

Application: Atmosphere Academy Public Charter School

Gretchen Liga - gliga@csbm.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 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)

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

a1. Popular School Name

Atmosphere Academy

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 #10 - BRONX

d. DATE OF INITIAL CHARTER

10/2014

e. DATE FIRST OPENED FOR INSTRUCTION

8/2015

h. SCHOOL WEB ADDRESS (URL)

<https://atmosphere.org/>

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

720

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

583

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

Check all that apply

Grades Served

6, 7, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

Yes, 3 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	22 Marble Hill Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	6	6

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	718-696-0493		
Operational Leader	Gabriel Rosenblum	718-696-0493		
Compliance Contact	Colin Greene	718-696-0493		
Complaint Contact	Gabriel Rosenblum	718-696-0493		
DASA Coordinator	Christian Roman	718-696-0493		
Phone Contact for After Hours Emergencies	Colin Greene	718-696-0493		

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)

[Marble Hill - TCO.pdf](#)

Filename: Marble Hill - TCO.pdf **Size:** 36.8 kB

Site 1 Fire Inspection Report

[Fire Cert Marble Hill.pdf](#)

Filename: Fire Cert Marble Hill.pdf **Size:** 324.8 kB

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	5959 Broadway, Bronx, NY	718-696-0493	NYC CSD 10	7	7

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	718-696-0493		
Operational Leader	Gabriel Rosenblum	718-696-0493		
Compliance Contact	Colin Greene	718-696-0493		
Complaint Contact	Gabriel Rosenblum	718-696-0493		
DASA Coordinator	Christian Roman	718-696-0493		
Phone Contact for After Hours Emergencies	Colin Greene	718-696-0493		

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

Private Space

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)

[5959 Broadway final C of O.pdf](#)

Filename: 5959 Broadway final C of O.pdf **Size:** 41.9 kB

Site 2 Fire Inspection Report

[5959 Broadway Fire Inspection Certificate.pdf](#)

Filename: 5959 Broadway Fire Inspection Certificate.pdf **Size:** 62.4 kB

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 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 3	3700 Independence Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	8	8

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	718-696-0493		
Operational Leader	Gabriel Rosenblum	718-696-0493		
Compliance Contact	Colin Greene	718-696-0493		
Complaint Contact	Gabriel Rosenblum	718-696-0493		
DASA Coordinator	Christian Roman	718-696-0493		
Phone Contact for After Hours Emergencies	Colin Greene	718-696-0493		

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 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 3 Certificate of Occupancy (COO)

[Certificate of Occupancy - 3700 Independence Ave.pdf](#)

Filename: Certificate of Occupancy - 3700 Independence Ave.pdf **Size:** 126.9 kB

Site 3 Fire Inspection Report

[Fire Certificate - 3700 Independence Ave.pdf](#)

Filename: Fire Certificate - 3700 Independence Ave.pdf **Size:** 564.6 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

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	Colin Greene
Position	Founder and Principal
Phone/Extension	718-696-0477
Email	cgreene@atmosphereacademy.org

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Colin J. Greene".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "M. Thomas".

Date

Aug 2 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 16 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.

[AAPCS 20-21 APPR FINAL](#)

Filename: AAPCS 20 21 APPR FINAL.pdf **Size:** 906.7 kB

Entry 4 - Audited Financial Statements

Completed Oct 28 2021

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.

[ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL - 06](#)

Filename: ATMOSPHERE ACADEMY PUBLIC CHARTER S cnaRMRZ.pdf **Size:** 478.1 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 28 2021

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.

[2020-21-Audited-Financial-Statement-Template- FINAL- 6](#)

Filename: 2020 21 Audited Financial Statemen iYsglsL.xlsx **Size:** 175.5 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section by **November 1, 2021**. The items listed below should be uploaded, with an

explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Aug 2 2021

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

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

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

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

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

Filename: AAPCS 2021 22 Budget and Quarterly Ow2Uteo.xlsx Size: 498.6 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 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.

[James Spitzer Disclosure of Financial Interest Form](#)

Filename: James Spitzer Disclosure of Financi 64xD2SO.pdf Size: 110.8 kB

[Mervin Burton Disclosure of Financial Interest Form](#)

Filename: Mervin Burton Disclosure of Financi GZ4BCOo.pdf Size: 141.3 kB

[Jesse Greene Disclosure of Financial Interest Form](#)

Filename: Jesse Greene Disclosure of Financia 2x7HRQj.pdf **Size:** 680.8 kB

[Michael Lagas Disclosure of Financial Interest Form](#)

Filename: Michael Lagas Disclosure of Financi jcXbonL.pdf **Size:** 933.0 kB

[Alan Dillon Disclosure of Financial Interest Form](#)

Filename: Alan Dillon Disclosure of Financial 1YJHa5I.pdf **Size:** 25.6 MB

Entry 7 BOT Membership Table

Completed Aug 2 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	Alan Dillon		Trustee/Member	Finance; Governance	Yes	2	10/29/2018	10/29/2021	10
2	Dr. Michael Lagas, Ed.D.		Chair	Accountability	Yes	3	10/16/2020	10/16/2023	12
3	Jesse J. Greene, Jr.		Secretary	Finance; Governance	Yes	3	10/16/2020	10/16/2023	12
4	Mervin Burton, CPA		Treasurer	Finance	Yes	3	10/16/2020	10/16/2023	12
5	M. James Spitzer, Esq.		Trustee/Member	Accountability; Governance	Yes	2	04/23/2021	04/23/2024	8
6									
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	5
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

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

In Progress Last edited: Aug 2 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.

[**AAPCS-Board-Meeting-Minutes-July-28-2020-converted**](#)

Filename: AAPCS Board Meeting Minutes July 28 a4PjtMF.pdf **Size:** 161.5 kB

[**AAPCS-Board-Meeting-Minutes-082620**](#)

Filename: AAPCS Board Meeting Minutes 082620.pdf **Size:** 164.4 kB

[**AAPCS-Board-Meeting-Minutes-093020**](#)

Filename: AAPCS Board Meeting Minutes 093020.pdf **Size:** 161.8 kB

[**AAPCS-Board-Meeting-Minutes-102820**](#)

Filename: AAPCS Board Meeting Minutes 102820.pdf **Size:** 163.7 kB

[**Board-Minutes-November-18-2020**](#)

Filename: Board Minutes November 18 2020.pdf **Size:** 202.0 kB

[**Board-Minutes-December-16-2020**](#)

Filename: Board Minutes December 16 2020.pdf **Size:** 203.0 kB

[**Board-Minutes-January-27-2021**](#)

Filename: Board Minutes January 27 2021.pdf **Size:** 202.6 kB

[**AAPCS-Board-Meeting-Minutes-February-2021-FINAL-min**](#)

Filename: AAPCS Board Meeting Minutes Februar r5lsKsH.pdf **Size:** 150.1 kB

[**AAPCS-Board-Meeting-Minutes-March-2021-FINAL**](#)

Filename: AAPCS Board Meeting Minutes March 2 6b4eqUs.pdf **Size:** 223.6 kB

[**AAPCS-Board-Meeting-Minutes-April-2021-FINAL**](#)

Filename: AAPCS Board Meeting Minutes April 2 sah1M0J.pdf **Size:** 220.5 kB

Entry 9 Enrollment & Retention

Completed Aug 2 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
Economically Disadvantaged	<p>To recruit economically disadvantaged students, outreach was conducted in district public schools, public housing complexes, and buses and subways. Advertising was done in targeted, specific zip codes, and assistance with completion of the free and reduced price lunch applications was offered.</p> <p>In 2020-21, 99% of students</p>	<p>In the upcoming school year, the school will consider once again using primarily print and online advertisements during the pandemic to reduce our reliance on community outreach. To the extent that we are safely able, however, the school will continue to utilize the same efforts to recruit economically disadvantaged students, focusing on high needs neighborhoods and organizations that serve high numbers of low income families. If possible, recruitment efforts will once again include information sessions and outreach throughout our target</p>

	<p>were Economically Disadvantaged, far surpassing the target of 90.1%.</p>	<p>neighborhoods. We will also continue to build new relationships with community-based organizations and local schools in order to maintain the percentage of economically disadvantaged students enrolling in the school.</p>
English Language Learners	<p>To specifically target English Language Learners, all advertising and promotional materials were translated into languages other than English as warranted by our location. All information sessions were offered in Spanish as well as English, and specific organizations that serve high concentrations of immigrant families were targeted in our outreach efforts.</p> <p>In 2020-21, 12.2% of students were English Language Learners, below the target of 18.3% by 6.1 percentage points but a substantial increase from 2019-20 (8%).</p>	<p>Although we did not meet the enrollment goal for this group of students, we continue to build on our successful programming to meet the needs of English Language Learners. Moving forward, we will update our recruitment materials and presentations to further highlight the school's success in meeting the needs of ELL students and their families. In addition, we may, if needed, consider adding a preference for ELL students in future lotteries.</p>
Students with Disabilities	<p>To specifically target students with special needs, the school clearly articulated and highlighted the services and supports to be provided to meet the needs of all diverse learners.</p> <p>In 2021-20, 21.5% of students were Students with Disabilities, falling short of the target of 21.9% by only 0.4 percentage points.</p>	<p>As this recruitment goal was almost met, the school does not intend to make any changes to its strategies to attract and enroll Students with Disabilities.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>To retain Economically Disadvantaged students, the school strives to provide opportunities for them to participate in enriched, experiential learning at no cost to families. The school also ensures that any families experiencing hardship are supported with resources and supports to the extent possible. Parents are assisted in filling out lunch forms and encouraged to keep the school informed if school or health/hygiene supplies are needed.</p>	<p>Due to a very high level of retention for Economically Disadvantaged students, the school will implement the same strategies in the coming year.</p>
English Language Learners	<p>Over the course of the year, the school retained the vast majority of its English Language Learners and expect that most will return for the upcoming school year. We believe that our high retention rates are due to the extensive and effective programming we provide for ELL students as well as an inclusive school community that fosters engagement for all families regardless of language barriers. These efforts include:</p> <ul style="list-style-type: none"> • English as a New Language classes • Push-in and pull-out ELL services throughout the course of the day and across all content areas • An investment in a co-teaching model that targets and supports at-risk students • A full-time ELL Specialist <p>Ongoing parental</p>	<p>As our retention rate for ELL students was very high, Atmosphere Academy anticipates providing the same level of service and support for English Language Learners, leading to another year of high retention rates. Specific program changes may be made based on demonstrated student needs.</p>

	<p>communication, translated if needed</p> <ul style="list-style-type: none"> • Translation services at school events 	
<p>Students with Disabilities</p>	<p>During the school year, the school retained most of its special education students and expects most of return for the 2021-22 school year. These high retention rates are due to the numerous and effective interventions and programs provided, which include:</p> <ul style="list-style-type: none"> • Collaboration with the Committee on Special Education and the SPED collaborative • A Special Education program that offers SETSS, ICT and 12:1:1 classes • A successful modified selfcontained program • An investment in a co-teaching model that targets and supports at-risk students • Intervention services that provide struggling learners with individualized academic remediation, coaching and tutoring • Additional academic and social emotional support through an afterschool program • Related services provided on site to meet other needs of students, including counseling, speech and language services. • Student support services staff, including Learning Specialists aligned to their content area expertise. • Teaching Assistants to support highest need students in and out of the classroom through classroom stations, co-teaching 	<p>As our retention rate for Students with Disabilities was almost very high, the school anticipates providing the same level of service and support for Students with Disabilities leading to another year of high retention rates. Any specific program changes made will be based on demonstrated student needs.</p>

and class transition support

- Engaging and consistent programming for and communication with parents via workshops, meetings and conferences, and a variety of communication streams.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

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

Entry 13 School Calendar

Completed Aug 2 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

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

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

[AAPCS School Calendar 2021-2022](#)

Filename: AAPCS School Calendar 2021 2022.pdf **Size:** 89.4 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 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: **Atmosphere Academy Public Charter School**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://atmosphere.org/wp-content/uploads/2021/02/Redacted-AAPCS-19-20-Annual-Report-11-2-20-002.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://atmosphere.org/about/board/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://atmosphere.org/about/virtual-board-meetings/
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000083985&year=2020&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&naep=1&expend=1&staffqual=4&feddata=1
4. Lottery Notice announcing date of lottery	https://atmosphere.org/admissions/atmosphere-lottery/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://atmosphere.org/safety-plan/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://atmosphere.org/wp-content/uploads/2020/05/AAPCS-Discipline-Policy.pdf
7. Authorizer-Approved FOIL Policy	https://atmosphere.org/foil-policy/
8. Subject matter list of FOIL records	https://atmosphere.org/foil-policy/

Thank you.



Entry 15 Staff Roster

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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



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

Charter School Name:	Atmosphere Academy Public Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Colin J. Greene
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby Stenson
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Extension Form 8868
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	The School did not expend funds in excess of the Single Audit threshold of \$750,000
8) Corrective Action Plan	N/A

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 9,488,740	\$ -	\$ 9,488,740	\$ 6,607,545
Students with disabilities	1,303,623	-	1,303,623	911,447
Grants and Contracts				
State and local	33,109	-	33,109	112,261
Federal - Title and IDEA	411,174	-	411,174	378,423
Federal - Other	185,467	-	185,467	-
Other	-	-	-	-
NYC DoE Rental Assistance	2,462,099	-	2,462,099	1,859,200
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,884,212	-	13,884,212	9,868,876
EXPENSES				
Program Services				
Regular Education	\$ 8,294,226	\$ -	\$ 8,294,226	\$ 5,987,745
Special Education	2,928,016	-	2,928,016	2,118,370
Other Programs	-	-	-	-
Total Program Services	11,222,242	-	11,222,242	8,106,115
Management and general	1,933,820	-	1,933,820	1,544,950
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	13,156,062	-	13,156,062	9,651,065
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	728,150	-	728,150	217,811
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	20	-	20	773
Corporations	-	-	-	-
Fundraising	1,864	-	1,864	20,855
Interest income	113	-	113	65
Miscellaneous income	12,000	-	12,000	20,705
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	13,997	-	13,997	42,398
CHANGE IN NET ASSETS	742,147	-	742,147	260,209
NET ASSETS BEGINNING OF YEAR	216,591	-	216,591	(43,618)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 958,738	\$ -	\$ 958,738	\$ 216,591

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 742,147	\$ 260,209
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	(130,027)	(169,209)
Depreciation	348,880	255,559
Grants Receivable	(200,302)	(48,044)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(80,704)	(36,203)
Accounts Payable	355,886	(226,321)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	1,365	(10,111)
Miscellaneous sources	140,168	81,891
Deferred Revenue	-	-
Interest payments	-	-
Pledge receivable- related party	-	50,000
Deposits	(16,981)	(51,026)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,160,432	\$ 106,745
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(861,757)	(302,345)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (861,757)	\$ (302,345)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(167,500)	(12,500)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (167,500)	\$ (12,500)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 131,175	\$ (208,100)
Cash at beginning of year	85,008	293,108
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 216,183	\$ 85,008

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Statement of Functional Expenses

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions	Regular	Special Education	Other Education	Total	Management and			Total		
	Education				Fund-raising	General	Total			
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	19.00	1,109,316	281,120	-	1,390,436	-	882,676	882,676	2,273,112	1,740,463
Instructional Personnel	53.00	3,245,125	1,287,770	-	4,532,895	-	2,973	2,973	4,535,868	3,127,640
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	72.00	4,354,441	1,568,890	-	5,923,331	-	885,649	885,649	6,808,980	4,868,103
Fringe Benefits & Payroll Taxes		986,427	355,406	-	1,341,833	-	200,629	200,629	1,542,462	1,020,515
Retirement		180,386	64,993	-	245,379	-	36,689	36,689	282,068	195,138
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	35,810	35,810	35,810	27,367
Accounting / Audit Services		-	-	-	-	-	21,400	21,400	21,400	21,800
Other Purchased / Professional / Consulting Services		143,739	51,789	-	195,528	-	224,105	224,105	419,633	285,787
Building and Land Rent / Lease / Facility Finance Interest		1,250,478	450,543	-	1,701,021	-	254,334	254,334	1,955,355	1,801,027
Repairs & Maintenance		206,029	74,232	-	280,261	-	41,904	41,904	322,165	162,977
Insurance		45,162	16,272	-	61,434	-	9,186	9,186	70,620	64,705
Utilities		39,684	14,298	-	53,982	-	8,071	8,071	62,053	51,052
Supplies / Materials		210,157	53,257	-	263,414	-	-	-	263,414	192,089
Equipment / Furnishings		50,585	15,169	-	65,754	-	4,471	4,471	70,225	11,530
Staff Development		39,096	9,938	-	49,034	-	57	57	49,091	30,565
Marketing / Recruitment		119,487	35,009	-	154,496	-	8,999	8,999	163,495	90,437
Technology		199,780	71,980	-	271,760	-	54,187	54,187	325,947	134,043
Food Service		21,920	5,555	-	27,475	-	-	-	27,475	9,110
Student Services		190,004	48,150	-	238,154	-	-	-	238,154	233,265
Office Expense		10,807	3,894	-	14,701	-	98,292	98,292	112,993	152,688
Depreciation		223,114	80,387	-	303,501	-	45,379	45,379	348,880	255,559
OTHER		22,930	8,254	-	31,184	-	4,658	4,658	35,842	43,308
Total Expenses		\$ 8,294,226	\$ 2,928,016	\$ -	\$ 11,222,242	\$ -	\$ 1,933,820	\$ 1,933,820	\$ 13,156,062	\$ 9,651,065



**Atmosphere Academy Public
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Colin Greene

22 Marble Hill Avenue
Bronx, NY 10463

718-696-0493

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Founder and Principal, 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)
Dr. Michael Lagas	Chairperson	Finance; Accountability
Jesse J. Greene, Jr., Esq.	Secretary	Finance; Governance
Mervin Burton, CFA	Treasurer	Finance; Accountability
Alan Dillon	Member	Accountability; Governance
M. James Spitzer, Esq.	Member	Accountability; Governance

Colin Greene has served as the Principal since 2015.

SCHOOL OVERVIEW

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2020-2021, the school served 592 6th-8th Grade students. Of these students, 21.5% were students with IEP's, 12.2% were English Language Learners, and 99.0% were from economically disadvantaged families. The students were primarily Hispanic/Latino (77.5%) and African-American (18.9%). The remaining students were Asian (0.68%), White (2.03%), American Indian/Alaskan (0.38%) and Multi-racial (0.51%).

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

In order to build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- Atmosphere Academy's Academic Program is intended to improve student skills, build content knowledge, develop critical and creative thinkers, and achieve mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the needs of the academic team. Atmosphere provides all students with 10 courses per year that are designed to remediate and accelerate students' knowledge and skills in a variety of content areas with a strong emphasis on English and math. Atmosphere scholars are given 500 minutes of English (ten 50 minute class periods), 500 minutes of math (ten 50 minute class periods), 250 minutes of science (five 50 minute class periods), 250 minutes of social studies (five 50 minute class periods), and 480 minutes of test preparation per week (two 50 minute class periods, one 100 minute assembly period, and two 90 minute after school sessions). In addition to physical education (two 50 minutes class periods) and health (one 50 minute class period), students also have electives (one 50 minute class period).
- In addition to our Academic Program, Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (one 50-minute class period per course). These classes are designed to build students' ability to identify emotions, resolve conflicts, communicate openly, and familiarity with other important life skills. RJ and Advisory meet once per week. Advisory is facilitated by Atmosphere teachers. RJ is facilitated by the Culture Associate and/or Social Worker/Counselor.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Extended School Day and School Year:** In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.
- **21st Century Learning:** Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere's classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.
- **Key Partners and Supporters:** Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.
- **Student-Centered and Differentiated Instruction:** Atmosphere's instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere's instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere's ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the "gradual increase in student responsibility."
- **Special Education Program:** Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.
- **English Language Learner Program:** English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Core Values: All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:
 - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
 - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
 - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.

- Rapid Response to Intervention: Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.

- Restorative Justice: Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).

- Data Driven Decision Making: Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Distributed Leadership:** To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.
- **Governance:** Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

The 2020-21 school year began with scholars attending remotely and quickly transitioned to a blended instruction model with scholars attending in person and remotely by the late fall. During the hybrid model, the schedule was altered to provide rigorous instruction and best accommodate the needs of the students. English and Math Lab classes were reduced to 2 times a week and Science and Social Studies classes were reduced to 4 times a week. This reduction was implemented in order to ensure adequate time was given to educate the whole child through physical education, health, restorative justice and advisory. The missed class sessions were made up through these additional time included in each class period. Classes were 70 minutes, which allowed teachers an additional 20 minutes to provide Academic Intervention for struggling scholars and extend the learning. As in the spring of 2020, instruction continued to be implemented through synchronous classes utilizing digital platforms for support and providing targeted feedback in real time. Early in 2021, all scholars were encouraged to return to in person instruction. Remote instruction continued to be offered through a waiver process. The influx of scholars in the building allowed teachers to directly target skill deficits that resulted from the remote environment. This shift also encouraged scholars to complete assignments and request the support needed to fully grasp concepts taught. As a result, in person scholars improved their grades through a significant increase of work submission and extra help from their teachers. Despite the shift to the majority of scholars attending in person by the late spring, teachers continued to instruct classes through a hybrid model, continuing to educate scholars attending remotely and in person with the same demands for engagement and academic rigor. Finally, in recognition of the tremendous efforts schools continue to make to sustain students' and families' social, mental, and emotional health, please include an overview of these supports that the school put in place during the year.

Atmosphere continues to support scholars and families' social, mental and emotional health/ learning through instruction, programs and resources. The school culture team provides weekly advisory and Restorative Justice classes to all grade levels. These classes addressed social and developmental issues for adolescents, providing them the tools to advocate for themselves, remediate conflicts, build their student skills and social emotional intelligence. Further support is offered through availability to the grade level social workers, guidance counselors and culture associates. The social emotional team maintains contact with families, intervenes with scholars in crisis and offers support through community resources.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17							128	130						258
2017-18							154	142	125					421
2018-19							126	152	127					405
2019-20							137	135	139					410
2020-21							209	209	168					586

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere's decision to provide two separate yet synergistic English courses (English and English Lab) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students' reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere’s math teachers work to help students “read” math and “write” math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere’s ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars’ ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the **New York** State Next Generation Learning **Standards** for **English** Language Arts, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students’ needs. The *Remediation Lab* serves students who are not proficient. Here, *READ180* is utilized to assess areas of weakness and

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provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the majority of scholars returning to school by the spring. As a result of the evolving setting for instruction, English classes were facilitated through digital learning platforms. Students were engaged in critical discussion, close reading and text annotation using digital versions of the text and approved platforms such as the Kami app and Newsela. Feedback was provided in real time as scholars worked on their assignments. The English course was facilitated each day through synchronous instruction. The English Lab course was switched to two days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, English Achievement courses continued throughout the year.

METHOD

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

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Below is just an example of 6th grade English scores on the midline and state exam over time. The same trends are present on all grade levels for both math and English.

MIDLINE ENGLISH EXAM DATA vs. NYS ENGLISH EXAM								
Class	Grade	Year	MIDLINE MC% Correct	MIDLINE MC% >60%	MIDLINE CR% Correct	MIDLINE CR% >60%	NYS % Proficient	Result Type
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual

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Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	64.3%	39.1%	35.0%	45.0%	Predicted
Class of 2023	6	2021	56.8%	64.6%	32.9%	26.3%	40.0%	Predicted

Atmosphere’s “sprints” are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2021 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2021
4. Calculated 2020 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2021 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students’ Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student’s 2021 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2020-2021 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2020-2021
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2021 NYS Proficiency was 40%.

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Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	8	2018	50.4%	29.3%	66.2%	68.1%	50.0%	Actual
Class of 2019	8	2019	52.9%	43.0%	67.6%	60.5%	49.2%	Actual
Class of 2020	8	2020	51.6%	37.5%	69.4%	73.2%	50.0%	Prediction
Class of 2021	8	2021	53.0%	37.1%	55.5%	51.5%	40.0%	Prediction
C2021 vs. C2018			2.6%	7.8%	-10.7%	-16.6%	-10.0%	
C2021 vs. C2019			0.2%	-5.9%	-12.1%	-9.0%	-9.2%	
C2021 vs. C2020			1.4%	-0.4%	-13.9%	-21.7%	-10.0%	

As shown in the chart above, the Class of 2021 averaged 53.0% on the English Midline Multiple Choice (MC), which is a 1.4% increase from the prior year. The Midline MC Proficiency was 37.1%, which is 0.4% lower from 8th grade last year. The Midline Constructed Response (CR) Average was 13.9% lower than 8th grade last year, and the CR Midline Proficiency was 21.7% lower than 8th grade last year.

7th Grade: Based off the Midline results administered, the prediction for Class of 2021 NYS Proficiency was 30%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	7	2017	43.0%	9.4%	50.5%	39.8%	28.3%	Actual
Class of 2019	7	2018	48.6%	30.0%	55.4%	43.1%	30.1%	Actual
Class of 2020	7	2019	55.4%	45.8%	72.6%	79.2%	41.0%	Actual
Class of 2021	7	2020	57.6%	51.5%	74.5%	78.2%	45.0%	Prediction
Class of 2022	7	2021	49.3%	31.1%	52.6%	38.5%	30.0%	Prediction
C2022 vs. C2018			6.3%	21.7%	2.1%	-1.3%	1.7%	
C2022 vs. C2019			0.7%	1.1%	-2.8%	-4.6%	-0.1%	
C2022 vs. C2020			-6.1%	-14.7%	-20.0%	-40.7%	-11.0%	
C2022 vs. C2021			-8.3%	-20.4%	-21.9%	-39.7%	-15.0%	

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As shown in the chart above, the Class of 2022 averaged 49.3% on the English Midline Multiple Choice, which is an 8.3% decrease from the prior year. Midline MC Proficiency was 31.1%, which is 20.4% lower from 7th grade last year. The Midline Constructed Response Average was 52.6%, which is a 21.9% increase from 7th grade last year. The Midline Proficiency was 38.5%, which is a 39.7% decrease from 7th grade last year.

6th Grade: Based off the Midline results administered, the prediction for Class of 2023 NYS Proficiency was 38%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	6	2016	41.4%	8.6%			8.5%	Actual
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%	16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%	35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%	41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%	50.0%	Prediction
Class of 2023	6	2021	48.6%	25.8%	53.8%	42.6%	38.0%	Prediction
C2023 vs. C2018			7.2%	17.2%			29.5%	
C2023 vs. C2019			7.0%	18.5%	8.0%	11.5%	21.9%	
C2023 vs. C2020			3.8%	7.7%	-2.1%	-0.5%	2.3%	
C2023 vs. C2021			0.2%	-0.1%	-9.8%	-13.5%	-3.5%	
C2023 vs. C2022			-3.1%	-9.9%	-11.8%	-21.7%	-12.0%	

As shown in the chart above, the Class of 2023 averaged 48.6% on the English Midline Multiple Choice, which is a 3.1% decrease from the prior year. Midline MC Proficiency was 25.8%, which is a 9.9% decrease from 6th grade last year. The Midline Constructed Response average was 53.8%, which is an 11.8% decrease from 6th grade last year. Midline CR Proficiency was 42.6%, which is a 21.7% decrease from 6th grade last year.

ADDITIONAL CONTEXT AND EVIDENCE

The results shown in the previous section were predicting approximately 31.2% schoolwide proficiency in English for 2021, a projected decrease of 22.4 percentage points over 53.6% on the 2020 predicted scores. The chart below shows projected or actual scores over time by grade level and overall.

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Cohort	2021 Projected English % Proficient	2020 Projected English % Proficient	2019 Actual English % Proficient	2018 Actual English % Proficient	2017 Actual English % Proficient	2016 Actual English % Proficient
6th Grade	36.4%	60.4%	41.5%	35.7%	16.1%	8.7%
7th Grade	26.7%	50%	41.0%	30.1%	28.3%	N/A
8th Grade	30.7%	50.4%	49.2%	50.0%	N/A	N/A
All	31.2%	53.6%	43.9%	38.0%	22.3%	8.7%

The chart below shows projected 2021 proficiency rates for subgroups.

	English NYS Predicted Proficiency 2021 (8th Grade)	English NYS Predicted Proficiency 2021 (7th Grade)	English NYS Predicted Proficiency 2021 (6th Grade)
Overall	30.7%	26.7%	36.4%
IEPS	7.4%	4.3%	22.5%
ELL	10.5%	0.0%	18.5%
Female	30.8%	36.8%	40.4%
Male	29.2%	17.4%	33.6%
Hispanic	31.2%	26.0%	34.3%
Black	30.3%	23.9%	38.6%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we would not have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency. It is also unlikely that we would have met other Absolute and Growth Goals outlined in the Accountability Plan. However, with no district data available, we are unable to gauge whether we would have met our Comparative goals.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2021 - 2022 academic year. Despite other schools suspending evaluation during remote instruction, Atmosphere continued to evaluate staff. Using a portfolio based model that included multiple observations and evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but two English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Scholars were taught to closely read the story, build vocabulary and identify the organization of the text. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2021-2022 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the Center for Educational Leadership, the Association for Middle-Level Education, the College Board and Blue Engine. As teachers continued to provide targeted instruction through digital platforms, it became clear that these methods of assessment should remain when in a full in person setting. This practice will be enhanced in the 2021 - 2022 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.
 - Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly

meetings. Teacher development focused specifically on data driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program Blue Engine has now been expanded to 3 pairs of teachers in the English department for this coming 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher that co-teach in each grade level. In addition to teacher development, Blue Engine will also be coaching three leaders in order to better support the program.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers.
- Curricular and Instructional Systems – In 2021 - 2022, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level ELA courses have been aligned to the New York State Next Generation Learning Standards and EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
 - As the Read 180 program must be facilitated in a prescribed manner in order for it to support student growth, the English department has discontinued use of the program. Instead, the department has adopted Freckle to support scholars' acquisition of literacy skills. Freckle is a differentiated instruction resource that will empower English teachers to reach each student at their own level. The progress of the students will be assessed each quarter. Atmosphere believes the content-aligned assessments, worksheets, and progress analytics, will prove to be a valuable resource to promote skills mastery through practice.
 - In order to support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation in order to fully understand

key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and also enhance 21st century skills. LUCK in connection with RAACA (discussed above) will be completed in all content areas.

- The grading policy has been modified for the school's return to the full in-person environment. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- As the school returns to the full in-person model, all students in grades 6 and 7 will receive 500 minutes of Humanities instruction per week plus 500 minutes per week of STEM instruction per week and an additional 780 minutes of Achievement instruction per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and an additional 280 minutes of Achievement instruction per week. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th grade teams will receive the same allocations listed above for the 6th and 7th grades. The English and math lab courses have been discontinued to make room for English and Math Achievement classes to remediate learning loss in these areas and better support student performance. Students in all grades and teams will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are

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provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
 - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
 - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school “swag” store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance

counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere's two course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6th grade, teachers will extend the learning to further develop understanding using content later covered in 7th grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. In order to increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem solving and critical thinking and application skills.

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills, both verbally and in writing, while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars' needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the majority of scholars returning to school by the spring. As a result of the evolving setting mathematics classes were facilitated through digital learning platforms. Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. The Math course was facilitated each day through synchronous instruction. The Math Lab course was switched to two days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, Math Achievement courses continued throughout the year.

METHOD

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Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

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6. Calculated Predicted NYS Score
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8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2021 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

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- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2020-2021
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered, the prediction for Class of 2021 NYS Proficiency was 55%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Class	Math Midline Year	Math Midline MC %	Math Midline MC % $\geq 50\%$	Math Midline CR %	Math Midline CR % $\geq 50\%$	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	2018	40.8%	24.4%	29.0%	15.4%	22.2%	Actual
Class of 2019	2019	51.3%	55.2%	26.9%	13.0%	45.9%	Actual
Class of 2020	2020	60.0%	72.0%	44.0%	44.0%	65.0%	Predicted
Class of 2021	2021	61.2%	64.7%	36.2%	32.3%	55.0%	Predicted
C2021 vs. C2018		20.4%	40.3%	7.2%	16.9%	32.8%	
C2021 vs. C2019		9.9%	9.5%	9.3%	19.3%	9.1%	
C2021 vs. C2020		1.2%	-7.3%	-7.8%	-11.7%	-10.0%	

As shown in the chart above, Class of 2021 averaged 61.2% on the Math Midline Multiple Choice, which is a 1.2% increase from the prior year. Midline MC Proficiency was 64.7%, which is 7.3% lower from 8th grade last year. The CR Midline Average was 7.8% lower than 8th grade last year. 2021 CR Midline Proficiency was 11.7% lower than 8th grade last year.

7th Grade: Based off the Midline results administered, the prediction for Class of 2022 NYS Proficiency was 40%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % $\geq 50\%$	Math Midline CR %	Math Midline CR % $\geq 50\%$	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	7	2017	38.4%	20.3%	26.0%	16.3%	20.6%	Actual
Class of 2019	7	2018	35.9%	16.2%	35.3%	23.8%	27.0%	Actual
Class of 2020	7	2019	43.4%	33.7%	32.8%	17.4%	39.6%	Actual
Class of 2021	7	2020	62.4%	68.9%	45.3%	43.2%	65.0%	Predicted
Class of 2022	7	2021	52.8%	49.8%	22.0%	12.5%	40.0%	Predicted
C2022 vs. C2018			14.4%	29.5%	-4.0%	-3.8%	19.4%	
C2022 vs. C2019			16.9%	33.6%	-13.3%	-11.3%	13.0%	
C2022 vs. C2020			9.4%	16.1%	-10.8%	-4.9%	0.4%	
C2022 vs. C2021			-9.6%	-19.1%	-23.3%	-30.7%	-25.0%	

As shown in the table above, the Class of 2022 averaged 52.8% on the Math Midline Multiple Choice, which is a 9.6% decrease from the prior year. Midline MC Proficiency was 49.8%, which is a 19.1% decrease from 7th grade last year. The CR Midline Average was 23.3% lower than 7th grade last year. CR Midline Proficiency was 30.7% lower than 7th grade last year.

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6th Grade: Based off the Midline results administered, the prediction for Class of 2023 NYS Proficiency was 40%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	6	2016	34.0%	7.9%			8.5%	Actual
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual
Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	64.3%	39.1%	35.0%	45.0%	Predicted
Class of 2023	6	2021	56.8%	64.6%	32.9%	26.3%	40.0%	Predicted
C2023 vs. C2018			22.8%	56.7%			31.5%	
C2023 vs. C2019			17.8%	49.3%	14.1%	23.2%	25.5%	
C2023 vs. C2020			11.1%	28.5%	-2.2%	5.5%	15.8%	
C2023 vs. C2021			-0.5%	-0.9%	-13.7%	-25.5%	-18.5%	
C2023 vs. C2022			-0.8%	0.3%	-6.2%	-8.7%	-5.0%	

As shown in the table above, the Class of 2023 averaged 56.8% on the Math Midline Multiple Choice, which is a 0.8% decrease from the prior year. Midline MC Proficiency was 64.6%, which is a 0.3% increase from 6th grade last year. The CR Midline Average was 6.2% lower than 6th grade last year. CR Midline Proficiency was 8.7% lower than 6th grade last year.

ADDITIONAL CONTEXT AND EVIDENCE

The results shown in the previous section were predicting approximately 47.5% schoolwide proficiency in Math for 2021, a projected decrease of 7.3 percentage points over 54.8% on the 2020 predicted scores. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2021 Projected Math % Proficient	2020 Projected Math % Proficient	2019 Actual Math % Proficient	2018 Actual Math % Proficient	2017 Actual Math % Proficient	2016 Actual Math % Proficient
6th Grade	43.5%	40.7%	58.5%	24.2%	14.5%	8.0%
7th Grade	44.1%	61.2%	39.6%	27.0%	20.6%	N/A
8th Grade	55.2%	62.4%	45.9%	22.2%	N/A	N/A
All	47.5	54.8%	47.9%	24.6%	17.6%	8.0%

The chart below shows projected 2021 proficiency rates for subgroups.

	Math NYS Predicted Proficiency 2021 (8th Grade)	Math NYS Predicted Proficiency 2021 (7th Grade)	Math NYS Predicted Proficiency 2021 (6th Grade)
Overall	55.2%	44.1%	43.5%

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IEPS	18.5%	10.9%	17.5%
ELL	26.3%	17.6%	25.9%
Female	53.8%	52.6%	50.0%
Male	53.9%	37.9%	38.9%
Hispanic	56.0%	42.5%	41.6%
Black	48.5%	45.7%	43.2%

Algebra Regents:

This year, 92.3% of the scholars tested were proficient on the Algebra 1 Regents exam. This number is in alignment with results earned in 2019.

The data presented illustrates that Atmosphere continues to build its Algebra Achievement program and refine the collection and use of internal assessments. The baseline exam was added in the 2019-2020 school year and has been moved to capture data earlier in the year. The midline was also administered earlier this year, allowing supports to be adjusted as needed. In March, many of the students had just started to return to in-person instruction. As a result, additional support was needed to acclimate them to paper testing and using their calculators. Additional Algebra Achievement sessions and staff were added to accomplish this need while also addressing content and skill deficits identified on the midline. Despite the challenges of remote and hybrid instruction, Atmosphere once again obtained its proficiency target of 90-95%.

Further, this process strengthens Atmosphere's belief that our internal assessments are accurate predictors of student performance on the state exam.

Date	Exam	Proficiency
2018-2019		
May 2019	Midline	93%
June 2019	Regents	93%
2019-2020		
January 2020	Baseline	79%
June 2020	Midline/ Final Exam (Remote MC Only)	82%
June 2020	Regents	cancelled Prediction 90-95%

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2020 - 2021		
September 2020	Baseline	29%
March 2021	Midline	82%
June 2021	Regents	92.30%

As illustrated below, 30.7% of the scholars tested earned an advance proficient level *4 or 5 on the Algebra 1 Regents exam. This result illustrates a decrease in advanced proficiency from the class of 2019, but significantly above our inaugural class of 2018.

Algebra 1 Regents	2018	2019	2020	2021
Total Proficient	72%	93%	N/A	92.30%
Total Level 4 & 5	11%	39.50%	N/A	30.70%

In reviewing student responses during the scoring process, many scholars did not complete the majority of the constructed response questions. The scholars ran out of time and were unable to finish the exam within the time allotted. This coupled with a decrease in performance illustrated in the midline results presented on the previous slide, show that scholars needed more practice taking the timed exam, especially returning to a paper based in-person setting.

Atmosphere will continue to set a goal of above 50% advanced proficiency in order to align with our academic goals for the high school. In order to achieve this goal, we will be refining our Algebra Achievement program by increasing practice on constructed response questions and timed responses.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on our projected levels of proficiency on the NYS Math exams, we would not have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency. It is also unlikely that we would have met other Absolute and Growth Goals outlined in the Accountability Plan. However, with no district data available, we are unable to gauge whether we would have met our Comparative goals.

ACTION PLAN

Atmosphere Academy’s Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2021 - 2022 academic year. Despite other schools suspending evaluation during remote instruction, Atmosphere continued to evaluate staff. Using a portfolio based model that included multiple observations and evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but one math teacher showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Similar to its application in English, scholars were taught to closely read the math problem, build vocabulary and identify the steps required to answer the question. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2021-2022 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the Center for Educational Leadership, the National Council of Teachers of Mathematics, the Association for Middle-Level Education, The College Board and Blue Engine. As teachers continued to provide targeted instruction through digital platforms, it became clear that these methods of assessment should remain when in a full in person setting. This practice will be enhanced in the 2021 - 2022 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

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- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program Blue Engine has now been expanded to all teachers in the math department for this coming 2021-2022 school year. In addition to teacher development, Blue Engine will also be coaching three leaders in order to better support the program.
- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers.
- Curricular and Instructional Systems – In 2021 - 2022, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level Math courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). All Math teachers will address Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result). Additional systems (such as SPACE and MATH) are also used to better connect mathematics problem solving strategies to specific question types.
 - In order to improve instructional delivery and assessment, the math department has begun creating its own learning materials. The department discontinued use of GoMath and has constructed engaging learning activities and strategic checks for understanding using GoFormative. In addition, the teacher made Formatives provide

a progression of skills, step by step examples and stronger alignment to our math systems. This shift allows the Mathematics Instructional Leader greater oversight in the quality of the materials.

- The grading policy has been modified for the school's return to the full in-person environment. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- As the school returns to the full in-person model, all students in grades 6 and 7 will receive 500 minutes of Humanities instruction per week plus 500 minutes per week of STEM instruction per week and an additional 780 minutes of Achievement instruction per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and an additional 280 minutes of Achievement instruction per week. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th grade teams will receive the same allocations listed above for the 6th and 7th grades. The English and math lab courses have been discontinued to make room for English and Math Achievement classes to remediate learning loss in these areas and better support student performance. Students in all grades and teams will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined

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by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems— As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
 - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
 - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school “swag” store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional

development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline specific model: 6th grade Physical Science, 7th grade Life Science, and 8th grade Earth Science with a heavy spiral review to prepare students for the NYS 8th grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6th grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards. The 7th Grade curriculum was adjusted during the 2020-2021 school year to address these standards.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere's mission and vision. In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery.

Our science program also consists of Science Achievement in grade 8. This program is designed to prepare scholars for the NYS exam. The content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th grade content. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content based vocabulary and critical reading skills, as well as test taking strategies. Whenever possible, the program utilizes Atmosphere's English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the

majority of scholars returning to school by the spring. As a result of the evolving setting science classes were facilitated through digital learning platforms. Instruction including mathematical modeling and practice was implemented using digital platforms such as Amplify, GoFormative, Kami, Edpuzzle and Flocabulary. Feedback was provided in real time as scholars worked on their assignments. The Math course was facilitated each day through synchronous instruction. Science courses were taught four days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, Science Achievement courses continued throughout the year and a more robust program was adopted with the Baseline assessment given earlier in the year to better align the course with the needs of the scholars.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2020-21 school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Atmosphere 8th grade scholars participated in the NYS Science Exam in June of 2021. As a result of the exams resuming, the school utilized its proven Achievement Program to prepare students for success on the exam.

A Baseline exam was administered in the fall in order to determine scholars' proficiency and identify areas that needed improvement. The Science Achievement Program was then developed and tailored specifically to the needs of the scholars in this cohort using the data to target areas in need of growth. A Midline exam was administered closer to the exam to act as a predictor of student achievement. The data for this assessment was also utilized to make further adjustments to the Achievement Program.

RESULTS AND EVALUATION

To date the results of the NYS Science Exam have not been shared. In lieu of those results, we are presenting our internal data as a means of measuring student achievement.

Assessment Information:

- A Baseline exam constructed of released state exam questions was given November 2020.
 - The proficiency rate was 32%
 - It is important to note that at the time of assessment, only 30% of the content tested was covered.
- A Midline exam was given in May with a proficiency rate of 55%
- Proficiency rates grew an average of 23% between the Baseline and Midline Assessment.

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- Based on the data from the Baseline and the Midline Assessment we predict 60% of our 8th grade scholars to be proficient on the NYS Science exam.

Internal Assessment	% of scholars passing	% passing NY State Exam
No Baseline 2018		37% June 2018
May 2019 (Baseline)	23%	49% June 2019
May 4, 2020 (Midline)	Exam Cancelled	2020 Exam Cancelled
November 2019 - March 2020 Unit Tests	59 - 77%	60% PREDICTION Exam Cancelled
Baseline November 2020	32%	60% PREDICTION
Midline May 2021	55%	% June 2021

ADDITIONAL CONTEXT AND EVIDENCE

The predicted 60% rate for the 2021 NYS Science exam represents an even score with the prediction for 2020, which was an increase of 8.6 percentage points from 2019 and an increase of 23 percentage points from 2018, the first year Atmosphere students took the exam.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Given the predicted 60% proficiency rate, we most likely did not meet the Absolute Goal for Science. In addition, we are unable to determine if the Comparative Goal will be met, as there are no district scores available for comparison.

ACTION PLAN

Atmosphere updated its Science program in the summer of 2020 to consist of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8 (starting Fall of 2021)

This new course sequence began implementation in the fall of 2020 in order to align with the New York State P-12 Science Learning Standards, which requires students to develop a deeper

understanding of the three middle school disciplines (Earth Science, Life Science, and Physical Science). Our decision to implement an integrated approach was made in order to better expose students to a combination of the three disciplines at each grade level. We believe this integrated approach will help prepare our students for this new exam (administered in 2022) and is more closely aligned with the English and Mathematics standards for each grade level. Prior to this change, the Science Department followed a discipline specific model to align with the old Science Learning Standards.

In the fall of 2020, the department increased its leadership team by training two apprentice administrators. Two science teachers were identified for this transitional program, which prepared them to serve as future leaders of the department in the event of expansion or other strategic changes. The teachers received mentoring around special projects such as curriculum updates, the creation of common benchmark assessments and vertical alignment of performance expectations for labs. The Apprentice Administrators also supported the science achievement program and the indoctrination of new teachers in the department. The Apprentice Administrators proved to be successful in their development and were assets to the department in supporting new teachers and developing curriculum. As a result, they will continue in this capacity for the 2021-2022 school year. With the expansion of the school, Atmosphere hopes to promote these individuals to managers in the late spring of 2022.

Additional improvements and revisions made to the school's science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, and The College Board.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Atmosphere Academy has been deemed to be in Good Standing this year.

ADDITIONAL EVIDENCE

AAPCS has maintained an accountability status of Good Standing in all years of operation.

Accountability Status by Year

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



**Atmosphere Academy Public
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Colin Greene

22 Marble Hill Avenue
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Founder and Principal, 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)
Dr. Michael Lagas	Chairperson	Finance; Accountability
Jesse J. Greene, Jr., Esq.	Secretary	Finance; Governance
Mervin Burton, CFA	Treasurer	Finance; Accountability
Alan Dillon	Member	Accountability; Governance
M. James Spitzer, Esq.	Member	Accountability; Governance

Colin Greene has served as the Principal since 2015.

SCHOOL OVERVIEW

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2020-2021, the school served 592 6th-8th Grade students. Of these students, 21.5% were students with IEP's, 12.2% were English Language Learners, and 99.0% were from economically disadvantaged families. The students were primarily Hispanic/Latino (77.5%) and African-American (18.9%). The remaining students were Asian (0.68%), White (2.03%), American Indian/Alaskan (0.38%) and Multi-racial (0.51%).

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

In order to build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- Atmosphere Academy's Academic Program is intended to improve student skills, build content knowledge, develop critical and creative thinkers, and achieve mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the needs of the academic team. Atmosphere provides all students with 10 courses per year that are designed to remediate and accelerate students' knowledge and skills in a variety of content areas with a strong emphasis on English and math. Atmosphere scholars are given 500 minutes of English (ten 50 minute class periods), 500 minutes of math (ten 50 minute class periods), 250 minutes of science (five 50 minute class periods), 250 minutes of social studies (five 50 minute class periods), and 480 minutes of test preparation per week (two 50 minute class periods, one 100 minute assembly period, and two 90 minute after school sessions). In addition to physical education (two 50 minutes class periods) and health (one 50 minute class period), students also have electives (one 50 minute class period).
- In addition to our Academic Program, Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (one 50-minute class period per course). These classes are designed to build students' ability to identify emotions, resolve conflicts, communicate openly, and familiarity with other important life skills. RJ and Advisory meet once per week. Advisory is facilitated by Atmosphere teachers. RJ is facilitated by the Culture Associate and/or Social Worker/Counselor.

- **Extended School Day and School Year:** In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.
- **21st Century Learning:** Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere's classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.
- **Key Partners and Supporters:** Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.
- **Student-Centered and Differentiated Instruction:** Atmosphere's instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere's instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere's ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the "gradual increase in student responsibility."
- **Special Education Program:** Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.
- **English Language Learner Program:** English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.

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- Core Values: All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:
 - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
 - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
 - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.

- Rapid Response to Intervention: Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.

- Restorative Justice: Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).

- Data Driven Decision Making: Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.

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- **Distributed Leadership:** To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.
- **Governance:** Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

The 2020-21 school year began with scholars attending remotely and quickly transitioned to a blended instruction model with scholars attending in person and remotely by the late fall. During the hybrid model, the schedule was altered to provide rigorous instruction and best accommodate the needs of the students. English and Math Lab classes were reduced to 2 times a week and Science and Social Studies classes were reduced to 4 times a week. This reduction was implemented in order to ensure adequate time was given to educate the whole child through physical education, health, restorative justice and advisory. The missed class sessions were made up through these additional time included in each class period. Classes were 70 minutes, which allowed teachers an additional 20 minutes to provide Academic Intervention for struggling scholars and extend the learning. As in the spring of 2020, instruction continued to be implemented through synchronous classes utilizing digital platforms for support and providing targeted feedback in real time. Early in 2021, all scholars were encouraged to return to in person instruction. Remote instruction continued to be offered through a waiver process. The influx of scholars in the building allowed teachers to directly target skill deficits that resulted from the remote environment. This shift also encouraged scholars to complete assignments and request the support needed to fully grasp concepts taught. As a result, in person scholars improved their grades through a significant increase of work submission and extra help from their teachers. Despite the shift to the majority of scholars attending in person by the late spring, teachers continued to instruct classes through a hybrid model, continuing to educate scholars attending remotely and in person with the same demands for engagement and academic rigor. Finally, in recognition of the tremendous efforts schools continue to make to sustain students' and families' social, mental, and emotional health, please include an overview of these supports that the school put in place during the year.

Atmosphere continues to support scholars and families' social, mental and emotional health/ learning through instruction, programs and resources. The school culture team provides weekly advisory and Restorative Justice classes to all grade levels. These classes addressed social and developmental issues for adolescents, providing them the tools to advocate for themselves, remediate conflicts, build their student skills and social emotional intelligence. Further support is offered through availability to the grade level social workers, guidance counselors and culture associates. The social emotional team maintains contact with families, intervenes with scholars in crisis and offers support through community resources.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17							128	130						258
2017-18							154	142	125					421
2018-19							126	152	127					405
2019-20							137	135	139					410
2020-21							209	209	168					586

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere's decision to provide two separate yet synergistic English courses (English and English Lab) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students' reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere’s math teachers work to help students “read” math and “write” math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere’s ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars’ ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the **New York** State Next Generation Learning **Standards** for **English** Language Arts, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students’ needs. The *Remediation Lab* serves students who are not proficient. Here, *READ180* is utilized to assess areas of weakness and

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provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the majority of scholars returning to school by the spring. As a result of the evolving setting for instruction, English classes were facilitated through digital learning platforms. Students were engaged in critical discussion, close reading and text annotation using digital versions of the text and approved platforms such as the Kami app and Newsela. Feedback was provided in real time as scholars worked on their assignments. The English course was facilitated each day through synchronous instruction. The English Lab course was switched to two days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, English Achievement courses continued throughout the year.

METHOD

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

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Below is just an example of 6th grade English scores on the midline and state exam over time. The same trends are present on all grade levels for both math and English.

MIDLINE ENGLISH EXAM DATA vs. NYS ENGLISH EXAM								
Class	Grade	Year	MIDLINE MC% Correct	MIDLINE MC% >60%	MIDLINE CR% Correct	MIDLINE CR% >60%	NYS % Proficient	Result Type
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual

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Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	64.3%	39.1%	35.0%	45.0%	Predicted
Class of 2023	6	2021	56.8%	64.6%	32.9%	26.3%	40.0%	Predicted

Atmosphere’s “sprints” are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2021 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2021
4. Calculated 2020 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2021 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students’ Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student’s 2021 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2020-2021 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2020-2021
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2021 NYS Proficiency was 40%.

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Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	8	2018	50.4%	29.3%	66.2%	68.1%	50.0%	Actual
Class of 2019	8	2019	52.9%	43.0%	67.6%	60.5%	49.2%	Actual
Class of 2020	8	2020	51.6%	37.5%	69.4%	73.2%	50.0%	Prediction
Class of 2021	8	2021	53.0%	37.1%	55.5%	51.5%	40.0%	Prediction
C2021 vs. C2018			2.6%	7.8%	-10.7%	-16.6%	-10.0%	
C2021 vs. C2019			0.2%	-5.9%	-12.1%	-9.0%	-9.2%	
C2021 vs. C2020			1.4%	-0.4%	-13.9%	-21.7%	-10.0%	

As shown in the chart above, the Class of 2021 averaged 53.0% on the English Midline Multiple Choice (MC), which is a 1.4% increase from the prior year. The Midline MC Proficiency was 37.1%, which is 0.4% lower from 8th grade last year. The Midline Constructed Response (CR) Average was 13.9% lower than 8th grade last year, and the CR Midline Proficiency was 21.7% lower than 8th grade last year.

7th Grade: Based off the Midline results administered, the prediction for Class of 2021 NYS Proficiency was 30%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	7	2017	43.0%	9.4%	50.5%	39.8%	28.3%	Actual
Class of 2019	7	2018	48.6%	30.0%	55.4%	43.1%	30.1%	Actual
Class of 2020	7	2019	55.4%	45.8%	72.6%	79.2%	41.0%	Actual
Class of 2021	7	2020	57.6%	51.5%	74.5%	78.2%	45.0%	Prediction
Class of 2022	7	2021	49.3%	31.1%	52.6%	38.5%	30.0%	Prediction
C2022 vs. C2018			6.3%	21.7%	2.1%	-1.3%	1.7%	
C2022 vs. C2019			0.7%	1.1%	-2.8%	-4.6%	-0.1%	
C2022 vs. C2020			-6.1%	-14.7%	-20.0%	-40.7%	-11.0%	
C2022 vs. C2021			-8.3%	-20.4%	-21.9%	-39.7%	-15.0%	

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As shown in the chart above, the Class of 2022 averaged 49.3% on the English Midline Multiple Choice, which is an 8.3% decrease from the prior year. Midline MC Proficiency was 31.1%, which is 20.4% lower from 7th grade last year. The Midline Constructed Response Average was 52.6%, which is a 21.9% increase from 7th grade last year. The Midline Proficiency was 38.5%, which is a 39.7% decrease from 7th grade last year.

6th Grade: Based off the Midline results administered, the prediction for Class of 2023 NYS Proficiency was 38%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	6	2016	41.4%	8.6%			8.5%	Actual
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%	16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%	35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%	41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%	50.0%	Prediction
Class of 2023	6	2021	48.6%	25.8%	53.8%	42.6%	38.0%	Prediction
C2023 vs. C2018			7.2%	17.2%			29.5%	
C2023 vs. C2019			7.0%	18.5%	8.0%	11.5%	21.9%	
C2023 vs. C2020			3.8%	7.7%	-2.1%	-0.5%	2.3%	
C2023 vs. C2021			0.2%	-0.1%	-9.8%	-13.5%	-3.5%	
C2023 vs. C2022			-3.1%	-9.9%	-11.8%	-21.7%	-12.0%	

As shown in the chart above, the Class of 2023 averaged 48.6% on the English Midline Multiple Choice, which is a 3.1% decrease from the prior year. Midline MC Proficiency was 25.8%, which is a 9.9% decrease from 6th grade last year. The Midline Constructed Response average was 53.8%, which is an 11.8% decrease from 6th grade last year. Midline CR Proficiency was 42.6%, which is a 21.7% decrease from 6th grade last year.

ADDITIONAL CONTEXT AND EVIDENCE

The results shown in the previous section were predicting approximately 31.2% schoolwide proficiency in English for 2021, a projected decrease of 22.4 percentage points over 53.6% on the 2020 predicted scores. The chart below shows projected or actual scores over time by grade level and overall.

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Cohort	2021 Projected English % Proficient	2020 Projected English % Proficient	2019 Actual English % Proficient	2018 Actual English % Proficient	2017 Actual English % Proficient	2016 Actual English % Proficient
6th Grade	36.4%	60.4%	41.5%	35.7%	16.1%	8.7%
7th Grade	26.7%	50%	41.0%	30.1%	28.3%	N/A
8th Grade	30.7%	50.4%	49.2%	50.0%	N/A	N/A
All	31.2%	53.6%	43.9%	38.0%	22.3%	8.7%

The chart below shows projected 2021 proficiency rates for subgroups.

	English NYS Predicted Proficiency 2021 (8th Grade)	English NYS Predicted Proficiency 2021 (7th Grade)	English NYS Predicted Proficiency 2021 (6th Grade)
Overall	30.7%	26.7%	36.4%
IEPS	7.4%	4.3%	22.5%
ELL	10.5%	0.0%	18.5%
Female	30.8%	36.8%	40.4%
Male	29.2%	17.4%	33.6%
Hispanic	31.2%	26.0%	34.3%
Black	30.3%	23.9%	38.6%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we would not have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency. It is also unlikely that we would have met other Absolute and Growth Goals outlined in the Accountability Plan. However, with no district data available, we are unable to gauge whether we would have met our Comparative goals.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2021 - 2022 academic year. Despite other schools suspending evaluation during remote instruction, Atmosphere continued to evaluate staff. Using a portfolio based model that included multiple observations and evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but two English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Scholars were taught to closely read the story, build vocabulary and identify the organization of the text. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2021-2022 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the Center for Educational Leadership, the Association for Middle-Level Education, the College Board and Blue Engine. As teachers continued to provide targeted instruction through digital platforms, it became clear that these methods of assessment should remain when in a full in person setting. This practice will be enhanced in the 2021 - 2022 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.
 - Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly

meetings. Teacher development focused specifically on data driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program Blue Engine has now been expanded to 3 pairs of teachers in the English department for this coming 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher that co-teach in each grade level. In addition to teacher development, Blue Engine will also be coaching three leaders in order to better support the program.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers.
- Curricular and Instructional Systems – In 2021 - 2022, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level ELA courses have been aligned to the New York State Next Generation Learning Standards and EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
 - As the Read 180 program must be facilitated in a prescribed manner in order for it to support student growth, the English department has discontinued use of the program. Instead, the department has adopted Freckle to support scholars' acquisition of literacy skills. Freckle is a differentiated instruction resource that will empower English teachers to reach each student at their own level. The progress of the students will be assessed each quarter. Atmosphere believes the content-aligned assessments, worksheets, and progress analytics, will prove to be a valuable resource to promote skills mastery through practice.
 - In order to support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation in order to fully understand

key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and also enhance 21st century skills. LUCK in connection with RAACA (discussed above) will be completed in all content areas.

- The grading policy has been modified for the school's return to the full in-person environment. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- As the school returns to the full in-person model, all students in grades 6 and 7 will receive 500 minutes of Humanities instruction per week plus 500 minutes per week of STEM instruction per week and an additional 780 minutes of Achievement instruction per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and an additional 280 minutes of Achievement instruction per week. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th grade teams will receive the same allocations listed above for the 6th and 7th grades. The English and math lab courses have been discontinued to make room for English and Math Achievement classes to remediate learning loss in these areas and better support student performance. Students in all grades and teams will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are

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provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
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- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school “swag” store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance

counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere's two course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6th grade, teachers will extend the learning to further develop understanding using content later covered in 7th grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. In order to increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem solving and critical thinking and application skills.

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills, both verbally and in writing, while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars' needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the majority of scholars returning to school by the spring. As a result of the evolving setting mathematics classes were facilitated through digital learning platforms. Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. The Math course was facilitated each day through synchronous instruction. The Math Lab course was switched to two days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, Math Achievement courses continued throughout the year.

METHOD

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

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in Math and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

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Atmosphere's "sprints" are quizzes administered throughout the year that consist of released NYS Exam questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2021 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2021
4. Calculated 2020 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2021 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students' Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2021 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2020-2021 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2020-2021
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered, the prediction for Class of 2021 NYS Proficiency was 55%.

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Class	Math Midline Year	Math Midline MC %	Math Midline MC % \geq 50%	Math Midline CR %	Math Midline CR % \geq 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	2018	40.8%	24.4%	29.0%	15.4%	22.2%	Actual
Class of 2019	2019	51.3%	55.2%	26.9%	13.0%	45.9%	Actual
Class of 2020	2020	60.0%	72.0%	44.0%	44.0%	65.0%	Predicted
Class of 2021	2021	61.2%	64.7%	36.2%	32.3%	55.0%	Predicted
C2021 vs. C2018		20.4%	40.3%	7.2%	16.9%	32.8%	
C2021 vs. C2019		9.9%	9.5%	9.3%	19.3%	9.1%	
C2021 vs. C2020		1.2%	-7.3%	-7.8%	-11.7%	-10.0%	

As shown in the chart above, Class of 2021 averaged 61.2% on the Math Midline Multiple Choice, which is a 1.2% increase from the prior year. Midline MC Proficiency was 64.7%, which is 7.3% lower from 8th grade last year. The CR Midline Average was 7.8% lower than 8th grade last year. 2021 CR Midline Proficiency was 11.7% lower than 8th grade last year.

7th Grade: Based off the Midline results administered, the prediction for Class of 2022 NYS Proficiency was 40%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % \geq 50%	Math Midline CR %	Math Midline CR % \geq 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	7	2017	38.4%	20.3%	26.0%	16.3%	20.6%	Actual
Class of 2019	7	2018	35.9%	16.2%	35.3%	23.8%	27.0%	Actual
Class of 2020	7	2019	43.4%	33.7%	32.8%	17.4%	39.6%	Actual
Class of 2021	7	2020	62.4%	68.9%	45.3%	43.2%	65.0%	Predicted
Class of 2022	7	2021	52.8%	49.8%	22.0%	12.5%	40.0%	Predicted
C2022 vs. C2018			14.4%	29.5%	-4.0%	-3.8%	19.4%	
C2022 vs. C2019			16.9%	33.6%	-13.3%	-11.3%	13.0%	
C2022 vs. C2020			9.4%	16.1%	-10.8%	-4.9%	0.4%	
C2022 vs. C2021			-9.6%	-19.1%	-23.3%	-30.7%	-25.0%	

As shown in the table above, the Class of 2022 averaged 52.8% on the Math Midline Multiple Choice, which is a 9.6% decrease from the prior year. Midline MC Proficiency was 49.8%, which is a 19.1% decrease from 7th grade last year. The CR Midline Average was 23.3% lower than 7th grade last year. CR Midline Proficiency was 30.7% lower than 7th grade last year.

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6th Grade: Based off the Midline results administered, the prediction for Class of 2023 NYS Proficiency was 40%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	6	2016	34.0%	7.9%			8.5%	Actual
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual
Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	64.3%	39.1%	35.0%	45.0%	Predicted
Class of 2023	6	2021	56.8%	64.6%	32.9%	26.3%	40.0%	Predicted
C2023 vs. C2018			22.8%	56.7%			31.5%	
C2023 vs. C2019			17.8%	49.3%	14.1%	23.2%	25.5%	
C2023 vs. C2020			11.1%	28.5%	-2.2%	5.5%	15.8%	
C2023 vs. C2021			-0.5%	-0.9%	-13.7%	-25.5%	-18.5%	
C2023 vs. C2022			-0.8%	0.3%	-6.2%	-8.7%	-5.0%	

As shown in the table above, the Class of 2023 averaged 56.8% on the Math Midline Multiple Choice, which is a 0.8% decrease from the prior year. Midline MC Proficiency was 64.6%, which is a 0.3% increase from 6th grade last year. The CR Midline Average was 6.2% lower than 6th grade last year. CR Midline Proficiency was 8.7% lower than 6th grade last year.

ADDITIONAL CONTEXT AND EVIDENCE

The results shown in the previous section were predicting approximately 47.5% schoolwide proficiency in Math for 2021, a projected decrease of 7.3 percentage points over 54.8% on the 2020 predicted scores. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2021 Projected Math % Proficient	2020 Projected Math % Proficient	2019 Actual Math % Proficient	2018 Actual Math % Proficient	2017 Actual Math % Proficient	2016 Actual Math % Proficient
6th Grade	43.5%	40.7%	58.5%	24.2%	14.5%	8.0%
7th Grade	44.1%	61.2%	39.6%	27.0%	20.6%	N/A
8th Grade	55.2%	62.4%	45.9%	22.2%	N/A	N/A
All	47.5	54.8%	47.9%	24.6%	17.6%	8.0%

The chart below shows projected 2021 proficiency rates for subgroups.

	Math NYS Predicted Proficiency 2021 (8th Grade)	Math NYS Predicted Proficiency 2021 (7th Grade)	Math NYS Predicted Proficiency 2021 (6th Grade)
Overall	55.2%	44.1%	43.5%

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IEPS	18.5%	10.9%	17.5%
ELL	26.3%	17.6%	25.9%
Female	53.8%	52.6%	50.0%
Male	53.9%	37.9%	38.9%
Hispanic	56.0%	42.5%	41.6%
Black	48.5%	45.7%	43.2%

Algebra Regents:

This year, 92.3% of the scholars tested were proficient on the Algebra 1 Regents exam. This number is in alignment with results earned in 2019.

The data presented illustrates that Atmosphere continues to build its Algebra Achievement program and refine the collection and use of internal assessments. The baseline exam was added in the 2019-2020 school year and has been moved to capture data earlier in the year. The midline was also administered earlier this year, allowing supports to be adjusted as needed. In March, many of the students had just started to return to in-person instruction. As a result, additional support was needed to acclimate them to paper testing and using their calculators. Additional Algebra Achievement sessions and staff were added to accomplish this need while also addressing content and skill deficits identified on the midline. Despite the challenges of remote and hybrid instruction, Atmosphere once again obtained its proficiency target of 90-95%.

Further, this process strengthens Atmosphere's belief that our internal assessments are accurate predictors of student performance on the state exam.

Date	Exam	Proficiency
2018-2019		
May 2019	Midline	93%
June 2019	Regents	93%
2019-2020		
January 2020	Baseline	79%
June 2020	Midline/ Final Exam (Remote MC Only)	82%
June 2020	Regents	cancelled Prediction 90-95%

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2020 - 2021		
September 2020	Baseline	29%
March 2021	Midline	82%
June 2021	Regents	92.30%

As illustrated below, 30.7% of the scholars tested earned an advance proficient level *4 or 5 on the Algebra 1 Regents exam. This result illustrates a decrease in advanced proficiency from the class of 2019, but significantly above our inaugural class of 2018.

Algebra 1 Regents	2018	2019	2020	2021
Total Proficient	72%	93%	N/A	92.30%
Total Level 4 & 5	11%	39.50%	N/A	30.70%

In reviewing student responses during the scoring process, many scholars did not complete the majority of the constructed response questions. The scholars ran out of time and were unable to finish the exam within the time allotted. This coupled with a decrease in performance illustrated in the midline results presented on the previous slide, show that scholars needed more practice taking the timed exam, especially returning to a paper based in-person setting.

Atmosphere will continue to set a goal of above 50% advanced proficiency in order to align with our academic goals for the high school. In order to achieve this goal, we will be refining our Algebra Achievement program by increasing practice on constructed response questions and timed responses.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on our projected levels of proficiency on the NYS Math exams, we would not have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency. It is also unlikely that we would have met other Absolute and Growth Goals outlined in the Accountability Plan. However, with no district data available, we are unable to gauge whether we would have met our Comparative goals.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2021 - 2022 academic year. Despite other schools suspending evaluation during remote instruction, Atmosphere continued to evaluate staff. Using a portfolio based model that included multiple observations and evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but one math teacher showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Similar to its application in English, scholars were taught to closely read the math problem, build vocabulary and identify the steps required to answer the question. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2021-2022 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the Center for Educational Leadership, the National Council of Teachers of Mathematics, the Association for Middle-Level Education, The College Board and Blue Engine. As teachers continued to provide targeted instruction through digital platforms, it became clear that these methods of assessment should remain when in a full in person setting. This practice will be enhanced in the 2021 - 2022 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

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- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program Blue Engine has now been expanded to all teachers in the math department for this coming 2021-2022 school year. In addition to teacher development, Blue Engine will also be coaching three leaders in order to better support the program.
- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers.
- Curricular and Instructional Systems – In 2021 - 2022, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level Math courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). All Math teachers will address Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result). Additional systems (such as SPACE and MATH) are also used to better connect mathematics problem solving strategies to specific question types.
 - In order to improve instructional delivery and assessment, the math department has begun creating its own learning materials. The department discontinued use of GoMath and has constructed engaging learning activities and strategic checks for understanding using GoFormative. In addition, the teacher made Formatives provide

a progression of skills, step by step examples and stronger alignment to our math systems. This shift allows the Mathematics Instructional Leader greater oversight in the quality of the materials.

- The grading policy has been modified for the school's return to the full in-person environment. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- As the school returns to the full in-person model, all students in grades 6 and 7 will receive 500 minutes of Humanities instruction per week plus 500 minutes per week of STEM instruction per week and an additional 780 minutes of Achievement instruction per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and an additional 280 minutes of Achievement instruction per week. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th grade teams will receive the same allocations listed above for the 6th and 7th grades. The English and math lab courses have been discontinued to make room for English and Math Achievement classes to remediate learning loss in these areas and better support student performance. Students in all grades and teams will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
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by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems— As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
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development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline specific model: 6th grade Physical Science, 7th grade Life Science, and 8th grade Earth Science with a heavy spiral review to prepare students for the NYS 8th grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6th grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards. The 7th Grade curriculum was adjusted during the 2020-2021 school year to address these standards.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere's mission and vision. In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery.

Our science program also consists of Science Achievement in grade 8. This program is designed to prepare scholars for the NYS exam. The content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th grade content. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content based vocabulary and critical reading skills, as well as test taking strategies. Whenever possible, the program utilizes Atmosphere's English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

As discussed in the School Overview section, the school year began with a brief remote period followed by a blended instruction model. This model continued throughout the school year with the

majority of scholars returning to school by the spring. As a result of the evolving setting science classes were facilitated through digital learning platforms. Instruction including mathematical modeling and practice was implemented using digital platforms such as Amplify, GoFormative, Kami, Edpuzzle and Flocabulary. Feedback was provided in real time as scholars worked on their assignments. The Math course was facilitated each day through synchronous instruction. Science courses were taught four days a week in the Spring of 2020 and remained with that frequency in the schedule. In many cases, classes were taught by two teachers to support small group instruction and academic intervention. As discussed in the Action Plan, Science Achievement courses continued throughout the year and a more robust program was adopted with the Baseline assessment given earlier in the year to better align the course with the needs of the scholars.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2020-21 school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Atmosphere 8th grade scholars participated in the NYS Science Exam in June of 2021. As a result of the exams resuming, the school utilized its proven Achievement Program to prepare students for success on the exam.

A Baseline exam was administered in the fall in order to determine scholars' proficiency and identify areas that needed improvement. The Science Achievement Program was then developed and tailored specifically to the needs of the scholars in this cohort using the data to target areas in need of growth. A Midline exam was administered closer to the exam to act as a predictor of student achievement. The data for this assessment was also utilized to make further adjustments to the Achievement Program.

RESULTS AND EVALUATION

To date the results of the NYS Science Exam have not been shared. In lieu of those results, we are presenting our internal data as a means of measuring student achievement.

Assessment Information:

- A Baseline exam constructed of released state exam questions was given November 2020.
 - The proficiency rate was 32%
 - It is important to note that at the time of assessment, only 30% of the content tested was covered.
- A Midline exam was given in May with a proficiency rate of 55%
- Proficiency rates grew an average of 23% between the Baseline and Midline Assessment.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Based on the data from the Baseline and the Midline Assessment we predict 60% of our 8th grade scholars to be proficient on the NYS Science exam.

Internal Assessment	% of scholars passing	% passing NY State Exam
No Baseline 2018		37% June 2018
May 2019 (Baseline)	23%	49% June 2019
May 4, 2020 (Midline)	Exam Cancelled	2020 Exam Cancelled
November 2019 - March 2020 Unit Tests	59 - 77%	60% PREDICTION Exam Cancelled
Baseline November 2020	32%	60% PREDICTION
Midline May 2021	55%	% June 2021

ADDITIONAL CONTEXT AND EVIDENCE

The predicted 60% rate for the 2021 NYS Science exam represents an even score with the prediction for 2020, which was an increase of 8.6 percentage points from 2019 and an increase of 23 percentage points from 2018, the first year Atmosphere students took the exam.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Given the predicted 60% proficiency rate, we most likely did not meet the Absolute Goal for Science. In addition, we are unable to determine if the Comparative Goal will be met, as there are no district scores available for comparison.

ACTION PLAN

Atmosphere updated its Science program in the summer of 2020 to consist of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8 (starting Fall of 2021)

This new course sequence began implementation in the fall of 2020 in order to align with the New York State P-12 Science Learning Standards, which requires students to develop a deeper

understanding of the three middle school disciplines (Earth Science, Life Science, and Physical Science). Our decision to implement an integrated approach was made in order to better expose students to a combination of the three disciplines at each grade level. We believe this integrated approach will help prepare our students for this new exam (administered in 2022) and is more closely aligned with the English and Mathematics standards for each grade level. Prior to this change, the Science Department followed a discipline specific model to align with the old Science Learning Standards.

In the fall of 2020, the department increased its leadership team by training two apprentice administrators. Two science teachers were identified for this transitional program, which prepared them to serve as future leaders of the department in the event of expansion or other strategic changes. The teachers received mentoring around special projects such as curriculum updates, the creation of common benchmark assessments and vertical alignment of performance expectations for labs. The Apprentice Administrators also supported the science achievement program and the indoctrination of new teachers in the department. The Apprentice Administrators proved to be successful in their development and were assets to the department in supporting new teachers and developing curriculum. As a result, they will continue in this capacity for the 2021-2022 school year. With the expansion of the school, Atmosphere hopes to promote these individuals to managers in the late spring of 2022.

Additional improvements and revisions made to the school's science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, and The College Board.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Atmosphere Academy has been deemed to be in Good Standing this year.

ADDITIONAL EVIDENCE

AAPCS has maintained an accountability status of Good Standing in all years of operation.

Accountability Status by Year

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

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Atmosphere Academy Public Charter School

SCHOOL

Name:	Atmosphere Academy Public Charter School
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CONTACT INFORMATION

Contact Name:	Colin J. Greene
Contact Title:	CEO & Founder
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

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

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT							260	245	215				
TOTAL ENROLLMENT = 720													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	720	0	720	0	720	0	720	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District		720		720		720		720					
2	SECONDARY District													

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

**ATMOSPHERE ACADEMY PUBLIC 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		2.0		2.0		2.0		2.0							
Instructional Management															
Deans, Directors & Coordinators		17.3		17.3		17.3		17.3							
CFO / Director of Finance															
Operation / Business Manager															
Administrative Staff		8.0		8.0		8.0		8.0							
TOTAL ADMINISTRATIVE STAFF	0.0	27.3	0.0	27.3	0.0	27.3	0.0	27.3	0.0	0.0	0.0	0.0	0.0		
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular		35.1		35.1		35.1		35.1							
Teachers - SPED		9.0		9.0		9.0		9.0							
Substitute Teachers															
Teaching Assistants		2.9		2.9		2.9		2.9							
Specialty Teachers		11.6		11.6		11.6		11.6							
Aides															
Therapists & Counselors		9.8		9.8		9.8		9.8							
Other															
TOTAL INSTRUCTIONAL	0.0	68.3	0.0	68.3	0.0	68.3	0.0	68.3	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse															
Librarian															
Custodian															
Security															
Other															
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	0.0	95.7	0.0	95.7	0.0	95.7	0.0	95.7	0.0	0.0	0.0	0.0	0.0		

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	-
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-	-

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

Executive Management	2.00	160,166		-	160,166		-	160,166		-	160,166		-
Instructional Management	-			-			-			-			-
Deans, Directors & Coordinators	17.34	539,360		-	539,360		-	539,360		-	539,360		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	-			-			-			-			-
Administrative Staff	8.00	153,140		-	153,140		-	153,140		-	153,140		-
TOTAL ADMINISTRATIVE STAFF	27.34	852,666		-									

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	35.13	675,500		-	675,500		-	675,500		-	675,500		-
Teachers - SPED	9.00	196,498		-	196,498		-	196,498		-	196,498		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	2.89	29,242		-	29,242		-	29,242		-	29,242		-
Specialty Teachers	11.57	209,779		-	209,779		-	209,779		-	209,779		-
Aides	-			-			-			-			-
Therapists & Counselors	9.75	152,864		-	152,864		-	152,864		-	152,864		-
Other	-	151,886		-	151,886		-	151,886		-	151,886		-
TOTAL INSTRUCTIONAL	68.34	1,415,769		-									

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	-	29,750		-	29,750		-	29,750		-	29,750		-
TOTAL NON-INSTRUCTIONAL	-	29,750		-									

SUBTOTAL PERSONNEL SERVICE COSTS

95.68

-	2,298,185		-	2,298,185		-	2,298,185		-	2,298,185		-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		182,923		-	182,923		-	182,923		-	182,923		-
Fringe / Employee Benefits		283,131		-	283,131		-	283,131		-	283,131		-
Retirement / Pension		86,063		-	86,063		-	86,063		-	86,063		-
TOTAL PAYROLL TAXES AND BENEFITS	-	552,117		-									

TOTAL PERSONNEL SERVICE COSTS

95.68

-	2,850,302		-	2,850,302		-	2,850,302		-	2,850,302		-
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CONTRACTED SERVICES

Accounting / Audit		5,450		-	5,450		-	5,450		-	5,450		-
Legal		6,750		-	6,750		-	6,750		-	6,750		-
Management Company Fee		39,122		-	39,122		-	39,122		-	39,122		-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		15,758		-	15,758		-	15,758		-	15,758		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		4,616		-	4,616		-	4,616		-	4,616		-
TOTAL CONTRACTED SERVICES	-	71,695		-									

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses		818		-	818		-	818		-	818		-
Classroom / Teaching Supplies & Materials		24,732		-	24,732		-	24,732		-	24,732		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks				-			-			-			-
Supplies & Materials other		43,431		-	43,431		-	43,431		-	43,431		-
Equipment / Furniture		4,826		-	4,826		-	4,826		-	4,826		-
Telephone		3,742		-	3,742		-	3,742		-	3,742		-
Technology		74,007		-	74,007		-	74,007		-	74,007		-
Student Testing & Assessment		304		-	304		-	304		-	304		-
Field Trips		38,182		-	38,182		-	38,182		-	38,182		-
Transportation (student)		19,091		-	19,091		-	19,091		-	19,091		-
Student Services - other		36,750		-	36,750		-	36,750		-	36,750		-
Office Expense		33,309		-	33,309		-	33,309		-	33,309		-
Staff Development		7,202		-	7,202		-	7,202		-	7,202		-
Staff Recruitment		12,819		-	12,819		-	12,819		-	12,819		-
Student Recruitment / Marketing		25,000		-	25,000		-	25,000		-	25,000		-
School Meals / Lunch		1,518		-	1,518		-	1,518		-	1,518		-
Travel (Staff)		304		-	304		-	304		-	304		-
Fundraising				-			-			-			-
Other		3,896		-	3,896		-	3,896		-	3,896		-
TOTAL SCHOOL OPERATIONS	-	329,929	-	-	329,929	-	-	329,929	-	-	329,929	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		17,589		-	17,589		-	17,589		-	17,589		-
Janitorial		59,724		-	59,724		-	59,724		-	59,724		-
Building and Land Rent / Lease / Facility Finance Interest		764,226.50		-	764,226.50		-	764,226.50		-	764,226.50		-
Repairs & Maintenance		7,513		-	7,513		-	7,513		-	7,513		-
Equipment / Furniture		2,783		-	2,783		-	2,783		-	2,783		-
Security		29,101		-	29,101		-	29,101		-	29,101		-
Utilities		27,500		-	27,500		-	27,500		-	27,500		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	908,435	-	-	908,435	-	-	908,435	-	-	908,435	-	-
DEPRECIATION & AMORTIZATION		85,345		-	85,345		-	85,345		-	85,345		-
COVID-19 / CONTINGENCY		127,636		-	127,636		-	127,636		-	127,636		-
DEFERRED RENT		8,835		-	8,835		-	8,835		-	8,835		-
TOTAL EXPENSES	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-
NET INCOME	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	-

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	720	-	-	720	-	-	720	-	-	720	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	720	-	-	720	-	-	720	-	-	720	-	-
REVENUE PER PUPIL	-	6,985	-	-	6,985	-	-	6,985	-	-	6,985	-	-
EXPENSES PER PUPIL	-	6,086	-	-	6,086	-	-	6,086	-	-	6,086	-	-

		ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL					
		Budget / Operating Plan					
		2021-22					
Total Revenue		20,117,851	20,117,851	-	20,117,851	20,117,851	
Total Expenses		17,528,705	17,528,705	-	(17,528,705)	(17,528,705)	
Net Income		2,589,146	2,589,146	-	2,589,146	2,589,146	
Actual Student Enrollment							
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	2.00	640,665	640,665	-	(640,665)	(640,665)	Includes bonus & PTO days
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	17.34	2,157,441	2,157,441	-	(2,157,441)	(2,157,441)	Includes bonus & PTO days
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	8.00	612,559	612,559	-	(612,559)	(612,559)	Includes bonus & PTO days
TOTAL ADMINISTRATIVE STAFF	27.34	3,410,665	3,410,665	-	(3,410,665)	(3,410,665)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	35.13	2,702,001	2,702,001	-	(2,702,001)	(2,702,001)	
Teachers - SPED	9.00	785,992	785,992	-	(785,992)	(785,992)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.89	116,967	116,967	-	(116,967)	(116,967)	
Specialty Teachers	11.57	839,114	839,114	-	(839,114)	(839,114)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	9.75	611,457	611,457	-	(611,457)	(611,457)	
Other	-	607,545	607,545	-	(607,545)	(607,545)	Instructional Bonus & PTO days
TOTAL INSTRUCTIONAL	68.34	5,663,076	5,663,076	-	(5,663,076)	(5,663,076)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	119,000	119,000	-	(119,000)	(119,000)	Includes Stipends, Coaches & Expense Reimbursement
TOTAL NON-INSTRUCTIONAL	-	119,000	119,000	-	(119,000)	(119,000)	
SUBTOTAL PERSONNEL SERVICE COSTS	95.68	9,192,741	9,192,741	-	(9,192,741)	(9,192,741)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		731,690	731,690	-	(731,690)	(731,690)	
Fringe / Employee Benefits		1,132,524	1,132,524	-	(1,132,524)	(1,132,524)	
Retirement / Pension		344,252	344,252	-	(344,252)	(344,252)	
TOTAL PAYROLL TAXES AND BENEFITS		2,208,466	2,208,466	-	(2,208,466)	(2,208,466)	
TOTAL PERSONNEL SERVICE COSTS	95.68	11,401,207	11,401,207	-	(11,401,207)	(11,401,207)	
CONTRACTED SERVICES							
Accounting / Audit		21,800	21,800	-	(21,800)	(21,800)	
Legal		27,000	27,000	-	(27,000)	(27,000)	
Management Company Fee		156,487	156,487	-	(156,487)	(156,487)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		63,030	63,030	-	(63,030)	(63,030)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		18,464	18,464	-	(18,464)	(18,464)	Includes E rate consultants
TOTAL CONTRACTED SERVICES		286,781	286,781	-	(286,781)	(286,781)	

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	20,117,851	20,117,851	-	20,117,851	20,117,851	
Total Revenue	20,117,851	20,117,851	-	20,117,851	20,117,851	
Total Expenses	17,528,705	17,528,705	-	(17,528,705)	(17,528,705)	
Net Income	2,589,146	2,589,146	-	2,589,146	2,589,146	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	3,273	3,273	-	(3,273)	(3,273)	
Classroom / Teaching Supplies & Materials	98,927	98,927	-	(98,927)	(98,927)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	
Supplies & Materials other	173,722	173,722	-	(173,722)	(173,722)	
Equipment / Furniture	19,305	19,305	-	(19,305)	(19,305)	
Telephone	14,967	14,967	-	(14,967)	(14,967)	
Technology	296,026	296,026	-	(296,026)	(296,026)	
Student Testing & Assessment	1,214	1,214	-	(1,214)	(1,214)	
Field Trips	152,728	152,728	-	(152,728)	(152,728)	
Transportation (student)	76,364	76,364	-	(76,364)	(76,364)	
Student Services - other	147,000	147,000	-	(147,000)	(147,000)	
Office Expense	133,235	133,235	-	(133,235)	(133,235)	
Staff Development	28,808	28,808	-	(28,808)	(28,808)	
Staff Recruitment	51,277	51,277	-	(51,277)	(51,277)	
Student Recruitment / Marketing	100,000	100,000	-	(100,000)	(100,000)	
School Meals / Lunch	6,071	6,071	-	(6,071)	(6,071)	
Travel (Staff)	1,214	1,214	-	(1,214)	(1,214)	
Fundraising	-	-	-	-	-	
Other	15,583	15,583	-	(15,583)	(15,583)	
TOTAL SCHOOL OPERATIONS	1,319,714	1,319,714	-	(1,319,714)	(1,319,714)	
FACILITY OPERATION & MAINTENANCE						
Insurance	70,356	70,356	-	(70,356)	(70,356)	
Janitorial	238,894	238,894	-	(238,894)	(238,894)	
Building and Land Rent / Lease / Facility Finance Interest	3,056,906	3,056,906	-	(3,056,906)	(3,056,906)	
Repairs & Maintenance	30,051	30,051	-	(30,051)	(30,051)	
Equipment / Furniture	11,130	11,130	-	(11,130)	(11,130)	
Security	116,402	116,402	-	(116,402)	(116,402)	
Utilities	110,000	110,000	-	(110,000)	(110,000)	
TOTAL FACILITY OPERATION & MAINTENANCE	3,633,739	3,633,739	-	(3,633,739)	(3,633,739)	
DEPRECIATION & AMORTIZATION	341,378	341,378	-	(341,378)	(341,378)	
COVID-19 / CONTINGENCY	510,545	510,545	-	(510,545)	(510,545)	Used 3% of total expenses
DEFERRED RENT	35,341	35,341	-	(35,341)	(35,341)	
TOTAL EXPENSES	17,528,705	17,528,705	-	(17,528,705)	(17,528,705)	
NET INCOME	2,589,146	2,589,146	-	2,589,146	2,589,146	

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	20,117,851
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	17,528,705
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	-	2,589,146
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-	-	-
CASH FLOW ADJUSTMENTS														
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	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-	-	2,589,146
Beginning Cash Balance	-	-	-	-	647,287	-	-	1,294,573	-	-	1,941,860	-	-	-
ENDING CASH BALANCE	-	647,287	-	-	1,294,573	-	-	1,941,860	-	-	2,589,146	-	-	2,589,146

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL					
Budget / Operating Plan					
2021-22					
	20,117,851	-	20,117,851	20,117,851	
Total Revenue	20,117,851	-	20,117,851	20,117,851	
Total Expenses	17,528,705	-	(17,528,705)	(17,528,705)	
Net Income	2,589,146	-	2,589,146	2,589,146	
Actual Student Enrollment					
	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {enter descriptions below }					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below }					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below }					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	2,589,146	-	2,589,146	2,589,146	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	2,589,146	-	2,589,146	2,589,146	

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL
BALANCE SHEET
2021-22**

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-

*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

REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
2021-22 Per Pupil Rate													
NYC CHANCELLOR'S OFFICE	16,844		3,031,920	-		3,031,920	-		3,031,920	-		3,031,920	-
-	-		-	-		-	-		-	-		-	-
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ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-

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

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	160,166	-	-	160,166	-	-	160,166	-	-	160,166	-	
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	539,360	-	-	539,360	-	-	539,360	-	-	539,360	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	-	153,140	-	-	153,140	-	-	153,140	-	-	153,140	-	
TOTAL ADMINISTRATIVE STAFF	-	-	852,666	-	-	852,666	-	-	852,666	-	-	852,666	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	675,500	-	-	675,500	-	-	675,500	-	-	675,500	-	
Teachers - SPED	-	196,498	-	-	196,498	-	-	196,498	-	-	196,498	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	29,242	-	-	29,242	-	-	29,242	-	-	29,242	-	
Specialty Teachers	-	209,779	-	-	209,779	-	-	209,779	-	-	209,779	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	152,864	-	-	152,864	-	-	152,864	-	-	152,864	-	
Other	-	151,886	-	-	151,886	-	-	151,886	-	-	151,886	-	
TOTAL INSTRUCTIONAL	-	-	1,415,769	-	-	1,415,769	-	-	1,415,769	-	-	1,415,769	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	29,750	-	-	29,750	-	-	29,750	-	-	29,750	-	
TOTAL NON-INSTRUCTIONAL	-	-	29,750	-	-	29,750	-	-	29,750	-	-	29,750	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	2,298,185	-	-	2,298,185	-	-	2,298,185	-	-	2,298,185	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	182,923	-	-	182,923	-	-	182,923	-	-	182,923	-	
Fringe / Employee Benefits	-	283,131	-	-	283,131	-	-	283,131	-	-	283,131	-	
Retirement / Pension	-	86,063	-	-	86,063	-	-	86,063	-	-	86,063	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	-	552,117	-	-	552,117	-	-	552,117	-	-	552,117	-
TOTAL PERSONNEL SERVICE COSTS	-	-	2,850,302	-	-	2,850,302	-	-	2,850,302	-	-	2,850,302	-
CONTRACTED SERVICES													
Accounting / Audit	-	5,450	-	-	5,450	-	-	5,450	-	-	5,450	-	
Legal	-	6,750	-	-	6,750	-	-	6,750	-	-	6,750	-	
Management Company Fee	-	39,122	-	-	39,122	-	-	39,122	-	-	39,122	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	15,758	-	-	15,758	-	-	15,758	-	-	15,758	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	4,616	-	-	4,616	-	-	4,616	-	-	4,616	-	
TOTAL CONTRACTED SERVICES	-	-	71,695	-	-	71,695	-	-	71,695	-	-	71,695	-

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	SCHOOL OPERATIONS											
Board Expenses		818	-		818	-		818	-		818	-
Classroom / Teaching Supplies & Materials		24,732	-		24,732	-		24,732	-		24,732	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		-	-		-	-		-	-		-	-
Supplies & Materials other		43,431	-		43,431	-		43,431	-		43,431	-
Equipment / Furniture		4,826	-		4,826	-		4,826	-		4,826	-
Telephone		3,742	-		3,742	-		3,742	-		3,742	-
Technology		74,007	-		74,007	-		74,007	-		74,007	-
Student Testing & Assessment		304	-		304	-		304	-		304	-
Field Trips		38,182	-		38,182	-		38,182	-		38,182	-
Transportation (student)		19,091	-		19,091	-		19,091	-		19,091	-
Student Services - other		36,750	-		36,750	-		36,750	-		36,750	-
Office Expense		33,309	-		33,309	-		33,309	-		33,309	-
Staff Development		7,202	-		7,202	-		7,202	-		7,202	-
Staff Recruitment		12,819	-		12,819	-		12,819	-		12,819	-
Student Recruitment / Marketing		25,000	-		25,000	-		25,000	-		25,000	-
School Meals / Lunch		1,518	-		1,518	-		1,518	-		1,518	-
Travel (Staff)		304	-		304	-		304	-		304	-
Fundraising		-	-		-	-		-	-		-	-
Other		3,896	-		3,896	-		3,896	-		3,896	-
TOTAL SCHOOL OPERATIONS	-	329,929	-	-	329,929	-	-	329,929	-	-	329,929	-
FACILITY OPERATION & MAINTENANCE												
Insurance		17,589	-		17,589	-		17,589	-		17,589	-
Janitorial		59,724	-		59,724	-		59,724	-		59,724	-
Building and Land Rent / Lease / Facility Finance Interest		764,227	-		764,227	-		764,227	-		764,227	-
Repairs & Maintenance		7,513	-		7,513	-		7,513	-		7,513	-
Equipment / Furniture		2,783	-		2,783	-		2,783	-		2,783	-
Security		29,101	-		29,101	-		29,101	-		29,101	-
Utilities		27,500	-		27,500	-		27,500	-		27,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	908,435	-	-	908,435	-	-	908,435	-	-	908,435	-
DEPRECIATION & AMORTIZATION		85,345	-		85,345	-		85,345	-		85,345	-
COVID-19 / CONTINGENCY		127,636	-		127,636	-		127,636	-		127,636	-
DEFERRED RENT		8,835	-		8,835	-		8,835	-		8,835	-
TOTAL EXPENSES	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-
NET INCOME	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-	-	5,029,463	-
Total Expenses	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-	-	4,382,176	-
Net Income	-	647,287	-	-	647,287	-	-	647,287	-	-	647,287	-
Actual Student Enrollment	-	720	-	-	720	-	-	720	-	-	720	-

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

ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	720	-	-	720	-	-	720	-	-	720	-
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ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	20,117,851	(20,117,851)	-	-	20,117,851	(20,117,851)	-	-
Total Expenses	-	-	-	17,528,705	17,528,705	-	-	17,528,705	17,528,705	-	-
Net Income	-	-	-	2,589,146	(2,589,146)	-	-	2,589,146	(2,589,146)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

	2021-22 Per Pupil Rate	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
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue												
NYC CHANCELLOR'S OFFICE	16,844	-	-	-	12,127,680	(12,127,680)	-	-	12,127,680	(12,127,680)	-	-
-		-	-	-	-	-	-	-	-	-	-	-
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ALL OTHER School Districts: (Count = 0)		-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	-	-	-	12,127,680	(12,127,680)	-	-	12,127,680	(12,127,680)	-	-
Special Education Revenue		-	-	-	1,683,204	(1,683,204)	-	-	1,683,204	(1,683,204)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	3,512,299	(3,512,299)	-	-	3,512,299	(3,512,299)	-	-
Other		-	-	-	720	(720)	-	-	720	(720)	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	17,323,903	(17,323,903)	-	-	17,323,903	(17,323,903)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	112,134	(112,134)	-	-	112,134	(112,134)	-	-
Title I		-	-	-	456,785	(456,785)	-	-	456,785	(456,785)	-	-
Title Funding - Other		-	-	-	85,954	(85,954)	-	-	85,954	(85,954)	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	2,033,108	(2,033,108)	-	-	2,033,108	(2,033,108)	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	2,687,981	(2,687,981)	-	-	2,687,981	(2,687,981)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	42,496	(42,496)	-	-	42,496	(42,496)	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	79	(79)	-	-	79	(79)	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	51,392	(51,392)	-	-	51,392	(51,392)	-	-
OTHER		-	-	-	12,000	(12,000)	-	-	12,000	(12,000)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	105,967	(105,967)	-	-	105,967	(105,967)	-	-
TOTAL REVENUE		-	-	-	20,117,851	(20,117,851)	-	-	20,117,851	(20,117,851)	-	-

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	20,117,851	(20,117,851)	-	-	20,117,851	(20,117,851)	-	-
Total Expenses	-	-	-	17,528,705	17,528,705	-	-	17,528,705	17,528,705	-	-
Net Income	-	-	-	2,589,146	(2,589,146)	-	-	2,589,146	(2,589,146)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

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

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		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)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	640,665	640,665	-	-	640,665	640,665	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	2,157,441	2,157,441	-	-	2,157,441	2,157,441	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	612,559	612,559	-	-	612,559	612,559	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	3,410,665	3,410,665	-	-	3,410,665	3,410,665	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,702,001	2,702,001	-	-	2,702,001	2,702,001	-	-
Teachers - SPED	-	-	-	785,992	785,992	-	-	785,992	785,992	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	116,967	116,967	-	-	116,967	116,967	-	-
Specialty Teachers	-	-	-	839,114	839,114	-	-	839,114	839,114	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	611,457	611,457	-	-	611,457	611,457	-	-
Other	-	-	-	607,545	607,545	-	-	607,545	607,545	-	-
TOTAL INSTRUCTIONAL	-	-	-	5,663,076	5,663,076	-	-	5,663,076	5,663,076	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	119,000	119,000	-	-	119,000	119,000	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	119,000	119,000	-	-	119,000	119,000	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	9,192,741	9,192,741	-	-	9,192,741	9,192,741	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	731,690	731,690	-	-	731,690	731,690	-	-
Fringe / Employee Benefits	-	-	-	1,132,524	1,132,524	-	-	1,132,524	1,132,524	-	-
Retirement / Pension	-	-	-	344,252	344,252	-	-	344,252	344,252	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,208,466	2,208,466	-	-	2,208,466	2,208,466	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	11,401,207	11,401,207	-	-	11,401,207	11,401,207	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	21,800	21,800	-	-	21,800	21,800	-	-
Legal	-	-	-	27,000	27,000	-	-	27,000	27,000	-	-
Management Company Fee	-	-	-	156,487	156,487	-	-	156,487	156,487	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	63,030	63,030	-	-	63,030	63,030	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	18,464	18,464	-	-	18,464	18,464	-	-
TOTAL CONTRACTED SERVICES	-	-	-	286,781	286,781	-	-	286,781	286,781	-	-

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	20,117,851	(20,117,851)	-	-	20,117,851	(20,117,851)	-	-
Total Expenses	-	-	-	17,528,705	17,528,705	-	-	17,528,705	17,528,705	-	-
Net Income	-	-	-	2,589,146	(2,589,146)	-	-	2,589,146	(2,589,146)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	3,273	3,273	-	-	3,273	3,273	-	-
Classroom / Teaching Supplies & Materials	-	-	-	98,927	98,927	-	-	98,927	98,927	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	173,722	173,722	-	-	173,722	173,722	-	-
Equipment / Furniture	-	-	-	19,305	19,305	-	-	19,305	19,305	-	-
Telephone	-	-	-	14,967	14,967	-	-	14,967	14,967	-	-
Technology	-	-	-	296,026	296,026	-	-	296,026	296,026	-	-
Student Testing & Assessment	-	-	-	1,214	1,214	-	-	1,214	1,214	-	-
Field Trips	-	-	-	152,728	152,728	-	-	152,728	152,728	-	-
Transportation (student)	-	-	-	76,364	76,364	-	-	76,364	76,364	-	-
Student Services - other	-	-	-	147,000	147,000	-	-	147,000	147,000	-	-
Office Expense	-	-	-	133,235	133,235	-	-	133,235	133,235	-	-
Staff Development	-	-	-	28,808	28,808	-	-	28,808	28,808	-	-
Staff Recruitment	-	-	-	51,277	51,277	-	-	51,277	51,277	-	-
Student Recruitment / Marketing	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-
School Meals / Lunch	-	-	-	6,071	6,071	-	-	6,071	6,071	-	-
Travel (Staff)	-	-	-	1,214	1,214	-	-	1,214	1,214	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	15,583	15,583	-	-	15,583	15,583	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,319,714	1,319,714	-	-	1,319,714	1,319,714	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	70,356	70,356	-	-	70,356	70,356	-	-
Janitorial	-	-	-	238,894	238,894	-	-	238,894	238,894	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	3,056,906	3,056,906	-	-	3,056,906	3,056,906	-	-
Repairs & Maintenance	-	-	-	30,051	30,051	-	-	30,051	30,051	-	-
Equipment / Furniture	-	-	-	11,130	11,130	-	-	11,130	11,130	-	-
Security	-	-	-	116,402	116,402	-	-	116,402	116,402	-	-
Utilities	-	-	-	110,000	110,000	-	-	110,000	110,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	3,633,739	3,633,739	-	-	3,633,739	3,633,739	-	-
DEPRECIATION & AMORTIZATION	-	-	-	341,378	341,378	-	-	341,378	341,378	-	-
COVID-19 / CONTINGENCY	-	-	-	510,545	510,545	-	-	510,545	510,545	-	-
DEFERRED RENT	-	-	-	35,341	35,341	-	-	35,341	35,341	-	-
TOTAL EXPENSES	-	-	-	17,528,705	17,528,705	-	-	17,528,705	17,528,705	-	-
NET INCOME	-	-	-	2,589,146	(2,589,146)	-	-	2,589,146	(2,589,146)	-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

2021-22

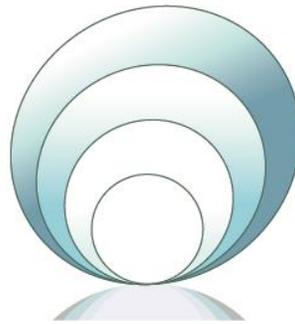
Administrative
expenditures per pupil:

\$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**



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes

August 26, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Mr. Alan Dillon

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
Mr. Ben Pah
Mr. Phillip Byer
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:10PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Mr. J. Greene reported on the Governance Committee call of August 24, 2020. He reported that committee discussed the Board self-assessment, the real estate tax issue at 5959 Broadway, the plan for a board meeting of Atmosphere Foundation, the Foundation tax return, and the need for more board members at Atmosphere Academy.

Mr. C. Greene reported on the Accountability Committee call for August. He reported that that committee discussed the school opening, enrollment and communication to staff and parents in the town hall call.

Mr. B. Fryer reported on the Finance Committee call of June 24th. Topics discussed there were covered at this board meeting and included per pupil reimbursement rates, enrollment levels and the budget issues at the early stage of the year.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Board Meeting Minutes

Mr. J. Greene presented the draft July Board Meeting Minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. Burton moved to approve the meeting minutes for July 2020.
Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Agenda Item 6.2. Benefits Approval

Mr. Phillip Byer, CEO of Shulman, presented the health and other benefit program renewals for approval. On the medical benefit area Atmosphere will have a 5 to 9% increase across the different plans and lives insured. Average is about a 7% increase in cost and that is within the normal range for big employee groups.

He discussed the use of the HRA to cover copays and how that can give employees up to a \$750 benefit and help reduce overall cost to Atmosphere. He proposed increasing the HRA benefit limit to \$1,000. Overall cost will probably come down as employees can select cheaper plans with higher copays. Mr. C. Greene discussed the possible range of cost for the program.

He then reviewed a spreadsheet with a range of choices and plans. This discussion included the savings possible from the HRA increase. There were no suggestions to improve the medical plans selected by Atmosphere.

Other plan rates for plans such as vision, dental, short term disability, AD&D and life insurance remain flat year to year.

Overall Atmosphere's risk profile of age and claims remains good, so insurance rates are stable.

Mr. C. Greene asked for Board approval of the plans and the Board moved to approve the plans.

A motion was made to approve the Aetna medical plans, with an average 7% increase in rates, and to approve the dental, vision, life insurance, Short term disability and AD&D with no change or minimal change in rates. Also to approve an increase in HRA limit to \$1,000.

Mr. Burton moved to approve these plans.
Dr. Lagas seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Agenda Item 6.3. Finance Update

Mr. Fryer reviewed the financial package that included the dashboard and other reports. The Board discussed the status of the repayment to the DOE, which is now complete. They discussed enrollment levels and breakeven enrollment levels. At time of the meeting the enrollment was over the breakeven level. He next discussed the revenue at an enrollment of 590 and the revenue shortfall to planned enrollment levels of 653. Recruiting efforts continue to fill available seats.

The Board discussed the per pupil reimbursement rate, but there is no new news on that rate.

Mr. Fryer and the Board discussed the positive cash flow, and he noted the \$239,000 grant to cover COVID costs that will come in from government agencies which is a big help. All of this is positive news given the growth in staff to support the larger student body.

The finance update closed with a discussion of the risks the school faces and the timing of possible events.

Agenda Item 6.4. 5959 Broadway Property Tax

Mr. J. Greene reviewed the high real estate tax bill received from the landlord of the 5959 Broadway facility. The Board discussed the expectation of a tax rate abatement and how this would be addressed with the landlord. Mr. J. Greene shared a document that reviewed the history and defects in the lease that only became apparent when the first tax bill was presented to Atmosphere. The strategy of how to deal with the landlord was reviewed and, also, whether this can be recovered from the city as it is “additional rent” under the lease. Atmosphere will pursue these avenues of possible solution.

Agenda Item 6.5. Enrollment Update

Ms. Gonzalez reviewed the efforts to drive enrollment. She discussed the responses of families to follow up calls and the reasons for not committing. At the time of this board meeting enrollment was at 560 students.

Ms. Nash discussed her efforts to recruit and support special education students.

Ms. Gonzalez closed her discussion with a review of the students now pending and likely to decide on whether to attend in the next few days.

Mr. Pah reviewed the advertising campaign and how many acted on the ads with completed applications.

Mr. C. Greene reviewed the efforts made to retain students. He also reviewed why people leave Atmosphere. Some are not a good fit for Atmosphere’s culture, for others there is a big travel inconvenience and for some there is too much workload on the student.

Mr. C. Greene noted the positive news coverage on channel 12 of Atmosphere’s preparation to open and the positive response in terms of applications that followed.

He expects it will take 2 months for all of this enrollment uncertainty to settle down.

Agenda Item 6.6. Reopening Update

Mr. C. Greene reviewed Atmosphere’s preparation for reopening with the Board. All relevant documents and guidance has been revised to meet current rules and health requirements. He informed the Board that the school was prepared to open as planned. His efforts are focused on keeping parent frustration with the uncertainty down as much as possible.

Ms. Nash reviewed the staff readiness. They have some concern but are confident of the school’s efforts to keep everyone safe. She discussed some of the glitches that have come up ,and technology issues and challenges that have been dealt with.

Mrs. Brennan discussed classes and topics on Zoom that the Board can listen in on. She framed the

reaction to preparation plans as confident and calm at this point. She then reviewed the achievement classes and participants.

She next reviewed attendance. It is behind last year, off by about 4%. It is now running 81 to 92%, which is up from the start of remote learning.

Ms. Nash expects the attendance to get better as the school rolls into the full open fall session.

Mr. C. Greene was complimentary of the staff readiness to go forward with the program. He believes that was helped by the no layoff practice and sustained compensation levels the school employed.

Mr. Roman then reviewed the social justice and standards of the school, and how efforts are underway to stay true to that effort given the COVID limitations. He and his team are dealing with the frustrations and anxiety that result from all the limitations. They are working to solve problems and remove inhibitors.

Agenda Item 6.7. Explorers Program

Mr. Pah next explained how the Explorer program works with the other motivational programs to keep student attention and motivation high. They explained to the Board that the Explorers programs are travel programs designed to enlarge students' horizons and reward performance. They explained that this is aligned with the STARS and Warriors programs, which reward performance also but by a different method.

STARS and Warriors, it was explained, are needed to help learning, reduce misbehavior, create a pattern of development and integrate the culture. These are aimed at a broad swath of the student body.

The Explorers programs are small group awards such as sailing, equestrian events, polo, Island School and other aimed at a more limited population.

He then gave an update on the work with Custom Ink. He reported on the school store selling school brand clothing to raise money for the school or the Foundation. He also described how the student uniform program is running and the financial impact on and for the school. He then discussed the Custom Ink spending on the commercial Atmosphere participated in.

Mr. C. Greene closed with a discussion of the achievement levels and noted the disruption in learning that COVID actions have caused. He stated that there is a lot to do to get students back on track, and much opportunity to improve.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

Atmosphere Academy
August 26, 2020

There was no Executive Session.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7 PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.

Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes September 30, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton

Board Members Absent:

Mr. James Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
Mr. Ben Pah
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:03PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Mr. J. Greene reported on the Governance Committee call of September 28, 2020. Topics discussed were board size, diversity, background (need for more education representation), alumni participation, and community involvement. Also discussed was use of an advisory board as a first step to full board participation, and the need to move the Board self-evaluation along to completion

Mr. C. Greene reported on the Accountability Committee call for August. He reported that that committee discussed the school opening process and Covid-19 preparations.

Mr. Fryer reported on the Finance Committee call of September 25, 2020. The detail of that meeting was presented in the Finance Update discussed below.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Board Meeting Minutes

Mr. J. Greene presented the draft August Board Meeting Minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for July 2020.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Motion adopted.

Agenda Item 6.2. Finance Update

Mr. Fryer gave the Board an update on the annual audit process and status. This had been reviewed with the Finance Committee previously. He reported on his discussion with the auditors and the favorable audit report results. A few improvements were noted for operations, such as debit card processes, but nothing material. He then discussed the year end financial results for the preceding year as they appear in the audit report.

He then discussed the current student population levels and the impact on the current year. At the time

of the meeting the school had enrolled over 590 students and was targeting 618. He then reviewed the cash implications of various enrollment levels. He noted that cash is higher at the beginning of the year and is lower later as reimbursements match to actual student enrollment. But cash stays strong throughout the year, except for the period just after annual staff bonus payments. Mr. C. Greene commented further on the per pupil reimbursement rate and the strength of cash if Atmosphere can reach and enrollment close to 620 students this year.

Mr. C. Greene noted the stress on the State due to Covid-19 and the risk to the school's budget if State and City reimbursement cuts are made.

Agenda Item 6.3. Audit Report Approval.

After completion of discussion of the audit report the Board moved to approved the report.

Mr. J. Greene moved to approved the audit report.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: None

The motion was adopted and the audit report approved.

Mr. C. Greene commended Ms. Gonzalez, Ms. Nash, Mr. Fryer and MMJ in general for the audit process just completed. Ms. Gonzalez commented on how well the virtual process for information flow had worked.

Mr. C. Greene was approved to sign the representation letter supporting the audit process.

Agenda Item 6.4. Enrollment Update

Ms. Gonzalez reviewed the current status of student recruitment. She noted that there was rotation at this point with the number of new enrollments matching the number of students leaving so student enrollment levels are at a standstill.

Ms. Nash noted that there had been some transfers to other schools but overall the team is doing well holding onto students.

Agenda Item 6.4. Reopening Update

Mr. C. Greene reviewed the education options offered to parents and students given the Covid-19 constraints and safety requirements. He noted the problems the DOE had with their HVAC systems in older buildings. He again discussed the improvements Atmosphere has made in their buildings. Atmosphere is much better positioned than the NYC DOE in terms of the HVAC systems.

In the blended educational option offered by Atmosphere Mr. C. Greene reported that there will be small classes of approximately 15 students.

Ms. Gonzalez noted that students are making decisions for the parents regarding education options so the school has had to adapt it as a communication model.

Mr. C. Greene explained the value of benefits provided to students such as trips and other motivational awards. He reviewed how these award systems will work in a blended model.

A question was asked about attendance. While attendance has started out low, it is now at 90%. This trend is similar to normal years when the August attendance runs 80% and rises to 90% in the fall. Mr. Roman noted that the attendance process had been improved so that the daily process is completed faster.

Mr. C. Greene continued with a discussion of how the school handled one staff Covid-19 infection. He noted the lack of guidance and support from the DOE and State. He reviewed the contact tracing process which was not timely. Little instruction was given by the DOE other than to quarantine. The efforts did inform the school's planning going forward.

He then discussed how the Covid-19 testing process will be handled going forward. All tests will be at the offices of Urgent Way, the school's testing provider. Ms. Gonzalez reviewed how insurance will cover 2 tests per year for everyone. She then explained how the Federal government has purchased all rapid tests that are now being transferred to the State.

Mrs. Brennan reviewed how she was holding class observations. She noted that teachers are generally meeting the expectations of the school leadership.

Agenda Item 6.6. Social Justice Update

Mr. Roman reviewed his observations and analysis of student behaviors and how the school is dealing with issues given the Covid-19 concerns. He noted the special attention being paid to student nervousness and other unusual problems.

He then described the social justice program. This was designed to show students how to get power by having the students create a social justice campaign. The students then presented their campaign at a group meeting. The idea was for students to learn how to express themselves. The social workers at the school are taking on more leadership responsibility in this area.

Mr. C. Greene and Mr. Roman then discussed future possible programs on social justice education.

Agenda Item 6.7. Facility Expansion Update

Ms. Gonzalez reported that the Marble Hill facility was coming along well and would be ready on the late October timeframe.

Mr. C. Greene showed pictures of the new space. There will be big improvements in classrooms and hallways. Mr. J. Greene stated that the TCO for the space would probably be late October or November.

Mr. C. Greene reported that the school is growing student enrollment by 50%. To meet the increased size, the hiring process has improved, but the remote learning model has made teacher monitoring more difficult.

Agenda Item 6.8. School Quality Update

Mr. C. Greene explained the survey process used to get feedback on school performance and image with the parents, teachers and students. 70% of parents and teachers took the survey. And 97% of teachers were involved. This is a very strong response. Mr. C. Greene then reviewed many responses by students and parents. Ms. Gonzalez reviewed the process used to get parent response to the survey. The report was sent to the Board.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The board moved to enter Executive Session to discuss the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

Mr. Burton moved to enter Executive Session.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

After discussion the Board moved to exit Executive Session.

Mr. Dillion so moved.

Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7:16PM the Board moved to adjourn the meeting.

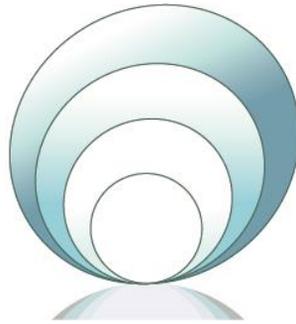
Mr. Burton moved to adjourn.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Meeting adjourned.



Atmosphere academy

**Atmosphere Academy Public Charter Schools
Board of Trustees Meeting Minutes
October 28, 2020**

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton

Board Members Absent:

Mr. James Spitzer
Mr. Alan Dillon

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Mr. Bryan Fryer
Mr. Christian Roman
Mr. Ben Pah
Mr. Robert Branch
Mr. Bronson Branch
Ms. Lena Litvak
Mr. Daryl Jenkins
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:07PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

There was no governance committee meeting this month.

Dr. Lagas reported on the accountability committee meeting. The main topics were the resignation of Camila Gonzalez and high school placement reports.

Mr. Fryer reported on the Finance committee meeting. Those financial reports were discussed at this full board meeting. Additional topics discussed were the changes in the 401K program by the administrator. At that meeting a representative of the administrator was on the call and discussed their procedures, rules, and rationales for making change in the investment offerings. They also presented choices that Atmosphere could consider to change the risk profile for Atmosphere employees. The Committee took the information under advisement. The Committee also discussed real estate taxes, enrollment levels, and a garnishment issue regarding one of the landlords.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Finance Update

Mr. Fryer updated the board on financial performance and related matters. He reported on the school scorecard, and the year to date surplus and the surplus dynamics over the year. He then reviewed financial leverage ratios and noted the improvement that has been achieved.

Looking forward he discussed the student enrollment levels and the cash flow trends noting that the cash flow is strong, except for the period around Christmas when cash levels touch lows. Cash flow management tools will be implemented to help over that period of time. Mr. C. Greene reviewed the rent dynamics about to occur at Marble Hill and 5959 Broadway due to expansion build-out programs.

The Board also discussed the review with Slavic, the 401K plan administrator, at the Finance Committee meeting. The issues are the brokerage window, the remaining investment choices, and the fee structures. Mr. Burton and Mr. J. Greene agreed to review the facts regarding these issues and report back to the full Board with recommendations on what to do.

Agenda Item 6.2. Board Minutes

Mr. J. Greene presented the draft September Board Meeting Minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for September 2020.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas

Vote no: None

Motion adopted.

Agenda Item 6.3. Student Interview

The student, Bronson Branch, is planning to apply to a selective boarding high school and wanted a recommendation from the Atmosphere Board. He and his father spoke to the Board and expressed their desires, motivations, skills and commitment to academic performance. The Board agreed to give him a strong recommendation. Mr. Jenkins coordinated the call and discussion.

Agenda Item 6.4. Culture Update

Mr. Roman reviewed the status of culture program at Atmosphere. He presented charts that showed the merit and demerits of students. He then explained how those were earned in the operating model now in use. His discussion covered all grades. His assessment was that 93% of students are meeting core value honors and about 7% are not. Operating under Covid-19 procedures has created some instability, but Mr. Roman was confident that there would be stability by the end of the second quarter.

He next discussed his team's outreach to students and families.

He reviewed absentee rates and profiles. Causes of absences were listed and then methods used to enforce the attendance policy.

Advisory class topics were reviewed with the Board. Bullying, 9/11 remembrance, how to send emails, are typical topics.

He then reviewed extracurricular activities which included sports, student government ideas, continuing

work with SAR school, how to leverage vendors to execute the school plan and other activities.

Mr. C. Greene and Mr. Roman reviewed the Stars Scholarship program. Graduates of Atmosphere can qualify for limited college scholarships if they invest time supporting current Atmosphere students with tutoring and other support time. A few select students have qualified and the financial implications were reviewed. The Board discussed how Atmosphere Foundation (AF) can be funded to support this obligation. These ideas included Atmosphere branded clothing sales with contributions going to the Foundation. The board discussed the legal reviews that need to be undertaken by the AF board to prepare AF to take on this responsibility. Also reviews needed to assure tax compliance for all parties.

Mr. Jenkins then reviewed the graduate placement work and the partnerships the school has developed to support this effort. He discussed the tests students need to take and selected school situations and timing. He also informed the Board of the upcoming Atmosphere Zoom call fair regarding high schools.

Agenda Item 6.5. Academics Update

Mr. C. Greene informed the Board of the difficulties of instruction in a Covid-19 environment and remote learning. Keeping students motivated, attentive, and doing their assignments on time while remote has been difficult. The plan to deal with this is to refocus on procedures, grades, tracking performance and follow-up with students and parents. Weekend check ins with parents will be included in that process. Actions will be data-driven. Students in the most trouble will get special focus. Additional supervision of teacher gradebook management will also be a focus to make sure the trends are addressed promptly.

Agenda Item 6.6. Achievement Update

Ms. Litvak reviewed the latest information on student performance regarding NYS proficiency. She noted high growth in proficiency in math and English performance from 2019 to 2020. Each grade has grown year to year. Math has grown slower than English but is still strong. English language learners were among the fastest performance-growers.

She described the testing patterns and the achievement class programs for the Board. Mr. C. Greene noted the need for smaller teams and more teachers to execute the achievement program under Covid-19 conditions. More work is needed to build out the achievement team.

Agenda Item 6.7. Programs Update

Mr. Pah described how various programs were being administered under Covid-19 conditions. Trips are increasing with full safety protocols. Small teacher-student ratios are being utilized. Buses are running at 40% of capacity. These trips have helped student morale and confidence.

He next reviewed the online store model using Atmosphere Foundation. After discussion it was decided to review this with legal counsel once again.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The board moved to enter Executive Session to discuss the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

Mr. Burton moved to enter Executive Session.
Mr. J. Greene seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas
Vote no: None

After discussion the Board moved to exit Executive Session at 8:11PM.

Mr. J. Greene so moved.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas
Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 8:12PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas

Atmosphere Academy
October 28, 2020

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes April 29, 2021

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton (left after item 6.8)
Mr. Alan Dillon (left during Executive Session)

Board Members Absent:

Mr. Jim Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer (left after item 6.1)
Mr. Peter Markey (left after item 6.1)
Mr. Benjamin Pah
Mr. Christian Roman
Mrs. Elizabeth Kelly
Mrs. Katherine Brennan
Mr. Gabriel Rosenblum
Two 8th grade scholars and their parents
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:04PM, Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Governance Committee met this month to discuss an article in The Washington Post that could include information about Atmosphere Academy's academic program.

The Accountability Committee met this month to discuss the status of Atmosphere's High School application and the SUNY Board hearing taking place on May 4th. The committee also discussed hiring, the New York State exam, Q3 grades, and the article in The Washington Post.

The Finance Committee topics were reviewed during subsequent agenda items, so no report was given.

Agenda Item 4. Comments From the Public

There were no comments at this time.

Agenda Item 5. Revision and Adoption of the Agenda

There were no changes to the Agenda.

Agenda Item 6.1. Finance Update

Mr. Fryer presented the financials for the month ending 3/31/2021. Atmosphere's cash balance is far exceeding what it was at the same time last year. Mr. Fryer spoke about economies of scale and how it has contributed to the increased cash balance. From last month, most of Atmosphere's spending has been steady. Mr. Fryer also discussed Atmosphere's per pupil funding and what to expect over the next few payment periods.

Mr. Fryer went on to present Atmosphere's forecasted cash balance, and how upcoming bonuses and rent payments for newly constructed spaces impacted the cash forecast. At the end of each month, Atmosphere is still predicted to have a strong cash balance. The Board discussed a slight delay in the per pupil funding and how that may impact future spending.

The Board members who will attend the SUNY Board meeting on May 4th will meet this week to discuss what materials to present at the meeting.

Agenda Item 6.2. Board Minutes

Mr. Rosenblum presented the March Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the board meeting minutes for March 2021.

Dr. Lagas seconded the motion.

Vote Aye: Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Motion adopted. March minutes approved.

Agenda Item 6.3. Guests (presented after agenda item 6.5)

Mr. Roman introduced the guests that would be joining the meeting today.

The first guest is an 8th grade scholar who was accepted to Deerfield Academy for high school, which is preparatory high school in Massachusetts. The scholar spoke about his preparation for high school, considering Deerfield is a boarding school. The scholar noted that he has not spent time away from home before, so it will be something new and different. The scholar spoke about he was able to visit the school recently. The scholar's parents spoke about their excitement, and the resilience that the scholar has shown throughout the pandemic. The scholar also noted that he did not enroll in Atmosphere until 8th grade, and the positive impact that Atmosphere had on his academics over the course of one year.

The second guest is also an 8th grade scholar who was recently accepted to high school. The scholar's mother spoke about the "Names Not Numbers" program, where Atmosphere scholars are connected with students from other schools to discuss different topics and socialize. The scholar's mother noted that in 6th grade, he struggled academically and emotionally. She mentioned that Atmosphere was able to change their lives by focusing on detail, being in constant communication, and working directly with students and families. She also gave high praise to different staff members that have worked directly with the scholar and have been able uplift him. The Board asked what we could add to the program to make it better. The scholar's mother spoke about the STARS program, and mentioned that students who may not be performing as well academically should still be acknowledged.

Agenda Item 6.4. Academics Update (presented before agenda item 6.3)

Mrs. Brennan presented on Q3 academics. Mrs. Brennan noted that grades in 6th grade have been improving from quarter to quarter. Compared to last year, Atmosphere scholars still have less As and Bs, however, scholars also have less Fs compares to last quarter. Fs have also dropped from mid-quarter to the end of the quarter.

Mrs. Brennan noted the positive impact that being in-person has had on students.

7th grade scholars have received less Fs in Q3 this year compared to last year. Mr. C. Greene spoke about the end of quarter process, and how he will be changing the process to make it more efficient and effective. Each team, such as culture, operations, and teachers, all have a hand in the end of quarter process. Atmosphere staff will memorialize this process for the future to ensure that it is streamlined.

8th grade scholars have improved over the course of the year as well. The Board asked about how students are progressing from year to year. Mrs. Brennan noted that some current 8th grade scholars that were very successful academically in previous years have regressed slightly. That being said, Mrs. Brennan has worked with Mr. Roman and Mr. Pah to get these scholars back on track academically.

Agenda Item 6.5. Student Learning Update (presented before agenda item 6.3)

Mrs. Kelly updated the Board on hiring for the Student Learning department, including new hires and promotions among current staff members.

At the completion of Q3, there were 40 students identified as high risk for retention. All students are currently in the intervention program. There is promising data that shows these students have been trending in the right direction and may no longer be retained.

Mrs. Kelly discussed the 8th grade intervention program, which includes more student choice and project-based learning to increase motivation among scholars. There has been significant improvement from Q2 to Q3 as a result of this intervention program.

The Board asked about how Atmosphere's data will compare to other schools in Atmosphere's district. Mrs. Kelly noted that Atmosphere will finish the year strong. Mr. C. Greene noted that the only metric that is compared with other schools are state test scores. Atmosphere is seeing an upward trend in student preparation.

Agenda Item 6.6. Culture Update

Mr. Roman presented data on high school acceptances. There are not yet hard numbers, as many acceptances will be given out next week. There are currently 47 scholars that have confirmed where they are going to high school. 122 scholars are still waiting on responses. 21 scholars will attend charter schools, 3 scholars will attend independent schools, and 12 scholars will attend parochial schools. 11 students are moving out of the city or out of the state.

Mr. Roman presented comparative data over the past few years (2018-2021). There are many more families moving out the city compared to previous years, due to the pandemic.

Agenda Item 6.7. Operations Update

Mr. Rosenblum presented on admissions. Atmosphere's numbers are currently very strong, and the school is likely to admit the maximum enrollment for next year. There are still about 100 newly accepted families that the school is waiting on responses from to accept their seats, but Atmosphere anticipates that many will not be enrolling. Mr. Rosenblum spoke about next steps for admissions, and the timeline moving forward.

Mr. Rosenblum also presented new spaces that were previously under construction, and newly branded

windows at the 7th grade building.

Mr. Rosenblum also spoke about the Operations Rounds that are being conducted next week, and shared a sample of the rubric that will be used to grade the operations teams.

Lastly, Mr. Rosenblum and Mr. Roman presented details on the following end of year events: Prom, Field Day, Graduation, and the End of Year Staff Outing.

Agenda Item 6.8. Programs Update

Mr. Pah presented a new micro-video that underscores the impact that Atmosphere has on scholars' lives. Mr. Pah and Mr. C. Greene then discussed international trips and how they will effect the budget.

Mr. Pah also spoke about different partnerships that he is forming, such as Sidney Kimmel Global, a production company that has produced movies such as "Crazy Rich Asians" and "The Kite Runner". There is a possibility for an Atmosphere movie in the future. Mr. Pah has also made a connection with Georgina Bloomberg, a celebrated equestrian rider, and an Elle Magazine writer who is interested in featuring Atmosphere in an upcoming article.

Mr. Pah will ensure that Atmosphere is represented accurately and fairly in any and all publications. Mr. Pah went on to speak about the Polo program and how successful it has been thus far. Mr. C. Greene expanded on this topic and added that the word is spreading about Atmosphere Academy. He is working to capture Atmosphere's story to share with potential partners in the future.

Agenda Item 6.9. School Updates

Mr. C. Greene presented data around the STARS program. Atmosphere's total STARS students have increased from quarter to quarter. That being said, some students have moved down in STARS status in 6th grade. In all years, STAR status fluctuates. Scholars use this as a motivating factor to get back to a STARS status that they previously had. In 7th grade, there has been a significant percentage increase from quarter to quarter. The same has been observed in 8th grade.

Mr. C. Greene then discussed Atmosphere's high school, and some next steps associated with the process. He spoke about the application process, staffing, and student recruitment.

Mr. C. Greene discussed the English State Exam, which took place yesterday. For the most part, the test was executed at a very high level after a very challenging year. It foreshadowed what the school is expecting in future years, and the success that is ahead of Atmosphere. Atmosphere had many students come in to take the exam.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At approximately 7:37PM, the board moved to enter Executive Session to discuss:

- a. the proposed acquisition, sale or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value.
- b. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.
- c. information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed.

Mr. J. Greene moved to enter Executive Session.
Dr. Lagas seconded the motion.

Vote Aye: Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: None

After the discussion, at approximately 8:18 PM, the Board moved to exit executive session.

Dr. Lagas moved to exit Executive Session.
Mr. J. Greene seconded the motion.

Vote Aye: Mr. J. Greene, Dr. Lagas
Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 8:19PM the Board moved to adjourn the meeting.

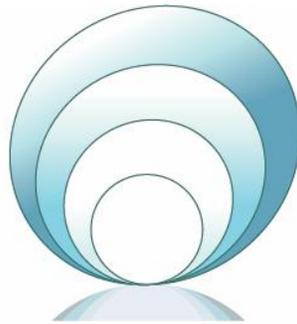
Mr. J. Greene moved to adjourn.
Dr. Lagas seconded the motion.

Vote Aye: Mr. J. Greene, Dr. Lagas

Atmosphere Academy
April 29, 2021

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes February 24, 2021

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer
Mr. Alan Dillon

Board Members Absent:

Mr. Colin J. Greene
Mr. Bryan Fryer (left after item 6.1)
Mr. Peter Markey (left after item 6.1)
Mr. Christian Roman
Mr. Benjamin Pah
Mrs. Katherine Brennan
Mrs. Elizabeth Kelly
Mr. Gabriel Rosenblum
Ms. Lena Litvak (left after item 6.5)
Mr. Darryl Jenkins (just for item 6.4 and 6.5)
Class of 2020 Alumnus (just
for item 6.5)
No other public in attendance

Others in Attendance:

Agenda Item 1. Call to Order

At approximately 5:06PM, Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Accountability Committee met this month. The Board provided a summary of the meeting related to Officer Evaluations.

The Governance Committee met this month. The Board and Mr. C. Greene provided a summary of the meeting, in which the Board discussed adding board members in the future, our SUNY HS application, and partnering with different organizations like the Island School.

The Finance Committee topics were reviewed during subsequent agenda items, so no report was given.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Finance Update

Mr. Fryer presented the financials for the month ending 1/31. Our cash balance at the end of the month is much higher now than it was at this point last year. The per pupil funding is partly responsible for this increase. There was a slight change in the per pupil funding for P5. We also have more students attending from other school districts, resulting in more funds coming in.

Mr. Fryer also discussed that there are still outstanding grants receivable. Mr. Fryer is working with the DOE to get all payments sorted out to ensure that we are receiving the proper funds.

Mr. Fryer presented the P&L for Atmosphere, and explained that Atmosphere is currently under budget for operating expenses. Mr. Fryer gave the Board his projections for the rest of the year.

Mr. C. Greene discussed billing topics related to our facility funding.

Mrs. Kelly discussed our SPED funding and some of the obstacles that Atmosphere ran into this month. Mrs. Kelly held multiple meetings with the DOE to ensure that she was submitting our SPED billing correctly, as there was a change in the way the DOE processes billing this cycle. The billing has since been submitted and accepted.

Mr. Rosenblum and Mr. C. Greene discussed the potential to switch banks. It was determined that this would not take place until at least the summer.

Agenda Item 6.2. Board Minutes

Mr. Rosenblum presented the January Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. Spitzer moved to approve the board meeting minutes for January 2021.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer, Dr. Lagas

Vote no: None

Motion adopted. January minutes approved.

Agenda Item 6.3. Achievement Update

Mr. C. Greene discussed updates to the State Test. It is still unclear when our students would take the State Test. Mr. Greene discussed the possibility that students may opt out, given that many are still learning remotely.

Ms. Litvak provided an update on Achievement. She discussed our policies related to student accountability, such as ensuring that students keep their cameras on during class and limiting distractions in the household for remote students. Ms. Litvak discussed the delays related to Achievement and the fact that students are learning at a slower pace than in previous years, given that most are still remote.

Ms. Litvak presented data from the most recent Achievement day, which took place over mid-winter recess. She also presented some predictions around how our students would perform on the State Test, given data from previous years.

The prediction notes that our Class of 2021 students would perform better than the Class of 2018 and Class of 2019. Mr. C. Greene noted that if the State Test does not take place until next year, our current 8th grade students would not be included in our data. This would be unfortunate given that they have attended Atmosphere for three years and have built the skills at Atmosphere that they need to perform well. There would be other challenges associated with the State Test, depending on what SUNY decides.

The Class of 2022 is performing slightly worse than Class of 2021. That said, there is still very promising data about how our Class of 2022 students would do on the State Test, given data from previous years.

There are more obstacles for the Class of 2023, as this is their first year at Atmosphere and some of the students have never been inside our building to understand how Atmosphere operates. That said, there is still very promising data for the Class of 2023, especially given that most students are remote.

Ms. Litvak is also working with the instructional leaders, such as our English Instructional Leader, to ensure our students are growing academically and moving in the right direction. She noted that remote learning presents a problem around student interaction and lack of focus, which causes things to move slower than in previous years. Mrs. Brennan noted that our instructional materials, such as posters, are also not available remotely, which makes it difficult for remote students to engage with those materials.

Mr. C. Greene verbally recognized Ms. Litvak, Mrs. Brennan and Mrs. Kelly for their diligence in maintaining our high bar around student outcomes and noting that our data looks better than we were expecting in this remote world.

Agenda Item 6.4. High School Placement Update (discussed after item 6.5)

Mr. Roman and Mr. Jenkins presented on the high school placement process.

Mr. Jenkins spoke about the differences related to the high school placement process pre-COVID-19 and during COVID-19. Families are unable to attend in-person events as they would in previous years. More meetings and open houses are virtual. Mr. Jenkins discussed that the deadlines for HS applications have been pushed back, and rolling admissions have been put into place due to the pandemic.

Mr. Jenkins and Mr. Roman also touched on the comparative data between this year and previous years. We are pushing for students to apply to multiple schools (public, private and charter) so they have options of where to go. There has been a slight increase of students who are applying to schools out of state and out of NYC, as the pandemic is causing families to want to leave the city. Almost half of Atmosphere's 8th grade students are also taking the exams necessary to attend specialized schools, which is fantastic.

Atmosphere has been able to form new partnerships with 11 high schools this year, in addition to the schools with which we already work, to ensure more of our students apply and get accepted.

Agenda Item 6.5. Alumni Update (discussed prior to item 6.4)

Mr. Roman had a class of 2020 alumnus speak about his experience at Grace Church School. The alumnus spoke about his experience in high school. He is doing hybrid learning right now, so is in person some days. The school is different from Atmosphere when it comes to student demographics. The alumnus spoke very eloquently about some of his experiences with his teachers as well. The Board asked the alumnus a few questions about his experiences. The alumnus mentioned Atmosphere's Achievement program, and how it prepared him well for high school. The alumnus also spoke about the social aspect of remote learning, and how it makes it more difficult to make friends. The alumnus has also been able to make friends through TEAK outside of school. All in all, things are going very well for the alumnus and he is very happy at his current school.

After the alumnus left the meeting, Mr. Roman spoke briefly about an alumni survey requesting feedback on their current experiences. He spoke about the schools that they currently attend. Mr.

Roman will continue to invite alumni to Board meetings to speak on their experiences.

Agenda Item 6.6. Student Recruitment Update

Mr. Rosenblum provided updated student recruitment numbers for the Board. Atmosphere's application numbers are moving in the right direction. The open houses that have been planned with partner elementary schools have been helping increase the number of applications. Mr. Rosenblum will keep pushing to get application numbers up, and ensure that as many families as possible are engaged with Atmosphere Academy.

Agenda Item 6.7. Q2 Update

Mrs. Brennan provided an update on Q2 academic performance numbers and compared them with Q1 numbers. There is an increase in As in Q2 across all three grade levels. There was also a slight increase in our 6th grade failure percentage between Q1 and Q2. This data is in alignment with the data that Ms. Litvak presented earlier in the meeting.

Since the middle of the quarter, the number of students with 2 or more Fs has decreased, which is something to celebrate. That being said, Mrs. Brennan will work to ensure that the number drops even further. Our failure percentage is still higher than it was last year. The same is true of students with 4 or more Fs.

Mrs. Kelly and Mrs. Brennan spoke about the intervention steps that Atmosphere is taking to ensure students get up to speed and grow academically. Intervention teams have been added in 6th and 7th grade. Atmosphere will utilize its usual summer school program, but will also create a culture summer school program for students with high absences and high demerit counts. The curriculum for both summer school programs will be adjusted to reflect learning loss during COVID-19.

Mrs. Brennan also spoke to some of the meetings that the officers have held with parents to stress the urgency of student academic crisis with parents.

Mrs. Brennan also discussed the use of Go Guardian, a new program that Atmosphere instituted that allows us to monitor what students are doing on their school devices during class time.

Mr. Pah shared the STARS data for Q2. Our number of STAR students has increased slightly since Q1 of this year, but is still below Q4 of last year.

Mr. Roman shared the Culture data for Q2. The data this quarter seems to be more accurate than last quarter, with less students getting core values honors. This means that more teachers are entering demerits and merits into our system correctly. Mr. Roman spoke about some of the common demerits that we are seeing. The merit data is looking promising, and shows that students are receiving positive reinforcement for positive behavior. The number of merits given out between quarters has also increased greatly.

Agenda Item 6.8. Vendor Relationships

In the interest of time, this agenda item will be discussed at another meeting.

Agenda Item 6.9. ESIC IMAT Conference

In the interest of time, this agenda item will be discussed at another meeting.

Agenda Item 6.10. Reopening Update

In the interest of time, this agenda item will be discussed at another meeting.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

No Executive Session was held during this meeting.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 8:21 PM the Board moved to adjourn the meeting.

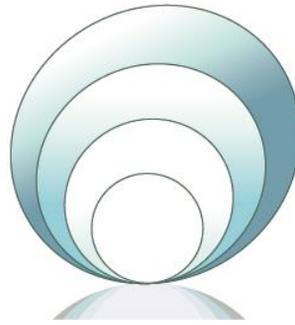
Mr. J. Greene moved to adjourn.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes July 28, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
Mr. Ben Pah
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:04PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Atmosphere Academy
July 28, 2020

Mr. C. Greene reported on the July 17th Accountability Committee call. The minutes of that meeting were sent to the board for their pre reading.

Mr. J. Greene reported on the Finance Committee call of June 24th. Topics discussed there were covered at this board meeting.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Board Meeting Minutes

Mr. J. Greene presented the draft June Board Meeting Minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for June 2020.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Mr. J. Greene also discussed preparation of the Board minutes and committed to continue to prepare them for the near future. His recommendation is to have legal counsel listen in to the Board meeting and prepare the minutes when the budget allows.

Agenda Item 6.2. Finance Update

Mr. Fryer reviewed the draft of the financial narrative for the prior fiscal year 2019-2020. The draft was circulated to the Board. He noted the big improvement in surplus year to year. Expected surplus is \$182,000 and operating surplus of \$554,000.

The Board asked about the cash results. Cash was down \$208,500, but after adjustment for the escrow deposit and repayment of earlier overpayment by DOE, cash was flat year to year.

Mr. Fryer next reviewed the progress on the annual audit. He expects a smooth finish to the audit for 2019-2020.

Atmosphere Academy
July 28, 2020

He reviewed the Federal grant to schools of \$239,000 to help with Covid risk management.

Because of the risks due to COVID-19 Mr. J. Greene and the school have decided to defer payment of the loan due July 31. The loan will be deferred until October when repayment will be reviewed again.

Mr. C. Greene reviewed the enrollment charts and the impact on revenue. A range of budget outcomes were discussed based on the range of student populations for the year. The break-even point was reviewed and the probability of reaching and exceeding that number of students was discussed. He then discussed the efforts to bring in more students and the time frame to get that done so the full time equivalent student count will create an acceptable budget year.

School opening options and risks for the school were reviewed and discussed.

He then reviewed new hires for the new school year.

Agenda Item 6.3. Enrollment Update

Ms. Gonzalez reviewed the efforts to drive enrollment. She discussed the survey sent to families, the efforts to contact families and the drop off in response due to COVID-19. She then covered the 2020-2021 application document. Next enrollment ideas were presented to the Board. These included: wait list family calls, contacts made at closing Catholic schools, neighborhood canvassing, communication of seats available and other ideas. The efforts resulted in more applications in July than June so the efforts are effective.

Mrs. Brennan discussed the outreach to Boy's and Girl's Clubs to increase awareness of the school.

A factor impacting recruitment is lack of confidence in public transportation and no school bus services for many of the students. The school looked into hiring its own bus service but that was not successful.

Mr. Pah commented on the unprecedented level of uncertainty about the start of the new year. At the date of the Board meeting there was no guidance from the State or City regarding the new year. But Atmosphere continues to work with families for recruitment of students for the new year. He noted that the problem Atmosphere is seeing is universal across the city.

Mr. C. Greene reviewed the timeline to resolve the recruitment problem and assured the Board that the budget would be managed to no loss for the year.

Agenda Item 6.4. Contract Approvals

Mr. C. Greene reviewed the advertising spending expected over next few months. Two major contracts were involved. The first proposed was an expected spend of over \$20,000 over the next few months at IMG Digital Advertising. This will be a rolling advertising spend. The second contract with the MTA, Outfront Media, for \$22,820 for advertising on MTA transport. After explanation he asked for Board approval.

Atmosphere Academy
July 28, 2020

Mr. J. Greene moved to approve the two contracts.
Mr. Spitzer seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted. The contracts were approved.

Agenda Item 6.5. Lease Amendment Approvals

Mr. J. Greene prepared and sent to the Board, in advance of the meeting, explanations of lease amendments for both the Marble Hill facility and the 5959 Broadway facility. Both would increase COVID-19 readiness, expand space in the case of 5959 Broadway and get the added rent expense within the real estate reimbursement entitlement for charter schools, so there would be no impact on educational funding/spending.

Mr. J. Greene discussed the planned improvements, relations with the landlords and status of building improvements and expansions.

A motion was made to approve the lease amendments as described in the explanation materials sent to and reviewed with the Board for both the Marble Hill facility and the 5959 Broadway facility.

Mr. Spitzer moved to approve these two lease amendments
Mr. Burton seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted. The lease amendments were approved as presented.

Agenda Item 6.6. Digital Atmosphere

Mr. Pah and Mr. C. Greene discussed building the brand of Atmosphere Academy. They reviewed how this can be done using digital advertising such as Google ads, social media, school focused websites and publications. They next reviewed ad metrics and how they can be interpreted and used to focus brand building. They also reviewed Instagram ads, Facebook ads, and school review sites such as Yelp. Mr. C. Greene also discussed how to monitor on line reviews of Atmosphere to be sure a fair story exists in the digital worlds.

Agenda Item 6.7. Atmosphere Movement

Mr. C. Greene reviewed the key principles that make up what Atmosphere Academy is working to represent. Principles such as social justice, market driven school choice, and merit rewards for staff.

Atmosphere Academy

July 28, 2020

Mr. Pah discussed how the school can get local support, handle political issues and make appropriate contacts with local politicians.

Ms. Nash discussed how Atmosphere can be more responsive to local needs for schools and have positive actions ready to go when local schools close creating the need.

Mr. C. Greene discussed new local political leaders and their views of charter schools. He also discussed how this can be expanded beyond the current charter by moving the broader effort to Atmosphere Foundation.

Agenda Item 6.9. Reopening Update

Mr. C. Greene and the leadership team reviewed the work underway to be ready to open the school for the fall term. They reviewed the following activities:

Response to SUNY requirements and plan submission which included:

- The school's reopening plan.
- The action calendar.
- The operations plan.
- The academic plan.
- Enrollment and attendance.

The integration of all of this into an executable plan for the fall term.

Then they reviewed the COVID-19 plan including space available for the student population and the social distancing plan.

Mr. C. Greene reviewed the unknowns and uncertainties at this point in the planning cycle.

He then reviewed current parent preferences for the fall term. 30% want all remote and 70% prefer blended school process.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no Executive Session.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Atmosphere Academy
July 28, 2020

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 7:06 PM the Board moved to adjourn the meeting.

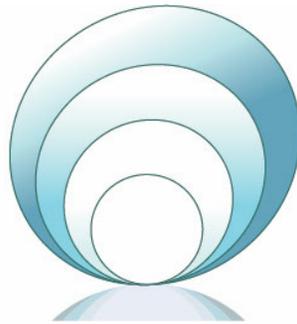
Mr. J. Greene moved to adjourn.

Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes March 31, 2021

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending Board Members Absent: Others in Attendance:

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton (joined during item 6.1)
Mr. James Spitzer (left after item 6.5)
Mr. Alan Dillon

Mr. Colin J. Greene
Mr. Bryan Fryer (left after item 6.1)
Mr. Peter Markey (left after item 6.1)
Mr. Christian Roman
Mr. Benjamin Pah
Mrs. Katherine Brennan
Mrs. Elizabeth Kelly
Mr. Gabriel Rosenblum
Ms. Lena Litvak (left after item 6.4)
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:04PM, Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Accountability Committee met this month. The Committee provided a summary of the meeting. A full in-person re-opening plan was discussed, as well as the New York State Exam. Mr. C. Greene discussed Atmosphere's plan for the New York State Exam, which gives parents the option to have their students attend school in-person and take the exam on the selected days, or keep their students remote and opt out of the exam.

The Governance Committee met this month as well. The Committee provided a summary of the meeting, which included a walkthrough of the new space at 5959 Broadway, a summary of new real estate opportunities and the possibility of adding additional board members in the future. The Governance Committee also discussed additional programs for students, from nature field trips to international trips. The SUNY high school application, board evaluations, Atmosphere foundation, and July IMAT conference in Spain were also discussed.

The Finance Committee topics were reviewed during subsequent agenda items, so no report was given.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

There was one change to the Agenda – item 6.3 (Guests) would not be discussed during this meeting.

Agenda Item 6.1. Finance Update

Mr. Fryer presented the financials for the month ending 2/28/21. Atmosphere continues to hold a strong cash position. Due to higher enrollment, Atmosphere's per-pupil funding is providing a small cushion, and there has been a decrease in operating expenses and discretionary expenses related to previous years. Our ratios of compensation expenses to facilities expenses to all other expenses are strong.

Mr. Fryer presented a cash forecast through November 2021. Projected cash balance through November 2021 shows a positive financial future for Atmosphere. If for some reason the first per pupil payment for next school year (2021-2022) is not paid when anticipated, Atmosphere would still have ample funds to cover all expenses.

Mr. Fryer touched on the different per-pupil payment periods and what we should expect for FY 22. Mr. C. Greene mentioned that there may be large expenses coming up as we build-out new spaces, and buy furniture and materials for those spaces.

Agenda Item 6.2. Board Minutes

Mr. Rosenblum presented the February Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the board meeting minutes for February 2021.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer, Dr. Lagas
Vote no: None

Motion adopted. February minutes approved.

Agenda Item 6.3. Guests

This agenda item would not be discussed at this meeting.

Agenda Item 6.4. Achievement Update

Ms. Litvak presented on the Midline Data. Considering the New York State Exam, Atmosphere's focus is currently on multiple choice questions. Ms. Litvak provided a comparison between each graduating class to gauge how our scholars are performing. If teachers are noticing any gaps, Ms. Litvak is setting aside extra time for scholars to review those topics during Achievement.

Ms. Litvak mentioned that the Achievement curriculum is starting to line-up with the core curriculum, which is giving students important background knowledge that is expanded during Achievement.

Mr. C. Greene and Ms. Litvak spoke about Atmosphere's efforts to have more students attend school in-person, and the process that Atmosphere is employing moving forward. Mr. Roman also discussed his experiences working with families as we encourage them to start attending school in-person. Some families are concerned about their household and what it might mean for elderly family members if their students start coming back to school. Mr. Roman has granted extensions for certain families who have medical concerns.

Mr. Rosenblum presented the current number of students that we have in-person, and spoke about our efforts to encourage families to get vaccinated. This would include a panel with a doctor who is knowledgeable about the vaccine.

Ms. Litvak then continued her presentation, going over the 7th and 8th grade math multiple choice midline data. She then presented the English multiple choice midline data. It is important to note that this data is being compared to previous years, but most students are developing online testing skills, rather than testing on paper as in previous years. In 7th grade English, Atmosphere's proficiency gap

compared from this year to last year is decreasing with each passage, which is positive news.

Atmosphere's students are doing well with material that they learned last year in-person, but are not retaining as much of the information that they have learned remotely, even though it is more recent. This is a very interesting trend that Ms. Litvak will continue to monitor.

Agenda Item 6.5. Academics Update

Mrs. Brennan spoke about the Algebra Regents Exam, which will take place in June. The midline results are extremely promising, and prove to be better than the previous year. Based on past midline predictions from 2019, we had a 93% proficiency rate and achieved the same exact proficiency rate on the Regents Exam itself. This year, our proficiency rate is 82%, and we anticipate that our proficiency rate on the actual exam will be between 90% and 95%.

Mrs. Brennan also presented Atmosphere's Quarterly Grade Distribution. Then number of failing students has decreased throughout the year for each grade level. This is true for students with 2 or more Fs, 3 or more Fs and 4 or more Fs. This data is quite promising, but there is still work to be done to get all students up-to-speed. Mrs. Brennan is relieved to see that the data is starting to improve. Some of the crises are specific to certain classes, and Atmosphere is implementing targeted changes to ensure that the data improves further.

Mr. C. Greene spoke briefly about the major benefits of in-person learning, and how we have seen high-need students turn their grades around by coming back to school in-person.

Agenda Item 6.6. Student Learning Update

Mrs. Kelly spoke about Atmosphere's targeted intervention efforts to support students. Teachers, Grade Leaders, and the Culture Team worked together to determine which students needed to return in-person to receive extra support. As Mrs. Kelly was working to roll out the new Intervention Program, some students had already started returning to the building.

Contracts were sent out to families today, which included information about the extended school year. Most families have been quite supportive in ensuring their scholars get the support that they need. It has truly been a team effort, with all departments assisting in at least one part of this process.

Agenda Item 6.7. Culture Update

Mr. Roman spoke about the culture team's efforts to support families over the course of the last few weeks. Mr. Roman discussed using data to get families on the same page as Atmosphere to ensure that they start sending their students in-person. Mr. Roman and the culture team sent out a video on our safety practices to make families feel more comfortable sending their students to school.

Mr. Roman presented on the merits and demerits data. Many behaviors that we are seeing have been addressed, so not as many demerits are being given. Having more students in-person also allows the

culture team to manage behavior more closely. Atmosphere continues to utilize restorative practices when handling any and all issues.

Agenda Item 6.8. Operations Update

Mr. Rosenblum presented on a new work-from-home policy for staff members, which allows staff to work remotely in very specific situations.

Mr. J. Greene moved to approve the new policy.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Motion adopted. New policy approved.

Mr. Rosenblum and Mr. C. Greene also presented on vendor performance and accountability. Atmosphere is working to find vendors who adhere to Atmosphere's standards for customer service, high-quality work product, and innovation.

Mr. Rosenblum presented on the lottery, which will take place on Friday, April 2nd. The Board discussed the number of students that we will be enrolling as Atmosphere plans for next year. This included a conversation around students that will be retained, and how that will impact the enrollment numbers.

Agenda Item 6.9. Programs Update (discussed after item 6.10)

Mr. Pah spoke about Atmosphere's upcoming presentation at the ESIC IMAT Conference, which is taking place in July in Spain. Atmosphere's Officers will be presenting at the conference virtually. We are excited to be included in this conference so we can showcase many of Atmosphere's key design elements.

Agenda Item 6.10. School Update (discussed prior to item 6.9)

Mr. C. Greene discussed the SUNY high school application, and our process for completing the work that SUNY had assigned. These practices will need to be memorialized for future application and expansions. Atmosphere's Officers worked to create documents for SUNY that highlight the need for an Atmosphere High School.

Mr. C. Greene also presented some of the documents that we created, and further emphasized the need for Atmosphere High School. The Board commended the Officers for creating comprehensive documents that highlight this need.

Agenda Item 6.11. Form 990

In an additional session held on 4/1/2021, Dr. Lagas, Mr. Burton, Mr. J. Greene and Mr. C. Greene met to approve a single item, the Form 990, which is a tax return that must be filed every year.

Mr. J. Greene moved to approve the Form 990.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas
Vote no: None

Motion adopted. Form 990 approved.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At approximately 7:14PM, the board moved to enter Executive Session to discuss:

- a. discussions regarding proposed, pending or current litigation
- b. the proposed acquisition, sale or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value.
- c. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.

Mr. J. Greene moved to enter Executive Session.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: None

After the discussion, at approximately 7:37PM, the Board moved to exit executive session.

Dr. Lagas moved to exit Executive Session.
Mr. J. Greene seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7:38PM the Board moved to adjourn the meeting.

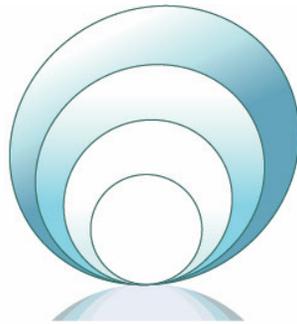
Dr. Lagas moved to adjourn.

Mr. J. Greene seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes December 16, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Dr. Michael Lagas (joined during Agenda Item 6.1)
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer
Mr. Alan Dillon (by phone)

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Mr. Christian Roman
Mr. Ben Pah
Mr. Gabe Rosenblum
Mrs. Katherine Brennan
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:09PM Mr. Spitzer opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Accountability Committee and Finance Committee topics were discussed during this meeting so no committee reports were given.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Finance Update

Mr. Markey updated the board on financial performance of the school. He began with a review of the activities report. He noted that the results were tracking well against budget at this point in the fiscal year.

Mr. C. Greene discussed the strong financial position of the school and that the upcoming partial debt repayment would occur on time. He also discussed the cash position of the school and the recent employee bonus payout. Cash was expected to be sufficient into January 2021 and beyond.

Mr. Markey then discussed the financial dashboard. He reviewed accounts payable levels, enrollment levels, and billing to Yonkers for students enrolled from that district. Mr. Rosenblum discussed contacts with Mount Vernon on billings to them.

Dr. Lagas joined the meeting at this point.

Mr. Markey then discussed the work with the DOE to get reimbursement for real estate taxes paid to landlords.

The Board and management discussed the risk to the per pupil payment amount due to the financial pressure on New York State and New York City. The implications on rent reimbursement and overall financial exposures were also discussed.

Mr. C. Greene explained changes in how goods and services orders and purchases would be handled going forward. Debit cards will be eliminated and credit cards for officers will be adopted. He presented charts showing how expenses are approved at different levels in the business. A draft financial policy document was shown to the Board.

Agenda Item 6.2. Board Minutes (action taken before Item 6.1)

Mr. J. Greene presented the draft November Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for November 2020.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer
Vote no: None

Motion adopted. November minutes approved.

A discussion followed of how minutes will be prepared in the future.

Agenda Item 6.3. Facilities Update

Mr. C. Greene presented the status of various real estate projects underway at this time. He discussed the construction on the new first floor space at 5959 Broadway. He explained some of the expense issue such as the HVAC proposal Atmosphere had proposed. That proposal appears to be too expensive, so alternatives are being worked out with the landlord. Other allowances in the contract are being tracked.

The construction at the Marble Hill facility continues to progress. At this point all allowance money for Atmosphere vendors has been used. Occupancy looks like it will be delayed into first quarter 2021. Delays have been caused by Covid-19 issues, complexity and other issues.

Agenda Item 6.4. Q2 Update

Mrs. Brennan reported on performance of instruction and teaching in the second quarter. She reviewed performance by grade and noted that grade performance improved over the quarter. Some of the problems Atmosphere is seeing from the disruption of Covid-19, she explained, is happening across the country. She went on to explain actions the school is making to make further improvements. These included, extra help for students, coaching of teachers, creating protocols and teaching manuals, better teacher evaluations, data meetings, and professional development for teachers on student engagement and best practices.

Staffing levels were updated next. Recent hiring included 3 in math, 1 in SPED, and 1 in physical education and health. Open staff positions were reviewed next. A math instructional leader and a intervention teacher are being sought.

Mr. Roman reported on the culture of the school. He made a presentation to the Board covering:
Core value award data as of December 10, 2020.
Demerit data.
Top merits given and demerit actions taken.

He then did a review by grade focusing on items to improve behavior.

Next was a review of suspension data. There have been very few events to report. Those events were reviewed along with the causes involved.

Intervention actions were reviewed next. Intervention action were increased 3 fold in quarter 2 over quarter 1. Focus has been on attendance given the remote learning model underway now. Communications to families has also been a focus by management. With these actions attendance has been running over 90% in all grades. Yet there are a few chronic problems the school is dealing with. But the bulk of the students are doing well.

The leadership team next discussed the extracurricular activities the school continues to work hard to progress. These included sports, clubs, enrichment, the SAR partnership and other activities. The SAR Academy partnership continues to add great value to the school with tutoring and culture exchange.

Regarding Covid-19 management the school is now 40% in person and the rest in remote learning.

Mr. Pah next reviewed the fund raising activities. He went over the donation model and the relationship with Custom Ink. He reported on all legal reviews and approvals obtained.

Mr. C. Greene next reviewed a data dashboard of student performance.

He next reviewed ideas for student enrichment including NASA space camp and flight training. His team will review cost and opportunities available.

Agenda Item 6.5. COO Welcome

Mr. Gabe Rosenblum, the school's new COO, was introduced to the Board. He shared his thoughts about his responsibilities, his first experiences, his early ideas for improvements in operations and the opportunity.

Agenda Item 6.6. Enrollment Update

Mr. C. Greene and Mr. Rosenblum reported on the enrollment levels and efforts.

At this point in time applications are behind last year. The common application is the most underperforming at this time. The goal for Atmosphere is to drive more applicants to the school's application. Applications are at 130 so far. The school expects over 1000 applications for the coming year. There are significant opportunities to work with public schools to bring in applicants and those efforts will begin soon. The drive is on to have 750 applications in house by April.

The Board asked about how to get the school back to a 5 day a week in person learning model. Mr. C. Greene responded with a discussion of his checklist of how to get there. These included tracking the percentage of each grade that is operating in person and reviewing family distractions that impact

student learning.

The Board also asked about press efforts and contacts. Mr. Pah responded to those questions.

Mr. Rosenblum then reported on his teams efforts to increase applications. These included charter school fair participations, visits to public schools, discussions with leader in those schools that are advising students on middle schools, planned meetings with other schools, outreach efforts to churches, and efforts to grow partnerships with schools feeding middle schools.

Mr. Pah noted the recent Atmosphere open house for students and parents.

Dr. Lagas asked for a regular report to the Board on application progress.

Agenda Item 6.7. Program Update

The was discussed in Item 6.4 above.

Agenda Item 6.8. High School Update

Mr. C. Greene reported on his team's effort to add a high school to the school's charter. He reported on discussion with SUNY, which were very positive in this regard. He is exploring what needs to be refined and evolved from the school's recent submissions to SUNY. He expects to apply in the new calendar year.

The Board asked for an update on the goal of a high school. Mr. C. Greene reviewed the academic strategy and goal of the expansion plan.

Agenda Item 6.9. Student Recommendation

Mr. Roman discussed preparing a letter of recommendation for an outstanding student that is applying to a distinguished high school. The draft will be circulated to the Board for review and comment before sending.

Agenda Item 6.10. Board Roles

Mr. C. Greene introduced the topic and noted that the terms of some board members were coming to an end.

Dr Lagas nominated himself for another term.

Mr. J. Greene seconded the nominations.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer.

Vote no: none

Dr. Lagas is elected to another term as trustee.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At approximately 7:26PM the board moved to enter Executive Session to discuss

- a. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation and
- b. The proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, because publicity could substantially affect the value.

Mr. J. Greene moved to enter Executive Session.

Mr. M. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer.

Vote no: None

After discussion, at approximately 7:56PM, the Board moved to exit Executive Session

Mr. J. Greene moved to exit Executive Session.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7:58PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.

Atmosphere Academy
December 16, 2020

Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes January 27, 2021

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer
Mr. Alan Dillon

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer (left after item 6.1)
Mr. Peter Markey (left after item 6.1)
Mr. Christian Roman
Mr. Benjamin Pah
Mrs. Katherine Brennan
Mrs. Elizabeth Kelly
Mr. Gabriel Rosenblum
Ms. Lena Litvak (left after item 6.3)
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:08PM, Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Accountability Committee did not meet this month. The Finance Committee and Governance Committee topics were reviewed during subsequent agenda items, so no committee reports were given.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Finance Update

Mr. Fryer presented the topics that were discussed during the Finance Committee meeting. Atmosphere's financials are strong right now. There is a higher cash balance than in previous months and years. This is one of the strongest cash positions Atmosphere has ever had. Accounts Payable is lower than in previous years as well. Most bonuses were paid out in December 2020.

Mr. Fryer also presented a cash balance report and discussed the per pupil funding that Atmosphere is expecting to receive. Even if the per pupil funding comes in late, Atmosphere would still project retaining a positive cash flow balance.

Mr. C. Greene discussed the Accounts Payable and payment statuses of some of the vendors that we are working with.

Mr. Fryer presented changes to the Financial Policy that coincide with the rollout of credit cards to the Officers. There are limits on the amount of money that each Officer can approve for spending. There are multiple checks and balances for this process to ensure all spending is in compliance.

Mr. J. Greene moved to approve the changes to the Financial Policy.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer, Dr. Lagas
Vote no: None

Motion adopted. Financial Policy changes approved.

Agenda Item 6.2. Board Minutes

Mr. J. Greene presented the December Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the board meeting minutes for December 2020.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer, Dr. Lagas

Vote no: None

Motion adopted. December minutes approved.

Agenda Item 6.3. Achievement Update

Ms. Litvak provided an update on Achievement, specifically on the two Achievement days that were held for students on 1/21/2021 and 1/22/2021. She touched on some of the struggles that Atmosphere faces related to remote learning.

Students are understanding the content, but teachers are required to slow down and pace out their instruction due to the challenges that we face over Zoom. We are still seeing promising results as students master the content.

Ms. Litvak is continuing to enlist help from many staff members for Achievement days, which is making the sessions more effective. Atmosphere may also utilize summer sessions or weekends to ensure that students are not falling behind with instruction.

The board asked about vaccination efforts for staff members. Mr. C. Greene explained our actions of rolling out information to our staff members so they can sign up for appointments and get vaccinated.

We discussed the efforts of our Culture Team to ensure students are applying to high schools, especially well-ranking high schools. Atmosphere has provided and continues to provide information to families on high school applications, high school virtual fairs, and open houses. Mr. Jenkins, School Counselor, will join us at the February board meeting to present on this topic. The second part of the presentation will cover Atmosphere alumni and where they are now. The board also discussed the option to partner with high schools and provide them with information about Atmosphere so they want our scholars to enroll and attend.

Agenda Item 6.4. Atmosphere High School – Career Exploration Program and College Now Program

Mr. C. Greene discussed our progress on the SUNY high school application, specifically the Career Exploration and College Now programs that Atmosphere will incorporate into our high school curriculum.

Mr. Greene went through one of the documents that is part of our SUNY application. Atmosphere will make their curriculum experiential in nature to ensure that students are exposed to a wide variety of industries and professions. Atmosphere would offer a very rich high school academic program to prepare students for college and beyond.

Mrs. Brennan went into detail about the College Now program. Atmosphere wants to offer opportunities for our high school students to actually visit college campuses and take college courses. Mrs. Brennan also spoke about the possibility of having college professors come teach a course at Atmosphere to expose students to a college level course. This would provide a very rich experience for our students. This program would also ensure that colleges are looking favorably upon our students when they apply.

The board asked how students would be selected for the College Now program. As of now, it requires a certain set of scores on the Regents exam.

Mr. C. Greene presented on the facilities portion of the SUNY high school application. This includes a breakdown of square footage per student, and how it will increase as we expand and utilize more buildings. Atmosphere continues to exceed the average amount of square footage per student in NYC schools. Mr. C. Greene also discussed a new building where Atmosphere could potentially house its high school.

Mr. C. Greene presented the Board Resolution to apply for a high school for the Board to vote on.

Mr. J. Greene moved to approve the Board Resolution.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer, Dr. Lagas
Vote no: None

Motion adopted. Board Resolution approved.

Agenda Item 6.5. MLK Event

Mr. Roman presented on the MLK Day event that Atmosphere held last week in conjunction with SAR. The event went very well. The students thoroughly enjoyed it. The day finished with speeches and a performance by certain students, which Mr. Roman presented to the Board. We will continue to hold this event each year, given how successful it was.

Agenda Item 6.6. CPO Welcome

The board congratulated Mr. Pah on his promotion to Chief Program Officer.

Agenda Item 6.7. Q1 Stars

Mr. Pah presented on the Q1 Stars data. Atmosphere scholars are committed to the Stars program. There was a slight regression in Q1 as compared to Q4 last year. Our school goal remains at 65% for Star Status. Mr. Pah is putting strategies in place to increase our Stars numbers. This includes restoring trips and rewards, which would include virtual rewards, newsletters, social media postings, etc.

Mr. Pah and Mr. C. Greene also presented on scholars who are excelling and the number of students at

each Stars level.

Agenda Item 6.8. Student Recruitment

Mr. Rosenblum, Mr. Pah and Mr. C. Greene presented information on student recruitment to the board, including current application numbers, marketing pushes, and next steps.

As the numbers are currently lagging behind previous years, Mr. Rosenblum assured the board that Atmosphere will be diligent in our follow-up to ensure that our application numbers increase rapidly.

Agenda Item 6.9. Board Roles

The Board discussed having term limits on their positions. The Board will continue in their current roles for the time being. We will continue to track the amount of time that each board member spends in each position. We will reevaluate positions in one year, and every January moving forward.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At approximately 7:27PM the board moved to enter Executive Session to discuss

- a. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation and
- b. The proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, because publicity could substantially affect the value.

Mr. Dillon moved to enter Executive Session.

Mr. J. Greene seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer.

Vote no: None

After discussion, at approximately 7:53PM, the Board moved to exit Executive Session

Mr. J. Greene moved to exit Executive Session.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7:54PM the Board moved to adjourn the meeting.

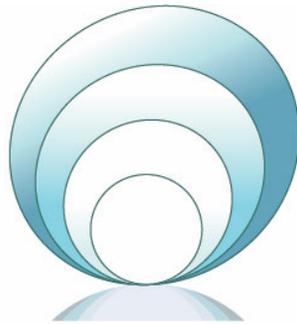
Mr. J. Greene moved to adjourn.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes November 18, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer
Mr. Alan Dillon (by phone)

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer
Ms. Elizabeth Nash
Mr. Christian Roman
Mr. Ben Pah
No other public in attendance

Agenda Item 1. Call to Order

At approximately 5:05PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

There was no governance committee meeting this month.

Accountability committee meeting will follow this meeting so no report was available..

Finance committee did not meet this month.

Agenda Item 4. Comments From the Public

There were no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda Item 6.1. Finance Update

Mr. Fryer updated the board on financial performance. He covered the school scorecard, and the year to date surplus. The surplus is strong at \$898,528 for four months of the school year. This is driven but the growth in student population from last year. Expenses are also up less year to year helping the net surplus.

He discussed the student enrollment levels and the sensitivity to changes in these levels on surplus. He next discussed the recent (November) compensation bonus payment and the accrual process leading up to that payment.

Certain Title money has still not been received or approved so has not been added to the budget.

Cash levels and flows are strong and expected to remain strong at least through year end. Year end cash balance is expected to be substantial enabling the planned December loan repayment.

Mr. C. Greene explained some of the student issues the school is dealing with due to Covid-19 and remote instruction. Some are struggling with attendance and some with grades, The school believes there is risk of losing some students in this environment.

Mr. Fryer discussed the \$230,00 federal grant supporting Covid-19 safety actions taken by the school. This grant application is underway and will be applied to Covid-19 driven costs.

Mr. C. Greene reviewed the new lease amendment at 5959 Broadway. Much of the funding for building upgrades in that amendment have been spent.

Agenda Item 6.2. Board Minutes

Mr. J. Greene presented the draft October Board meeting minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for October 2020.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. J. Greene, Dr. Lagas, (Mr. Spitzer was not present at the last meeting and did not vote, Mr. Dillon joined the meeting by phone later).

Vote no: None

Motion adopted. October minutes approved.

A discussion of how minutes could be prepared in the future followed the approval.

Agenda Item 6.3. Fundraising Update

Mr. Ben Pah reviewed his work with Custom Ink and the financial model for selling selected Atmosphere branded clothing. He noted that the parties were discussing a memo of understanding.

He also discussed Custom Inks desire to make a contribution to Atmosphere Foundation to help continue that entities work with charter schools.

Mr. Pah noted the ongoing legal and business reviews involving these matters. The board request that they continue and cover all issues, including any possible tax issues.

Agenda Item 6.4. Q1 Update

Mr. C. Greene lead a discussion of the actions taken to deal with the problems created by remote learning. While Zoom has enabled remote learning during the pandemic, the quality of learning is worse than in person. He noted the need for strong classroom management to hold the attention and focus of the students.

Also strong attention to getting return of assignments so student progress can be determined is required.

Teaching protocols require enforcement to overcome these problems. Teacher coaching is a necessary action given these difficult times. Checklists have been established to be sure gradebooks are being kept up to date and properly used. Revised teacher evaluations and the application of best practices have been used.

3D instruction handbook is being used. Data driven analysis, scaffolding, differentiation and Socratic teaching methods are all being applied.

Achievement classes have been added but there is only so much screen time that can be effective.

Ms. Nash said that in some areas the school had to return to teaching basics, applying best practices, focus on attention of students and get data to verify what the needs are.

Mr. Pah reviewed his recent discussions with alumni of the school. Many say that their new schools are too easy. The high schools are not making the students perform to capability.

Mr. C. Greene noted that the Atmosphere honor students are doing well even under remote learning. Others require more personal supervision. Since there is a useful limit to screen time the focus has turned to the quality of instruction time. Closer supervision of teachers is part of that process.

A board member asked if the adverse Impacts of remote learning is permanent. Mr. C. Greene replied that the longer it goes on the more likely some impacts will be permanent.

Mr. C. Greene reported on staffing issues. There has been turn over in the math department and the school is moving to fill 3 key positions.

Mr. Roman reported on culture issues. He gave a quarter by quarter review of trends and the environment. He noted that the school has applied a revised attendance process. Going forward there will be close tracking, outreach and communication to parents of all attendance problems.

Mr. Roman next discussed the alumni scholarship program and where candidate stand in terms of meeting their commitments to help at the school.

Next there was a discussion of how to build the Atmosphere culture. Alumni visits, culture exchanges, open house activities, partnerships (SAR) and others are being used.

Mr. Roman continued with a discussion of high school application process for graduating 8th graders. He reviewed the number of options each student had regarding high school choice. The school is making efforts to increase the number of options available. More events to expose students to different schools are being planned. Also mock high school application process is being given to the students so that they know how to apply.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At approximately 6:40PM the board moved to enter Executive Session to discuss

- a. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation and

b. The proposed acquisition , sale or lease of real property or the proposed acquisition, sale or exchange of securities, because publicity could substantially affect the value.

Mr. J. Greene moved to enter Executive Session.
Mr. M. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer.
Vote no: None

After discussion, at approximately 7:17PM, the Board moved to exit Executive Session

Mr. J. Greene so moved.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At approximately 7:18PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Meeting adjourned.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

BRONX, 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
Atmosphere Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Atmosphere Academy Public 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 Atmosphere Academy Public 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 Atmosphere Academy Public Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated September 30, 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 26, 2021 on our consideration of Atmosphere Academy Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on 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 Atmosphere Academy Public Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 26, 2021

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

	<u>ASSETS</u>	
	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 141,094	\$ 9,934
Grants and contract receivables	350,952	150,650
Contributions and other receivables	13,419	14,784
Prepaid expenses and other current assets	<u>142,499</u>	<u>61,795</u>
TOTAL CURRENT ASSETS	647,964	237,163
<u>PROPERTY AND EQUIPMENT, net</u>	1,729,435	899,391
<u>OTHER ASSETS</u>		
Cash in escrow	75,089	75,074
Deposits	<u>257,913</u>	<u>240,932</u>
TOTAL ASSETS	<u>\$ 2,710,401</u>	<u>\$ 1,452,560</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 997,447	\$ 324,394
Current portion of loans from related party	150,000	167,500
Due to NYC Department of Education	<u>-</u>	<u>130,027</u>
TOTAL CURRENT LIABILITIES	1,147,447	621,921
<u>OTHER LIABILITIES</u>		
Long-term loans from related party	210,000	360,000
Deferred lease liability	<u>394,216</u>	<u>254,048</u>
OTHER LIABILITIES	<u>604,216</u>	<u>614,048</u>
TOTAL LIABILITIES	<u>1,751,663</u>	<u>1,235,969</u>
<u>NET ASSETS</u>		
Without donor restrictions	<u>958,738</u>	<u>216,591</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,710,401</u>	<u>\$ 1,452,560</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 9,488,740	\$ 6,607,545
Students with disabilities	1,303,623	911,447
Grants and contracts:		
State and local	33,109	112,261
Federal - Title and IDEA	411,174	378,423
Federal - other	185,467	-
NYC DOE Rental assistance	<u>2,462,099</u>	<u>1,859,200</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,884,212	9,868,876
 Expenses:		
Program services:		
Regular education	8,294,226	5,987,745
Special education	<u>2,928,016</u>	<u>2,118,370</u>
TOTAL PROGRAM SERVICES	11,222,242	8,106,115
Management and general	<u>1,933,820</u>	<u>1,544,950</u>
TOTAL OPERATING EXPENSES	<u>13,156,062</u>	<u>9,651,065</u>
 SURPLUS FROM SCHOOL OPERATIONS	728,150	217,811
 Support and other revenue:		
Contributions:		
Individuals	20	773
Fundraising	1,864	20,855
Other income	-	8,705
Sublease rental income	12,000	12,000
Interest income	<u>113</u>	<u>65</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>13,997</u>	<u>42,398</u>
 CHANGE IN NET ASSETS	742,147	260,209
 Net assets (deficiency) at beginning of year	<u>216,591</u>	<u>(43,618)</u>
NET ASSETS AT END OF YEAR	<u>\$ 958,738</u>	<u>\$ 216,591</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

	No. of Positions June 30, 2021	Year ended June 30,						2020
		2021			2020			
		Program Services			Supporting Services			
	Regular Education	Special Education	Sub-total	Management and General	Sub-total	Total	Total	
Personnel services costs:								
Administrative staff personnel	19	\$ 1,109,316	\$ 281,120	\$ 1,390,436	\$ 882,676	\$ 882,676	\$ 2,273,112	\$ 1,740,463
Instructional personnel	53	3,245,125	1,287,770	4,532,895	2,973	2,973	4,535,868	3,127,640
Total salaries and wages	72	4,354,441	1,568,890	5,923,331	885,649	885,649	6,808,980	4,868,103
Fringe benefits and payroll taxes		986,427	355,406	1,341,833	200,629	200,629	1,542,462	1,020,515
Retirement		180,386	64,993	245,379	36,689	36,689	282,068	195,138
Legal services		-	-	-	35,810	35,810	35,810	27,367
Accounting/Audit services		-	-	-	21,400	21,400	21,400	21,800
Other Purchased/Professional/Consulting Services		143,739	51,789	195,528	224,105	224,105	419,633	285,787
Building rent		1,250,478	450,543	1,701,021	254,334	254,334	1,955,355	1,801,027
Repairs and maintenance		206,029	74,232	280,261	41,904	41,904	322,165	162,977
Insurance		45,162	16,272	61,434	9,186	9,186	70,620	64,705
Utilities		39,684	14,298	53,982	8,071	8,071	62,053	51,052
Supplies/Materials		210,157	53,257	263,414	-	-	263,414	192,089
Equipment/Furnishings		50,585	15,169	65,754	4,471	4,471	70,225	11,530
Staff development		39,096	9,938	49,034	57	57	49,091	30,565
Marketing/Recruitment		119,487	35,009	154,496	8,999	8,999	163,495	90,437
Technology		199,780	71,980	271,760	54,187	54,187	325,947	134,043
Food service		21,920	5,555	27,475	-	-	27,475	9,110
Student services		190,004	48,150	238,154	-	-	238,154	233,265
Office expense		10,807	3,894	14,701	98,292	98,292	112,993	152,688
Depreciation and amortization		223,114	80,387	303,501	45,379	45,379	348,880	255,559
Other		22,930	8,254	31,184	4,658	4,658	35,842	43,308
		\$ 8,294,226	\$ 2,928,016	\$ 11,222,242	\$ 1,933,820	\$ 1,933,820	\$ 13,156,062	\$ 9,651,065

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

ATMOSPHERE ACADEMY PUBLIC 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	\$ 742,147	\$ 260,209
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	348,880	255,559
Changes in certain assets and liabilities affecting operations:		
Grants and contract receivables	(200,302)	(48,044)
Contributions and other receivables	1,365	(10,111)
Pledge receivable - related party	-	50,000
Prepaid expenses and other current assets	(80,704)	(36,203)
Deposits	(16,981)	(51,026)
Accounts payable and accrued expenses	355,886	(226,321)
Deferred lease liability	140,168	81,891
Due to NYC Department of Education	(130,027)	(169,209)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,160,432	106,745
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(861,757)	(302,345)
NET CASH USED FOR INVESTING ACTIVITIES	(861,757)	(302,345)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings from a related party	260,000	427,500
Repayments to a related party	(427,500)	(440,000)
NET CASH USED FOR FINANCING ACTIVITIES	(167,500)	(12,500)
NET INCREASE (DECREASE) IN CASH AND RESTRICTED CASH	131,175	(208,100)
Cash and restricted cash at beginning of year	85,008	293,108
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 216,183</u>	<u>\$ 85,008</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Cash paid during the year for interest	<u>\$ 26,967</u>	<u>\$ 20,440</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable and accrued expenses	<u>\$ 317,167</u>	<u>\$ -</u>

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

ATMOSPHERE ACADEMY PUBLIC 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

Atmosphere Academy Public Charter School (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School is a middle school with the mission of preparing students to be ready for college, career and life. On October 16, 2014 the Board of Trustees of the University of the State of New York (SUNY) granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On January 31, 2020, the Charter School obtained a renewal through July 31, 2025. In May 2021, SUNY approved a revision to the Charter School's charter to open a High School in the 2022-2023 school year.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

Net Assets Without Donor Restrictions – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

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 no net assets with donor restrictions at June 30, 2021 or 2020.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. 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 and restricted cash balances for the years ended June 30, 2021 and 2020 consisted of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 141,094	\$ 9,934
Cash in escrow	<u>75,089</u>	<u>75,074</u>
	<u>\$ 216,183</u>	<u>\$ 85,008</u>

ATMOSPHERE ACADEMY PUBLIC 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

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Revenue and support 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
Contracts receivable	\$ 58,425	\$ 8,618	\$ 69,522

ATMOSPHERE ACADEMY PUBLIC 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. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There was no revenue deferred at either June 30, 2021 or 2020. The Charter School received cost-reimbursement grants of approximately \$175,857 that have not been recognized at June 30, 2021 because qualifying expenditures have not yet been incurred. There were no cost-reimbursement grants that had not been recognized at June 30, 2020.

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.

Pledges receivable

Pledges receivable represent unconditional promises to give. Pledges that are expected to be collected within one year are recorded at their realizable value. Those that are to be collected in future years are recorded at the present value of estimated future collections. There were no pledges receivable at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years. Leasehold improvements are being amortized over the term of the lease.

ATMOSPHERE ACADEMY PUBLIC 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

Deferred rent benefit/liability

The Charter School leases its facilities. The leases contain pre-determined changes of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis over the lease terms and records the difference between the recognized rental expense and the amounts payable under the leases as a deferred rent benefit or liability.

Contributed services

The Organization receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

The Charter School received no contributed services for consulting and legal services for the years ended June 30, 2021 and 2020.

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 will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$163,500 and \$90,400 for the years ended June 30, 2021 and 2020, respectively.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution.

Deposits

Deposits are made up of payments to third parties in connection with facility lease agreements.

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.

ATMOSPHERE ACADEMY PUBLIC 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

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 required 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.

Reclassifications

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 26, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as disclosed in Note D.

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 teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

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. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2021.

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	\$ 141,094	\$ 9,934
Grants and contract receivables	350,952	150,650
Contributions and other receivables	<u>13,419</u>	<u>14,784</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 505,465</u>	<u>\$ 175,368</u>

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Furniture and fixtures	\$ 597,602	\$ 357,523
Office and classroom equipment	256,424	247,297
Leasehold improvements	1,736,515	869,927
Software	17,434	17,434
Computers and equipment	340,445	284,129
Construction in progress	<u>17,815</u>	<u>11,000</u>
	2,966,235	1,787,310
Less accumulated depreciation	<u>1,236,800</u>	<u>887,919</u>
	<u>\$ 1,729,435</u>	<u>\$ 899,391</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITIES

The Charter School leases its facilities from a third party with current monthly payments of \$78,300, and monthly payments escalate through June 2029. Rent expense incurred under this lease for the years ended June 30, 2021 and 2020 was approximately \$717,000 and \$760,000, respectively. In August 2020, this lease was amended for the cost of improvements totaling \$198,765 to be included as supplemental rent to be paid on or before September 30, 2020. The Charter School has two sublease agreements for this facility for the use of space during the summer months and after school. Sublease rental income for these agreements for both the years ended June 30, 2021 and 2020 approximated \$12,000.

The Charter School leases a second location from a third party with current monthly payments of \$53,800, and monthly payments escalate through August 2022. In August 2021, this lease was amended to extend the lease with monthly escalating payments through July 2026, including \$1,500,000 of additional rent for improvements and relocation of offices. The additional rent is to be paid annually in installments ranging from \$100,000 to \$600,000 until paid in full and is included in the future minimum payments below. Rent expense for this location approximated \$548,000 and \$540,000 for the years ended June 30, 2021 and 2020, respectively.

In April 2017, the Charter School entered into a 10 year agreement with a third party to lease a third location with escalating monthly payments of approximately \$30,000 per month. The lease went into effect when the School received the certificate of occupancy in November 2018. In August 2020, the lease was amended for additional space leased to the School. The lease amendment went into effect when the School received the temporary certificate of occupancy in March 2021. The additional space requires current monthly payments of approximately \$72,000 per month through March 2023, then \$29,500 per month through October 2028. Rent expense for this location approximated \$425,000 and \$339,000 for the years ended June 30, 2021 and 2020. There is an additional lease for parking at this location for \$4,225 per month through November 2021. In December 2020, the lease for parking was amended to extend the lease with monthly escalating payments of approximately \$7,200 through October 2028.

The lease agreements call for changes in the monthly lease payments. The deferred rent liability represents the difference between what will be paid by the Charter School and what is due based on a straight-line calculation of rent over the term of the leases.

The future minimum payments required under the agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 3,430,000
2023	3,458,100
2024	2,658,600
2025	2,697,600
2026	2,597,600
Thereafter	5,023,300
	<u>\$ 19,865,200</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: 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 F: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 100% of grants and contract receivables are due from New York State and federal agencies relating to certain grants.

For both the years ended June 30, 2021 and 2020, approximately 95% of total revenue, gains, and other support came from per-pupil funding and rental assistance provided by New York State through the New York City School District. 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 G: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees are immediately eligible to participate in the Plan. The Plan allows for the Charter School to make a matching contribution to the Plan. The Charter School contributed approximately \$282,000 and \$195,000 to the Plan for the years ended June 30, 2021 and 2020, respectively.

NOTE H: OPERATING LEASE

The Charter School leases office equipment under non-cancelable lease agreements at a monthly cost of approximately \$6,900 that will expire at various dates through March 2024. The future minimum payments on these agreements is approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 52,100
2023	36,500
2024	<u>27,400</u>
	<u>\$ 116,000</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE I: 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 are allocated on the basis of estimates of time and effort.

NOTE J: DUE TO NYC DEPARTMENT OF EDUCATION

Amounts due to the NYC Department of Education represented overpayments related to lease assistance provided by the City for school facilities. These amounts consisted of \$130,027 at June 30, 2020 and is included as a liability in the accompanying statement of financial position, which was repaid in full during 2021.

NOTE K: RELATED PARTY TRANSACTIONS

Loans from related party is summarized as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Restructured note payable to a Board Trustee with principal due in three annual installments of \$150,000, one installment of \$60,000, with interest at prime plus 100 basis points, which resets annually (4.25% at June 30, 2021) through July 2023.	\$ 360,000	\$ 360,000
Notes repaid in 2021	-	167,500
	<u>360,000</u>	<u>527,500</u>
Less current portion	<u>150,000</u>	<u>167,500</u>
	<u>\$ 210,000</u>	<u>\$ 360,000</u>

Annual maturities of long-term debt are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 150,000
2023	150,000
2024	<u>60,000</u>
	<u>\$ 360,000</u>

The Charter School also received and repaid a note in the amount of \$260,000 to the Board Trustee during the year ended June 30, 2021.

The Charter School is related to Atmosphere Foundation, Inc. (the "Foundation") through common board representation. There were no contributions from the Foundation for the years ended June 30, 2021 and 2020.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE L: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ (770,697)	\$ (682,800)
Invested in property and equipment	<u>1,729,435</u>	<u>899,391</u>
	<u>\$ 958,738</u>	<u>\$ 216,591</u>

NOTE M: ACCOUNTING 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 corona virus (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 \$185,467 of revenue relative to ESSER grants during the year ended June 30, 2021.

ATMOSPHERE ACADEMY PUBLIC 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
Atmosphere Academy Public 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 Atmosphere Academy Public 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 – without donor restrictions, 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 26, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Atmosphere Academy Public 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 opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Atmosphere Academy Public Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of Atmosphere Academy Public 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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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 Atmosphere Academy Public 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*.

We noted certain matters that we have reported to management of Atmosphere Academy Public Charter School in a separate letter dated October 26, 2021.

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 26, 2021

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2021

October 26, 2021

Board of Trustees
Atmosphere Academy Public Charter School

In planning and performing our audit of the financial statements of Atmosphere Academy Public Charter School (the "Charter School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing 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 the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- *Reasonably possible.* The chance of the future event or events occurring is more than remote but less than likely.
- *Probable.* The future event or events are likely to occur.

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

During the course of our audit of the financial statements of Atmosphere Academy Public Charter School as of and for the year ended June 30, 2021, we observed the Charter School's significant accounting policies and certain business, financial and administrative practices. As a result of our observations, we noted the following, which we do not consider to be a significant deficiency or material weakness:

Status of matters included in our letter as of June 30, 2020, dated September 30, 2020:

Review of Bank Reconciliations

During our audit, we noted that with the transition of Board Treasurer's during the fiscal year, bank reconciliations were being reviewed by the financial consultant and not the Board Treasurer as required by the Charter School's finance policy.

Recommendation

We recommend the Charter School update its financial procedures and policies manual to reflect their current procedures over review of bank reconciliations.

Status as of June 30, 2021

During our current year audit, we noted the Charter School updated their financial policies for the review of bank reconciliations to be performed by their financial consultants.

Credit Card Support and Approvals

During our audit testing, we noted several transactions where receipts were not maintained to support credit card purchases, as required by the Charter School's finance policies. In addition, we noted the Principal did not document approval of March 2020 credit card purchases either electronically or on the Debit Card Purchasing Log.

Recommendation

We recommend the Charter School follow credit card procedures as stated in the Charter School's finance policies.

Status as of June 30, 2021

During our current year audit, we noted no instances of support of credit card purchases being unavailable or undocumented approval of credit card purchases.

* * * * *

This communication is intended solely for the information and use of Management and the Board of Trustees and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP



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

Charter School Name:	Atmosphere Academy Public Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Colin J. Greene
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby Stenson
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Extension Form 8868
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	The School did not expend funds in excess of the Single Audit threshold of \$750,000
8) Corrective Action Plan	N/A

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 9,488,740	\$ -	\$ 9,488,740	\$ 6,607,545
Students with disabilities	1,303,623	-	1,303,623	911,447
Grants and Contracts				
State and local	33,109	-	33,109	112,261
Federal - Title and IDEA	411,174	-	411,174	378,423
Federal - Other	185,467	-	185,467	-
Other	-	-	-	-
NYC DoE Rental Assistance	2,462,099	-	2,462,099	1,859,200
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,884,212	-	13,884,212	9,868,876
EXPENSES				
Program Services				
Regular Education	\$ 8,294,226	\$ -	\$ 8,294,226	\$ 5,987,745
Special Education	2,928,016	-	2,928,016	2,118,370
Other Programs	-	-	-	-
Total Program Services	11,222,242	-	11,222,242	8,106,115
Management and general	1,933,820	-	1,933,820	1,544,950
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	13,156,062	-	13,156,062	9,651,065
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	728,150	-	728,150	217,811
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	20	-	20	773
Corporations	-	-	-	-
Fundraising	1,864	-	1,864	20,855
Interest income	113	-	113	65
Miscellaneous income	12,000	-	12,000	20,705
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	13,997	-	13,997	42,398
CHANGE IN NET ASSETS	742,147	-	742,147	260,209
NET ASSETS BEGINNING OF YEAR	216,591	-	216,591	(43,618)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 958,738	\$ -	\$ 958,738	\$ 216,591

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 742,147	\$ 260,209
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	(130,027)	(169,209)
Depreciation	348,880	255,559
Grants Receivable	(200,302)	(48,044)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(80,704)	(36,203)
Accounts Payable	355,886	(226,321)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	1,365	(10,111)
Miscellaneous sources	140,168	81,891
Deferred Revenue	-	-
Interest payments	-	-
Pledge receivable- related party	-	50,000
Deposits	(16,981)	(51,026)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,160,432	\$ 106,745
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(861,757)	(302,345)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (861,757)	\$ (302,345)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(167,500)	(12,500)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (167,500)	\$ (12,500)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 131,175	\$ (208,100)
Cash at beginning of year	85,008	293,108
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 216,183	\$ 85,008

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	19.00	1,109,316	281,120	-	1,390,436	-	882,676	882,676	2,273,112	1,740,463
Instructional Personnel	53.00	3,245,125	1,287,770	-	4,532,895	-	2,973	2,973	4,535,868	3,127,640
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	72.00	4,354,441	1,568,890	-	5,923,331	-	885,649	885,649	6,808,980	4,868,103
Fringe Benefits & Payroll Taxes		986,427	355,406	-	1,341,833	-	200,629	200,629	1,542,462	1,020,515
Retirement		180,386	64,993	-	245,379	-	36,689	36,689	282,068	195,138
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	35,810	35,810	35,810	27,367
Accounting / Audit Services		-	-	-	-	-	21,400	21,400	21,400	21,800
Other Purchased / Professional / Consulting Services		143,739	51,789	-	195,528	-	224,105	224,105	419,633	285,787
Building and Land Rent / Lease / Facility Finance Interest		1,250,478	450,543	-	1,701,021	-	254,334	254,334	1,955,355	1,801,027
Repairs & Maintenance		206,029	74,232	-	280,261	-	41,904	41,904	322,165	162,977
Insurance		45,162	16,272	-	61,434	-	9,186	9,186	70,620	64,705
Utilities		39,684	14,298	-	53,982	-	8,071	8,071	62,053	51,052
Supplies / Materials		210,157	53,257	-	263,414	-	-	-	263,414	192,089
Equipment / Furnishings		50,585	15,169	-	65,754	-	4,471	4,471	70,225	11,530
Staff Development		39,096	9,938	-	49,034	-	57	57	49,091	30,565
Marketing / Recruitment		119,487	35,009	-	154,496	-	8,999	8,999	163,495	90,437
Technology		199,780	71,980	-	271,760	-	54,187	54,187	325,947	134,043
Food Service		21,920	5,555	-	27,475	-	-	-	27,475	9,110
Student Services		190,004	48,150	-	238,154	-	-	-	238,154	233,265
Office Expense		10,807	3,894	-	14,701	-	98,292	98,292	112,993	152,688
Depreciation		223,114	80,387	-	303,501	-	45,379	45,379	348,880	255,559
OTHER		22,930	8,254	-	31,184	-	4,658	4,658	35,842	43,308
Total Expenses		\$ 8,294,226	\$ 2,928,016	\$ -	\$ 11,222,242	\$ -	\$ 1,933,820	\$ 1,933,820	\$ 13,156,062	\$ 9,651,065

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

BRONX, 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
Atmosphere Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Atmosphere Academy Public 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 Atmosphere Academy Public 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 Atmosphere Academy Public Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated September 30, 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 26, 2021 on our consideration of Atmosphere Academy Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on 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 Atmosphere Academy Public Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 26, 2021

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

	<u>ASSETS</u>	
	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 141,094	\$ 9,934
Grants and contract receivables	350,952	150,650
Contributions and other receivables	13,419	14,784
Prepaid expenses and other current assets	<u>142,499</u>	<u>61,795</u>
TOTAL CURRENT ASSETS	647,964	237,163
<u>PROPERTY AND EQUIPMENT, net</u>	1,729,435	899,391
<u>OTHER ASSETS</u>		
Cash in escrow	75,089	75,074
Deposits	<u>257,913</u>	<u>240,932</u>
TOTAL ASSETS	<u>\$ 2,710,401</u>	<u>\$ 1,452,560</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 997,447	\$ 324,394
Current portion of loans from related party	150,000	167,500
Due to NYC Department of Education	<u>-</u>	<u>130,027</u>
TOTAL CURRENT LIABILITIES	1,147,447	621,921
<u>OTHER LIABILITIES</u>		
Long-term loans from related party	210,000	360,000
Deferred lease liability	<u>394,216</u>	<u>254,048</u>
OTHER LIABILITIES	<u>604,216</u>	<u>614,048</u>
TOTAL LIABILITIES	<u>1,751,663</u>	<u>1,235,969</u>
<u>NET ASSETS</u>		
Without donor restrictions	<u>958,738</u>	<u>216,591</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,710,401</u>	<u>\$ 1,452,560</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 9,488,740	\$ 6,607,545
Students with disabilities	1,303,623	911,447
Grants and contracts:		
State and local	33,109	112,261
Federal - Title and IDEA	411,174	378,423
Federal - other	185,467	-
NYC DOE Rental assistance	<u>2,462,099</u>	<u>1,859,200</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,884,212	9,868,876
 Expenses:		
Program services:		
Regular education	8,294,226	5,987,745
Special education	<u>2,928,016</u>	<u>2,118,370</u>
TOTAL PROGRAM SERVICES	11,222,242	8,106,115
Management and general	<u>1,933,820</u>	<u>1,544,950</u>
TOTAL OPERATING EXPENSES	<u>13,156,062</u>	<u>9,651,065</u>
 SURPLUS FROM SCHOOL OPERATIONS	728,150	217,811
 Support and other revenue:		
Contributions:		
Individuals	20	773
Fundraising	1,864	20,855
Other income	-	8,705
Sublease rental income	12,000	12,000
Interest income	<u>113</u>	<u>65</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>13,997</u>	<u>42,398</u>
 CHANGE IN NET ASSETS	742,147	260,209
 Net assets (deficiency) at beginning of year	<u>216,591</u>	<u>(43,618)</u>
NET ASSETS AT END OF YEAR	<u>\$ 958,738</u>	<u>\$ 216,591</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

	No. of Positions June 30, 2021	Year ended June 30,						2020
		2021			2020			
		Program Services			Supporting Services			
	Regular Education	Special Education	Sub-total	Management and General	Sub-total	Total	Total	
Personnel services costs:								
Administrative staff personnel	19	\$ 1,109,316	\$ 281,120	\$ 1,390,436	\$ 882,676	\$ 882,676	\$ 2,273,112	\$ 1,740,463
Instructional personnel	53	3,245,125	1,287,770	4,532,895	2,973	2,973	4,535,868	3,127,640
Total salaries and wages	72	4,354,441	1,568,890	5,923,331	885,649	885,649	6,808,980	4,868,103
Fringe benefits and payroll taxes		986,427	355,406	1,341,833	200,629	200,629	1,542,462	1,020,515
Retirement		180,386	64,993	245,379	36,689	36,689	282,068	195,138
Legal services		-	-	-	35,810	35,810	35,810	27,367
Accounting/Audit services		-	-	-	21,400	21,400	21,400	21,800
Other Purchased/Professional/Consulting Services		143,739	51,789	195,528	224,105	224,105	419,633	285,787
Building rent		1,250,478	450,543	1,701,021	254,334	254,334	1,955,355	1,801,027
Repairs and maintenance		206,029	74,232	280,261	41,904	41,904	322,165	162,977
Insurance		45,162	16,272	61,434	9,186	9,186	70,620	64,705
Utilities		39,684	14,298	53,982	8,071	8,071	62,053	51,052
Supplies/Materials		210,157	53,257	263,414	-	-	263,414	192,089
Equipment/Furnishings		50,585	15,169	65,754	4,471	4,471	70,225	11,530
Staff development		39,096	9,938	49,034	57	57	49,091	30,565
Marketing/Recruitment		119,487	35,009	154,496	8,999	8,999	163,495	90,437
Technology		199,780	71,980	271,760	54,187	54,187	325,947	134,043
Food service		21,920	5,555	27,475	-	-	27,475	9,110
Student services		190,004	48,150	238,154	-	-	238,154	233,265
Office expense		10,807	3,894	14,701	98,292	98,292	112,993	152,688
Depreciation and amortization		223,114	80,387	303,501	45,379	45,379	348,880	255,559
Other		22,930	8,254	31,184	4,658	4,658	35,842	43,308
		\$ 8,294,226	\$ 2,928,016	\$ 11,222,242	\$ 1,933,820	\$ 1,933,820	\$ 13,156,062	\$ 9,651,065

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

ATMOSPHERE ACADEMY PUBLIC 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	\$ 742,147	\$ 260,209
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	348,880	255,559
Changes in certain assets and liabilities affecting operations:		
Grants and contract receivables	(200,302)	(48,044)
Contributions and other receivables	1,365	(10,111)
Pledge receivable - related party	-	50,000
Prepaid expenses and other current assets	(80,704)	(36,203)
Deposits	(16,981)	(51,026)
Accounts payable and accrued expenses	355,886	(226,321)
Deferred lease liability	140,168	81,891
Due to NYC Department of Education	(130,027)	(169,209)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,160,432	106,745
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(861,757)	(302,345)
NET CASH USED FOR INVESTING ACTIVITIES	(861,757)	(302,345)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings from a related party	260,000	427,500
Repayments to a related party	(427,500)	(440,000)
NET CASH USED FOR FINANCING ACTIVITIES	(167,500)	(12,500)
NET INCREASE (DECREASE) IN CASH AND RESTRICTED CASH	131,175	(208,100)
Cash and restricted cash at beginning of year	85,008	293,108
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 216,183</u>	<u>\$ 85,008</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Cash paid during the year for interest	<u>\$ 26,967</u>	<u>\$ 20,440</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable and accrued expenses	<u>\$ 317,167</u>	<u>\$ -</u>

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

ATMOSPHERE ACADEMY PUBLIC 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

Atmosphere Academy Public Charter School (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School is a middle school with the mission of preparing students to be ready for college, career and life. On October 16, 2014 the Board of Trustees of the University of the State of New York (SUNY) granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On January 31, 2020, the Charter School obtained a renewal through July 31, 2025. In May 2021, SUNY approved a revision to the Charter School's charter to open a High School in the 2022-2023 school year.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

Net Assets Without Donor Restrictions – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

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 no net assets with donor restrictions at June 30, 2021 or 2020.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. 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 and restricted cash balances for the years ended June 30, 2021 and 2020 consisted of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 141,094	\$ 9,934
Cash in escrow	<u>75,089</u>	<u>75,074</u>
	<u>\$ 216,183</u>	<u>\$ 85,008</u>

ATMOSPHERE ACADEMY PUBLIC 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

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Revenue and support 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
Contracts receivable	\$ 58,425	\$ 8,618	\$ 69,522

ATMOSPHERE ACADEMY PUBLIC 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. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There was no revenue deferred at either June 30, 2021 or 2020. The Charter School received cost-reimbursement grants of approximately \$175,857 that have not been recognized at June 30, 2021 because qualifying expenditures have not yet been incurred. There were no cost-reimbursement grants that had not been recognized at June 30, 2020.

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.

Pledges receivable

Pledges receivable represent unconditional promises to give. Pledges that are expected to be collected within one year are recorded at their realizable value. Those that are to be collected in future years are recorded at the present value of estimated future collections. There were no pledges receivable at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years. Leasehold improvements are being amortized over the term of the lease.

ATMOSPHERE ACADEMY PUBLIC 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

Deferred rent benefit/liability

The Charter School leases its facilities. The leases contain pre-determined changes of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis over the lease terms and records the difference between the recognized rental expense and the amounts payable under the leases as a deferred rent benefit or liability.

Contributed services

The Organization receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

The Charter School received no contributed services for consulting and legal services for the years ended June 30, 2021 and 2020.

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 will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$163,500 and \$90,400 for the years ended June 30, 2021 and 2020, respectively.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution.

Deposits

Deposits are made up of payments to third parties in connection with facility lease agreements.

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.

ATMOSPHERE ACADEMY PUBLIC 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

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 required 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.

Reclassifications

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 26, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as disclosed in Note D.

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 teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

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. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2021.

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	\$ 141,094	\$ 9,934
Grants and contract receivables	350,952	150,650
Contributions and other receivables	<u>13,419</u>	<u>14,784</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 505,465</u>	<u>\$ 175,368</u>

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Furniture and fixtures	\$ 597,602	\$ 357,523
Office and classroom equipment	256,424	247,297
Leasehold improvements	1,736,515	869,927
Software	17,434	17,434
Computers and equipment	340,445	284,129
Construction in progress	<u>17,815</u>	<u>11,000</u>
	2,966,235	1,787,310
Less accumulated depreciation	<u>1,236,800</u>	<u>887,919</u>
	<u>\$ 1,729,435</u>	<u>\$ 899,391</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITIES

The Charter School leases its facilities from a third party with current monthly payments of \$78,300, and monthly payments escalate through June 2029. Rent expense incurred under this lease for the years ended June 30, 2021 and 2020 was approximately \$717,000 and \$760,000, respectively. In August 2020, this lease was amended for the cost of improvements totaling \$198,765 to be included as supplemental rent to be paid on or before September 30, 2020. The Charter School has two sublease agreements for this facility for the use of space during the summer months and after school. Sublease rental income for these agreements for both the years ended June 30, 2021 and 2020 approximated \$12,000.

The Charter School leases a second location from a third party with current monthly payments of \$53,800, and monthly payments escalate through August 2022. In August 2021, this lease was amended to extend the lease with monthly escalating payments through July 2026, including \$1,500,000 of additional rent for improvements and relocation of offices. The additional rent is to be paid annually in installments ranging from \$100,000 to \$600,000 until paid in full and is included in the future minimum payments below. Rent expense for this location approximated \$548,000 and \$540,000 for the years ended June 30, 2021 and 2020, respectively.

In April 2017, the Charter School entered into a 10 year agreement with a third party to lease a third location with escalating monthly payments of approximately \$30,000 per month. The lease went into effect when the School received the certificate of occupancy in November 2018. In August 2020, the lease was amended for additional space leased to the School. The lease amendment went into effect when the School received the temporary certificate of occupancy in March 2021. The additional space requires current monthly payments of approximately \$72,000 per month through March 2023, then \$29,500 per month through October 2028. Rent expense for this location approximated \$425,000 and \$339,000 for the years ended June 30, 2021 and 2020. There is an additional lease for parking at this location for \$4,225 per month through November 2021. In December 2020, the lease for parking was amended to extend the lease with monthly escalating payments of approximately \$7,200 through October 2028.

The lease agreements call for changes in the monthly lease payments. The deferred rent liability represents the difference between what will be paid by the Charter School and what is due based on a straight-line calculation of rent over the term of the leases.

The future minimum payments required under the agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 3,430,000
2023	3,458,100
2024	2,658,600
2025	2,697,600
2026	2,597,600
Thereafter	5,023,300
	<u>\$ 19,865,200</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: 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 F: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 100% of grants and contract receivables are due from New York State and federal agencies relating to certain grants.

For both the years ended June 30, 2021 and 2020, approximately 95% of total revenue, gains, and other support came from per-pupil funding and rental assistance provided by New York State through the New York City School District. 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 G: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees are immediately eligible to participate in the Plan. The Plan allows for the Charter School to make a matching contribution to the Plan. The Charter School contributed approximately \$282,000 and \$195,000 to the Plan for the years ended June 30, 2021 and 2020, respectively.

NOTE H: OPERATING LEASE

The Charter School leases office equipment under non-cancelable lease agreements at a monthly cost of approximately \$6,900 that will expire at various dates through March 2024. The future minimum payments on these agreements is approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 52,100
2023	36,500
2024	<u>27,400</u>
	<u>\$ 116,000</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE I: 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 are allocated on the basis of estimates of time and effort.

NOTE J: DUE TO NYC DEPARTMENT OF EDUCATION

Amounts due to the NYC Department of Education represented overpayments related to lease assistance provided by the City for school facilities. These amounts consisted of \$130,027 at June 30, 2020 and is included as a liability in the accompanying statement of financial position, which was repaid in full during 2021.

NOTE K: RELATED PARTY TRANSACTIONS

Loans from related party is summarized as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Restructured note payable to a Board Trustee with principal due in three annual installments of \$150,000, one installment of \$60,000, with interest at prime plus 100 basis points, which resets annually (4.25% at June 30, 2021) through July 2023.	\$ 360,000	\$ 360,000
Notes repaid in 2021	-	167,500
	<u>360,000</u>	<u>527,500</u>
Less current portion	<u>150,000</u>	<u>167,500</u>
	<u>\$ 210,000</u>	<u>\$ 360,000</u>

Annual maturities of long-term debt are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 150,000
2023	150,000
2024	<u>60,000</u>
	<u>\$ 360,000</u>

The Charter School also received and repaid a note in the amount of \$260,000 to the Board Trustee during the year ended June 30, 2021.

The Charter School is related to Atmosphere Foundation, Inc. (the "Foundation") through common board representation. There were no contributions from the Foundation for the years ended June 30, 2021 and 2020.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE L: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ (770,697)	\$ (682,800)
Invested in property and equipment	<u>1,729,435</u>	<u>899,391</u>
	<u>\$ 958,738</u>	<u>\$ 216,591</u>

NOTE M: ACCOUNTING 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 corona virus (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 \$185,467 of revenue relative to ESSER grants during the year ended June 30, 2021.

ATMOSPHERE ACADEMY PUBLIC 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
Atmosphere Academy Public 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 Atmosphere Academy Public 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 – without donor restrictions, 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 26, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Atmosphere Academy Public 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 opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Atmosphere Academy Public Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of Atmosphere Academy Public 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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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 Atmosphere Academy Public 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*.

We noted certain matters that we have reported to management of Atmosphere Academy Public Charter School in a separate letter dated October 26, 2021.

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 26, 2021

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2021

October 26, 2021

Board of Trustees
Atmosphere Academy Public Charter School

In planning and performing our audit of the financial statements of Atmosphere Academy Public Charter School (the "Charter School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing 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 the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- *Reasonably possible.* The chance of the future event or events occurring is more than remote but less than likely.
- *Probable.* The future event or events are likely to occur.

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

During the course of our audit of the financial statements of Atmosphere Academy Public Charter School as of and for the year ended June 30, 2021, we observed the Charter School's significant accounting policies and certain business, financial and administrative practices. As a result of our observations, we noted the following, which we do not consider to be a significant deficiency or material weakness:

Status of matters included in our letter as of June 30, 2020, dated September 30, 2020:

Review of Bank Reconciliations

During our audit, we noted that with the transition of Board Treasurer's during the fiscal year, bank reconciliations were being reviewed by the financial consultant and not the Board Treasurer as required by the Charter School's finance policy.

Recommendation

We recommend the Charter School update its financial procedures and policies manual to reflect their current procedures over review of bank reconciliations.

Status as of June 30, 2021

During our current year audit, we noted the Charter School updated their financial policies for the review of bank reconciliations to be performed by their financial consultants.

Credit Card Support and Approvals

During our audit testing, we noted several transactions where receipts were not maintained to support credit card purchases, as required by the Charter School's finance policies. In addition, we noted the Principal did not document approval of March 2020 credit card purchases either electronically or on the Debit Card Purchasing Log.

Recommendation

We recommend the Charter School follow credit card procedures as stated in the Charter School's finance policies.

Status as of June 30, 2021

During our current year audit, we noted no instances of support of credit card purchases being unavailable or undocumented approval of credit card purchases.

* * * * *

This communication is intended solely for the information and use of Management and the Board of Trustees and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2021

October 26, 2021

Finance Committee
Atmosphere Academy Public Charter School

We have audited the financial statements of Atmosphere Academy Public Charter School as of and for the year then ended June 30, 2021, and have issued our report thereon dated October 26, 2021. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 1, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing 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 over financial reporting. Accordingly, as part of our audit, we considered the internal control of Atmosphere Academy Public Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding other matters noted during our audit in a separate letter to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced Board Treasurer who reviews the draft financial statements prior to issuance and accepts responsibility for them.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Atmosphere Academy Public Charter School is included in Note A to the financial statements. There have been no initial selections of accounting policies and no changes in significant accounting policies or their application during 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of operating expenses to program expenses, management and general expenses, and fundraising expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Atmosphere Academy Public Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We are pleased to report we encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of our audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Atmosphere Academy Public Charter School's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Atmosphere Academy Public Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Atmosphere Academy Public Charter School's auditors.

* * * * *

Should you desire further information concerning these matters, Shelby Stenson will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Atmosphere Academy Public Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP



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:	Atmosphere Academy Public Charter School
Name of trustee (print):	Alan E. Dillon
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

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

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

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

None

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

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:

Alan Dillon

Digitally signed by Alan Dillon
Date: 2021.07.22 17:05:28 -04'00'

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Atmosphere Academy Public Charter Schools
Name of trustee (print):	M James Spitzer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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: Atmosphere Academy Public Charter Schools
Name of trustee (print): Jesse J Greene Jr
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): Trustee, Board Secretary
Email Address: [REDACTED]

Home Address

Please complete with *changes* only:

Street: [REDACTED]
City, State Zip: [REDACTED]
Phone: [REDACTED]

Business Address

Please complete with *changes* only:

Business Name: [REDACTED]
Street: [REDACTED]
City, State Zip: [REDACTED]
Phone: [REDACTED]

Questions

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

1a) Description of the position:

1b) Salary:

1c) Start date:

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

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Jesse J. Greene, Jr is Father of Colin Greene	0	0	Total transparency with SUNY and Atmosphere Board of Trustees	ongoing
Jesse J Greene Jr is lender to Atmosphere Academy	Loan to Atmosphere Academy	\$360,000 (YE2020) loan balance	Total transparency with SUNY and Atmosphere Board of Trustees	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:	Atmosphere Academy Public Charter Schools
Name of trustee (print):	MERVIN BURTON
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

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

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

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

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
<i>None</i>				

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"
<i>None</i>						

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:	<i>Atmosphere Academy Public Charter School</i>
Name of trustee (print):	<i>Michael J. Lagas</i>
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	<i>chair</i>
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:

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

None

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

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

None

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

Trustee Signature

Signature: *Michael J. Lopez* 07-09-2021

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.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Summer Recess	2 Summer School	3	4	5 Leadership Professional Development	6 Leadership Team	7
8 Summer Recess	9 Leadership Professional Development	10	11	12 New Staff Orientation Professional Development	13	14
15 Summer Recess	16 Professional Development	17	18	19	20 Full School Day Q1 Begins	21
22	23 Full School Day	24 5pm - Atmosphere	25	26	27 Professional School Closed	28
29	30 Full School Day	31	1	2	3 Labor Day Recess	4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
	Full School Day				Labor Day Recess	
5	6	7	8	9	10	11
Labor Day Recess		Rosh Hashanah	Full School Day			
	Labor Day	School Closed				
12	13	14	15	16	17	18
Full School Day				School Closed	Professional	
		First Day of Hispanic	Yom Kippur	School Closed		
19	20	21	22	23	24	25
Full School Day						
Trustees Week						
	Stature of Liberty /	Hudson River	Lower Manhattan			
			Westmoreland			
26	27	28	29	30	1	2
Full School Day						
		5pm - Atmosphere				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	1	2
	Full School Day			5pm - Atmosphere		
3	4	5	6	7	8	9
	Full School Day				Professional	
				Hispanic Heritage	School Closed	
10	11	12	13	14	15	16
	Columbus Day	Professional	Full School Day			
	Indigenous Peoples'	School Closed				
	School Closed					
17	18	19	20	21	22	23
	Full School Day					
24	25	26	27	28	29	30
	Full School Day					
		Gala Dinner				
		5pm - Atmosphere				
31	1	2	3	4	5	6
Halloween	Full School Day					
	First Day of	Election Day				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31 Halloween	1 Full School Day First Day of	2 Election Day	3	4	5	6
7 Daylight Saving	8 Full School Day	9	10	11 School Closed Veterans Day	12 Full School Day Native American Q1 Ends	13
14	15 Full School Day Q2 Begins	16	17 5pm - Atmosphere	18	19	20
21	22 Full School Day Thanksgiving	23 Thanksgiving Recess Professional	24	25 Thanksgiving Day	26 Native American	27
28 Thanksgiving	29 Full School Day Parent-Student-Teacher Conferences Professional Development	30	1	2 Q2 Awards	3	4

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
28	29	30	1	2	3	4	
Thanksgiving	Full School Day			Q2 Awards			
	Parent-Student-Teacher Conferences						
	Professional Development						
5	6	7	8	9	10	11	
	Full School Day						
12	13	14	15	16	17	18	
	Full School Day			Winter Recess			
		5pm - Atmosphere	Holiday Dress	Professional	Officer/Leader		
19	20	21	22	23	24	25	
Winter Recess						Christmas Eve	Christmas Day
					Day off for		
26	27	28	29	30	31	1	
Winter Recess				Day off for New Year's Eve		New Year's Day	
				New Year's Eve			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
Winter Recess						
					Day off for New Year's Eve New Year's Eve	New Year's Day
2	3	4	5	6	7	8
Winter Recess		Full School Day				
	Professional					
9	10	11	12	13	14	15
Full School Day						
16	17	18	19	20	21	22
	Martin Luther King School Closed	Full School Day MLK Day Event - 8			Brooklyn Boulders	
23	24	25	26	27	28	29
Full School Day						
			5pm - Atmosphere		Q2 Ends	
30	31	1	2	3	4	5
	Professional School Closed	Full School Day				
		First Day of Black Q3 Begins				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
	Professional School Closed	Full School Day First Day of Black Q3 Begins				
6	7	8	9	10	11	12
	Full School Day					
13	14	15	16	17	18	19
	Full School Day Professional Development Black History Electives Valentine Day Valentine Day Valentine's Day	Parent-Student-Teacher Conferences			Career Day - 6	Mid-Winter
20	21	22	23	24	25	26
Mid-Winter Recess	Presidents' Day		5pm - Atmosphere			
27	28	1	2	3	4	5
Mid-Winter Recess	Professional	Full School Day First Day of				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27 Mid-Winter Recess	28 Professional	1 Full School Day First Day of	2	3	4	5
6	7 Full School Day	8 Women's History	9	10	11	12
13 Daylight Saving	14 Full School Day	15	16	17 Spirit Week St. Patrick's Day	18	19
20	21 Full School Day Spirit Week	22	23	24	25	26
27	28 Full School Day	29 NYS ELA Test	30 5pm - Atmosphere	31	1	2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
	Full School Day					
		NYS ELA Test				
			5pm - Atmosphere			
3	4	5	6	7	8	9
	Full School Day					
		Autism Awareness			Q3 Ends	
10	11	12	13	14	15	16
	Full School Day			Spring Recess		
	Q4 Begins			Professional		
17	18	19	20	21	22	23
Spring Recess						
Easter Sunday	Easter Monday					
	Tax Day					
24	25	26	27	28	29	30
Spring Recess	Full School Day					
		NYS Math Test				
			5pm - Atmosphere			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 First Day of Asian	2 School Closed	3 Full School Day	4	5 Cinco de Mayo	6	7
8 Mother's Day	9 Full School Day	10 Mental Health	11	12	13	14
15	16 Full School Day	17	18 Asian Heritage	19	20 Elective Showcase Philadelphia Field	21
22	23 Full School Day	24	25 5pm - Atmosphere	26	27 Memorial Day Recess	28
29 Memorial Day Recess	30 Memorial Day	31 Professional	1 Full School Day First Day of LGBTQ+	2 All-STARS Gala	3 Pride Month	4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
Memorial Day Recess	Memorial Day	Professional	Full School Day First Day of LGBTQ+	All-STARS Gala	Pride Month	
5	6	7	8	9	10	11
	Full School Day	Waterpark	Career X Field Trips - 8 Philadelphia Field			
12	13	14	15	16	17	18
Washington DC Field Trip - 8	Full School Day	Academic Bowl - Academic Fair - Family Open	Riverhead	Six Flags Great	Juneteenth	Professional Prom - 8 School Closed
19	20	21	22	23	24	25
Father's Day Juneteenth	School Closed	Full School Day Field Day	Community Elective Showcase	Summer Recess Professional	Graduation - 8 Professional	
26	27	28	29	30	1	2
Summer Recess			5pm - Atmosphere			

Certificate of Occupancy

CO Number: 103402881T030

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

A.	Borough: Manhattan	Block Number: 02215	Certificate Type: Temporary
	Address: 22 MARBLE HILL AVENUE	Lot Number(s): 538	Effective Date: 09/01/2020
	Building Identification Number (BIN): 1064672	Building Type: New	Expiration Date: 11/30/2020
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-C	(1968 Code)	
	Building Occupancy Group classification: J2	(1968 Code)	
	Multiple Dwelling Law Classification: HAEA		
	No. of stories: 6	Height in feet: 60	No. of dwelling units: 34
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: Parking spaces (9), Parking (1377 square feet)		
E.	This Certificate is issued with the following legal limitations: None		
Outstanding requirements for obtaining Final Certificate of Occupancy:			
There are 19 outstanding requirements. Please refer to BISWeb for further detail.			
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 103402881T030

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

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

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT

Certificate of Occupancy

CO Number: 200349122F

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

A.	Borough: Bronx	Block Number: 05903	Certificate Type: Final
	Address: 3700 INDEPENDENCE AVENUE	Lot Number(s): 299	Effective Date: 04/26/2013
	Building Identification Number (BIN): 2085776	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-B	(1968 Code)	
	Building Occupancy Group classification: F-1B	(1968 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 3	Height in feet: 30	No. of dwelling units: 1
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner



Certificate of Occupancy

CO Number: 200349122F

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

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

Borough Commissioner

Commissioner

Certificate of Occupancy

CO Number: 200349122F



END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION
Fire Alarm Inspection Unit (Electrical)

Owner:

Riverdale Jewish Center
3700 Independence Ave
Bronx NY 10463
ZIP

DATE OF APPROVAL: 2-8-2000
DATE OF INSPECTION: 11/3/99
INSPECTOR: (Print) S. RAFFAELI
BLDG. DEPT. ADO. NO. [REDACTED]
PLAN NO.: [REDACTED]
FLOOR(S) INSPECTED: 10/2

PREMISES: 3700 Independence Ave BOROUGH: Bronx

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM(S) INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT. APPROVAL OF THE SYSTEM(S) IS GRANTED IN ACCORDANCE WITH: SELF-CERTIFICATION INSPECTION.

Coded In tower Fire Alarm w/
Smoke Detection, Water Flow Alarm
and Control Station

Very truly yours,

Frank C. Barbera
Chief of Fire Prevention

Control No. [REDACTED]



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857



TOWNE PARTNERS LLC

41 CARMINE ST
NEW YORK, NY 10014

BLDGS DEPT APPL. NO:



ACCOUNT NUMBER:

DATE OF APPROVAL: 10/22/13

DATE OF INSPECTION: 10/01/13

INSPECTOR NAME: J. SZAJBNER

PLAN NUMBER:

FLOOR(S) INSPECTED: FLS: C,1,2

PREMISES
22 MARBLE HILL AVE

BOROUGH
BRONX

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI,SPK)FAS***** 29 NYC Admin. Code § FC 104.2

MAN / SSC / SPK / COC*****

MDL, HICKSVILLE/NY*****

Sincerely,

Chief of Fire Prevention
City of New York



68 East 131 Street, New York, NY 10037
Phone: 212-534-0915 | Fax: 212-281-2068
L.I.C. # 474B
admin@expertfiresprinkler.com

FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty- 22 Marble St, Bronx, Ny
Contact person: 212-645-0101

TYPE OF SYSTEM: WET DRY

MONTHLY INSPECTION: YES NO N/A

DATE OF INSPECTION: July 11, 2019

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? Yes No _____
- Are chains and lock or tamper switch in good condition N/A Yes No _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? Yes No _____
- Inspectors test valve? Yes No _____
- Siamese connection? Yes No _____
- Drain valve? Yes No _____
- Ball Drip valve? Yes No _____
- Curb Box? Yes No _____

2. OS&Y Valve (Choose One) Tamper Switch Chain and Lock

3. **Gauges:**

- Are gauges showing pressure? Yes No _____
- Do gauges appear to be in good condition? Yes No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? Yes No _____
- Does the box have a sprinkler wrench? Yes No _____

5. **Alarm System:**

- Is alarm visible? Yes No _____
- Central Alarm system Local Alarm

6. **Signs**

- Are signs in place? Yes No _____

Witness inspection by:

Print Name: Wilmer Leon Signature: Wilmer Leon

Certificate of Occupancy

CO Number: 220349193F

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

A.	Borough: Bronx	Block Number: 05776	Certificate Type: Final
	Address: 5959 BROADWAY	Lot Number(s): 621	Effective Date: 04/18/2019
	Building Identification Number (BIN): 2124471	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 2-A	(2014/2008 Code)	
	Building Occupancy Group classification: R-2	(2014/2008 Code)	
	Multiple Dwelling Law Classification: HAEA		
	No. of stories: 6	Height in feet: 58	No. of dwelling units: 72
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting

Commissioner

Certificate of Occupancy

CO Number: 220349193F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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



Borough Commissioner



Acting

Commissioner

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END OF SECTION

Borough Commissioner

Acting

Commissioner

END OF DOCUMENT



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METRO TECH CENTER 3RD FLOOR BROOKLYN, NY 11201-3857



CM WATER GROUP, LLC
PO BOX 9
PURCHASE, NY 105770000

BLDGS DEPT APPL. NO: [REDACTED]
ACCOUNT NUMBER: [REDACTED]
DATE OF APPROVAL: 10/31/18
DATE OF INSPECTION: 09/11/18
INSPECTOR NAME: H. NAZAR
PLAN NUMBER:
FLOOR(S) INSPECTED: FLS: C,2

PREMISES	BOROUGH
5959 BROADWAY	BRONX

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Sincerely,

Chief of Fire Prevention
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