	301,320
Grants and Contracts				
State and local	-	-	-	113,583
Federal - Title and IDEA	188,764	-	188,764	150,842
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	1,621,450	-	1,621,450	1,180,680
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>12,573,958</b>	<b>-</b>	<b>12,573,958</b>	<b>10,298,173</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 9,111,735	\$ -	\$ 9,111,735	\$ 7,686,332
Special Education	1,069,756	-	1,069,756	812,812
Other Programs	-	-	-	-
Total Program Services	10,181,491	-	10,181,491	8,499,144
Management and general	2,161,976	-	2,161,976	1,949,865
Fundraising	(800)	-	(800)	6,120
<b>TOTAL OPERATING EXPENSES</b>	<b>12,342,667</b>	<b>-</b>	<b>12,342,667</b>	<b>10,455,129</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>231,291</b>	<b>-</b>	<b>231,291</b>	<b>(156,956)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 1,300
Individuals	-	-	-	56,088
Corporations	98,992	5,000	103,992	1,359
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	5,998	-	5,998	32,267
Net assets released from restriction	1,082,610	-	1,082,610	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,187,600</b>	<b>5,000</b>	<b>1,192,600</b>	<b>91,014</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,418,891</b>	<b>5,000</b>	<b>1,423,891</b>	<b>(65,942)</b>
NET ASSETS BEGINNING OF YEAR	2,194,059	-	2,194,059	2,260,001
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 3,612,950</b>	<b>\$ 5,000</b>	<b>\$ 3,617,950</b>	<b>\$ 2,194,059</b>

**ACADEMY OF THE CITY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,423,891	\$ (65,942)
Revenues from School Districts	-	-
Accounts Receivable	105,734	(63,261)
Due from School Districts	-	-
Depreciation	728,891	172,745
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(102,021)	86,805
Accounts Payable	(18,987)	(83,369)
Accrued Expenses	-	-
Accrued Liabilities	155,618	160,383
Contributions and fund-raising activities	-	-
Miscellaneous sources	(1,082,610)	-
Deferred Revenue	-	-
Interest payments	-	-
Non-cash interest expense	-	1,046,662
Security Deposit & Deferred Rent	79,224	35,222
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 1,289,740</b>	<b>\$ 1,289,245</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(341,636)	(1,211,128)
Other	(170,425)	(255,695)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (512,061)</b>	<b>\$ (1,466,823)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	1,082,610
Other	(142,324)	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ (142,324)</b>	<b>\$ 1,082,610</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 635,355</b>	<b>\$ 905,032</b>
Cash at beginning of year	2,952,838	2,047,806
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 3,588,193</b>	<b>\$ 2,952,838</b>

**ACADEMY OF THE CITY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular		Other Education	Total	Management		Total	Total	
		Education	Special Education			Fund-raising	and General			
		\$	\$	\$	\$	\$	\$	\$	\$	\$
	Personnel Services Costs									
15.00	Administrative Staff Personnel	498,834	58,439	-	557,273	-	893,007	893,007	1,450,280	1,191,356
62.00	Instructional Personnel	3,875,017	453,959	-	4,328,976	-	-	-	4,328,976	3,589,540
6.00	Non-Instructional Personnel	73,771	8,642	-	82,413	-	63,047	63,047	145,460	265,568
83.00	Total Salaries and Staff	4,447,622	521,040	-	4,968,662	-	956,054	956,054	5,924,716	5,046,464
	Fringe Benefits & Payroll Taxes	963,856	112,916	-	1,076,772	-	207,189	207,189	1,283,961	1,132,811
	Retirement	162,080	18,988	-	181,068	-	35,139	35,139	216,207	150,597
	Management Company Fees	-	-	-	-	-	-	-	-	-
	Legal Service	-	-	-	-	-	50,629	50,629	50,629	102,344
	Accounting / Audit Services	-	-	-	-	-	180,345	180,345	180,345	176,480
	Other Purchased / Professional / Consulting Services	327,715	40,704	-	368,419	3,513	66,933	70,446	438,865	167,228
	Building and Land Rent / Lease / Facility Finance Interest	1,934,193	226,591	-	2,160,784	-	415,771	415,771	2,576,555	2,565,792
	Repairs & Maintenance	150,371	17,616	-	167,987	-	32,601	32,601	200,588	159,339
	Insurance	63,733	7,467	-	71,200	-	13,817	13,817	85,017	67,394
	Utilities	60,919	7,137	-	68,056	-	13,207	13,207	81,263	121,829
	Supplies / Materials	142,924	16,743	-	159,667	-	-	-	159,667	168,400
	Equipment / Furnishings	-	-	-	-	-	-	-	-	-
	Staff Development	28,118	3,294	-	31,412	-	6,096	6,096	37,508	126,068
	Marketing / Recruitment	48,214	5,649	-	53,863	-	-	-	53,863	31,769
	Technology	158,585	18,578	-	177,163	-	34,381	34,381	211,544	77,088
	Food Service	1,429	168	-	1,597	-	310	310	1,907	27,799
	Student Services	8,440	989	-	9,429	-	-	-	9,429	48,699
	Office Expense	61,781	7,238	-	69,019	-	13,394	13,394	82,413	97,491
	Depreciation	547,171	64,101	-	611,272	-	117,619	117,619	728,891	172,745
	OTHER	4,130	484	-	4,614	-	14,685	14,685	19,299	14,792
	<b>Total Expenses</b>	<b>\$ 9,111,281</b>	<b>\$ 1,069,703</b>	<b>\$ -</b>	<b>\$ 10,180,984</b>	<b>\$ 3,513</b>	<b>\$ 2,158,170</b>	<b>\$ 2,161,683</b>	<b>\$ 12,342,667</b>	<b>\$ 10,455,129</b>

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy of the City Charter School
Name of trustee (print):	Michela Nonis
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

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

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

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

None

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

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

None

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

Trustee Signature

Signature: 

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



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	ANGELA HOWARD
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	BOARD MEMBER
Email Address:	[REDACTED]

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

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

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

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

None

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

Trustee Signature

Signature:

*Amelia K* 7/15/2021

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





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy of The City
Name of trustee (print):	Deborah Lee Evangelakos
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	chair of development committee
Email Address:	[REDACTED]

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

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

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

None

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


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

None

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

**Trustee Signature**

Signature:



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

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

1. Name of education corporation: Academy of the City\_\_\_\_\_
2. Trustee’s name (print): Harold Elish\_\_\_\_\_
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer  
\_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

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

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

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

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

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

Harold Elish  
Signature

7/21/21  
Date



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy of the City
Name of trustee (print):	James Traub
Position(s) on board, if any (e.g. chair, treasurer, committee chair, etc.):	co-chair, Education Committee
Email Address:	[REDACTED]

Home Address
Please complete with changes only:
Street:
City, State:
Phone:

Business Address
Please complete with changes only:
Business Street:
City, State:
Phone:

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

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

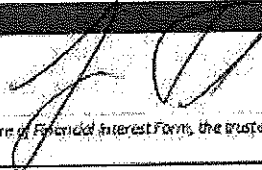
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation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

None

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

Trustee Signature

Signature:



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



**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: Academy of the City Charter School
2. Trustee's name (print): Monica M. Liriano
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A

4. 

5. 

6. 

7. 

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

\_\_\_\_\_

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

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

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

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



\_\_\_\_\_  
**Signature**

July 27, 2021

\_\_\_\_\_  
**Date**



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy of the City Charter School
Name of trustee (print):	Richard Welles
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	<a href="mailto:rwelles@open-schools.org">rwelles@open-schools.org</a>

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

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

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

None

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

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

None

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

**Trustee Signature**

Signature:

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



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: Academy of the City
- 2. Trustee's name (print): Sarah DeBlais
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee



8. Is Trustee an employee of the education corporation? \_\_\_ Yes.  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.

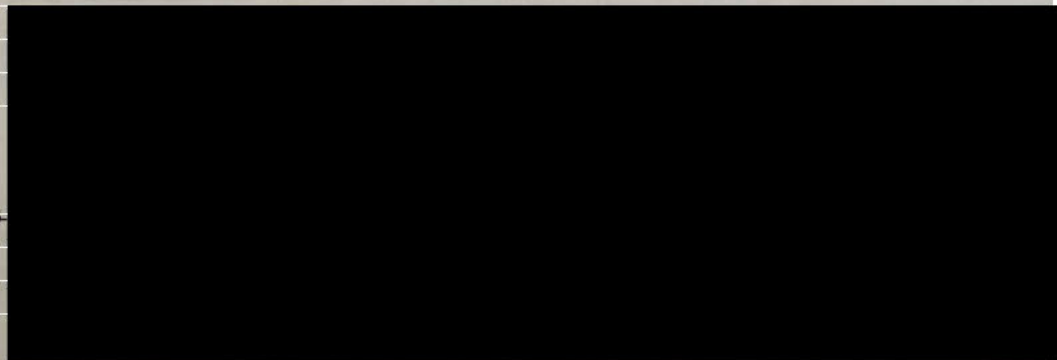
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<b>NONE</b>		

such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Sarah W.

Signature

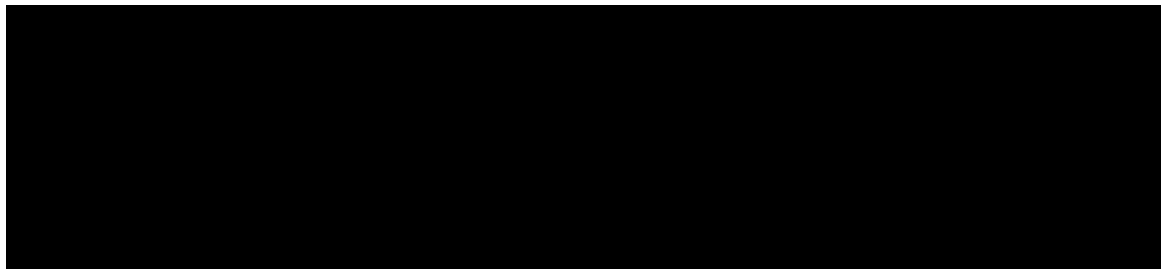


Form Revised November 16, 2015

		ONE

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

1. Name of education corporation: Academy of the City Charter School
2. Trustee’s name (print): Stephanie Walker
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_



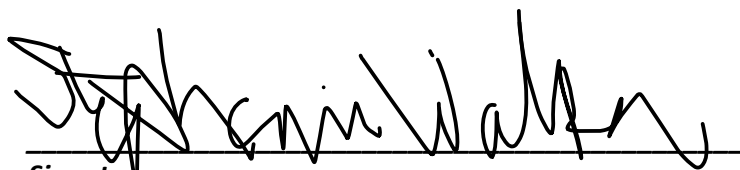
8. Is Trustee an employee of the education corporation? \_\_\_Yes. \_\_X\_\_No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				

  
 \_\_\_\_\_  
*Signature*

7/22/2021  
 \_\_\_\_\_  
*Date*

School Name and BEDS Code	Faculty/Staff First Name
---------------------------	--------------------------

Academy of the City is a SUNY-A  
This response is not required of

Faculty/Staff Last Name	TEACH ID	Role in School	Hire Date
-------------------------	----------	----------------	-----------

Authorized School  
it per the instructicons



Start Date	Total Years Experience in this Role	Total Years at this School
------------	-------------------------------------	----------------------------

Out-of Certification Justification as Permitted under the Law

Notes



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

**TEMPLATE TABS**




**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

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

**CELL COLORS & GUIDANCE COMMENTS**

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

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



## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### Academy of the City Charter School

#### SCHOOL

<b>Name:</b>	Academy of the City Charter School
--------------	------------------------------------

#### CONTACT INFORMATION

<b>Contact Name:</b>	Steve Zimmerman
<b>Contact Title:</b>	Interim Executive Director
<b>Contact Email:</b>	
<b>Contact Phone:</b>	

#### REPORT PERIOD

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

**ACADEMY OF THE CITY CHARTER SCHOOL  
2021-22**

ENROLLMENT BY GRADES												
GRADES	K	1	2	3	4	5	6	7	8	9	10	11
INITIAL BUDGETED ENROLLMENT	81	81	81	81	69	84	84	84	84			
TOTAL ENROLLMENT = 729												

ENROLLMENT BY DISTRICT												
	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT		
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	729	0	729	0	729	0	729	0	0	0	0
<p><i>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</i></p>												
PRIMARY/OTHER DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUAR		
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1 PRIMARY District 2 SECONDARY District	NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	729		729		729		729				

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



12

JT
QUARTER 4
Actual
0
0

TER
QUARTER 4
Actual Enrollment

<b>TER</b>
<b>QUARTER 4</b>
Actual Enrollment

**ACADEMY OF THE CITY CHARTER SCHOOL  
2021-22**

**STAFFING PLAN FULL TIME EQUIVALENT ( FTE")**

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

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

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

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

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		1.0		1.0		1.0		1.0						1 Executive Director
Instructional Management		5.0		5.0		5.0		5.0						2 Principals & 3 Assistant Principals
Deans, Directors & Coordinators		9.0		9.0		9.0		9.0						2 Deans, 2 Coaches, 2 SpEd Coordinators, 1 Parent Coordinator, 1 RTI Coordinator & 1 HS Coordinator
CFO / Director of Finance														
Operation / Business Manager		2.0		2.0		2.0		2.0						1 DOO and 1 Associate DOO
Administrative Staff		8.0		8.0		8.0		8.0						8 Admin Associates
<b>TOTAL ADMINISTRATIVE STAFF</b>	0.0	25.0	0.0	25.0	0.0	25.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	
<b>INSTRUCTIONAL PERSONNEL FTE</b>														
Teachers - Regular		28.0		28.0		28.0		28.0						28 Regular Teachers
Teachers - SPED		4.0		4.0		4.0		4.0						4 SpEd Teachers
Substitute Teachers														
Teaching Assistants		7.0		7.0		7.0		7.0						7 Teaching Assistants
Specialty Teachers		17.0		17.0		17.0		17.0						5 Specialists 3 ESL 2 Art 2 Music 2 Gym 2 Spanish
Aides		9.0		9.0		9.0		9.0						9 School aides
Therapists & Counselors		3.0		3.0		3.0		3.0						2 Counselors and 1 Social Worker
Other														
<b>TOTAL INSTRUCTIONAL</b>	0.0	68.0	0.0	68.0	0.0	68.0	0.0	68.0	0.0	0.0	0.0	0.0	0.0	
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>														
Nurse														
Librarian														
Custodian		5.0		5.0		5.0		5.0						5 Custodians
Security														
Other		3.0		3.0		3.0		3.0						1 Library Tech & 2 IT Techs
<b>TOTAL NON-INSTRUCTIONAL</b>	0.0	8.0	0.0	8.0	0.0	8.0	0.0	8.0	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	101.0	0.0	101.0	0.0	101.0	0.0	101.0	0.0	0.0	0.0	0.0	0.0	



ACADEMY OF THE CITY CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	-
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Food Service (Income from meals)				-			-			-			-
Text Book				-			-			-			-
OTHER		5,711		-	5,711		-	5,711		-	5,711		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	18 211	-	-	18 211	-	-	18 211	-	-	18 211	-	-
<b>TOTAL REVENUE</b>	-	<b>3,890,950</b>	-	-	<b>3,890,950</b>	-	-	<b>3,890,950</b>	-	-	<b>3,890,950</b>	-	-

**ACADEMY OF THE CITY CHARTER SCHOOL  
Budget / Operating Plan  
2021-22**

Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	-
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	-

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

**EXPENSES**

ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Executive Management	1.00		55,000		-	55,000		-	55,000		-	55,000		-
Instructional Management	5.00		160,394		-	160,394		-	160,394		-	160,394		-
Deans, Directors & Coordinators	9.00		205,997		-	205,997		-	205,997		-	205,997		-
CFO / Director of Finance	-				-			-			-			-
Operation / Business Manager	2.00		46,250		-	46,250		-	46,250		-	46,250		-
Administrative Staff	8.00		120,409		-	120,409		-	120,409		-	120,409		-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>25.00</b>		<b>588,050</b>		<b>-</b>	<b>588,050</b>		<b>-</b>	<b>588,050</b>		<b>-</b>	<b>588,050</b>		<b>-</b>

INSTRUCTIONAL PERSONNEL COSTS		Avg. No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Teachers - Regular	28.00		576,861		-	576,861		-	576,861		-	576,861		-
Teachers - SPED	4.00		92,383		-	92,383		-	92,383		-	92,383		-
Substitute Teachers	-		25,000		-	25,000		-	25,000		-	25,000		-
Teaching Assistants	7.00		76,300		-	76,300		-	76,300		-	76,300		-
Specialty Teachers	17.00		351,161		-	351,161		-	351,161		-	351,161		-
Aides	9.00		73,531		-	73,531		-	73,531		-	73,531		-
Therapists & Counselors	3.00		60,703		-	60,703		-	60,703		-	60,703		-
Other	-				-			-			-			-
<b>TOTAL INSTRUCTIONAL</b>	<b>68.00</b>		<b>1,255,939</b>		<b>-</b>	<b>1,255,939</b>		<b>-</b>	<b>1,255,939</b>		<b>-</b>	<b>1,255,939</b>		<b>-</b>

NON-INSTRUCTIONAL PERSONNEL COSTS		Avg. No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Nurse	-				-			-			-			-
Librarian	-				-			-			-			-
Custodian	5.00		58,934		-	58,934		-	58,934		-	58,934		-
Security	-				-			-			-			-
Other	3.00		51,081		-	51,081		-	51,081		-	51,081		-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>8.00</b>		<b>110,015</b>		<b>-</b>	<b>110,015</b>		<b>-</b>	<b>110,015</b>		<b>-</b>	<b>110,015</b>		<b>-</b>

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>101.00</b>		<b>1,954,004</b>		<b>-</b>	<b>1,954,004</b>		<b>-</b>	<b>1,954,004</b>		<b>-</b>	<b>1,954,004</b>		<b>-</b>
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PAYROLL TAXES AND BENEFITS		Avg. No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Payroll Taxes			192,999		-	192,999		-	192,999		-	192,999		-
Fringe / Employee Benefits			289,498		-	289,498		-	289,498		-	289,498		-
Retirement / Pension			38,600		-	38,600		-	38,600		-	38,600		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			<b>521,096</b>		<b>-</b>	<b>521,096</b>		<b>-</b>	<b>521,096</b>		<b>-</b>	<b>521,096</b>		<b>-</b>

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>101.00</b>		<b>2,475,100</b>		<b>-</b>	<b>2,475,100</b>		<b>-</b>	<b>2,475,100</b>		<b>-</b>	<b>2,475,100</b>		<b>-</b>
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CONTRACTED SERVICES		Avg. No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Accounting / Audit			54,450		-	54,450		-	54,450		-	54,450		-
Legal			17,188		-	17,188		-	17,188		-	17,188		-
Management Company Fee					-			-			-			-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services			2,940		-	2,940		-	2,940		-	2,940		-
Special Ed Services			6,050		-	6,050		-	6,050		-	6,050		-
Titlement Services (i.e. Title I)					-			-			-			-
Other Purchased / Professional / Consulting			113,030		-	113,030		-	113,030		-	113,030		-

ACADEMY OF THE CITY CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL CONTRACTED SERVICES	-	193,657	-	-	193,657	-	-	193,657	-	-	193,657	-	-

ACADEMY OF THE CITY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>SCHOOL OPERATIONS</b>													
Board Expenses		1,513		-	1,513		-	1,513		-	1,513		-
Classroom / Teaching Supplies & Materials		26,400		-	26,400		-	26,400		-	26,400		-
Special Ed Supplies & Materials		3,300		-	3,300		-	3,300		-	3,300		-
Textbooks / Workbooks		27,500		-	27,500		-	27,500		-	27,500		-
Supplies & Materials other		19,800		-	19,800		-	19,800		-	19,800		-
Equipment / Furniture		35,750		-	35,750		-	35,750		-	35,750		-
Telephone		24,750		-	24,750		-	24,750		-	24,750		-
Technology		65,098		-	65,098		-	65,098		-	65,098		-
Student Testing & Assessment		28,599		-	28,599		-	28,599		-	28,599		-
Field Trips		20,625		-	20,625		-	20,625		-	20,625		-
Transportation (student)		165		-	165		-	165		-	165		-
Student Services - other		11,715		-	11,715		-	11,715		-	11,715		-
Office Expense		27,500		-	27,500		-	27,500		-	27,500		-
Staff Development		33,000		-	33,000		-	33,000		-	33,000		-
Staff Recruitment		6,050		-	6,050		-	6,050		-	6,050		-
Student Recruitment / Marketing		6,126		-	6,126		-	6,126		-	6,126		-
School Meals / Lunch		9,177		-	9,177		-	9,177		-	9,177		-
Travel (Staff)		4,125		-	4,125		-	4,125		-	4,125		-
Fundraising		393		-	393		-	393		-	393		-
Other		2,750		-	2,750		-	2,750		-	2,750		-
TOTAL SCHOOL OPERATIONS	-	354,335	-	-	354,335	-	-	354,335	-	-	354,335	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance		19,965		-	19,965		-	19,965		-	19,965		-
Janitorial		19,250		-	19,250		-	19,250		-	19,250		-
Building and Land Rent / Lease / Facility Finance Interest		671,763.25		-	671,763.25		-	671,763.25		-	671,763.25		-
Repairs & Maintenance		30,860		-	30,860		-	30,860		-	30,860		-
Equipment / Furniture		46,750		-	46,750		-	46,750		-	46,750		-
Security				-			-			-			-
Utilities		34,564		-	34,564		-	34,564		-	34,564		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	823,152	-	-	823,152	-	-	823,152	-	-	823,152	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>													
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-
NET INCOME	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	-



ACADEMY OF THE CITY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	729	-	-	729	-	-	729	-	-	729	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	729	-	-	729	-	-	729	-	-	729	-	-
<b>REVENUE PER PUPIL</b>	-	5,337	-	-	5,337	-	-	5,337	-	-	5,337	-	-
<b>EXPENSES PER PUPIL</b>	-	5,276	-	-	5,276	-	-	5,276	-	-	5,276	-	-

		ACADEMY OF THE CITY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Revenue		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses		15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income		178,829	178,829	-	178,829	178,829	
Actual Student Enrollment							
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		2021-22 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	16,844	12,279,276	12,279,276	-	12,279,276	12,279,276	Budget for 729 tudents at the expected per pupil rate for NYC: 477 Elementary Sschool and 252 Middle School
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
ALL OTHER School Districts: ( Weighted Avg )		-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	12,279,276	12,279,276	-	12,279,276	12,279,276	
Special Education Revenue		519,500	519,500	-	519,500	519,500	Based on actual Special Ed. Revenue for fiscal year 2020-21
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		2,046,546	2,046,546	-	2,046,546	2,046,546	Based on facility revenue for allowable per student enrollment
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		14,845,322	14,845,322	-	14,845,322	14,845,322	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs		33,911	33,911	-	33,911	33,911	Based on the projected amount for SY 2020-21
Title I		83,323	83,323	-	83,323	83,323	Based on the projected amount for SY 2020-21
Title Funding - Other		5,645	5,645	-	5,645	5,645	Based on the projected amount for SY 2020-21
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		522,755	522,755	-	522,755	522,755	Based on 50% of the total federal ESSR & ARP grant amounts allocated to the school.
TOTAL REVENUE FROM FEDERAL SOURCES		645,634	645,634	-	645,634	645,634	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		40,000	40,000	-	40,000	40,000	Based on the projected amount for SY 2019-20 but adjusted downward to reflect current economic conditions.
Fundraising		-	-	-	-	-	
Erate Reimbursement		5,000	5,000	-	5,000	5,000	Based on the projected amount for SY 2019-20 but adjusted downward to reflect current economic conditions.
Earnings on Investments		-	-	-	-	-	
Interest Income		5,000	5,000	-	5,000	5,000	Based on the projected amount for SY 2019-20 but adjusted downward to reflect current economic conditions.

		ACADEMY OF THE CITY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
Total Revenue		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses		15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income		178,829	178,829	-	178,829	178,829	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		22,845	22,845	-	22,845	22,845	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		72,845	72,845	-	72,845	72,845	
<b>TOTAL REVENUE</b>		<b>15,563,801</b>	<b>15,563,801</b>	<b>-</b>	<b>15,563,801</b>	<b>15,563,801</b>	

Based on the projected amount for SY 2019-20 but adjusted downward to reflect current economic conditions.

		ACADEMY OF THE CITY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Revenue		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses		15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income		178,829	178,829	-	178,829	178,829	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	Avg. No. of Positions						
Executive Management	1.00	220,000	220,000	-	(220,000)	(220,000)	1 Executive Director
Instructional Management	5.00	641,575	641,575	-	(641,575)	(641,575)	2 Principals & 3 Assistant Principals
Deans, Directors & Coordinators	9.00	823,986	823,986	-	(823,986)	(823,986)	2 Deans, 2 Coaches, 2 SpEd Coordinators, 1 Parent Coordinator, 1 RTI Coordinator & 1 HS Coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	185,000	185,000	-	(185,000)	(185,000)	1 DOO and 1 Associate DOO
Administrative Staff	8.00	481,637	481,637	-	(481,637)	(481,637)	8 Admin Associates
TOTAL ADMINISTRATIVE STAFF	25.00	2,352,198	2,352,198	-	(2,352,198)	(2,352,198)	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	28.00	2,307,443	2,307,443	-	(2,307,443)	(2,307,443)	28 Regular Teachers (4 new positions added from FY20-21 to adjust for higher enrollment for FY2021-22)
Teachers - SPED	4.00	369,532	369,532	-	(369,532)	(369,532)	4 SpEd Teachers
Substitute Teachers	-	100,000	100,000	-	(100,000)	(100,000)	
Teaching Assistants	7.00	305,201	305,201	-	(305,201)	(305,201)	7 Teaching Assistants
Specialty Teachers	17.00	1,404,645	1,404,645	-	(1,404,645)	(1,404,645)	5 Specialists, 3 ESL, 2 Art, 2 Music, 2 Gym, 2 Spanish Teacher & 1 Drama (4 new positions added from FY20-21 to adjust for higher enrollment for FY2021-22)
Aides	9.00	294,123	294,123	-	(294,123)	(294,123)	9 School aides (3 new positions added from FY20-21 to adjust for higher enrollment for FY2021-22)
Therapists & Counselors	3.00	242,813	242,813	-	(242,813)	(242,813)	2 Counselors and 1 Social Worker
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	68.00	5,023,757	5,023,757	-	(5,023,757)	(5,023,757)	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	5.00	235,736	235,736	-	(235,736)	(235,736)	5 Custodians
Security	-	-	-	-	-	-	
Other	3.00	204,324	204,324	-	(204,324)	(204,324)	1 Library Tech & 2 IT Techs
TOTAL NON-INSTRUCTIONAL	8.00	440,060	440,060	-	(440,060)	(440,060)	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>101.00</b>	<b>7,816,015</b>	<b>7,816,015</b>	<b>-</b>	<b>(7,816,015)</b>	<b>(7,816,015)</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		771,994	771,994	-	(771,994)	(771,994)	Approx. 10% of the gross salary
Fringe / Employee Benefits		1,157,992	1,157,992	-	(1,157,992)	(1,157,992)	Approx. 15% of the gross salary
Retirement / Pension		154,399	154,399	-	(154,399)	(154,399)	Projecting a 2% increase over actual amount for SY 2020-21
TOTAL PAYROLL TAXES AND BENEFITS		2,084,385	2,084,385	-	(2,084,385)	(2,084,385)	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>101.00</b>	<b>9,900,400</b>	<b>9,900,400</b>	<b>-</b>	<b>(9,900,400)</b>	<b>(9,900,400)</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		217,800	217,800	-	(217,800)	(217,800)	Based on a 10% increase from SY 2020-21
Legal		68,750	68,750	-	(68,750)	(68,750)	Based on a 10% increase from SY 2020-21
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		11,758	11,758	-	(11,758)	(11,758)	Based on a 10% increase from SY 2020-21
Special Ed Services		24,200	24,200	-	(24,200)	(24,200)	Based on a 10% increase from SY 2020-21
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		452,118	452,118	-	(452,118)	(452,118)	Based on the actual spending for SY 2020-21

ACADEMY OF THE CITY CHARTER SCHOOL						
Budget / Operating Plan						
2021-22						
Total Revenue	15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses	15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income	178,829	178,829	-	178,829	178,829	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
TOTAL CONTRACTED SERVICES	774,626	774,626	-	(774,626)	(774,626)	

ACADEMY OF THE CITY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
Total Revenue	15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses	15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income	178,829	178,829	-	178,829	178,829	
Actual Student Enrollment						
Total Year			VARIANCE			
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
<b>SCHOOL OPERATIONS</b>						
Board Expenses	6 050	6 050	-	(6 050)	(6 050)	Based on a 10% increase from SY 2020-21
Classroom / Teaching Supplies & Materials	105,600	105,600	-	(105,600)	(105,600)	Based on a 10% increase from SY 2020-21
Special Ed Supplies & Materials	13,200	13,200	-	(13,200)	(13,200)	Based on a 10% increase from SY 2020-21
Textbooks / Workbooks	110 000	110 000	-	(110 000)	(110 000)	Based on a 10% increase from SY 2020-21
Supplies & Materials other	79,200	79,200	-	(79,200)	(79,200)	Based on a 10% increase from SY 2020-21
Equipment / Furniture	143,000	143,000	-	(143,000)	(143,000)	Based on a 10% increase from SY 2020-21
Telephone	99 000	99 000	-	(99 000)	(99 000)	Based on a 10% increase from SY 2020-21
Technology	260,391	260,391	-	(260,391)	(260,391)	Based on a 10% increase from SY 2020-21
Student Testing & Assessment	114,395	114,395	-	(114,395)	(114,395)	Based on a 10% increase from SY 2020-21
Field Trips	82,500	82,500	-	(82,500)	(82,500)	Based on a 10% increase from SY 2020-21
Transportation (student)	660	660	-	(660)	(660)	Based on a 10% increase from SY 2020-21
Student Services - other	46,860	46,860	-	(46,860)	(46,860)	Based on a 10% increase from SY 2020-21
Office Expense	110,000	110,000	-	(110,000)	(110,000)	Based on a 10% increase from SY 2020-21
Staff Development	132,000	132,000	-	(132,000)	(132,000)	Based on a 10% increase from SY 2020-21
Staff Recruitment	24,200	24,200	-	(24,200)	(24,200)	Based on a 10% increase from SY 2020-21
Student Recruitment / Marketing	24,502	24,502	-	(24,502)	(24,502)	Based on a 10% increase from SY 2020-21
School Meals / Lunch	36,707	36,707	-	(36,707)	(36,707)	Based on a 10% increase from SY 2020-21
Travel (Staff)	16,500	16,500	-	(16,500)	(16,500)	Based on a 10% increase from SY 2020-21
Fundraising	1,573	1,573	-	(1,573)	(1,573)	Based on a 10% increase from SY 2020-21
Other	11,000	11,000	-	(11,000)	(11,000)	Based on a 10% increase from SY 2020-21
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,417,338</b>	<b>1,417,338</b>	<b>-</b>	<b>(1,417,338)</b>	<b>(1,417,338)</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	79,860	79,860	-	(79,860)	(79,860)	Based on a 10% increase from SY 2020-21
Janitorial	77,000	77,000	-	(77,000)	(77,000)	Based on a 10% increase from SY 2020-21
Building and Land Rent / Lease / Facility Finance Interest	2,687,053	2,687,053	-	(2,687,053)	(2,687,053)	Based on the actual lease for the Elementary and Middle Schools
Repairs & Maintenance	123,441	123,441	-	(123,441)	(123,441)	Based on a 10% increase from SY 2020-21
Equipment / Furniture	187,000	187,000	-	(187,000)	(187,000)	Based on a 10% increase from SY 2020-21
Security	-	-	-	-	-	
Utilities	138,254	138,254	-	(138,254)	(138,254)	Based on a 10% increase from SY 2020-21
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>3,292,608</b>	<b>3,292,608</b>	<b>-</b>	<b>(3,292,608)</b>	<b>(3,292,608)</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>COVID-19 / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>DEFERRED RENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>15,384,972</b>	<b>15,384,972</b>	<b>-</b>	<b>(15,384,972)</b>	<b>(15,384,972)</b>	
<b>NET INCOME</b>	<b>178,829</b>	<b>178,829</b>	<b>-</b>	<b>178,829</b>	<b>178,829</b>	



ACADEMY OF THE CITY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-	-
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES {enter descriptions below}</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES {enter descriptions below}</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES {enter descriptions below}</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	-	<b>44,707</b>	-	-	<b>44,707</b>	-	-	<b>44,707</b>	-	-	<b>44,707</b>	-	-
Beginning Cash Balance	-	-	-	-	44,707	-	-	89,415	-	-	134,122	-	-
<b>ENDING CASH BALANCE</b>	-	<b>44,707</b>	-	-	<b>89,415</b>	-	-	<b>134,122</b>	-	-	<b>178,829</b>	-	-



		ACADEMY OF THE CITY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Revenue		15,563,801	15,563,801	-	15,563,801	15,563,801	
Total Expenses		15,384,972	15,384,972	-	(15,384,972)	(15,384,972)	
Net Income		178,829	178,829	-	178,829	178,829	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>CASH FLOW ADJUSTMENTS</b>							
OPERATING ACTIVITIES <i>(enter descriptions below)</i>							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	-	
NET INCOME		178,829	178,829	-	178,829	178,829	
Beginning Cash Balance		-	-	-	-	-	
ENDING CASH BALANCE		178,829	178,829	-	178,829	178,829	

**ACADEMY OF THE CITY CHARTER SCHOOL  
BALANCE SHEET  
2021-22**

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



**ACADEMY OF THE CITY CHARTER SCHOOL**

**Budget / Operating Plan**

2021-22

Total Revenue	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-
Total Expenses	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-	-	3,846,243	-
Net Income	-	44,707	-	-	44,707	-	-	44,707	-	-	44,707	-
Actual Student Enrollment	-	729	-	-	729	-	-	729	-	-	729	-

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

EXPENSES	Quarter 0 No. of Positions	2021-22											
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	-	55,000	-	55,000	-	55,000	-	55,000	-	55,000	-	55,000	-
Instructional Management	-	160,394	-	160,394	-	160,394	-	160,394	-	160,394	-	160,394	-
Deans, Directors & Coordinators	-	205,997	-	205,997	-	205,997	-	205,997	-	205,997	-	205,997	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	46,250	-	46,250	-	46,250	-	46,250	-	46,250	-	46,250	-
Administrative Staff	-	120,409	-	120,409	-	120,409	-	120,409	-	120,409	-	120,409	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>588,050</b>	-	<b>588,050</b>	-	<b>588,050</b>	-	<b>588,050</b>	-	<b>588,050</b>	-	<b>588,050</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	576,861	-	576,861	-	576,861	-	576,861	-	576,861	-	576,861	-
Teachers - SPED	-	92,383	-	92,383	-	92,383	-	92,383	-	92,383	-	92,383	-
Substitute Teachers	-	25,000	-	25,000	-	25,000	-	25,000	-	25,000	-	25,000	-
Teaching Assistants	-	76,300	-	76,300	-	76,300	-	76,300	-	76,300	-	76,300	-
Specialty Teachers	-	351,161	-	351,161	-	351,161	-	351,161	-	351,161	-	351,161	-
Aides	-	73,531	-	73,531	-	73,531	-	73,531	-	73,531	-	73,531	-
Therapists & Counselors	-	60,703	-	60,703	-	60,703	-	60,703	-	60,703	-	60,703	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>1,255,939</b>	-	<b>1,255,939</b>	-	<b>1,255,939</b>	-	<b>1,255,939</b>	-	<b>1,255,939</b>	-	<b>1,255,939</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	58,934	-	58,934	-	58,934	-	58,934	-	58,934	-	58,934	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	51,081	-	51,081	-	51,081	-	51,081	-	51,081	-	51,081	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	<b>110,015</b>	-	<b>110,015</b>	-	<b>110,015</b>	-	<b>110,015</b>	-	<b>110,015</b>	-	<b>110,015</b>	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>1,954,004</b>	-	<b>1,954,004</b>	-	<b>1,954,004</b>	-	<b>1,954,004</b>	-	<b>1,954,004</b>	-	<b>1,954,004</b>	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	192,999	-	192,999	-	192,999	-	192,999	-	192,999	-	192,999	-
Fringe / Employee Benefits	-	289,498	-	289,498	-	289,498	-	289,498	-	289,498	-	289,498	-
Retirement / Pension	-	38,600	-	38,600	-	38,600	-	38,600	-	38,600	-	38,600	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	<b>521,096</b>	-	<b>521,096</b>	-	<b>521,096</b>	-	<b>521,096</b>	-	<b>521,096</b>	-	<b>521,096</b>	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>2,475,100</b>	-	<b>2,475,100</b>	-	<b>2,475,100</b>	-	<b>2,475,100</b>	-	<b>2,475,100</b>	-	<b>2,475,100</b>	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	54,450	-	54,450	-	54,450	-	54,450	-	54,450	-	54,450	-
Legal	-	17,188	-	17,188	-	17,188	-	17,188	-	17,188	-	17,188	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	2,940	-	2,940	-	2,940	-	2,940	-	2,940	-	2,940	-
Special Ed Services	-	6,050	-	6,050	-	6,050	-	6,050	-	6,050	-	6,050	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	113,030	-	113,030	-	113,030	-	113,030	-	113,030	-	113,030	-
<b>TOTAL CONTRACTED SERVICES</b>	-	<b>193,657</b>	-	<b>193,657</b>	-	<b>193,657</b>	-	<b>193,657</b>	-	<b>193,657</b>	-	<b>193,657</b>	-

**ACADEMY OF THE CITY CHARTER SCHOOL**

**Budget / Operating Plan**

2021-22

	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-	-	3,890,950	-
<b>Total Revenue</b>												
<b>Total Expenses</b>												
<b>Net Income</b>												
<b>Actual Student Enrollment</b>												
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses		1 513	-		1 513	-		1 513	-		1 513	-
Classroom / Teaching Supplies & Materials		26,400	-		26,400	-		26,400	-		26,400	-
Special Ed Supplies & Materials		3,300	-		3,300	-		3,300	-		3,300	-
Textbooks / Workbooks		27,500	-		27,500	-		27,500	-		27,500	-
Supplies & Materials other		19,800	-		19,800	-		19,800	-		19,800	-
Equipment / Furniture		35,750	-		35,750	-		35,750	-		35,750	-
Telephone		24,750	-		24,750	-		24,750	-		24,750	-
Technology		65,098	-		65,098	-		65,098	-		65,098	-
Student Testing & Assessment		28,599	-		28,599	-		28,599	-		28,599	-
Field Trips		20,625	-		20,625	-		20,625	-		20,625	-
Transportation (student)		165	-		165	-		165	-		165	-
Student Services - other		11,715	-		11,715	-		11,715	-		11,715	-
Office Expense		27,500	-		27,500	-		27,500	-		27,500	-
Staff Development		33,000	-		33,000	-		33,000	-		33,000	-
Staff Recruitment		6,050	-		6,050	-		6,050	-		6,050	-
Student Recruitment / Marketing		6,126	-		6,126	-		6,126	-		6,126	-
School Meals / Lunch		9,177	-		9,177	-		9,177	-		9,177	-
Travel (Staff)		4,125	-		4,125	-		4,125	-		4,125	-
Fundraising		393	-		393	-		393	-		393	-
Other		2,750	-		2,750	-		2,750	-		2,750	-
<b>TOTAL SCHOOL OPERATIONS</b>		354,335	-		354,335	-		354,335	-		354,335	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		19,965	-		19,965	-		19,965	-		19,965	-
Janitorial		19,250	-		19,250	-		19,250	-		19,250	-
Building and Land Rent / Lease / Facility Finance Interest		671,763	-		671,763	-		671,763	-		671,763	-
Repairs & Maintenance		30,860	-		30,860	-		30,860	-		30,860	-
Equipment / Furniture		46,750	-		46,750	-		46,750	-		46,750	-
Security		-	-		-	-		-	-		-	-
Utilities		34,564	-		34,564	-		34,564	-		34,564	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		823 152	-		823 152	-		823 152	-		823 152	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-		-	-		-	-		-	-
<b>COVID-19 / CONTINGENCY</b>		-	-		-	-		-	-		-	-
<b>DEFERRED RENT</b>		-	-		-	-		-	-		-	-
<b>TOTAL EXPENSES</b>		3,846,243	-		3,846,243	-		3,846,243	-		3,846,243	-
<b>NET INCOME</b>		44,707	-		44,707	-		44,707	-		44,707	-





ACADEMY OF THE CITY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	15,563,801	(15,563,801)	-	-	15,563,801	(15,563,801)	-	-
Total Expenses	-	-	-	15,384,972	15,384,972	-	-	15,384,972	15,384,972	-	-
Net Income	-	-	-	178,829	(178,829)	-	-	178,829	(178,829)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
<b>TOTALS AND VARIANCE ANALYSIS</b>											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
<b>EXPENSES</b>	Quarter 0										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions										
Executive Management	-	-	-	220,000	220,000	-	-	220,000	220,000	-	-
Instructional Management	-	-	-	641,575	641,575	-	-	641,575	641,575	-	-
Deans, Directors & Coordinators	-	-	-	823,986	823,986	-	-	823,986	823,986	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	185,000	185,000	-	-	185,000	185,000	-	-
Administrative Staff	-	-	-	481,637	481,637	-	-	481,637	481,637	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	<b>2,352,198</b>	<b>2,352,198</b>	-	-	<b>2,352,198</b>	<b>2,352,198</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>											
Teachers - Regular	-	-	-	2,307,443	2,307,443	-	-	2,307,443	2,307,443	-	-
Teachers - SPED	-	-	-	369,532	369,532	-	-	369,532	369,532	-	-
Substitute Teachers	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-
Teaching Assistants	-	-	-	305,201	305,201	-	-	305,201	305,201	-	-
Specialty Teachers	-	-	-	1,404,645	1,404,645	-	-	1,404,645	1,404,645	-	-
Aides	-	-	-	294,123	294,123	-	-	294,123	294,123	-	-
Therapists & Counselors	-	-	-	242,813	242,813	-	-	242,813	242,813	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	<b>5,023,757</b>	<b>5,023,757</b>	-	-	<b>5,023,757</b>	<b>5,023,757</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	235,736	235,736	-	-	235,736	235,736	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	204,324	204,324	-	-	204,324	204,324	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	<b>440,060</b>	<b>440,060</b>	-	-	<b>440,060</b>	<b>440,060</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>7,816,015</b>	<b>7,816,015</b>	-	-	<b>7,816,015</b>	<b>7,816,015</b>	-	-
<b>PAYROLL TAXES AND BENEFITS</b>											
Payroll Taxes	-	-	-	771,994	771,994	-	-	771,994	771,994	-	-
Fringe / Employee Benefits	-	-	-	1,157,992	1,157,992	-	-	1,157,992	1,157,992	-	-
Retirement / Pension	-	-	-	154,399	154,399	-	-	154,399	154,399	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	<b>2,084,385</b>	<b>2,084,385</b>	-	-	<b>2,084,385</b>	<b>2,084,385</b>	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>9,900,400</b>	<b>9,900,400</b>	-	-	<b>9,900,400</b>	<b>9,900,400</b>	-	-
<b>CONTRACTED SERVICES</b>											
Accounting / Audit	-	-	-	217,800	217,800	-	-	217,800	217,800	-	-
Legal	-	-	-	68,750	68,750	-	-	68,750	68,750	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	11,758	11,758	-	-	11,758	11,758	-	-
Special Ed Services	-	-	-	24,200	24,200	-	-	24,200	24,200	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	452,118	452,118	-	-	452,118	452,118	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	<b>774,626</b>	<b>774,626</b>	-	-	<b>774,626</b>	<b>774,626</b>	-	-



ACADEMY OF THE CITY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	15,563,801	(15,563,801)	-	-	15,563,801	(15,563,801)	-	-
Total Expenses	-	-	-	15,384,972	15,384,972	-	-	15,384,972	15,384,972	-	-
Net Income	-	-	-	178,829	(178,829)	-	-	178,829	(178,829)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
<b>TOTALS AND VARIANCE ANALYSIS</b>											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget	Actual vs. Current	Actual vs. Current	Actual vs. Original	Actual vs. Original	Actual vs. Original	Actual vs. Original	Actual vs. Original	Actual vs. Original	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
	Actual	(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY		
<b>SCHOOL OPERATIONS</b>											
Board Expenses	-	-	-	6,050	6,050	-	-	6,050	6,050	-	-
Classroom / Teaching Supplies & Materials	-	-	-	105,600	105,600	-	-	105,600	105,600	-	-
Special Ed Supplies & Materials	-	-	-	13,200	13,200	-	-	13,200	13,200	-	-
Textbooks / Workbooks	-	-	-	110,000	110,000	-	-	110,000	110,000	-	-
Supplies & Materials other	-	-	-	79,200	79,200	-	-	79,200	79,200	-	-
Equipment / Furniture	-	-	-	143,000	143,000	-	-	143,000	143,000	-	-
Telephone	-	-	-	99,000	99,000	-	-	99,000	99,000	-	-
Technology	-	-	-	260,391	260,391	-	-	260,391	260,391	-	-
Student Testing & Assessment	-	-	-	114,395	114,395	-	-	114,395	114,395	-	-
Field Trips	-	-	-	82,500	82,500	-	-	82,500	82,500	-	-
Transportation (student)	-	-	-	660	660	-	-	660	660	-	-
Student Services - other	-	-	-	46,860	46,860	-	-	46,860	46,860	-	-
Office Expense	-	-	-	110,000	110,000	-	-	110,000	110,000	-	-
Staff Development	-	-	-	132,000	132,000	-	-	132,000	132,000	-	-
Staff Recruitment	-	-	-	24,200	24,200	-	-	24,200	24,200	-	-
Student Recruitment / Marketing	-	-	-	24,502	24,502	-	-	24,502	24,502	-	-
School Meals / Lunch	-	-	-	36,707	36,707	-	-	36,707	36,707	-	-
Travel (Staff)	-	-	-	16,500	16,500	-	-	16,500	16,500	-	-
Fundraising	-	-	-	1,573	1,573	-	-	1,573	1,573	-	-
Other	-	-	-	11,000	11,000	-	-	11,000	11,000	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	1,417,338	1,417,338	-	-	1,417,338	1,417,338	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	-	-	-	79,860	79,860	-	-	79,860	79,860	-	-
Janitorial	-	-	-	77,000	77,000	-	-	77,000	77,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	2,687,053	2,687,053	-	-	2,687,053	2,687,053	-	-
Repairs & Maintenance	-	-	-	123,441	123,441	-	-	123,441	123,441	-	-
Equipment / Furniture	-	-	-	187,000	187,000	-	-	187,000	187,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	138,254	138,254	-	-	138,254	138,254	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	3,292,608	3,292,608	-	-	3,292,608	3,292,608	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-
<b>COVID-19 / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	15,384,972	15,384,972	-	-	15,384,972	15,384,972	-	-
<b>NET INCOME</b>	-	-	-	178,829	(178,829)	-	-	178,829	(178,829)	-	-





**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**ACADEMY OF THE CITY CHARTER SCHOOL**  
**2021-22**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

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

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



**Academy of the City Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 11, 2021

By Steve Zimmerman

31-29 60<sup>th</sup> Street  
Astoria, NY 11377

718-487-9857

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Zimmerman, Executive Director, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Monica Khan-Liriano	Chair	Executive, Governance; Education; Finance, Legal & Operations/Audit; Board Development
Harold Elish	Treasurer	Executive; Finance, Legal & Operations/Audit (Chair)
Sarah DeBlois	Secretary	Executive, Education
Deborah Evangelakos	Trustee	Board Development (Chair); Finance, Legal & Operations/Audit; Governance, Education
Angela Howard	Trustee	Education, Governance
Michela Nonis	Vice Chair	Governance (Chair); Education; Finance, Legal & Operations/Audit
James Traub	Trustee	Executive, Education (Co-Chair); Development & Advocacy
Stephanie Walker	Trustee	Finance; Legal & Operations/Audit; Governance
Dr. Richard Welles	Trustee	Executive; Education (Co-Chair)

**Steven Zimmerman has served as the Executive Director since April 20, 2020.**

## SCHOOL OVERVIEW

### Mission Statement

*Academy of the City (AoC) fosters community, supports families, welcomes children of all backgrounds, celebrates diversity and promotes social justice. With our challenging, hands-on liberal arts experience, we strive to develop joyful, creative, independent and successful lifelong learners.*

AoC was originally authorized as a K-5 school in 2010 and opened its doors to its first class of 100 students in Grades K-1 in August 2011. AoC received a three-year renewal in 2016, and subsequently received a full five year renewal in 2019 with approval to expand the school to include the middle school grades, 6<sup>th</sup> through 8<sup>th</sup>. The 2020-21 school year was the second year of our third charter term.

AoC is deeply embedded in every neighborhood of CSD 30, one of the most culturally and ethnically diverse in the country. Our student body represents the diversity of this culturally rich part of Western Queens. Our students are newcomers, first generation Americans, from families who have recently moved to Queens and those that have been here for generations. There are 29 different home languages spoken in the homes of the students we serve. Last year, our student body was 6% Black, 40% Hispanic, 18% Asian and 30% White. In 2020-21, 8% of our students were English language learners, 13% students with disabilities and 82% are eligible for free- and reduced-priced lunch. It is our vision that every child in our diverse community will achieve academic, social and personal excellence.

This past school year, our BEDS date enrollment was 636 students in Grades K-7. Notably our enrollment as of June 30, 2021 was 640 students which means we were successful in maintaining our enrollment. This is particularly significant given the negative impact the pandemic had on student enrollment and retention across all schools; yet AoC managed to end the school year with an enrollment that was 95% of our maximum chartered enrollment.

Our community-based, independent charter school was founded on the principles of:

- Community involvement
- Workplace democracy partnering with the United Federation of Teachers
- Reflective practices in pedagogy, site-based management and governance
- Continuous Professional Development
- Personal Accountability
- Transparency
- Entrepreneurship

These principles have continued and supported the excellence and growth of our program over our 10 years serving children in our CSD 30 Queens community.

AoC offers a rigorous, liberal arts curriculum that is standards-based and data-driven. A hallmark of AoC's pedagogy is our robust program in interdisciplinary project-based learning. Our students receive daily instruction in the core subjects of ELA, mathematics, science and social studies as well as weekly instruction in music, fine arts and physical education. Students work together as full class, independently and collaboratively in small groups, supported by their teachers. From the youngest of grades, AoC promotes student choice as we give all children an opportunity to select clubs or electives, enrichment opportunities in a small group setting, in which they would like to participate.

### The 2020-21 School Year

AoC elected to remain fully remote during the 2020-21 school year. This decision was based on the collective best interests of students, staff and families in our learning community and the conviction on the part of the Board and school leadership that the remote plan would optimize safety while maximizing learning. Because the use of digital resources was central to the delivery of AoC's 2020-

21 educational program, we provided and assisted families with the required devices and tech support needed to facilitate a successful learning experience for all students. The remote learning experiences of the end of the 2019-20 school year provided the school leadership team and staff of both the elementary and middle school to reflect on the practices and design a new and improved remote teaching and learning environment for students that was implemented in 2020-21. Throughout the school year, teachers were provided with continued professional development so that they could perfect the use of existing tools and remote instructional practices and gain access to new tools and best practices for facilitating successful online learning environments.

Through our 2020-21 online instructional program, we sought to uphold the quality education we provide for on-campus instruction, making sure online learning was interactive and met the diverse learning needs of our student population. Importantly, grade level and age level needs informed the breakdown of screen time, independent work time, collaborative work time and the use of technology in the virtual instructional program. To that end, in the elementary school (Grades K-4), daily instruction included a mix of synchronous and asynchronous learning. ELA, math, science, PE, Art, Music and Clubs were delivered as live instruction while writing and social studies were delivered asynchronously with students accessing pre-recorded lessons that their teachers would upload on google classroom. In the middle school, all instruction was live instruction.

AoC's remote program reflected a balance of academics, specials and social emotional learning. The remote daily schedule reflected our consciousness of student's screen time and the need for physical activity, body breaks and brain-breaks to avoid screen fatigue. Recognizing that students were experiencing stressful and often intense, traumatic experiences while isolated from their teachers, peers, friends and the school community as a whole, there was daily student check-ins across grade levels to nurture their healing process, ongoing mentorship from middle school advisors, a comprehensive counseling program that supported students with weekly classroom lessons that followed the CASEL competencies to teach them skills and behaviors to deal with the anxiety and stress resulting from the pandemic and ongoing communication with the families to ensure the school was aware of needs or areas of immediate support required by our students. The social emotional and mental health of our students will continue to be prioritized as we enter the 2021-22 school.

Instructional differentiation was achieved in the virtual environment. Teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. ELL students were scheduled with the ELL teacher for live small group instruction on Zoom. During that time, ELL teachers worked with ELLs on classroom assignments as well as lessons designed to help students achieve language proficiency. Special education teachers had synchronous group sessions with their students based on their IEP mandates. During that time, teachers worked with special education students on classroom assignments as well as the student's individual IEP goals. Related services (OT, Speech, PT and Counseling) were provided to students through Tele-therapy. After consent was received from parents, related service providers worked with families to create a time to meet with students based on the student's IEP mandates. At-risk students (those who were performing below grade level) continued to receive special support from learning specialists during remote learning. Learning specialists met with students in small groups of up to 6 students in synchronous sessions twice a week during a 6 week cycle in which the learning specialist planned lessons based on the students' needs and focused on reading strategies, phonics, comprehension and/or grade level math skills. Based on student assessment data after the 6 week cycle, decisions were made as to whether students needed continued support.

The most important program adjustment that AoC implemented during 2020-21 that it had not

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

been able to do after it's abrupt transition to remote learning at the end of the 2019-20 school year was implementing its internal assessment protocol. The planning and professional development in which the school leadership team and teachers engaged in during the summer of 2020 allowed AoC to prepare for and establish protocols that would ensure the reliability of administering internal assessments in the remote context. AoC did not have the time to prepare to administer these assessments remotely at the end of the 2019-20 school year once it began its remote program. This year, however, AoC was able to administer F&P and Measuring Up Reading and Measuring Up Math and Go Math during the 2020-21 school year. While this data indicates that AoC students continued to make progress despite continued remote learning, school leadership is keenly aware that the majority of students are still behind grade level and have been focused this summer on what this data along with other student performance data, including teacher observations of student performance and engagement, will mean in terms of the interventions required during the 2021-22 school year to provide remediation and accelerate student learning.

### Supporting Families During the Pandemic

CSD 30 was at the epicenter of the pandemic here in New York City. Many of our families struggled with the health and economic impacts of the pandemic. Tragically, we lost members of our community to the virus. Many of our families have struggled with food and economic insecurity. Our Family Coordinator assessed our families' needs through surveys and daily contact. Working with long-standing community partners, we ensured that every family had access to food and economic support. Our school counselor made daily contact and ran regular programs of emotional support for students and for their families. Families were regularly advised of the governmental relief programs, and at the request of leadership, our PCO and Board undertook a successful fundraising campaign to support those in immediate need who might not have access to those programs. This supportive work, so key to the ability of our students to be able to continue to learn and excel, continues today.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school 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	57	55	84	106	53	57								412
2017-18	54	57	57	81	108	50								407
2018-19	54	56	58	55	82	107								412
2019-20	87	84	58	58	57	87	99							530
2020-21	81	82	85	57	84	77	81	89						636



## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

AoC's students will meet or exceed Common Core and NYS Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening.

#### BACKGROUND

The AoC ELA curriculum is designed to ensure that students learn to read and write with interest and understanding, write to communicate clearly, speak confidently and expressively and listen with attention and understanding. The School's ELA curriculum is closely aligned to the New York State Learning Standards. For ELA, AoC uses the Teachers College Readers and Writers workshop model for Grades K-1, Houghton Mifflin Harcourt (HMF) *Journeys* for Grades 2-4 and HMH *Collections* for Grade 5-7. Grades 3-7 also engage in novel study in which the whole class reads the same novel with accompanying reading and writing lessons. ELA instruction is aligned with NYS standards-based instruction that is supported by the curriculum. During AOC's 2020-21 remote learning program, there was 1 hour of live ELA instruction five days a week and 45 minutes of asynchronous writing instruction three days a week with teachers prerecording the writing lesson which was posted on Google classroom in the elementary school. In the middle school, students had 45 minutes of live ELA (reading and writing) instruction five days a week.

Teachers use a lesson format that follows a predictable structure 1. Warm up/Introduction 2. Teach/Introduce new material 3. Try/Collaborate 4. Clarify/Formative Assessment. Small group, targeted instruction occurs during guided reading. Our ongoing ELA program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading and Writer's workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. During remote learning, teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students.

Additionally, ELLs, special education and at-risk students had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. During remote instruction, Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students.

live small group instruction on Zoom. SPED students received their mandated and related services live through Zoom.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System (F&P) for formal assessment for all grades (or until a student tests out of this assessment). During 2020-21, F&P was administered three times during the year: Fall, Winter and Spring. AoC also administered Mastery Education's Measuring Up Live ELA (MUL ELA) benchmark assessments for the testing grades, 3<sup>rd</sup>-7<sup>th</sup>. Grades 3 and 4 were administered MUL ELA in the winter and spring 2021 while middle school grades, 5-7, were administered this assessment fall 2020, winter 2021 and spring 2021. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills.

AoC is committed to building the capacity of our teachers through professional development. During remote instruction in the 2020-21 school year, AoC provided time in the daily and weekly schedule for teachers to plan and collaborate together in virtual grade level meetings and department meetings. This past year, AoC's ELA PD priorities were to engage students in a virtual setting, support reading and writing growth, as well as deficiencies acquired from interrupted 2019/2020 school year and master creating a ELA curriculum that translated to the remote setting (transformative) while holding true to AoC's mission and vision. To deliver PD, AoC engaged external PD consultants to provide training and workshops to teachers; in addition, teachers also led PD initiatives with their colleagues. PD and collaboration also continued to center around the sharing of best practices in online learning and online platforms that best supported and enhanced learning.

One of the more significant changes in the ELA instructional program during 2020-21 versus pre-pandemic in school instruction was that the amount of ELA instructional time was reduced from what it had been in school pre-pandemic. Pre-pandemic, the entire daily ELA block was 105 minutes, including 30 minutes of supervised independent reading time (DEAR) which was not able to be accommodated in the remote schedule given the amount of time available for ELA instruction. Because of the need to balance recommendations for the amount of student screen time each day and the need to ensure student's mental health and prevent student burnout by providing brain breaks and body breaks, the amount of instructional time across all courses was reduced from pre-pandemic in-school learning.

### METHOD

To measure growth and achievement in ELA, AoC administered two formal assessments in the elementary school and middle school: the Fountas & Pinnell Benchmark Assessment System (F&P) and Mastery Education's Measuring Up Live ELA assessments (MUL ELA). F&P was administered to all students, Grades K-7 (or until a student tests out of the F&P), while MUL ELA was administered in the testing grades, 3<sup>rd</sup> through 7<sup>th</sup>. Both assessments are valid and reliable and aligned with NYS Learning Standards; however, neither assessment is a nationally-normed assessment.

F&P is administered one-to-one with the teacher and student. Students' independent reading levels are determined by the F&P assessment. F&P provides a scale that translates these reading

levels into a 1-4 scale where Level 1 is far below benchmark, Level 2 is approaching benchmark, Level 3 is at benchmark and Level 4 is exceeding benchmark. During the 2020-21 school year, F&P was administered three times during the year: Fall, Winter and Spring.

The MUL ELA assessment is an online assessment that diagnoses student ELA skill level and standards knowledge. The MUL ELA grade level assessments are delivered in specific testing formats that AoC students will confront on the NYS Testing program. The MUL ELA assessment was administered three times during the year for middle school (Grades 5-7): Fall, Winter and Spring and two times during the year for elementary school (Grades 3-4): Winter and Spring.

Because AoC remained remote for the 2020-21 school year, all assessments were administered remotely. AoC instructional leadership invested a significant amount of time setting up systems and creating protocols to be able to administer both the F&P and MUL ELA assessments to students remotely that would ensure the school had valid and reliable student academic data in order to understand the progress and gaps in student learning and inform necessary interventions and instructional modifications that would be required going forward to accelerate student learning. School administrators and teachers followed the established protocols with regard to communicating with families regarding the benchmark assessments and how the assessments will work remotely, the importance of families not helping students with answers, the importance of the student having a quiet place to take the assessment and ensuring that the home has the technological infrastructure to allow the student to take the assessment. Teachers also communicated with students about the assessment, why they are important, why the student should take them seriously and do their best and how virtual proctoring would work. On the day of the assessment, established protocols were followed by both students/families and teachers with regard to logging into the virtual setting, assigning

sharing their audio and screens with the teacher and proctor, etc. Teachers and proctors monitored students by popping in and out of individual students' breakout rooms. Further, teachers and proctors could check on their students to ensure that there were no technological issues, making sure students were sharing their screens and that their microphones were on, etc. Because of the adherence to recommended protocols, AoC is confident that the assessment results from remote administration of the MUL ELA and F&P are valid and reliable.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

### RESULTS AND EVALUATION

The tables below summarize AoC student performance on the Measuring Up Live ELA (MUL ELA benchmark assessment and the F&P benchmark assessment (F&P) for all students and disaggregated subgroups, ELLs and SWD. The tables compare student baseline performance on the assessment<sup>1</sup> with the end-of-year Spring 2021 administration focusing specifically on the percent of students performing at or above benchmark (Level 3+) and the percent who performed far below benchmark (Level 1). The data in the tables provide us with the absolute

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<sup>1</sup> Baseline for Grades 3-4 on the MUL ELA was Winter 2021, Baseline for Grades 5-7 on the MUL ELA was Fall 2020.  
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achievement of students—the percent of students at or above grade level at the end of the year—and with growth both in terms of the increase in the percent of students at or above grade level from baseline to spring and the decrease in the percent of students who are far below grade level from baseline to spring. In addition, by comparing the performance of ELLs and SWD with that of general education students, we are able to assess the effectiveness of AoC’s remote instructional program in addressing its most at-risk students. Because of the specific assessments that AoC administered during the 2020-21, we are unable to provide data in terms of the specific metrics defined by the Institute.

### *Percent of Students Performing at Level 1 and Level 3+ on Baseline and End of Year MUL ELA and F&P Assessments*

Measuring Up Live ELA						
ALL STUDENTS	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	50.9%	41.0%	(9.9)	22.8%	26.8%	4.0
4	60.7%	52.4%	(8.3)	7.1%	23.2%	16.1
5	53.8%	30.8%	(23.0)	6.4%	25.6%	19.2
6	38.3%	26.3%	(12.0)	30.9%	36.8%	5.9
7	16.3%	18.6%	2.3	54.6%	48.8%	(5.8)
All	43.3%	28.6%	(14.7)	24.9%	32.8%	7.9

Measuring Up Live ELA						
ELLs	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	75.0%	50.0%	(25.0)	8.3%	25.0%	16.7
4	78.6%	71.4%	(7.2)	0.0%	0.0%	0.0
5	85.7%	71.4%	(14.3)	7.0%	14.3%	7.3
6	81.8%	75.0%	(9.8)	0.0%	8.3%	8.3
7	50.0%	40.0%	(10.0)	20.0%	10.0%	(10.0)
All	74.1%	61.8%	(12.3)	22.2%	27.3%	5.1

Measuring Up Live ELA						
SWD	Baseline Level 1	Spring 21 Level 1	Inc/(Dec)	Baseline Level 3+	Spring 21 Level 3+	Inc/(Dec)
3	75.0%	66.7%	(8.3)	16.7%	33.3%	16.6
4	87.5%	71.4%	(16.1)	0.0%	0.0%	0.0
5	88.9%	87.5%	(1.4)	0.0%	0.0%	0.0
6	70.0%	44.4%	(25.6)	20.0%	33.3%	13.3
7	16.7%	33.3%	16.6	0.0%	16.7%	16.7
All	71.1%	61.9%	(9.2)	8.9%	19.0%	10.1

F&P						
ALL STUDENTS	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	95.1%	30.5%	(64.6)	4.9%	50.0%	45.1
1	31.3%	25.3%	(5.9)	52.5%	64.6%	12.1
2	23.2%	25.0%	1.8	59.8%	63.1%	3.3
3	3.6%	8.8%	5.2	83.9%	75.4%	(8.5)
4	14.3%	15.7%	1.4	66.7%	55.4%	(11.3)
5	13.0%	28.4%	15.4	57.1%	51.4%	(5.8)
6	32.1%	43.2%	11.2	43.6%	44.6%	1.0
7	36.9%	15.1%	(21.8)	46.4%	79.1%	32.6
All	32.3%	25.5%	(6.8)	50.6%	60.3%	9.7

F&P						
ELLs	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	100.0%	61.5%	(38.5)	0.0%	30.8%	30.8
1	46.2%	36.4%	(9.8)	46.2%	45.5%	(0.7)
2	18.2%	8.3%	(9.9)	45.5%	91.7%	46.2
3	8.3%	25.0%	16.7	33.3%	66.7%	33.3
4	28.6%	7.4%	(21.2)	42.9%	57.1%	14.3
5	37.5%	57.1%	19.6	12.5%	0.0%	(12.5)
6	45.5%	72.7%	27.3	27.3%	18.2%	(9.1)
7	90.0%	33.3%	(56.7)	0.0%	44.4%	44.4
All	46.7%	40.0%	(6.7)	27.2%	40.4%	13.2

F&P						
SWD	Fall 20 Level 1	Spring 21 Level 1	Inc/(Dec)	Fall 20 Level 3+	Spring 21 Level 3+	Inc/(Dec)
K	100.0%	20.0%	(80.0)	0.0%	80.0%	80.0
1	77.8%	75.0%	(2.8)	11.1%	25.0%	13.9
2	66.7%	85.7%	19.0	33.3%	14.3%	(19.0)
3	14.3%	25.0%	10.7	71.4%	41.7%	(29.8)
4	37.5%	42.9%	5.4	62.5%	42.9%	(19.6)
5	25.0%	75.0%	50.0	12.5%	0.0%	(12.5)
6	40.0%	60.0%	20.0	30.0%	30.0%	0.0
7	66.7%	33.3%	(33.3)	16.7%	66.7%	50.0
All	47.0%	52.4%	5.4	37.9%	34.9%	(3.00)

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Measuring Up Live ELA						
GE	Baseline	Spring 21	Inc/(Dec)	Baseline	Spring 21	Inc/(Dec)
	Level 1	Level 1		Level 3+	Level 3+	
3	44.4%	34.1%	(10.3)	24.4%	25.0%	0.6
4	57.9%	50.7%	(7.2)	7.9%	25.3%	17.4
5	49.3%	24.3%	(25.0)	7.3%	28.6%	21.3
6	33.8%	23.9%	(9.9)	32.4%	37.3%	4.9
7	16.3%	17.5%	1.2	58.8%	51.3%	(7.5)
ALL	39.6%	29.8%	(9.8)	27.0%	34.5%	7.5

F&P						
GE	Fall 20	Spring 21	Inc/(Dec)	Fall 20	Spring 21	Inc/(Dec)
	Level 1	Level 1		Level 3+	Level 3+	
K	94.7%	31.2%	(63.5)	5.3%	48.1%	42.8
1	25.4%	19.7%	(5.7)	57.8%	69.0%	11.2
2	19.7%	19.5%	(0.2)	61.8%	67.5%	5.7
3	0.0%	4.4%	4.4	88.1%	84.4%	(3.7)
4	11.8%	13.2%	1.4	67.1%	56.6%	(10.5)
5	11.6%	22.7%	11.1	62.3%	57.6%	(4.7)
6	30.9%	40.6%	9.7	45.6%	40.6%	(5.0)
7	34.6%	13.8%	(20.8)	48.7%	80.0%	31.3
All	30.6%	21.0%	(9.6)	61.5%	63.1%	1.6

As is evident from the MUL ELA data, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). Notably, this growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 7.9, 5.1 and 10.1 point increase in the percent of all students, ELLs and SWD, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 14.7, 12.3 and 9.2 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1. Although AoC students experienced growth, the reality is that the majority of students are performing below benchmark at the end of the year. With 32.8% 27.3% and 19.0% of all students, ELLs and SWD scoring at least a Level 3 on the spring MUL ELA assessment.

The F&P data provides insight into the growth and achievement of AoC students specifically as readers. As is evident from the tables above, as with the MUL ELA exam, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). This growth is evident in the ELL subgroup, as well. By the end of the year, there was a 9.7 and 13.2 percentage point increase in the percent of all students and ELLs, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 6.8 and 6.7 percentage point decrease in the percent of all students and ELLs, respectively, who performed far below Benchmark at Level 1. The SWD subgroup did not experience this same growth having a 5.4 percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year than at baseline and a 3.0 percentage point decrease in the number of students performing at or above Benchmark. With the F&P exam, the results were much more mixed than that of the MUL ELA with regard to the performance of individual grades. In particular, students in Grades 2 and the testing grades (Grades 3-6) did not experience reading growth over the year with all students and those in the disaggregated subgroups seeing a percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year compared with the baseline and a percentage point decrease in the number of students performing at or above Benchmark.

During 2020-21, all AoC students and the ELL and SWD subgroups did not perform at pre-pandemic levels; however, the ELLs' and SWD's performance lagged in comparison with that of general education students. The following table compares the end of year performance levels of these subgroups of students on the MUL ELA and F&P.

*Percent of Students Performing at Level 1 and Level 3+ on End of Year MUL ELA and F&P Assessments*

	MUL ELA		F&P	
	Level 1	Level 3+	Level 1	Level 3+
<b>GenEd</b>	29.8%	34.5%	21.0%	63.1%
<b>SWD</b>	61.9%	19.0%	52.4%	34.9%
<b>ELL</b>	61.8%	27.3%	40.0%	40.4%

This achievement gap is consistent with what has happened nationally. According to two new reports from the consulting firm McKinsey & Company and the NWEA, “in math and reading, students are behind where they would be after a normal year, with the most vulnerable students showing the steepest drops.”<sup>2</sup> The reports found that “students did not just stall early on, but that the setbacks accumulated over time—and continued even after many students had returned to the classroom this spring.”<sup>3</sup> As the New York Times described in stark terms, “The findings paint an alarming picture of an education system plagued by racial and socioeconomic inequities that have only gotten worse during the coronavirus pandemic. An educational gap became a gulf.”<sup>4</sup>

#### ADDITIONAL CONTEXT AND EVIDENCE

AoC does not have any concerns regarding the data reported above. As discussed previously, school leadership focused on developing a remote testing protocol and communicating that protocol with parents, staff and children that would ensure to the greatest degree possible that data from the administration of the MUL ELA and F&P would be valid and reliable. The only issue of concern is that AoC did not administer a nationally-normed assessment in ELA or math that would allow it to evaluate student growth, achievement and gap-closing metrics that the Institute has set forth in the absence of NYS ELA and math assessment data. While AoC did not administer a nationally normed assessment, it is important to stress that the assessments that it did administer has provided school leadership and instructional staff with a robust set of data that it has used not only to inform instruction during the school year but has underpinned the planned interventions that AoC will be implementing with the 2021-22 school year in order to address identified needs as a result of pandemic learning loss. Despite Measuring Up not being nationally normed yet it was state specific and aligned to the Next Generation Learning Standards. Taking this assessment allowed teachers to see standard breakdown of areas of mastery and areas of growth. This allowed for planning to involve more immediate direct instruction in response to the data collected. In grades 5-7, it provided information to plan a comprehensive summer school program for students that did not master the standards during the school year.

<sup>2</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>3</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>4</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As a result of the prolonged global pandemic and continued engagement in remote learning, AoC students did not make the necessary progress in ELA for us to be able to claim that we attained our ELA goal during 2020-21. The results of our assessments show that students in the aggregate and ELL and SWD subgroups did demonstrate growth in terms of an increased percent of students at or above benchmark at the end of the year versus baseline and a decrease in the percent of students at the lowest performance level. However, absolute performance levels at the end of the year show that, although with some exceptions, the majority of students will be entering the next grade in 2021-22 performing below benchmark in ELA.

Despite the efforts to create a remote ELA instructional learning experience that was individualized, rigorous and engaging, there were weaknesses that were the result of the remote instructional modality. Primary among the weaknesses was the fact that in our remote learning program, students did not have the necessary time on task to engage with their teachers in reading and writing instruction. In the remote schedule, the ELA instructional block was significantly less time than what it had been in in-person instruction. Because of the reduction in time allocated to ELA, students did not have the same opportunities to engage in the supervised independent reading time that had been in the schedule in pre-pandemic in school learning. DEAR was dropped entirely during remote instruction and the novel study reading was mostly required to be done independently as opposed to reading independently with teacher supervision and reading together during synchronous time with their classmates and teachers given the shortened ELA block. The lack of teacher proximity and guidance during reading did impact growth in reading levels. Further, while books were sent home to students and eBooks were made available to them to practice reading, it was not an equal substitute for the opportunities for students to engage in independent reading in in-person classrooms where students had access to their just right books from their classroom leveled libraries that included a variety of topics to meet students' varied interests and to support English instruction and the integration of English literacy in all subjects—math, science, social studies and specials. Further, the majority of writing instruction happened asynchronously. Students did not have the benefit of daily interaction with their teachers and peers in the writing process. Reading and writing, including literacy across the curriculum, will be a priority in 2021-22 with students returning to in-person instruction.

### ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development teacher teams met and analyzed the school

the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints

prevented the standard from being taught at all. This will guide next school year's planning and and mastering the next level of standards.

The work to address reading and writing skills gaps began this summer with summer academic programming offered to all students whose families chose to participate. Students who were at Level 1 on end of year MUL ELA and F&P assessments were strongly encouraged to attend the in-person summer program. Summer academic programs are one of the primary evidence-based strategies recommended by the U.S. Department of Education to accelerate student learning and recover from the impacts of the COVID-19 disruption (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs, Volume 2*, pages 31-32 and research cited therein <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Our summer program adopted effective practices endorsed in the Handbook by the USDOE including voluntary, extensive (several hours a day) and rigorous instruction in ELA and math delivered by experienced and certified teachers<sup>5</sup>. We engaged Sylvan Learning, a proven provider of tutoring and academic support services, to provide direct ELA instruction to summer school participants in one on one and small group tutoring sessions under the direction of AoC instructional leaders for grades 2-4. It is important to note that most of Sylvan Learning-trained and approved tutors are certified teachers. As reported in the New York Times, research shows that frequent, intensive tutoring—one-on-one or in small groups, multiple times a week—is one of the most effective ways to help students make up for academic gaps.<sup>6</sup>

This high intensity tutoring will continue during the school year in 2021-22 and 2022-23 both during and outside of the school day. The tutoring will include both intensive tutoring in ELA and ELA test prep for the NYS assessments during designated periods during the school day and in after-school sessions. Tutoring will be delivered in a structured and integrated series of tutoring sessions targeted to address student needs and delivered over a period of several weeks. Again, this tutoring will be provided by Sylvan Learning and AoC staff under the direction of the elementary school instructional leadership. Fall baseline assessment data from MUL ELA and F&P will be used to identify students who will receive tutoring services as well as teacher recommendations based on 2020-21 performance, including level of student engagement, student attendance and other factors. Our internal assessments will be used to guide and ensure students who need the support are guaranteed placement in the Sylvan programming. Sylvan in return will use their forms of assessment and data collection to provide teachers with student specific data to incorporate into daily instruction.

One of the key areas for improvement identified by our school's leadership, faculty and parents is writing instruction. During the remote learning experience of the last year, students spent less time than before the pandemic practicing writing. In addition, our remote learning experience highlighted issues of equity in digital access and literacy that impacted students' achievement and growth in writing. For many of our students who lacked prior access to home technology, simply finding the correct letters on their computer keyboards was a challenge, let alone focusing

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<sup>5</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>6</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>



on the substantive elements of writing. As one AoC teacher put it, many students “spent more time this year typing than writing.” Accordingly, as we return to in-person instruction, we are revising our elementary and middle school curricula with increased focus on writing across the curriculum and supporting students in “putting pen to paper,” importantly including more teacher support as well as collaboration among students in the writing process through peer review and peer editing.

We will be adding Writing Revolution to our curricular and instructional resources. Writing Revolution is an evidence-based intervention focused on advancing thinking through writing and helping students develop skills necessary to become competent writers, readers and communicators. The Writing Revolution is grounded in the research-based Hochman Method, a set of specific writing strategies that teachers use in every grade and in all subjects. Teachers will receive training in this methodology so that it can be implemented with fidelity in 2021-22 and expanded in 2022-23.

Finally, with in-person instruction returning in 2021-22, students will have more time available to engage in independent reading. AoC will return to pre-pandemic allocation of daily and weekly time on the student and teacher schedules devoted to ELA. In the elementary and middle school, students will have 90 minutes of ELA.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

AoC’s students will meet or exceed Common Core and NYS Learning Standards for their grade level in math.

#### BACKGROUND

The mathematics curriculum at AoC is designed to ensure that students have a sound base in numeration and number sense on which the mathematical skills can be rooted. AoC implements HMH’s Go Math curriculum in Grades K-4 and Illustrative Math in Grades 5-7. Go Math is supplemented with teacher-developed resources and EngageNY lessons as well as more hands-on learning experiences in order to address math topics that we have found are not sufficiently addressed in the Go Math curriculum. Additionally, literacy is integrated within math instruction including more math talk and math conversation among students.

AoC administers the Go Math and Measure Up Math Assessment in the beginning, middle and end-of-year assessments to measure growth and achievement and inform ongoing instruction. During 2020-21, the Go Math assessments were administered twice for Grades K and 1 in winter and spring 2021, for Grades 2-4, they were administered Fall 2020, Winter 2021 and Spring 2021. AoC also administered Mastery Education’s Measuring Up Live Math (MUL Math) benchmark assessments for the testing grades, 3<sup>rd</sup>-7<sup>th</sup>. Grades 3 and 4 were administered MUL Math in the winter and spring 2021 while middle school grades, 5-7, were administered this

assessment fall 2020, winter 2021 and spring 2021. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children’s learning and to analyze student work.

Math instruction is delivered in the workshop instructional model, as teachers gradually release responsibility of the learning from teacher to the student. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. During remote learning, teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers’ lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. Additionally, ELLs, special education had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. During remote instruction, Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. Teachers’ lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. ELL students received their mandated and related services live through Zoom.

During remote learning, staff collaboration and PD continued in a virtual setting. Teachers were supported by AoC’s instructional coaches and received math PD from external PD consultants, including from the published curriculum it uses, to provide training and workshops to teachers. PD and collaboration during this time centered around the instructional priorities for the year which included engaging students in a virtual setting, support mathematical standard growth, as well as deficiencies acquired from interrupted 2019/2020 school year and master creating a hands on math curriculum that translated to the remote setting (transformative) while holding true to AoC’s mission and vision. It also continued to focus on the sharing of best practices in online learning and online platforms that best support and enhance remote learning.

One of the more significant changes in the math instructional program during 2020-21 versus pre-pandemic in school instruction was that the amount of Math instructional time was reduced from what it had been in school pre-pandemic. Pre-pandemic, the entire daily math block was 60 minutes. Because of the need to balance recommendations for the amount of student screen time each day and the need to ensure student’s mental health and prevent student burnout by providing brain breaks and body breaks, the amount of instructional time across all courses was reduced from pre-pandemic in-school learning. For math specifically, students in both the elementary school and middle school received synchronous daily math instruction each week for 45 minutes each day. This compares with 60 minutes of daily math instruction that students received pre-pandemic during in-school learning.

## METHOD

To measure growth and achievement in math, AoC administered two formal assessments in the elementary school and middle school: Go Math Benchmark Assessments (Go Math) and Mastery Education’s Measuring Up Live Mathematics assessments (MUL Math). Go Math was

administered to all students, Grades K-4, while MUL Math was administered in the testing grades, 3<sup>rd</sup> through 7<sup>th</sup>. Both assessments are valid and reliable and aligned with NYS Learning Standards; however, neither assessment is a nationally-normed assessment.

Go Math assessments are curriculum-based online assessments. During the 2020-21 school year, Go Math assessments were administered to Grades 2-4 three times during the year: Fall, Winter and Spring. For Grades K and 1, Go Math assessments were administered twice—Winter and Spring.

The MUL Math assessment is an online assessment that diagnoses student math skill level and standards knowledge. The MUL Math grade level assessments are delivered in specific testing formats that AoC students will confront on the NYS Testing program. The MUL math assessment was administered three times during the year: Fall, Winter and Spring.

Because AoC remained remote for the 2020-21 school year, all assessments were administered remotely. To ensure that the results from student assessments were valid and reliable, AoC instructional leadership invested a significant amount of time setting up systems and creating protocols to be able to administer both the Go Math and MUL Math assessments to students remotely that would ensure the school had valid and reliable student academic data in order to understand the progress and gaps in student learning and inform necessary interventions and instructional modifications that would be required going forward to accelerate student learning. School administrators and teachers followed the established protocols with regard to communicating with families regarding the benchmark assessments and how the assessments will work remotely, the importance of families not helping students with answers, the importance of the student having a quiet place to take the assessment and ensuring that the home has the technological infrastructure to allow the student to take the assessment. Teachers also communicated with students about the assessment, why they are important, why the student should take them seriously and do their best and how virtual proctoring would work. On the day of the assessment, established protocols were followed by both students and teachers with regard to logging into the virtual setting, assigning proctors to monitor their specific groups

teacher and proctor, etc. Teachers and proctors monitored students by popping in and out of individual students' breakout rooms. Further, teachers and proctors could check on their students through the Diagnostic to ensure that there were no technological issues, making sure students were sharing their screens and that their microphones were on, etc. Because of the adherence to recommended protocols, AoC is confident that the assessment results from remote administration of the MUL Math and Go Math are valid and reliable. During 2020-21, the school(s) primarily used the following exams to assess student growth and achievement in mathematics: Measuring Up, Go Math and other formative assessments such as Chapter Tests. During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Curriculum based and Other.

### RESULTS AND EVALUATION

The tables below summarize AoC student performance on the Measuring Up Live Math (MUL Math) benchmark assessment and the Go Math benchmark assessment (Go Math) for all students

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and disaggregated subgroups, ELLs and SWD. The tables compare student baseline performance on the assessment<sup>7</sup> with the end-of-year Spring 2021 administration focusing specifically on the percent of students performing at or above benchmark (Level 3+) and the percent who performed far below benchmark (Level 1). The data in the tables provide us with the absolute achievement of students—the percent of students at or above grade level at the end of the year—and with growth both in terms of the increase in the percent of students at or above grade level from baseline to spring and the decrease in the percent of students who are far below grade level from baseline to spring. In addition, by comparing the performance of ELLs and SWD with that of general education students, we are able to assess the effectiveness of AoC’s remote instructional program in addressing its most at-risk students. Because of the specific assessments that AoC administered during the 2020-21, we are unable to provide data in terms of the specific metrics defined by the Institute.

### *Percent of Students Performing at Level 1 and Level 3+ on Baseline and End of Year MUL Math and Go Math Assessments*

Measuring Up Live Math						
ALL	Baseline	Spring 21		Baseline	Spring 21	
STUDENTS	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	15.8%	23.2%	7.4	61.4%	58.9%	(2.5)
4	29.3%	34.5%	5.2	46.3%	23.8%	(22.5)
5	55.7%	49.4%	(6.3)	12.7%	19.0%	6.3
6	63.3%	46.9%	(16.4)	8.9%	22.2%	13.3
7	53.5%	52.4%	(1.1)	20.9%	32.1%	11.2
All	45.2%	42.4%	(3.00)	28.2%	29.4%	1.2

Measuring Up Math						
ELLs	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	25.0%	16.7%	(8.3)	50.0%	58.3%	8.3
4	35.7%	35.7%	0.0	14.3%	57.1%	42.8
5	85.7%	50.0%	(35.7)	14.3%	33.3%	19.0
6	90.9%	16.7%	(74.2)	0.0%	50.0%	50.0
7	80.0%	30.0%	(50.0)	0.0%	50.0%	50.0
All	59.3%	29.2%	(30.1)	16.7%	52.1%	35.4

Measuring Up Math						
SWD	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	50.0%	33.3%	(16.7)	33.3%	41.7%	8.4
4	50.0%	71.4%	21.4	25.0%	28.6%	3.6
5	77.8%	25.0%	(52.8)	0.0%	12.5%	12.5
6	80.0%	0.0%	(80.0)	0.0%	57.1%	57.1
7	83.3%	57.1%	(26.2)	0.0%	28.6%	38.6
All	66.7%	36.6%	(30.1)	13.3%	39.0%	25.7

Measuring Up Math						
GE	Baseline	Spring 21		Baseline	Spring 21	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
3	15.9%	11.1%	(4.8)	66.0%	66.7%	(10.3)
4	32.9%	25.3%	(7.6)	23.7%	48.0%	24.3
5	52.9%	12.5%	(40.4)	14.3%	64.1%	49.8
6	60.9%	7.0%	(53.9)	10.1%	74.4%	64.3
7	51.3%	14.5%	(36.8)	22.5%	75.0%	52.5
All	44.8%	15.2%	(29.6)	24.2%	64.7%	40.5

Go Math						
ALL	Baseline	Spring		Baseline	Spring	
STUDENTS	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	1.2%	1.3%	0.10	91.7%	86.3%	(5.4)
1	2.5%	1.3%	(1.20)	46.3%	59.2%	13.0
2	25.3%	4.9%	(20.40)	16.9%	75.6%	58.7
3	42.2%	23.5%	(18.7)	3.5%	36.3%	32.7
4	67.9%	19.0%	(48.9)	2.4%	36.9%	34.5
All	27.1%	9.0%	(18.1)	34.0%	59.0%	25.0

Go Math						
ELLs	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	7.7%	7.7%	0.0	76.9%	92.3%	15.4
1	8.3%	0.0%	(8.3)	33.3%	45.5%	12.1
2	33.3%	8.3%	(25.0)	0.0%	66.7%	66.7
3	41.7%	30.0%	(11.7)	0.0%	20.0%	20.0
4	64.3%	15.4%	(48.9)	0.0%	23.1%	23.1
All	31.7%	11.9%	(19.80)	22.2%	50.8%	28.6

Go Math						
SWD	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	0.0%	0.0%	0.0	100.0%	100.0%	0.0
1	12.6%	14.3%	1.7	25.0%	28.6%	3.6
2	57.1%	40.0%	(17.1)	0.0%	20.0%	20.0
3	57.1%	27.3%	(29.9)	0.0%	18.2%	18.2
4	87.5%	28.6%	(58.9)	0.0%	14.3%	14.3
All	47.6%	22.9%	(24.7)	16.7%	31.4%	14.7

Go Math						
GE	Baseline	Spring		Baseline	Spring	
	Level 1	Level 1	Inc/(Dec)	Level 3+	Level 3+	Inc/(Dec)
K	1.3%	1.3%	0.0	91.1%	85.3%	(5.8)
1	1.4%	0.0%	(1.4)	48.6%	62.3%	13.7
2	22.4%	2.6%	(19.8)	18.4%	79.2%	60.8
3	37.2%	22.5%	(14.7)	4.7%	42.5%	37.8
4	65.8%	18.1%	(47.7)	2.6%	29.2%	26.6
All	24.6%	7.5%	(17.1)	48.0%	61.9%	13.9

<sup>7</sup> Baseline for Grades 3-4 on the MUL Math was Winter 2021, Baseline for Grades 5-7 on the MUL Math was Fall 2020. Baseline for Grade K-1 on the Go Math was Winter 2021, Baseline for Grades 2-4 on the Go Math was Fall 2020.

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As is evident from the MUL Math data, AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1). Notably, this growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 1.2, 35.4 and 25.7 point increase in the percent of all students, ELLs and SWD, respectively who performed at or above benchmark (Level 3 and above) and a corresponding 3.0, 30.1 and 30.1 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1. Although AoC students experienced growth, the reality is that the majority of students are performing below benchmark at the end of the year. With 29.4%, 52.1% and 39.0% of all students, ELLs and SWD scoring at least a Level 3 on the spring MUL Math assessment.

As is evident from the tables above, as with the MUL math exam, elementary school AoC students in the aggregate demonstrated measurable growth from baseline to Spring in terms of the increase in the percent of students who performed at or above benchmark (Level 3 and above) and the decrease in the percent of students who performed far below benchmark (Level 1) on the Go Math benchmark assessments. This growth is evident in the ELL and SWD subgroups, as well. By the end of the year, there was a 25.0, 28.6 and 14.7 percentage point increase in the percent of all students, ELLs and SWD respectively who performed at or above benchmark (Level 3 and above) and a corresponding 18.1, 19.8 and 24.7 percentage point decrease in the percent of all students, ELLs and SWD, respectively, who performed far below Benchmark at Level 1.

With very few exceptions, each grade level for all students and disaggregated subgroups, experienced an increase in the percent at or above Level 3 from baseline to Spring administration and a decrease in the percent of students at the lowest performance level on both the MUL Math and Go Math exams. Grades 3 and 4 were the exceptions on the MUL Math exam—experiencing a percentage point increase in the number of students performing far below Benchmark at Level 1 at the end of the year compared with the baseline and a percentage point decrease in the number of students performing at or above Benchmark.

During 2020-21, all AoC students and the ELL and SWD subgroups did not perform at pre-pandemic levels; however, the ELLs' and SWD's performance lagged in comparison with that of general education students. The following table compares the end of year performance levels of these subgroups of students on the MUL Math and Go Math.

*Percent of Students Performing at Level 1 and Level 3+ on End of Year MUL Math and Go Math Assessments*

	MUL Math		Go Math	
	Level 1	Level 3+	Level 1	Level 3+
<b>GenEd</b>	15.2%	64.7%	7.5%	61.9%
<b>SWD</b>	36.6%	39.0%	22.9%	31.4%
<b>ELL</b>	29.2%	52.1%	11.9%	50.8%

## ADDITIONAL CONTEXT AND EVIDENCE

AoC does not have any concerns regarding the data reported above. As discussed previously, school leadership focused on developing a remote testing protocol and communicating that protocol with parents, staff and children that would ensure to the greatest degree possible that data from the administration of the MUL Math and Go Math would be valid and reliable. The only issue of concern is that AoC did not administer a nationally-normed assessment in ELA or math that would allow it to evaluate student growth, achievement and gap-closing metrics that the Institute has set forth in the absence of NYS ELA and math assessment data. While AoC did not administer a nationally normed assessment, it is important to stress that the assessments that it did administer has provided school leadership and instructional staff with a robust set of data that it has used not only to inform instruction during the school year but has underpinned the planned interventions that AoC will be implementing with the 2021-22 school year in order to address identified needs as a result of pandemic learning loss. Despite Measuring Up not being nationally normed yet it was state specific and aligned to the Next Generation Learning Standards. Taking this assessment allowed teachers to see standard breakdown of areas of mastery and areas of growth. This allowed for planning to involve more immediate direct instruction in response to the data collected. In grades 5-7, it provided information to plan a comprehensive summer school program for students that did not master the standards during the school year.

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

As a result of the prolonged global pandemic and continued engagement in remote learning, AoC students did not make the necessary progress in math for us to be able to claim that we attained our math goal during 2020-21. The results of our assessments show that students in the aggregate and ELL and SWD subgroups did demonstrate growth in terms of an increased percent of students at or above benchmark at the end of the year versus baseline and a decrease in the percent of students at the lowest performance level. However, absolute performance levels at the end of the year show that, although with some exceptions, the majority of students will be entering the next grade in 2021-22 performing below benchmark in math.

Despite the efforts to create a remote math instructional learning experience that was individualized, rigorous and engaging, there were weaknesses that were the result of the remote instructional modality. Primary among the weaknesses was the fact that in our remote learning program, students did not have the necessary time on task to engage with their teachers in math instruction. In the remote schedule, the math instructional block was significantly less time than what it had been in in-person instruction.

In the elementary school, Grade 3 and 4 student performance on the MUL Math assessments reflect the cumulative impact of remote learning since March 2020's lockdown. Grade 3 and 4 students enter "test prep" and "test ready" curriculum in these grades and the Journeys and Go Math curriculum becomes more intensive and requires more of students in these grades. The lack of teacher proximity with students for these grades impacted student acquisition of grade-level standards. In middle school, the Illustrative math curriculum presented challenges in math instruction in that it is a very hands-on program which presented difficulties translating

it to a remote environment. Despite the challenges of the remote learning environment Middle School engaged students with additional support during Empower Hour, tutoring and at-risk

specific needs and stayed on after virtual sessions to support and clarify misconceptions from the learning.

## ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development teacher teams met and analyzed the school year. Based on data, they evaluated each standard and determined if the class/grade mastered the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints prevented the standard from being taught at all. This will guide next school year's planning and adjustments needed to ensure students are exposed to necessary prerequisites before exploring and mastering the next level of standards.

The work to address math skills gaps began this summer with summer academic programming offered to all students whose families chose to participate. Students who were at Level 1 on end of year MUL math and Go Math assessments were strongly encouraged to attend the in-person summer program. Summer academic programs are one of the primary evidence-based strategies recommended by the U.S. Department of Education to accelerate student learning and recover from the impacts of the COVID-19 disruption (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs, Volume 2*, pages 31-32 and research cited therein <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Our summer program adopted effective practices endorsed in the Handbook by the USDOE including voluntary, extensive (several hours a day) and rigorous instruction in ELA and math delivered by experienced and certified teachers<sup>8</sup>. We engaged Sylvan Learning, a proven provider of tutoring and academic support services, to provide direct math instruction to summer school participants in one on one and small group tutoring sessions under the direction of AoC instructional leaders. It is important to note that most Sylvan Learning-trained and approved tutors are certified teachers. As reported in the New York Times, research shows that frequent, intensive tutoring—one-on-one or in small groups, multiple times a week—is one of the most effective ways to help students make up for academic gaps.<sup>9</sup>

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<sup>8</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

<sup>9</sup> <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

This high intensity tutoring will continue during the school year in 2021-22 and 2022-23 both during and outside of the school day. The tutoring will include both intensive tutoring in math and math test prep for the NYS assessments during designated periods during the school day and in after-school sessions. Tutoring will be delivered in a structured and integrated series of tutoring sessions targeted to address student needs and delivered over a period of several weeks. Again, this tutoring will be provided by Sylvan Learning under the direction of the elementary and middle school instructional leadership. Fall baseline assessment data from MUL Math and Go Math will be used to identify students who will receive tutoring services as well as teacher recommendations based on 2020-21 performance, including level of student engagement, student attendance and other factors. Our internal assessments will be used to guide and ensure students who need the support are guaranteed placement in the Sylvan programming. Sylvan in return will use their forms of assessment and data collection to provide teachers with student specific data to incorporate into daily instruction.

With in-person instruction returning in 2021-22, students will have more time available to engage in math. AoC will return to pre-pandemic allocation of daily and weekly time on the student and teacher schedules devoted to math instruction. In the elementary and middle school, students will have 60 minutes respectively, of math. Further, AoC is adding an at-risk math teacher in the coming school year to provide more instruction intervention capacity to accelerate math learning, especially for ELLs, SWD and academically at-risk students. In the

provided to students who are performing below grade level expectations as the year progresses in at-risk groups.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

AoC students will meet or exceed the NYS core curriculum standards and National Education standards for their grade level.

#### BACKGROUND

The science curriculum is designed to ensure that students collect and record first-hand data and to represent and analyze it using the scientific method. Children learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypothesis and puzzle over answers using the scientific method.

AoC uses the Science *Dimensions* text by Houghton Mifflin Harcourt for Grades K-4 and IQWST from Activate Learning for Grades 5-7, both are highly correlated with the NYS and Next Generation Science Standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that require students to synthesize and analyze data from laboratory experiments.



Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

Professional development for our science teachers includes training from consultants provided by the curriculum we utilize as well as individual workshops that teachers attend. In addition, science teachers receive coaching from leadership team members.

During the 2020-21 school year, all instruction at AoC was remote. In both the elementary school and middle school, whole group science instruction was delivered to students by their teachers in live synchronous instruction over Zoom with elementary school students receiving one 45-minute period of whole group science instruction each week while middle school students received two 45-minute periods of science instruction each week. In addition to whole group instruction with the science teacher, students also had asynchronous science time and small group opportunities. Even though students were remote, AoC ensured that all students could engage in hands-on laboratory experiments which are critical to scientific study. The elementary school sent a workbook from the *Dimensions* curriculum home for each child. The workbook had lab experiments built in and the science teacher adapted the lab experiments that were to be conducted at home so that average household items could be used. Families were given advance notice of the particular experiment their child was to conduct and the materials that would be needed. The science teacher made every effort to ensure that families did not need to purchase any special materials, or at the least it was kept to a minimum. Likewise, in the middle school science materials also were sent home to students so that they could conduct experiments at their homes. In addition, the Grade 7 science curriculum includes a partnership with the Billion Oyster Project which offers public school students (among other constituents) the opportunity to learn about New York City's rich oyster history and lead the movement to restore it. This STEM partnership provides students with the chance to learn science through the lens of New York's waterways and the ecosystems that exist among them. Through this partnership, 7<sup>th</sup> graders were able to engage together in practical hands-on *in-person* experimentation led by AoC's 7th Grade science teacher and presenters from the Billion Oyster Project outdoors along New York waterways at College Point in Flushing Bay, Williamsburg Yacht Club and New York Harbor. The culmination of the partnership is the end of year Billion Oyster Project Symposium in which students developed and submitted created projects related to New York Harbor. Notably, six of the research projects submitted and presented by AoC students were judged to be "Exemplary Projects" (<https://www.billionoysterproject.org/2021-symposium-projects>).

### METHOD

Science assessment at AoC involves the published curriculum's chapter tests aligned to the standards to measure mastery of concepts covered in each chapter of the text. Teachers administer ongoing formative assessments to monitor student learning to inform instruction, intervention groups and reteaching. At the end of the year, Grade 3 and 4 students in the elementary school were administered an end of year benchmark assessment from the *Dimensions* curriculum.

### RESULTS AND EVALUATION

In the absence of the Grade 4 NYS Science exam, there was no NYS standards-aligned valid and reliable benchmark assessment in science that was administered to AoC students in 2020-21 in order to evaluate progress towards AoC's Science goal.

### ADDITIONAL CONTEXT AND EVIDENCE

As noted in the previous question, AoC did not administer a NYS standards-aligned benchmark assessment in science and thus has no data to report.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

We are unable to objectively measure AoC's progress towards our Science accountability goal in 2020-21 because of the absence of the NYS Grade 4 science assessment and the fact that AoC does not administer a valid and reliable NYS-aligned science benchmark assessment. Based on formative assessments and attendance rates for students in remote science instruction, we know that student performance in science has declined during the pandemic. The amount of science instruction provided in the remote instructional plan was less than what had been offered pre-pandemic. During 2020-21 students had synchronous instruction with the science teacher one day a week for a 45-minute period across Grades K-4. For Grades 3-4, this was less than half of what they would have received pre-pandemic, where science was twice a week and each period was 50 minutes. Middle school students received synchronous instruction live for 45 minutes once a week for 5-6th grade and twice a week for 7th.

### ACTION PLAN

We are committed to returning to in-school programs, re-engaging our students and addressing the impacts of lost instructional time. The return to in-person instruction in 2021-22 will provide significant benefits over the remote instruction model from the end of 2019-20 through the 2020-21 school year. The benefits range from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers.

During the end year staff professional development science teachers met and analyzed the school year. Based on data, they evaluated each standard and determined if the class/grade mastered the standard or will need additional attention the following school year in the next grade. Additionally, it was noted if the standard, due to time constraints or virtual constraints prevented the standard from being taught at all. This will guide next school year's planning and adjustments needed to ensure students are exposed to necessary prerequisites before exploring and mastering the next level of standards.

## GOAL 4: ESSA

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

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

AoC’s 2020-21 Accountability Status is in Good Standing as it is the same as the 2019-20 school year which was based on the 2018-19 NYS test results.

## ADDITIONAL EVIDENCE

AoC’s performance on the NYS ELA and math assessments have consistently met AYP for all accountability subgroups.

Accountability Status by Year

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



**ELEMENTARY/MIDDLE SCHOOL CLOSURES/HALF DAYS/IMPORTANT DATES**  
**2021-2022**

**AUGUST 6 staff days, 3 student days**

August 24 - Teachers' First Day of School

August 27 - Students' First Day of School - Noon Dismissal - No Busing-  
Academic Quarter 1 Starts

**SEPTEMBER 19 staff days, 19 student days**

September 6 - Labor Day & Rosh Hashanah Begins - CLOSED

September 7 - Rosh Hashanah - CLOSED

September 13 - First Day of Busing

September 17 - PD Day - Noon Dismissal - Busing will occur

September 16 - Yom Kippur - CLOSED

September 23 - Curriculum Night

**OCTOBER 20 staff days, 20 student days**

October 11 - Indigenous Peoples' Day - CLOSED

October 21 - Elementary School Parent Conferences - Noon Dismissal - Busing will occur

October 22 - Elementary School Parent Conferences - Noon Dismissal - Busing will occur

**NOVEMBER 18 staff days, 18 student days**

November 2 - Election Day - REMOTE SETTING - Asynchronous Learning/ES & MS Buildings CLOSED

November 5 - Academic Quarter 1 Ends

November 8 - Academic Quarter 2 Starts

November 11 - Veterans Day - CLOSED

November 18 - Middle School Student-Led Conferences - Noon Dismissal

November 19 - Elementary School PD Day - Noon Dismissal - Busing will occur

November 19 - Middle School Student-Led Conferences - Noon Dismissal

November 24-26 - Thanksgiving Recess - CLOSED

**DECEMBER 16 staff days, 16 student days**

December 17 - PD Day - Noon Dismissal - Busing will occur

December 23-31 - Winter Recess - CLOSED

**JANUARY 20 staff days, 20 student days**

January 14 - PD Day - Noon Dismissal - Busing will occur

January 17 - Martin Luther King Jr. Day - CLOSED

January 28 - Academic Quarter 2 Ends

January 31 - Academic Quarter 3 Starts



**FEBRUARY 14 staff days, 14 student days**

February 1 - Lunar New Year - CLOSED  
February 8 - Hundredth Day of School  
February 18 - PD Day - Noon Dismissal - Busing will occur  
February 21-25 - Midwinter Recess - CLOSED

**MARCH 23 staff days, 23 student days**

March 10 - Elementary School Parent Conferences - Noon Dismissal - Busing will occur  
March 11 - Elementary School Parent Conferences - Noon Dismissal - Busing will occur  
March 17 - Middle School Student-Led Conferences - Noon Dismissal  
March 18 - Middle School Student-Led Conferences - Noon Dismissal  
March 29 - New York State English Language Arts Examination Day 1  
March 30 - New York State English Language Arts Examination Day 2  
March 31 - New York State English Language Arts Examination Make-Up

**APRIL 15 staff days, 15 student days**

April 8 - PD Day - Noon Dismissal - Busing will occur  
April 14 - Academic Quarter 3 Ends  
April 25 - Academic Quarter 4 Starts  
April 15-22 - Spring Recess - CLOSED  
April 26 - New York State Math Examination Day 1  
April 27 - New York State Math Examination Day 2  
April 28 - New York State Math Examination Make-Up

**MAY 20 staff days, 20 student days**

May 3 - Eid-al-Fitr - CLOSED  
May 20 - PD Day - Noon Dismissal - Busing will occur  
May 24 - June 3 - New York State Grade 8 Science Performance Examination  
May 30 - Memorial Day - CLOSED

**JUNE 19 staff days, 17 student days**

June 6 - New York State Grade 8 Science Written Examination  
June 7 - New York State Grade 8 Science Written Examination Make-up  
June 10 - PD Day - Noon Dismissal  
June 15 - June 24 - Regents Week (excludes Juneteenth)/Rating Day on 6/24  
June 20 - Juneteenth (Observed) - CLOSED  
June 23 - 8th Grade Culmination  
June 24 - Students' Last Day - Noon Dismissal - Busing will occur - Academic Quarter 4 Ends



June 28 - Teachers' Last Day

	Staff Days	Student Days
August	6	3
September	19	19
October	20	20
November	18	18
December	16	16
January	20	20
February	14	14
March	23	23
April	15	15
May	20	20
June	19	17
<b>TOTALS</b>	<b>190</b>	<b>185</b>

## Entry 8

The Annual Report Instructions for Entry 8 are as follows:

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

Academy of the City Charter School is a SUNY-Authorized charter school; therefore, this Entry is not applicable for the charter school.

## Entry 12

The Annual Report Instructions for Entry 12 are as follows:

### Instructions

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

Academy of the City Charter School is a SUNY-Authorized charter school; therefore, this Entry is not applicable for the charter school.





FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED AT ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	10	P	14	E307	08/12/20	10/21
PREMISES ADDRESS				ACCOUNT NAME		
CHARTER SCHOOL 31-29 60 ST				ACADEMY OF THE CITY		
DESCRIPTION					FLOOR NO.	FEE



PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

ACADEMY OF THE CITY  
3129 60TH ST  
QUEENS NY 11377-1220

\*\* NO FEE \*\* 0.00

1-CARRIER UNIT W/2 COMPS ROOF MTD  
EUP#400153766

BY ORDER OF THE FIRE COMMISSIONER



# Certificate of Occupancy

CO Number:4439576-0000002

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

A.	<b>Borough:</b> QUEENS <b>Address:</b> 23-40 ASTORIA BOULEVARD <b>Building Identification          Number(BIN):</b> 4439576	<b>Block Number:</b> 542 <b>Lot Number(s):</b> 8 <b>Additional Lot Number(s):</b> <b>Application Type:</b> A1 - ALTERATION TYPE 1	<b>Full Building Certificate Type:</b> Temporary <b>Date Issued:</b> 06/30/2021
	<b>This building is subject to this Building Code:</b> 1968		
<b>This Certificate of Occupancy is associated with job#</b> 420666540-01			
B.	<b>Construction Classification:</b> II-B: PROTECTED WOOD JOIST <b>Building Occupancy Group classification:</b> E - EDUCATIONAL <b>Multiple Dwelling Law Classification:</b> Not Available		
	<b>No.of stories:</b> [REDACTED]	<b>Height in feet:</b> [REDACTED]	<b>No.of dwelling units:</b> Not Available
C.	<b>Fire Protection Equipment:</b> Fire Alarm System, Sprinkler System, Standpipe System		
D.	<b>Parking Spaces and Loading Berths:</b> Open Parking Spaces: Not Available. Enclosed Parking Spaces: Not Available. Total Loading Berths: Not available		
	<b>This Certificate is issued with the following legal limitations:</b> Restrictive Declaration: None      Zoning Exhibit: None BSA Calendar Number(s): None      CPC Calendar Number(s): None		
<b>Borough Comments:</b> Occupancy for FOR ENTIRE LESS 001 Floor PERFORMANCE SPACE & MUST WORK ON SIGNING OFF APPLICATION PRIOR TO TCO EXPIRATION.			

Borough Commissioner

Commissioner



## Permissible Use and Occupancy

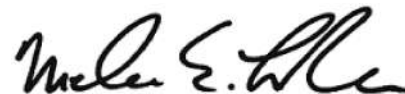
FLOOR	Occ Group	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	Exceptions	CO Expiration Date
[Redacted Content]								

**CofO Comments:** N/A

Borough Commissioner



Commissioner



The Fire Department Inspection Certificate for the Academy of the City Middle School Building is expected to be received in mid-August 2021. A copy of the certificate will be uploaded at that time.