

Application: Beginning with Children CS II

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

Entry 1 School Info and Cover Page

Completed Oct 14 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)

BEGINNING WITH CHILDREN CHARTER SCHOOL II 331400861021

a1. Popular School Name

B2

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 #14 - BROOKLYN

d. DATE OF INITIAL CHARTER

1/2012

e. DATE FIRST OPENED FOR INSTRUCTION

9/2012

h. SCHOOL WEB ADDRESS (URL)

www.bwccs2.org

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

460

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

482

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

Check all that apply

Grades Served

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

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Beginning with Children Foundation
PHYSICAL STREET ADDRESS	185 Broadway, 2nd Floor
CITY	Brooklyn
STATE	NYNY
ZIP CODE	11211
EMAIL ADDRESS	akolz@bwcf.org
CONTACT PERSON NAME	Amy Kolz

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	215 Heyward Street Brooklyn, NY 11206	718-302-7700	NYC CSD 14	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Mike Ferrara, Yvette Ferrara	718-302-7700		
Operational Leader	Michael Copeland	718-302-7700		
Compliance Contact	Brian Stemmer	718-302-7700		
Complaint Contact	Amy Kolz	212-318-9112		
DASA Coordinator	Kathy Rodriguez	718-302-7700		
Phone Contact for After Hours Emergencies	Esosa Ogbahon	917-697-9092		

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

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	NA	No		No		Yes

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)

Site 1 Fire Inspection Report

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	11 Bartlett St Brooklyn, NY 11206	718-599-2924	NYC CSD 14	6-8	6-8

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Edwind Santiago (MS)	718-599-2924		
Operational Leader	Isabel Cusirramos	718-599-2924		
Compliance Contact	Brian Stemmer	718-599-2924		
Complaint Contact	Amy Kolz	212-318-9112		
DASA Coordinator	Kathy Rodriguez	718-599-2924		
Phone Contact for After Hours Emergencies	Esosa Ogbahon	917-607-9092		

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)

[B2 MS Certificate of Occupancy 11 Bartlett St.pdf](#)

Filename: B2 MS Certificate of Occupancy 11 Bartlett St.pdf **Size:** 425.6 kB

Site 2 Fire Inspection Report

[Beginning-with-Children-11-Bartl \(1\) Fire.pdf](#)

Filename: Beginning-with-Children-11-Bartl (1) Fire.pdf **Size:** 617.1 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?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

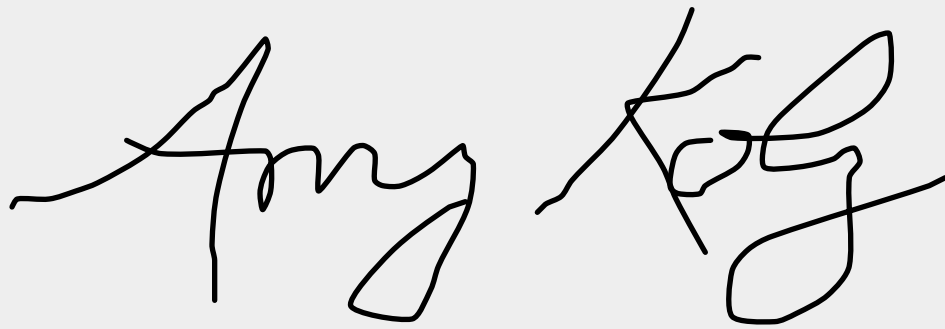
Yes

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 27 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Oct 14 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.

D1a_APPR_BwCCSII

Filename: D1a_APPR_BwCCSII.docx **Size:** 229.6 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

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

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 14 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.

[B2 2021-2022 Annual Budget](#)

Filename: B2 2021 2022 Annual Budget.xlsx **Size:** 532.1 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Oct 14 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.

[CPCSEC BOT for Upload no xtras](#)

Filename: CPCSEC BOT for Upload no xtras.pdf **Size:** 2.9 MB

Entry 7 BOT Membership Table

Completed Oct 14 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	Joan Walrond		Chair	Executive, Nominating, Legal, Academic	Yes	4	7/14/2021	7/12/2023	12
2	Travis Baird		Vice Chair	Executive, Nominating, Academic, Strategic Planning	Yes	4	7/14/2021	7/12/2023	12
3	Rebecca Baneman		Secretary	Executive, Legal, Finance	Yes	4	7/14/2021	7/12/2023	11

4	Gunnar Millier		Treasurer	Executive, Nominating, Finance	Yes	3	7/14/2021	7/12/2023	12
5	Sonia Gulardo-Ortiz		Trustee/Member	Legal, Academic	Yes	5	7/14/2021	7/12/2023	12
6	Amy Kolz		Other	Executive, Finance, Academic	Yes	5	7/14/2021	7/12/2023	12
7	Sharon Madison		Trustee/Member	Nominating, Finance	Yes	3	7/14/2021	7/12/2023	11
8	Rebecca Spotts		Trustee/Member	Academic, Finance, Strategic Planning	Yes	3	7/15/2020	7/13/2022	8
9	Mitch Protass		Trustee/Member	Finance, Strategic Planning	Yes	3	7/15/2020	7/13/2022	12

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Tomomi Uetani		Trustee/Member	Academic, Nominating, Strategic Planning	Yes	3	7/14/2021	7/12/2023	12
11	Patricia Stallings		Trustee/Member	Legal	Yes	3	7/15/2020	7/13/2022	12
12									
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	11
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	11

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Oct 14 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
		In 2020-2021, our percentage of ED students was 96% and our local district's was 68%. (Note, due to delayed collection of all Family Income forms during the fall 2020, our collected forms showed a percentage of 85% as of BEDS date; by December, collected forms indicated our student population was

Economically Disadvantaged

During the fall, winter and early spring recruiting season for the 2020-21 lottery, we continued outreach to and for Free and Reduced Price Lunch families through canvassing and application drop offs at neighboring HRA employment centers, local daycares, and places of dwelling. We also continued to add new outreach sites throughout our community, to invite prospective families and community members to our school events, and to offer flexible scheduling of tours to accommodate working parents. Following the COVID-related school closures, we have continued to reach out to prospective families via phone calls, emails and videoconference. We have held "Meet and Greet" sessions via Zoom and sent all incoming Kindergarten students workbooks to ease their transition into Kindergarten.

approximately 96% ED.)
Going forward, we will continue to implement the strategies listed to the left given their efficacy in enrolling ED students in the past. Going forward, we will continue to recruit Economically Disadvantaged families via canvassing and application drop offs at neighboring HRA employment centers, local daycares, and places of dwelling. We will continue to conduct outreach throughout the community, to invite prospective families and community members to our school events, and to offer flexible scheduling of tours to accommodate working parents, including Summer Saturdays to accommodate working families throughout the summer. We will also continue to conduct targeted social media and digital ads, which reflect the hard copy recruitment materials utilized in community outreach. Throughout all of our recruitment outreach we emphasize the social and programming supports offered to students as well, and promote an open school environment for all families. Moreover, we will continue to offer and advertise free busing transportation to support families in Queens that wish to attend our school but would otherwise face logistical and cost challenges to do so. Given continued concerns arising from in-person interaction due to COVID-19, we have also continued to reach out to prospective families via phone

		<p>calls, emails and videoconference. We have held ""Meet and Greet"" sessions via Zoom and sent all incoming Kindergarten students workbooks to ease their transition into Kindergarten. We have also utilized parents in shelters and other high-needs areas to serve as ambassadors for the school and deepen our outreach into areas traditionally more difficult to effectively advertise.</p>
English Language Learners	<p>During the fall, winter and early spring recruiting season for the 2020-21 lottery, our SPED Coordinators and bilingual members of our teaching and office staff continued to support outreach to prospective ELL students. We continued to provide prospective families with translated versions of all recruitment materials and translators at school meetings, tours and open houses. We also continued to hold community meetings tailored specifically to ELL populations and to recruit at pre-schools that provide supports for ENL students. And we continued our English-Spanish music program in Kindergarten. Following the COVID-related school closures, we have continued outreach to prospective ELL students via phone calls, emails and videoconference.</p>	<p>In 2020-2021, our percentage of ELLs was 13% and our local district's was 10%.</p> <p>In the 2021-22 school year we will continue to provide outreach designed for ELL populations and implement the strategies to the left. Our School Leadership Teams will continue to dedicate staff members for the particular purpose of supporting English Language Learners through classroom instruction, additional tools and resources, and using information learned from home language surveys, NYSITELL, and the NYSESLAT. We will continue to provide current and prospective families with translated recruitment materials and translated school materials, as well as having translators at school meetings, tours, and open houses. We will continue to hold community meetings tailored specifically to ELL populations and to recruit at pre-schools that provide supports for ENL students. Additionally, we will continue offering our music program in English and Spanish,</p>

		and will continue to highlight and plan school cultural events that celebrate our ELL families and unique cultural backgrounds.
Students with Disabilities	During the fall, winter and early spring recruiting season for the 2020-21 lottery, our SPED Coordinators continued to lead outreach to prospective SPED students. Our SPED Coordinators also continued to attend SPED Collaborative-sponsored events, and they recruited at pre-schools that provide special education services. At school open houses, we communicated how our special education programs and services support students with disabilities. Following the COVID-related school closures, we continued outreach to families utilizing phone calls and videoconference meetings.	<p>In 2020-2021, our percentage of SWD was 21% and our district was 24% SWD.</p> <p>Going forward, our SPED coordinators will continue to lead outreach to populations of SWD and in 2021-22 we will continue working towards meeting the district. We will continue to attend SPED Collaborative-sponsored events, and will continue to recruit at pre-schools that provide special education services. At school open houses we will continue to communicate information about our special education programs and services to support students with disabilities. Further, we will continue to have dedicated resource tools and videos providing information on our special education program, including videos permanently housed on our website and social media channels from Lower School Special Education Coordinator, who is fluent in both English and Spanish.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		Going forward, we will continue to implement the strategies to the left as well as stay attentive to the needs of this population as

Economically Disadvantaged	<p>In 2020-21 we continued to support learners in all subgroups by adjusting classroom instruction, grouping students and identifying students for special intervention. We continued to analyze and discuss data during grade level team meetings to formulate classroom strategies, address gaps and build understanding among all students. Lessons included a variety of differentiation techniques, including stations and small group instruction. During the COVID-related school closures, our teachers supported learners in all subgroups by adjusting online instruction to meet each student's needs. Additionally, our social work team focused on outreach to families, offering support and connecting them to citywide resources. We will continue those efforts this fall as we plan for all potential models of instruction, in-person, hybrid and remote.</p>	<p>scholars return to the classroom in fall 2021. We anticipate that our robust academic and social-emotional supports will promote retention for at-risk students in 2021-22. We will continue to offer social and emotional services for our students and families, particularly with regard to out-of-school challenges presented through the unique difficulties of COVID-19. We will continue to gather information pertaining to at-home needs of our students, and will continue to offer loaned technology and internet hotspots to families that lack access at home. Additionally, we will continue to offer an on-site COVID-19 testing program and communicate processes and results clearly with students and families, addressing public health needs and supporting our families to stay safe and feel comfortable while sending their children to school. Where needed, we will continue to create subgroups for targeted support with either academic, social, or emotional needs due to challenges presented from economically disadvantaged circumstances.</p>
	<p>BWCCS 2 continues to offer a free-standing ESL program with a combination of push in and pull out instruction to service our ELL students population. With the ongoing support of our over 50% bilingual staff members and our ESL teachers, BWCCS 2 is</p>	<p>Our retention rate for ELLs was 93% between 2019-20 and 2020-21. We have a well-developed ESL program that provides language support to our scholars , and we are confident that this program will continue to ensure a strong student retention rate for ELLs in the future. We will continue to monitor the</p>

English Language Learners

equipped to provide essential language support while preserving the diverse cultural background of our students. We monitor the progress and success of at-risk students, and teachers are aware of their students' progress toward meeting English proficiency goals. The special education coordinator, special education teacher support services (SETSS) teachers, and general education teachers monitor the IEP progress of all students via regularly administered assessments in ELA and mathematics. Based on student performance and progress on assessments, general education and special education teachers collaborate to adjust services to fit students' needs. During the COVID-19 related closure, student progress has been monitored through daily assignments, remote quizzes & assessment, and the nationally normed NWEA test, as well as live sessions with homeroom and ENL certified teaching staff. Those efforts continued in the fall as we planned for all potential models of instruction, in-person, hybrid and remote. We support parents of ELLs through frequent communication, regular discussion of progress, and informational sessions and workshops presented by the SPED Coordinator. Bilingual office and teaching staff ensure all Parent-Teacher Conferences are translated, as well as school calendars, flyers, and

progress and success of at-risk students, and teachers are aware of their students' progress toward meeting English proficiency goals. The special education coordinator, special education teacher support services (SETSS) teachers, and general education teachers will continue to monitor the IEP progress of all students who are also ELL via regularly administered assessments in ELA and mathematics. Based on student performance and progress on assessments, general education and special education teachers collaborate to adjust services to fit students' needs. During the COVID-19 related closure, student progress was been monitored through daily assignments, remote quizzes & assessment, and the nationally normed NWEA test, as well as live sessions with homeroom and ENL certified teaching staff. Those efforts will continue in the fall of 2021 to provide heightened support for our ELL population. We will continue to support parents of ELLs through frequent communication, regular discussion of progress, and informational sessions and workshops presented by the SPED Coordinator. Bilingual office and teaching staff will continue to ensure all Parent-Teacher Conferences are translated, as well as school calendars, flyers, and informational packets. School events will be presented in both English & Spanish.

	<p>informational packets. School events will be presented in both English & Spanish. During the COVID-19 related closure, staff has communicated frequently with parents of English Language Learners in their native language, utilizing learning applications with translation features, the DOE translation hotline, and the benefit of a largely bilingual staff.</p>	<p>Classroom staff and office staff in both schools will continue to employ Spanish-speaking individuals given the many Spanish-speaking families that attend both BwCCS2 schools. Last, we will continue to support ELL families through regularly administering the annual home language survey, NYSITELL, and NYSESLAT, to monitor progress of current ELL students and identify targeted methods of support.</p>
	<p>Students with Disabilities at BWCCS 2 learn with both special and general education students in an inclusive learning environment. Our special education staff includes our Deans of Academics and culture, SETSS (Special Education Teacher Support Services) and ICT (Integrated Co-Teaching) Classroom Teachers, and SPED Coordinators. Our school seeks the least restrictive program and services for the child while maintaining high expectations for learning. BWCCS 2 special education students receive services from occupational, physical, and speech and language therapists from the Department of Education. Our school staff collaborates with those providers to meet with students during school hours, either in-person or using remote platforms, and integrate these</p>	<p>Our retention rate for SWD was 87% between 2019-20 and 2020-21. Going forward, we are focused on providing our SWD population with a supportive environment to ensure that the return to in-person learning in fall 2021 meets the needs of all SWD as well as engages this population. In this vein, our special education coordinators will continue to be actively engaged with the CSE and with our families to ensure that students receive all mandated services. We will also continue to prioritize additional testing for students that currently receive services and those without mandated services when we identify areas where students are struggling under their current academic programs.</p> <p>Academically, we will continue to maximize opportunities for inclusion for our students with disabilities, and ensure to always place students in the least restrictive environment. Though</p>

Students with Disabilities

strategies into their classroom. With the support of our Licensed Clinical Social Worker and emotionally intelligent staff members, we provide students with a nurturing environment, allowing them to develop into healthy, confident, well-adjusted children across all school environments. We also provide training, professional development and collaborative support to identify at-risk students and help teachers meet students' needs. Special education professionals meet and plan with teachers on a weekly basis during all grade level meetings. The instructional leaders ensure that all students' needs are met through weekly observations and follow-up meetings. The special education coordinator provides additional training to instructional staff. To support students with disabilities during the COVID-19 related closure, staff has provided curriculum-based instructional activities, monitored remote learning platform assignments, incorporated IEP goals, and supported students through explicitly taught strategies, skills, scaffolded work, modified work, and provision of resources. We continued these efforts during the 2020-21 school year utilizing our in-person, hybrid or remote instructional models.

we have offered 12:1 classes in the past, we typically offer ICT placement for our students with disabilities in conjunction with SETSS, and dedicate unique scheduling plans to ensure students with disabilities receive necessary time with targeted support in addition to maximum time available for inclusion with general education peers of the same grade. We support families at all times of the year as they engage with the annual review, triennial, or new evaluation processes.

Further, our special education coordinators align their work with the focus of the School Leadership Team to ensure opportunity to meet with all grade teams to discuss students with mandated services and ensure services are being effectively provided. Our special education coordinators will continue to receive professional development through the NYC Charter Center Collaborative for Inclusion and other means, and will continue to provide professional development to other staff members in the school. We will continue to utilize our licensed social workers and special education staff to communicate and work closely with students with disabilities, their families, and their classroom teachers to ensure all individuals are aligned and in agreement with employed strategies for teaching efficacy.

Entry 10 - Teacher and Administrator Attrition

Completed Oct 14 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 Oct 14 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.

[BwC Schools Calendar SY21_22_Update 8](#)

Filename: BwC Schools Calendar SY21_22_Update 8 DNpy0BU.pdf **Size:** 180.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Oct 14 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: **Beginning with Children CS II**

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://bwccs2.org/about/board-and-governance/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://bwccs2.org/about/board-and-governance/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://bwccs2.org/about/board-and-governance/
3. Link to NYS School Report Card	https://bwccs2.org/about/board-and-governance/
4. Lottery Notice announcing date of lottery	https://bwccs2.org/about/board-and-governance/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://bwccs2.org/wp-content/uploads/sites/4/2021/07/CPCSEC_District_Wide_Safety_Plan_NoticeComingSoon.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://bwccs2.org/wp-content/uploads/sites/4/2021/07/BwCCS2_Discipline_Policy.pdf
7. Authorizer-Approved FOIL Policy	https://bwccs2.org/wp-content/uploads/sites/4/2021/07/BwC_FOIL_Notice.pdf
8. Subject matter list of FOIL records	https://docs.google.com/document/d/1N6JQ6ZngarNz9cunYK0a68OFVAixLSfs7v5ryywFTLA/edit

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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



**BwC Charter
School 2**

**Beginning with Children Charter
School 2**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By

By Beginning with Children, Mike Ferrara, Yvette
Ferrara & Edwin Santiago

Lower School: 215 Heyward St, Brooklyn, NY 11206

Phone: (718) 302-7700

Middle School: 11 Bartlett St, Brooklyn, NY 11206

Phone: (718) 599-2924

The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ferrara (Lower School Co- Principal), and Edwin Santiago (Middle School Principal) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	Committees
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Travis Baird	Vice Chair	Executive, Academic, Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance
Rebecca Baneman	Secretary	Executive, Legal, Finance, Academic
Amy Kolz	Exec Committee Member at Large	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Executive, Legal, Academic
Sharon Madison	Trustee	Finance, Nominating
Rebecca Spotts	Trustee	Academic, Finance, Strategic Planning
Tonomi Uetani	Trustee	Academic, Nominating, Strategic Planning
Mitch Protass	Trustee	Finance, Strategic Planning
Patricia Stallings	Trustee	Nominating, Finance

Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2's Middle School

after completing a Principal in residence period.

SCHOOL OVERVIEW

- Opened in September 2012, Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-8. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

- Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with BwCF as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

ENROLLMENT SUMMARY

Beginning with Children Charter School 2 Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354
2018-19	45	56	49	54	53	52	56	47		412
2019-20	48	51	54	48	51	54	51	50	37	444
2020-21	63	55	53	52	51	52	53	53	51	483

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

BACKGROUND

BwCCS2's learning modality continued to be updated and refined throughout the 20/21 school year. All students learned remotely through Zoom 5 days / week in September and again throughout most of December (following a COVID closure). In October, November, and January-June, children were offered a hybrid learning model. In-person instruction was offered 1 - 2 days / week early in the school year, as leaders and instructional staff assessed the efficacy of the in-person approach as well as our health & safety protocols. By the 3rd Quarter, all students requesting in-person instruction were able to attend in-person 4 days / week, coupled with 1 day / week of remote instruction. By the 4th Quarter, nearly 70% of all students in grades K-5 were learning in person 4 days / week. Full-time remote learners continued to receive remote instruction 5 days / week.

Remote instruction was led through Zoom enhanced accounts. Instructional staff used Kami to capture student annotation as well as Nearpod & Google Classroom for student work and assessment. Families stayed informed through Class Dojo, Google Classroom, and more standard forms of communication (call / text / email). Students in grades K-5 continued to benefit from the expertise of two homeroom teachers, and whenever both teachers were available for online instruction, Zoom Breakout Rooms were utilized in order to preserve this extra degree of differentiation.

At the elementary level, a veteran teacher was added in both the K-2 and 3-5 grade bands to provide an extra level of student support and differentiation. These two educators worked with students across homerooms, providing Guided Reading instruction daily and support with student reading assessments. The ELA staff continued to utilize Journeys by Houghton Mifflin. All staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum built around Journeys embeds Common Core-based instruction into every unit and lesson. It is a comprehensive program that provides the resources needed to plan and assess effectively, as well as teach and engage students. Journeys student texts use the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and

challenge. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level.

The Journeys program provides resources for on-level, advanced, and below-level learners, as well as background knowledge, texts, and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

Teachers and students in all grades at the Lower School supplement the Journeys curriculum with authentic texts in a variety of instructional formats, including read-alouds, shared reads, guided reading, novel studies, and book clubs. In 2020-2021, upper elementary teachers also piloted units from Fishtank Learning, a high quality K-12 core curricula. Fishtank Learning provides culturally relevant, standards aligned, rigorous lessons that are grounded in a love of authentic text. Our students' love for reading is bolstered by our ample school library that connects curriculum and supports instructional objectives.

The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook. Our core program is supplemented by Jolly Phonics, Reading Mastery, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

The Middle School reading program builds on literacy skills gained in our elementary school. In Middle School, literacy is taught in daily 90 minute blocks in order to minimize transitions between classes and to better integrate reading, writing and history instruction. The foundation of our Middle School literacy program during the 2020/21 was built on three components - Journeys, explicit vocabulary instruction, and interdisciplinary writing using social studies content.

With regards to assessment, all students are assessed 3 times a year until they've tested out of using the Fountas & Pinnell Benchmark Assessment System. Kindergarten students are assessed 4 times a year. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It provides teachers direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

During the 20/21 school year, proper administration of the Fountas & Pinnell Benchmark Assessment proved challenging for a portion of students. To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to the students, the collected data was useful for planning, family communication, and the formation of student literacy groups.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create

next steps for their students. In this way, we are best able to prepare our students for future success. In addition to teacher coaching and internal professional development sessions, teachers were also able to attend online workshops and received continued support through the consultation of Dr. Lizette Suxo.

With regards to report cards, staff continued to use Journeys/Fishtank/NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

Finally, BwCCS 2 continued its Summer Rising, Saturday programming for all students and Afterschool programming for middle school students. During the Summer Rising program in 2020, BwCCS2 conducted 4 weeks of remote summer instructional programming. The programming, available daily to all students, offered both synchronous and asynchronous instruction. During Saturday programming, students were offered remote support during the winter and spring.

METHOD

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

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for BwCCS2 3rd through 8th grade students End of Year is 174%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculates to 183% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 165% to 175%, therefore falling just short not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at BwCCS2 score at the mid on-grade level or above scale score for the year-end assessment. 36% of students in this group scored at **mid** on-grade level or above with grades 7 and 8 scoring highest with 50% and 44% respectively.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	307	174%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	125	183%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	175%	69	165%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	291	36%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	50	31%	49
4	27%	48	27%	45
5	24%	51	25%	48
6	36%	56	40%	50
7	49%	53	50%	50

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8	45%	49	45%	49
All	35%	307	36%	291

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	136%	50
4	121%	48
5	119%	51
6	220%	56
7	375%	53
8	294%	49
All	174%	307

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style will take time to become more familiar for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to ensure that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also used Zoom and GoGuardian as tools to assist us in monitoring remote online assessments

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year iReady assessment. We administered the iReady Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of our Middle School students, our Lower School students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID

closures. Despite the mixed data, the iReady assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- Teachers in K-5 will use Fishtank Learning as the core curricula.
 - With the Journeys program sunseting, and Fishtank Learning successfully piloted in grades K, 3, 4, and 5 in 20/21, BwCCS2 leaders and staff believe Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum will give our program the shape and support it needs.
 - Fishtank Learning will be supplemented by the Foundations curricula in grades K-3.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Kami, Nearpod, and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts

MIDDLE SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- BwCCS2 Middle Teachers in 6-8 will use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Assistant Principal
- Providing 8th grade students with additional content-rich ELA instruction, through the introduction of a history block
- Enhancing ENL supports through the addition of an experienced Spanish/ENL instructor
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Nearpod and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining Quarterly Long Term Writing Projects
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
 - Informally assessing below grade level students using F&P in between formal assessment windows
- Guided Reading and Intervention
 - Providing Professional Development for Teachers: How to Plan and Implement Guided Reading Effectively
 - Using the Leveled Literacy Intervention program to support and assess below grade level readers
 - Study Hall/Intervention for Below Grade Level Students
 - Provide high dosage tutoring in after school and/or during the school day
- Great Writing
 - Writing daily with an emphasis on the 5 Habits of Great Writers
 - Writing Marathon, a week of intensive writing twice a year
 - Formalized Grammar Instruction, assessed using monthly grammar quizzes

- Shared Reading and Identifying Main Idea
 - Providing Professional Development for Teachers: Supporting Students in Accessing Main Idea and Central Idea
 - Daily Shared Reading
 - Continued development of novel studies, short story and poetry units

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Beginning with Children Charter School 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

In Beginning with Children Charter School 2's ninth year, the instructional staff deepened its knowledge of the school's Common Core aligned math curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize Math in Focus by Marshall Cavendish along with supplementary materials from Engage NY. All math teaching staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

Due to the COVID-19 closure, math instruction was done online and in-person at BwCCS2. Children learned through synchronous Zoom/Google Meets lessons, asynchronous teacher videos, differentiated assignments on the Seesaw learning platform, and continued use of our online platforms (IXL, Mathletics, and Khan Academy). At BwCCS2 we made it our primary focus to make sure students had access to technology and supplies throughout the year by making supply drop offs to student and family homes. We made sure that all of our students had everything they needed to be successful throughout the school year.

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around Math in Focus and Engage NY embeds Common Core aligned instruction into every 60-90 minute lesson. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to Students.

Key Attributes of the BwCCS 2's implementation of the Math in Focus program include the following:

- Consistent terminology is used throughout the program
- Consistent fact practice and mastery
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and concrete-pictorial- abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the Common Core math standards

BwCCS 2's implementation of Math in Focus during the 2020/21 school year was supported by ongoing internal and external professional development. The staff also engaged in frequent vertical alignment conversations and professional coaching.

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and supplementary resources. The supplementary resources included EngageNY and ReadyNY Instruction and Problem Solving texts.

To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to elementary students, the collected data was useful for planning, family communication, and the formation of student math groups.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready.

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for BwCCS2 3rd through 8th grade students End of Year is 128%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 133% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities exceeded that of all general education students with a median percent progress of 128% to 127% of the general education group. The i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at BwCCS2 score at the mid on-grade level or above scale score for the year-end assessment. 34% of students in this group scored at **mid** on-grade level based on the year-end administration.

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	306	128%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	94	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	127%	69	128%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	290	34%	No

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	22%	50	22%	49
4	15%	47	16%	44
5	25%	52	27%	49
6	30%	56	34%	50
7	51%	53	52%	50
8	50%	48	50%	48
All	32%	306	34%	290

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	50
4	61%	47
5	62%	52
6	145%	56
7	258%	53
8	256%	48
All	128%	306

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style, will take time to become more comfortable for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to maintain that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also

used GoGuardian as an additional tool to assist us in monitoring the students laptops while they were taking the online assessments and diagnostics.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of our Middle School students, our Lower School students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the i-Ready assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2020-21 school year at the Beginning with Children Charter School 2

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Teachers in K-5 will use Eureka Math (EngageNY) as the core curricula.
 - While Math in Focus has myriad benefits, BwCCS2 leaders and staff believe that a more standards-based, aligned approach will benefit all students. Math in Focus can spend too much valuable time on peripheral or future standards at the expense of the solidification and mastery of current student learning standards. Eureka's aligned & straightforward, yet rigorous, approach will support all children following the 20/21 school year, including students with special needs and our English Language Learners
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap tool
- Use coherence gap data to inform 21/22 pacing calendars
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Eureka Math.
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 and 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our emphasis on the Concrete- Pictorial - Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts

MIDDLE SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Teachers in the Middle School will be using MatchFish Tank for the 6-8 Math Curriculum for the 21/22 school year.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Match FishTank.
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Use coherence gap data to inform 21/22 pacing calendars
- Maintain frequent ongoing Math coaching with Math Dean.
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
- These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades 6-8 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes 6-8 at least 3x / week
- Provide high dosage tutoring in after school and/or during the school day
- Provide an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Piloting Teach to One's (TTO) adaptive online math program with 8th grade students
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining our use of I-Ready data
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Beginning with Children Charter School 2 students will become proficient in Science.

BACKGROUND

BwCCS 2 continued to implement the Full Option Science System (FOSS) Program during in-person science periods. The in-person program was able to operate consistently with previous years by purchasing additional materials and pre-packaging scientific learning tools for individual students (in order to avoid material sharing). Due to our health & safety protocols, students also spent more time exploring the scientific method individually and very little time working in groups. Some of the key elements of BwCCS 2's in-person science program are described below. Remote instruction is addressed at the end of this section.

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and revisit key science topics within the K-8 scope and sequence. The goals of the program are to promote:

- Familiarity with the natural world, its diversity, and its interdependence
- Understanding the disciplinary core ideas and the cross-cutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations
- Ability to reason scientifically
- Using scientific knowledge and scientific and engineering practices for personal and social purposes

Key Attributes of BwCCS 2's implementation of the FOSS program include the following:

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences
- Connections between in-classroom learning and the development and implementation of a student-run recycling program

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At the elementary school level, remote science classes did not look the same as in-person science classes in 20/21. Unfortunately, it was logistically challenging to consistently provide students with the materials necessary to match the in-person program. Remote science classes were led through zoom and worked to utilize common household items as often as possible. Our science teacher often shared his screen with the FOSS textbook to ensure critical content was not missed. This screen share was supplemented by a google slides presentation to bring the content closer to students' daily lives at BwCCS2. Exit tickets were still gathered to assess mastery.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2021. The school converted each student's raw score to a performance level and a grade-specific scale score.

RESULTS AND EVALUATION

NYSTP Spring 2021 Science Assessment
By All Students

Grades	Number of students in grade	Number Tested	Number of students proficient at Level 3 and Level 4	Percent Proficient
4	50	18	16	88.88%
8	50	12	6	50%
All	100	30	22	73.33%

ADDITIONAL CONTEXT AND EVIDENCE

The remote learning environment presented challenges for both our elementary and middle school students. Despite best efforts to replicate the traditional science classroom virtually, the remote and hybrid learning environment did not allow for the consistent and robust hands-on science learning experiences that our community is accustomed to. While exceeding 75% proficient benchmark at the elementary school level, our middle school students demonstrated low passing and participation rates.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the NYS Science exam. We administered the NYSTP Science Assessment in 4th and 8th grades. We are heartened to see our elementary school exceeding the goal of 75% proficiency, though low levels of test participation prevent us from having more robust

data. Our middle school students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the science assessment data has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- BwCCS 2's Lower School science specialist will continue to implement FOSS in grades K-5.
- BwCCS2's Lower School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Students in grades 3 & 4 will resume their outdoor education, science-based Overnight Trip (grade 3 to Frost Valley YMCA, grade 4 to the Ashokan Center).
 - Science teachers in K-8 will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life.
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

MIDDLE SCHOOL ACTION PLAN

- BwCCS 2's Middle School science specialist will continue to implement FOSS with additional teacher created vertically aligned resources and lessons for grades 6-8.
- At BwCCS2 Middle we will be incorporating Virtual Reality (VR) as a science station to help provide more interactive and engaging content for our students. Through the use of VR we will also be able to provide virtual field trips and interactive experiments and dissections. This will allow us to begin closing many of the science gaps that were caused because of in person learning loss.
- BwCCS2's Middle School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

GOAL 4: ESSA

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school continues to be in good standing.

ADDITIONAL EVIDENCE

Beginning with Children Charter School 2 has been in good standing since it opened.

Accountability Status by Year

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



Certificate of Occupancy

Page 1 of 2

CO Number: 300264247F

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: Brooklyn	Block Number: 02268	Certificate Type: Final
	Address: 11 BARTLETT STREET	Lot Number(s): 1	Effective Date: 11/23/2001
	Building Identification Number (BIN): 3335470	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-A	Number of stories: 4	
	Building Occupancy Group classification: G	Height in feet: 52	
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0	
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

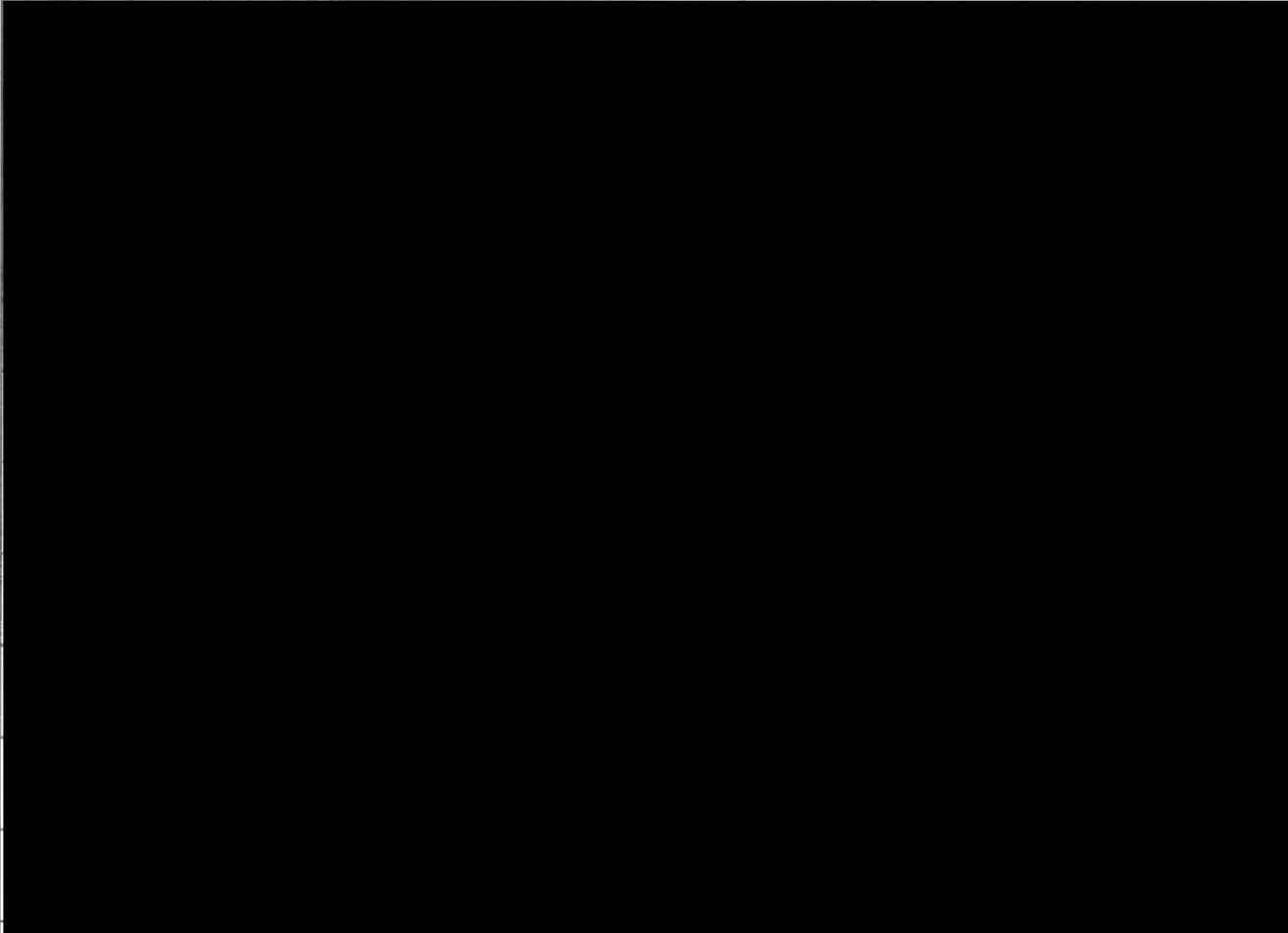


Certificate of Occupancy

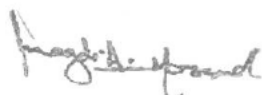
CO Number:

300264247F

Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
							

END OF SECTION



Borough Commissioner



Commissioner



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

Beginning with Children Charter School II

SCHOOL

Name:	Beginning with Children Charter School II
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CONTACT INFORMATION

Contact Name:	Brian Stemmer
Contact Title:	Director of Finance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

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

BEGINNING WITH CHILDREN CHARTER SCHOOL II
2021-22

ENROLLMENT BY GRADES													
GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	52	52	52	52	51	51	53	52	50				
TOTAL ENROLLMENT = 465													

ENROLLMENT BY DISTRICT														
		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
			1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	465		0		465		0		465		0	
NUMBER OF STUDENTS ENROLLED:		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 2020-21	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			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
			465		465		465		465					
1	PRIMARY District	NYC CHANCELLOR'S OFFICE												
2	SECONDARY District	(Select from drop-down list) →												

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

BEGINNING WITH CHILDREN CHARTER SCHOOL II
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	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management																
Instructional Management			6.0		6.0		6.0		6.0							
Deans, Directors & Coordinators			2.0		2.0		2.0		2.0							
CFO / Director of Finance																
Operation / Business Manager			2.0		2.0		2.0		2.0							
Administrative Staff			2.5		2.5		2.5		2.5							
TOTAL ADMINISTRATIVE STAFF		0.0	12.5	0.0	12.5	0.0	12.5	0.0	12.5	0.0	0.0	0.0	0.0	0.0		
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular			32.0		32.0		32.0		32.0							
Teachers - SPED			16.0		16.0		16.0		16.0							
Substitute Teachers																
Teaching Assistants			1.0		1.0		1.0		1.0							
Specialty Teachers			9.0		9.0		9.0		9.0							
Aides			9.0		9.0		9.0		9.0							
Therapists & Counselors			2.0		2.0		2.0		2.0							
Other			0.5		0.5		0.5		0.5							
TOTAL INSTRUCTIONAL		0.0	69.5	0.0	69.5	0.0	69.5	0.0	69.5	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		ACTUAL	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	82.0	0.0	82.0	0.0	82.0	0.0	82.0	0.0	0.0	0.0	0.0	0.0		

BEGINNING WITH CHILDREN CHARTER SCHOOL II													
Budget / Operating Plan													
2021-22													
Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	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
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	Avg. No. of Positions												
Executive Management	-			-			-			-			-
Instructional Management	6.00	195,412		-	195,412		-	195,411		-	195,411		-
Deans, Directors & Coordinators	2.00	54,640		-	54,640		-	54,640		-	54,640		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	2.00	41,705		-	41,704		-	41,704		-	41,704		-
Administrative Staff	2.50	34,597		-	34,597		-	34,598		-	34,598		-
TOTAL ADMINISTRATIVE STAFF	12.50	-	326,354	-	-	326,353	-	-	326,353	-	-	326,353	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	32.00	639,589		-	639,590		-	639,590		-	639,591		-
Teachers - SPED	16.00	326,408		-	326,409		-	326,409		-	326,408		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	1.00	11,813		-	11,812		-	11,812		-	11,813		-
Specialty Teachers	9.00	196,406		-	196,406		-	196,407		-	196,406		-
Aides	9.00	74,025		-	74,025		-	74,025		-	74,025		-
Therapists & Counselors	2.00	42,982		-	42,982		-	42,982		-	42,982		-
Other	0.50	4,750		-	4,750		-	4,750		-	4,750		-
TOTAL INSTRUCTIONAL	69.50	-	1,295,973	-	-	1,295,974	-	-	1,295,975	-	-	1,295,975	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	-			-			-			-			-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	-	1,622,327	-	-	1,622,327	-	-	1,622,328	-	-	1,622,328	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		129,786		-	129,786		-	129,786		-	129,786		-
Fringe / Employee Benefits		215,121		-	215,121		-	215,121		-	215,120		-
Retirement / Pension		25,471		-	25,471		-	25,470		-	25,470		-
TOTAL PAYROLL TAXES AND BENEFITS		-	370,378	-	-	370,378	-	-	370,377	-	-	370,376	-
TOTAL PERSONNEL SERVICE COSTS	82.00	-	1,992,705	-	-	1,992,705	-	-	1,992,705	-	-	1,992,704	-
CONTRACTED SERVICES													
Accounting / Audit		8,125		-	8,125		-	8,125		-	8,125		-
Legal		625		-	625		-	625		-	625		-
Management Company Fee		234,672		-	234,671		-	234,672		-	234,671		-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		2,500		-	2,500		-	2,500		-	2,500		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		3,050		-	3,050		-	3,050		-	3,050		-
TOTAL CONTRACTED SERVICES		-	248,972	-	-	248,971	-	-	248,972	-	-	248,971	-

	BEGINNING WITH CHILDREN CHARTER SCHOOL II												
	Budget / Operating Plan												
	2021-22												
Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-	-
	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		312		-	312		-	313		-	313		-
Classroom / Teaching Supplies & Materials		56,594		-	56,594		-	56,593		-	56,594		-
Special Ed Supplies & Materials		1,250		-	1,250		-	1,250		-	1,250		-
Textbooks / Workbooks				-			-			-			-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		9,500		-	9,500		-	9,500		-	9,500		-
Telephone		5,000		-	5,000		-	5,000		-	5,000		-
Technology		10,937		-	10,938		-	10,938		-	10,938		-
Student Testing & Assessment		5,000		-	5,000		-	5,000		-	5,000		-
Field Trips		12,500		-	12,500		-	12,500		-	12,500		-
Transportation (student)		21,250		-	21,250		-	21,250		-	21,250		-
Student Services - other		625		-	625		-	625		-	625		-
Office Expense		7,000		-	7,000		-	7,000		-	7,000		-
Staff Development		18,438		-	18,438		-	18,437		-	18,437		-
Staff Recruitment		12,500		-	12,500		-	12,500		-	12,500		-
Student Recruitment / Marketing		6,250		-	6,250		-	6,250		-	6,250		-
School Meals / Lunch				-			-			-			-
Travel (Staff)		300		-	300		-	300		-	300		-
Fundraising				-			-			-			-
Other		550		-	550		-	550		-	550		-
TOTAL SCHOOL OPERATIONS	-	168,006	-	-	168,007	-	-	168,006	-	-	168,007	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		25,625		-	25,625		-	25,625		-	25,625		-
Janitorial		48,625		-	48,625		-	48,625		-	48,625		-
Building and Land Rent / Lease / Facility Finance Interest		325,000		-	325,000		-	325,000		-	325,000		-
Repairs & Maintenance		6,250		-	6,250		-	6,250		-	6,250		-
Equipment / Furniture				-			-			-			-
Security		23,750		-	23,750		-	23,750		-	23,750		-
Utilities		20,000		-	20,000		-	20,000		-	20,000		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	449,250	-	-	449,250	-	-	449,250	-	-	449,250	-	-
DEPRECIATION & AMORTIZATION				-			-			-			-
COVID-19 / CONTINGENCY		11,562		-	11,562		-	11,563		-	11,563		-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-	-
NET INCOME	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-

	BEGINNING WITH CHILDREN CHARTER SCHOOL II Budget / Operating Plan 2021-22												
Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-	-
	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: NYC CHANCELLOR'S OFFICE - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT	-	1	-	-	1	-	-	1	-	-	1	-	-
	-	465	-	-	465	-	-	465	-	-	465	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
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		BEGINNING WITH CHILDREN CHARTER SCHOOL II					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
Total Revenue		11,382,132	11,382,132	-	11,382,132	11,382,132	
Total Expenses		11,481,981	11,481,981	-	(11,481,981)	(11,481,981)	
Net Income		(99,849)	(99,849)	-	(99,849)	(99,849)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	2021-22 Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	16,844	7,832,460	7,832,460	-	7,832,460	7,832,460	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	7,832,460	7,832,460	-	7,832,460	7,832,460	
Special Education Revenue		1,049,599	1,049,599	-	1,049,599	1,049,599	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
NYC DoE Rental Assistance		758,025	758,025	-	758,025	758,025	
Other		465	465	-	465	465	
TOTAL REVENUE FROM STATE SOURCES		9,640,549	9,640,549	-	9,640,549	9,640,549	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		56,344	56,344	-	56,344	56,344	
Title I		180,000	180,000	-	180,000	180,000	
Title Funding - Other		36,000	36,000	-	36,000	36,000	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		737,264	737,264	-	737,264	737,264	
TOTAL REVENUE FROM FEDERAL SOURCES		1,009,608	1,009,608	-	1,009,608	1,009,608	
LOCAL and OTHER REVENUE							
Contributions and Donations		706,975	706,975	-	706,975	706,975	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		25,000	25,000	-	25,000	25,000	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		731,975	731,975	-	731,975	731,975	
TOTAL REVENUE		11,382,132	11,382,132	-	11,382,132	11,382,132	

		BEGINNING WITH CHILDREN CHARTER SCHOOL II					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2021-22	
Total Revenue		11,382,132	11,382,132	-	11,382,132	11,382,132	
Total Expenses		11,481,981	11,481,981	-	(11,481,981)	(11,481,981)	
Net Income		(99,849)	(99,849)	-	(99,849)	(99,849)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	6.00	781,646	781,646	-	(781,646)	(781,646)	
Deans, Directors & Coordinators	2.00	218,560	218,560	-	(218,560)	(218,560)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	166,817	166,817	-	(166,817)	(166,817)	
Administrative Staff	2.50	138,390	138,390	-	(138,390)	(138,390)	
TOTAL ADMINISTRATIVE STAFF	12.50	1,305,413	1,305,413	-	(1,305,413)	(1,305,413)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	32.00	2,558,360	2,558,360	-	(2,558,360)	(2,558,360)	
Teachers - SPED	16.00	1,305,634	1,305,634	-	(1,305,634)	(1,305,634)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.00	47,250	47,250	-	(47,250)	(47,250)	
Specialty Teachers	9.00	785,625	785,625	-	(785,625)	(785,625)	
Aides	9.00	296,100	296,100	-	(296,100)	(296,100)	
Therapists & Counselors	2.00	171,928	171,928	-	(171,928)	(171,928)	
Other	0.50	19,000	19,000	-	(19,000)	(19,000)	
TOTAL INSTRUCTIONAL	69.50	5,183,897	5,183,897	-	(5,183,897)	(5,183,897)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS		82.00	6,489,310	6,489,310	-	(6,489,310)	(6,489,310)
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		519,144	519,144	-	(519,144)	(519,144)	
Fringe / Employee Benefits		860,483	860,483	-	(860,483)	(860,483)	
Retirement / Pension		101,882	101,882	-	(101,882)	(101,882)	
TOTAL PAYROLL TAXES AND BENEFITS		1,481,509	1,481,509	-	(1,481,509)	(1,481,509)	
TOTAL PERSONNEL SERVICE COSTS		82.00	7,970,819	7,970,819	-	(7,970,819)	(7,970,819)
CONTRACTED SERVICES							
Accounting / Audit		32,500	32,500	-	(32,500)	(32,500)	
Legal		2,500	2,500	-	(2,500)	(2,500)	
Management Company Fee		938,686	938,686	-	(938,686)	(938,686)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		10,000	10,000	-	(10,000)	(10,000)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		12,200	12,200	-	(12,200)	(12,200)	
TOTAL CONTRACTED SERVICES		995,886	995,886	-	(995,886)	(995,886)	

BEGINNING WITH CHILDREN CHARTER SCHOOL II						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
Total Revenue	11,382,132	11,382,132	-	11,382,132	11,382,132	
Total Expenses	11,481,981	11,481,981	-	(11,481,981)	(11,481,981)	
Net Income	(99,849)	(99,849)	-	(99,849)	(99,849)	
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	1,250	1,250	-	(1,250)	(1,250)	
Classroom / Teaching Supplies & Materials	226,375	226,375	-	(226,375)	(226,375)	
Special Ed Supplies & Materials	5,000	5,000	-	(5,000)	(5,000)	
Textbooks / Workbooks	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	38,000	38,000	-	(38,000)	(38,000)	
Telephone	20,000	20,000	-	(20,000)	(20,000)	
Technology	43,751	43,751	-	(43,751)	(43,751)	
Student Testing & Assessment	20,000	20,000	-	(20,000)	(20,000)	
Field Trips	50,000	50,000	-	(50,000)	(50,000)	
Transportation (student)	85,000	85,000	-	(85,000)	(85,000)	
Student Services - other	2,500	2,500	-	(2,500)	(2,500)	
Office Expense	28,000	28,000	-	(28,000)	(28,000)	
Staff Development	73,750	73,750	-	(73,750)	(73,750)	
Staff Recruitment	50,000	50,000	-	(50,000)	(50,000)	
Student Recruitment / Marketing	25,000	25,000	-	(25,000)	(25,000)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	1,200	1,200	-	(1,200)	(1,200)	
Fundraising	-	-	-	-	-	
Other	2,200	2,200	-	(2,200)	(2,200)	
TOTAL SCHOOL OPERATIONS	672,026	672,026	-	(672,026)	(672,026)	
FACILITY OPERATION & MAINTENANCE						
Insurance	102,500	102,500	-	(102,500)	(102,500)	
Janitorial	194,500	194,500	-	(194,500)	(194,500)	
Building and Land Rent / Lease / Facility Finance Interest	1,300,000	1,300,000	-	(1,300,000)	(1,300,000)	
Repairs & Maintenance	25,000	25,000	-	(25,000)	(25,000)	
Equipment / Furniture	-	-	-	-	-	
Security	95,000	95,000	-	(95,000)	(95,000)	
Utilities	80,000	80,000	-	(80,000)	(80,000)	
TOTAL FACILITY OPERATION & MAINTENANCE	1,797,000	1,797,000	-	(1,797,000)	(1,797,000)	
DEPRECIATION & AMORTIZATION						
COVID-19 / CONTINGENCY	46,250	46,250	-	(46,250)	(46,250)	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES						
	11,481,981	11,481,981	-	(11,481,981)	(11,481,981)	
NET INCOME						
	(99,849)	(99,849)	-	(99,849)	(99,849)	

		BEGINNING WITH CHILDREN CHARTER SCHOOL II					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
Total Revenue		11,382,132	11,382,132	-	11,382,132	11,382,132	
Total Expenses		11,481,981	11,481,981	-	(11,481,981)	(11,481,981)	
Net Income		(99,849)	(99,849)	-	(99,849)	(99,849)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original	Revised		Original	Revised	
		Budget	Budget	Variance	Budget vs. PY Budget	Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
NYC CHANCELLOR'S OFFICE							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

	BEGINNING WITH CHILDREN CHARTER SCHOOL II Budget / Operating Plan 2021-22													
Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-	-	11,382,132
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-	-	11,481,981
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-	(99,849)
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
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	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-	-	(99,849)
Beginning Cash Balance	-	-	-	-	(24,963)	-	-	(49,925)	-	-	(74,887)	-	-	-
ENDING CASH BALANCE	-	(24,963)	-	-	(49,925)	-	-	(74,887)	-	-	(99,849)	-	-	(99,849)

		BEGINNING WITH CHILDREN CHARTER SCHOOL II				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22	
Total Revenue		11,382,132	-	11,382,132	11,382,132	
Total Expenses		11,481,981	-	(11,481,981)	(11,481,981)	
Net Income		(99,849)	-	(99,849)	(99,849)	
Actual Student Enrollment						
		Total Year		VARIANCE		
		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		(99,849)	-	(99,849)	(99,849)	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		(99,849)	-	(99,849)	(99,849)	

2021-22

**Balance sheet data should for the Ed Corp:
Community Partnership Charter School
should be entered on the template for
Community Partnership Charter School.**

CURRENT ASSETS

TOTAL CURRENT ASSETS**PROPERTY, BUILDING AND EQUIPMENT, net**

OTHER ASSETS

TOTAL ASSETS

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

TOTAL CURRENT LIABILITIES

LONG-TERM DEBT and NOTES PAYABLE, net current maturities

TOTAL LIABILITIES

NET ASSETS

TOTAL NET ASSETS**TOTAL LIABILITIES AND NET ASSETS**[illegible]

BEGINNING WITH CHILDREN CHARTER SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-

*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											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions											
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	195,412	-	195,412	-	-	195,411	-	-	195,411	-	-
Deans, Directors & Coordinators	-	54,640	-	54,640	-	-	54,640	-	-	54,640	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	41,705	-	41,704	-	-	41,704	-	-	41,704	-	-
Administrative Staff	-	34,597	-	34,597	-	-	34,598	-	-	34,598	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	326,354	-	-	326,353	-	-	326,353	-	-	326,353
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	639,589	-	639,590	-	-	639,590	-	-	639,591	-	-
Teachers - SPED	-	326,408	-	326,409	-	-	326,409	-	-	326,408	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	11,813	-	11,812	-	-	11,812	-	-	11,813	-	-
Specialty Teachers	-	196,406	-	196,406	-	-	196,407	-	-	196,406	-	-
Aides	-	74,025	-	74,025	-	-	74,025	-	-	74,025	-	-
Therapists & Counselors	-	42,982	-	42,982	-	-	42,982	-	-	42,982	-	-
Other	-	4,750	-	4,750	-	-	4,750	-	-	4,750	-	-
TOTAL INSTRUCTIONAL	-	-	1,295,973	-	-	1,295,974	-	-	1,295,975	-	-	1,295,975
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	1,622,327	-	-	1,622,327	-	-	1,622,328	-	-	1,622,328
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		129,786	-	129,786	-	-	129,786	-	-	129,786	-	-
Fringe / Employee Benefits		215,121	-	215,121	-	-	215,121	-	-	215,120	-	-
Retirement / Pension		25,471	-	25,471	-	-	25,470	-	-	25,470	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	370,378	-	-	370,378	-	-	370,377	-	-	370,376
TOTAL PERSONNEL SERVICE COSTS	-	-	1,992,705	-	-	1,992,705	-	-	1,992,705	-	-	1,992,704
CONTRACTED SERVICES												
Accounting / Audit		8,125	-	8,125	-	-	8,125	-	-	8,125	-	-
Legal		625	-	625	-	-	625	-	-	625	-	-
Management Company Fee		234,672	-	234,671	-	-	234,672	-	-	234,671	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-
Payroll Services		2,500	-	2,500	-	-	2,500	-	-	2,500	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		3,050	-	3,050	-	-	3,050	-	-	3,050	-	-
TOTAL CONTRACTED SERVICES		-	248,972	-	-	248,971	-	-	248,972	-	-	248,971

BEGINNING WITH CHILDREN CHARTER SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-

*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		312	-		312	-		313	-		313	-
Classroom / Teaching Supplies & Materials		56,594	-		56,594	-		56,593	-		56,594	-
Special Ed Supplies & Materials		1,250	-		1,250	-		1,250	-		1,250	-
Textbooks / Workbooks		-	-		-	-		-	-		-	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		9,500	-		9,500	-		9,500	-		9,500	-
Telephone		5,000	-		5,000	-		5,000	-		5,000	-
Technology		10,937	-		10,938	-		10,938	-		10,938	-
Student Testing & Assessment		5,000	-		5,000	-		5,000	-		5,000	-
Field Trips		12,500	-		12,500	-		12,500	-		12,500	-
Transportation (student)		21,250	-		21,250	-		21,250	-		21,250	-
Student Services - other		625	-		625	-		625	-		625	-
Office Expense		7,000	-		7,000	-		7,000	-		7,000	-
Staff Development		18,438	-		18,438	-		18,437	-		18,437	-
Staff Recruitment		12,500	-		12,500	-		12,500	-		12,500	-
Student Recruitment / Marketing		6,250	-		6,250	-		6,250	-		6,250	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		300	-		300	-		300	-		300	-
Fundraising		-	-		-	-		-	-		-	-
Other		550	-		550	-		550	-		550	-
TOTAL SCHOOL OPERATIONS	-	168,006	-	-	168,007	-	-	168,006	-	-	168,007	-
FACILITY OPERATION & MAINTENANCE												
Insurance		25,625	-		25,625	-		25,625	-		25,625	-
Janitorial		48,625	-		48,625	-		48,625	-		48,625	-
Building and Land Rent / Lease / Facility Finance Interest		325,000	-		325,000	-		325,000	-		325,000	-
Repairs & Maintenance		6,250	-		6,250	-		6,250	-		6,250	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		23,750	-		23,750	-		23,750	-		23,750	-
Utilities		20,000	-		20,000	-		20,000	-		20,000	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	449,250	-	-	449,250	-	-	449,250	-	-	449,250	-
DEPRECIATION & AMORTIZATION		-	-		-	-		-	-		-	-
COVID-19 / CONTINGENCY		11,562	-		11,562	-		11,563	-		11,563	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-
NET INCOME	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-

Budget / Operating Plan

2021-22

Total Revenue	-	2,845,532	-	-	2,845,533	-	-	2,845,534	-	-	2,845,533	-
Total Expenses	-	2,870,495	-	-	2,870,495	-	-	2,870,496	-	-	2,870,495	-
Net Income	-	(24,963)	-	-	(24,962)	-	-	(24,962)	-	-	(24,962)	-
Actual Student Enrollment	-	465	-	-	465	-	-	465	-	-	465	-

***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

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE

[illegible]

ALL OTHER School Districts: (Count = 0)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

[B2 2021-2022 Annual Budget.xlsx](#) [202202011310.xlsx](#)

BEGINNING WITH CHILDREN CHARTER SCHOOL II											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	11,382,132	(11,382,132)	-	-	11,382,132	(11,382,132)	-	-
Total Expenses	-	-	-	11,481,981	11,481,981	-	-	11,481,981	11,481,981	-	-
Net Income	-	-	-	(99,849)	99,849	-	-	(99,849)	99,849	-	-
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				Current Budget	Actual vs.	Actual vs.	Original Budget	Actual vs.	Actual vs.	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
				(Current Quarter)	Current Budget	Current Budget - TY	(Current Quarter)	Original Budget	Original Budget - TY	Budget TY	
				Actual							
EXPENSES	Quarter 0										
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	781,646	781,646	-	-	781,646	781,646	-	-
Deans, Directors & Coordinators	-	-	-	218,560	218,560	-	-	218,560	218,560	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	166,817	166,817	-	-	166,817	166,817	-	-
Administrative Staff	-	-	-	138,390	138,390	-	-	138,390	138,390	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,305,413	1,305,413	-	-	1,305,413	1,305,413	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,558,360	2,558,360	-	-	2,558,360	2,558,360	-	-
Teachers - SPED	-	-	-	1,305,634	1,305,634	-	-	1,305,634	1,305,634	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	47,250	47,250	-	-	47,250	47,250	-	-
Specialty Teachers	-	-	-	785,625	785,625	-	-	785,625	785,625	-	-
Aides	-	-	-	296,100	296,100	-	-	296,100	296,100	-	-
Therapists & Counselors	-	-	-	171,928	171,928	-	-	171,928	171,928	-	-
Other	-	-	-	19,000	19,000	-	-	19,000	19,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	5,183,897	5,183,897	-	-	5,183,897	5,183,897	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	6,489,310	6,489,310	-	-	6,489,310	6,489,310	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	519,144	519,144	-	-	519,144	519,144	-	-
Fringe / Employee Benefits	-	-	-	860,483	860,483	-	-	860,483	860,483	-	-
Retirement / Pension	-	-	-	101,882	101,882	-	-	101,882	101,882	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,481,509	1,481,509	-	-	1,481,509	1,481,509	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	7,970,819	7,970,819	-	-	7,970,819	7,970,819	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	32,500	32,500	-	-	32,500	32,500	-	-
Legal	-	-	-	2,500	2,500	-	-	2,500	2,500	-	-
Management Company Fee	-	-	-	938,686	938,686	-	-	938,686	938,686	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	12,200	12,200	-	-	12,200	12,200	-	-
TOTAL CONTRACTED SERVICES	-	-	-	995,886	995,886	-	-	995,886	995,886	-	-

BEGINNING WITH CHILDREN CHARTER SCHOOL II											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	11,382,132	(11,382,132)	-	-	11,382,132	(11,382,132)	-	-
Total Expenses	-	-	-	11,481,981	11,481,981	-	-	11,481,981	11,481,981	-	-
Net Income	-	-	-	(99,849)	99,849	-	-	(99,849)	99,849	-	-
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	Current			Actual		Original		Actual		PY Actual (PY TY /	
	Budget			vs.		Budget		vs.		No. of COMPLETED	
	Actual	(Current	Current	Current	Current	(Current	Original	Original	Original	Actual CY	Actual CY
		Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY	Budget TY	Actual CY Quarters)	vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	1,250	1,250	-	-	1,250	1,250	-	-
Classroom / Teaching Supplies & Materials	-	-	-	226,375	226,375	-	-	226,375	226,375	-	-
Special Ed Supplies & Materials	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	38,000	38,000	-	-	38,000	38,000	-	-
Telephone	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Technology	-	-	-	43,751	43,751	-	-	43,751	43,751	-	-
Student Testing & Assessment	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Field Trips	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Transportation (student)	-	-	-	85,000	85,000	-	-	85,000	85,000	-	-
Student Services - other	-	-	-	2,500	2,500	-	-	2,500	2,500	-	-
Office Expense	-	-	-	28,000	28,000	-	-	28,000	28,000	-	-
Staff Development	-	-	-	73,750	73,750	-	-	73,750	73,750	-	-
Staff Recruitment	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Student Recruitment / Marketing	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,200	1,200	-	-	1,200	1,200	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	2,200	2,200	-	-	2,200	2,200	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	672,026	672,026	-	-	672,026	672,026	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	102,500	102,500	-	-	102,500	102,500	-	-
Janitorial	-	-	-	194,500	194,500	-	-	194,500	194,500	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,300,000	1,300,000	-	-	1,300,000	1,300,000	-	-
Repairs & Maintenance	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	95,000	95,000	-	-	95,000	95,000	-	-
Utilities	-	-	-	80,000	80,000	-	-	80,000	80,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,797,000	1,797,000	-	-	1,797,000	1,797,000	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	46,250	46,250	-	-	46,250	46,250	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	11,481,981	11,481,981	-	-	11,481,981	11,481,981	-	-
NET INCOME	-	-	-	(99,849)	99,849	-	-	(99,849)	99,849	-	-

BEGINNING WITH CHILDREN CHARTER SCHOOL II Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	11,382,132	(11,382,132)	-	-	11,382,132	(11,382,132)	-	-
Total Expenses	-	-	-	11,481,981	11,481,981	-	-	11,481,981	11,481,981	-	-
Net Income	-	-	-	(99,849)	99,849	-	-	(99,849)	99,849	-	-
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	Current Budget (Current Quarter)			Actual vs. Current Budget		Actual vs. Current Budget TY		Original Budget (Current Quarter)		Actual vs. Original Budget TY	
	Actual			Current Budget	Current Budget - TY	Current Budget TY		Original Budget	Original Budget - TY	Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
NYC CHANCELLOR'S OFFICE	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
ALL OTHER School Districts: (Count = 0)	-	-	-					-	-		-
TOTAL ENROLLMENT	-	-	-					-	-		-
REVENUE PER PUPIL	-	-	-					-	-		-
EXPENSES PER PUPIL	-	-	-					-	-		-



Annual Report Requirement
for SUNY Authorized Charter Schools
BEGINNING WITH CHILDREN CHARTER SCHOOL II
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**



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

Charter School Name:	Beginning with Children Charter School II
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Brian Stemmer
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Citrin Cooperman and Company, LLP
School Audit Contact Name:	Marc Sonnenberg
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

BEGINNING WITH CHILDREN CHARTER SCHOOL II
Statement of Financial Position
as of June 30, 2021

	ASSETS		2020-21		2019-20	
CURRENT ASSETS						
Cash and cash equivalents			\$	-	\$	-
Grants and contracts receivable				-		-
Accounts receivables				-		-
Prepaid expenses				-		-
Contributions and other receivables				-		-
TOTAL CURRENT ASSETS				-		-
PROPERTY, BUILDING AND EQUIPMENT, net				-		-
OTHER ASSETS				-		-
TOTAL ASSETS				-		-
LIABILITIES AND NET ASSETS						
CURRENT LIABILITIES						
Accounts payable and accrued expenses			\$	-	\$	-
Accrued payroll and benefits				-		-
Deferred Revenue				-		-
Current maturities of long-term debt				-		-
Short Term Debt - Bonds, Notes Payable				-		-
Other				-		-
TOTAL CURRENT LIABILITIES				-		-
LONG-TERM LIABILITIES						
Deferred Rent				-		-
All other long-term debt and notes payable, net current maturities				-		-
TOTAL LONG-TERM LIABILITIES				-		-
TOTAL LIABILITIES				-		-
NET ASSETS						
Without Donor Restrictions				-		-
With Donor Ristrictions				-		-
TOTAL NET ASSETS				-		-
TOTAL LIABILITIES AND NET ASSETS				-		-

CK - Should be zero	-	-
---------------------	---	---

BEGINNING WITH CHILDREN CHARTER SCHOOL II

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	\$ 7,751,600	\$ -	\$ 7,751,600	\$ 7,337,499
Students with disabilities	1,106,964	-	1,106,964	1,071,284
Grants and Contracts				
State and local	224,404	-	224,404	190,654
Federal - Title and IDEA	65,882	-	65,882	56,344
Federal - Other	178,207	-	178,207	62,314
Other	-	-	-	-
NYC DoE Rental Assistance	763,751	-	763,751	665,791
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	10,090,808	-	10,090,808	9,383,886
EXPENSES				
Program Services				
Regular Education	\$ 6,260,381	\$ -	\$ 6,260,381	\$ 5,721,318
Special Education	3,091,320	-	3,091,320	2,907,761
Other Programs	-	-	-	-
Total Program Services	9,351,701	-	9,351,701	8,629,079
Management and general	728,253	-	728,253	572,899
Fundraising	85,249	-	85,249	82,548
TOTAL OPERATING EXPENSES	10,165,203	-	10,165,203	9,284,526
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(74,395)	-	(74,395)	99,360
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 350,750	\$ -	\$ 350,750	\$ 377,985
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	12	-	12	62,471
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	350,762	-	350,762	440,456
CHANGE IN NET ASSETS	276,367	-	276,367	539,816
NET ASSETS BEGINNING OF YEAR	1,032,834	-	1,032,834	493,018
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,309,201	\$ -	\$ 1,309,201	\$ 1,032,834

BEGINNING WITH CHILDREN CHARTER SCHOOL II
Statement of Cash Flows
as of June 30, 2021

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

BEGINNING WITH CHILDREN CHARTER SCHOOL II

Statement of Functional Expenses

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Management and			Total	
						Fund-raising	General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	11.00	460,807	133,125	-	593,932	-	305,213	305,213	899,145	848,534
Instructional Personnel	56.00	2,686,263	2,058,312	-	4,744,575	-	-	-	4,744,575	4,316,672
Non-Instructional Personnel	2.00	100,018	27,794	-	127,812	-	-	-	127,812	96,050
Total Salaries and Staff	69.00	3,247,088	2,219,231	-	5,466,319	-	305,213	305,213	5,771,532	5,261,256
Fringe Benefits & Payroll Taxes		809,728	216,428	-	1,026,156	-	29,147	29,147	1,055,303	967,472
Retirement		67,819	18,339	-	86,158	-	771	771	86,929	68,756
Management Company Fees		468,848	127,894	-	596,742	85,249	170,497	255,746	852,488	825,476
Legal Service		-	-	-	-	-	16,670	16,670	16,670	5,181
Accounting / Audit Services		-	-	-	-	-	28,500	28,500	28,500	27,562
Other Purchased / Professional / Consulting Services		74,970	19,611	-	94,581	-	46,211	46,211	140,792	87,069
Building and Land Rent / Lease / Facility Finance Interest		760,601	253,399	-	1,014,000	-	-	-	1,014,000	1,089,320
Repairs & Maintenance		144,827	38,386	-	183,213	-	-	-	183,213	149,630
Insurance		49,085	13,865	-	62,950	-	10,084	10,084	73,034	62,458
Utilities		65,382	17,642	-	83,024	-	-	-	83,024	71,621
Supplies / Materials		140,864	48,137	-	189,001	-	87,927	87,927	276,928	165,493
Equipment / Furnishings		14,925	4,122	-	19,047	-	-	-	19,047	18,506
Staff Development		31,307	8,305	-	39,612	-	-	-	39,612	48,984
Marketing / Recruitment		82,904	23,222	-	106,126	-	-	-	106,126	47,330
Technology		185,657	51,871	-	237,528	-	-	-	237,528	246,148
Food Service		-	-	-	-	-	-	-	-	-
Student Services		102,414	26,975	-	129,389	-	-	-	129,389	87,152
Office Expense		2,307	600	-	2,907	-	33,114	33,114	36,021	36,087
Depreciation		11,655	3,293	-	14,948	-	-	-	14,948	19,025
OTHER		-	-	-	-	-	119	119	119	-
Total Expenses		\$ 6,260,381	\$ 3,091,320	\$ -	\$ 9,351,701	\$ 85,249	\$ 728,253	\$ 813,502	\$ 10,165,203	\$ 9,284,526

Fire Alarm and Life Safety System Inspection Certificate

For

Beginning with Children
11 Bartlett Street
Brooklyn, New York 11206

Tested to NFPA 72 Standards

This Inspection was performed in accordance with applicable NFPA Standards. The subsequent pages of this report provide performance measurements, listed ranges of acceptable results, and complete documentation of the inspection. Whenever discrepancies exist between acceptable performance standards and actual test results, notes and/or recommended solutions have been proposed or provided for immediate review and approval.

Inspection Date
Jul 9, 2021

Building: Beginning with Children-11 Bartlett Street
Contact: Geri Licurse
Title: Director

Company: Empire Fire Systems
Contact: Ricardo Cusatti
Title: Technician

Executive Summary





Generated by: BuildingReports.com

Building Information		
Building: Beginning with Children-11 Bartlett Street		Contact: Geri Licurse
Address: 11 Bartlett Street		Phone: 718-782-2164
Address:		Fax:
City/State/Zip: Brooklyn, New York 11206		Mobile:
Country: United States of America		Email: glicurse@bwcf.org
Inspection Performed By		
Company: Empire Fire Systems		Inspector: Ricardo Cusatti
Address: 49 Sylvester Street		Phone: 516-499-7464
Address:		Fax:
City/State/Zip: Westbury, New York 11590		Mobile:
Country: United States of America		Email: [REDACTED]
System Control Unit		
Manufacturer: EST	Inspection Date: 07/08/2021	IDC Style:
Model Number: 6500	Install Date: 04/26/2016	SLC Style:
Software Version:	Version Date: 05/06/2016	NAC Style:
Location: 1st Floor Main entrance lobby	Current Protection:	
Monitoring		
Company:	Phone:	Account #:
Central Station Signal Verification		
Type:	Mfg: Fire-Lite	Model #: MS-5ud
Test Time/Date: 7/8/21 2:56:54 PM	Restore Time:	

Inspection Summary								
Category	Total Items		Serviced		Passed		Failed/Other	
	Qty	%	Qty	%	Qty	%	Qty	%
Control	6	3.59%	6	100.00%	6	100.00%	0	0%
Auxiliary	11	6.59%	11	100.00%	11	100.00%	0	0%
Initiating	80	47.90%	80	100.00%	76	95.00%	4	5.00%
Indicating	70	41.92%	70	100.00%	68	97.14%	2	2.86%
Totals	167	100%	167	100.00%	161	96.41%	6	3.59%
Certification								
Company: Empire Fire Systems				Building: Beginning with Children-11 Bartlett Street				
Inspector: Ricardo Cusatti				Contact: Geri Licurse				
Signed:				Signed:				

Discrepancy Report

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street					Control Panel: 1	
<i>The Discrepancy Report consolidates each discrepancy listed within the various Testing sections of your Inspection. Discrepancies are listed by Category, and grouped by device type. The description of the problem is provided and where appropriate, code references are listed for your convenience. Any item that was inspected that is subject to a recall or part of a manufacturer's replacement/upgrade program is included.</i>						
Device Type		Manufacturer		ModelNumber	Date	Qty
Items listed for Recall or Replacement/Upgrade						
No items found during this inspection.						
 ScanID	 Location			 Problem	Address	 Reference
Indicating						
Bell						
				not working		1
				not working		1
Initiating						
Duct Detector						
				Has Been Removed		1
				From The Un		
				need to be replaced		1
				no access		1
Smoke Detector						
				Need To Be Replace		1

Proposed Solutions Report

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street				Control Panel: 1	
<p><i>The Proposed Solution Report provides a solution for each discrepancy listed on the Discrepancy Report. Provide a check mark where indicated to approve repairs listed within the report. Items listed as T/M are available for repair on a Time and Materials basis.</i></p>					
ScanID	Location	Solution	Model #	Cost	Fix
Indicating					
Bell					
			4390-4AW	T/M	<input type="checkbox"/>
			323D-10AW	T/M	<input type="checkbox"/>
Initiating					
Duct Detector					
			6264B	T/M	<input type="checkbox"/>
			6264B	T/M	<input type="checkbox"/>
			6264B	T/M	<input type="checkbox"/>
Smoke Detector					
				T/M	<input type="checkbox"/>
				PO #: (none)	T/M

Notes & Recommendations

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street				Control Panel: 1	
<i>The Notes & Recommendations Report details additional inspection notes made by the Inspectors during the course of the building inspection. Notes are grouped by Category.</i>					
ScanID	Note	Device Type	Location		Comment
Initiating					
	1	Pull Station			Passed

Inspection & Testing

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street		Control Panel: 1		
<i>The Inspection & Testing section lists all of the items inspected in your building. Items are grouped by Passed or Failed/Other. Items are listed by Category. Each item includes the services performed, and the time & date at which testing occurred.</i>				
Device Type	Location	Service	Time	Date
Passed				
Auxiliary				
		Tested	12:38:33 PM	07/09/2021
		Tested	12:38:40 PM	07/09/2021
		Tested	3:24:47 PM	07/08/2021
		Tested	2:56:20 PM	07/08/2021
		Tested	2:56:29 PM	07/08/2021
		Tested	2:56:10 PM	07/08/2021
		Tested	2:56:14 PM	07/08/2021
		Tested	2:55:53 PM	07/08/2021
		Tested	2:55:57 PM	07/08/2021
		Tested	2:55:46 PM	07/08/2021
		Tested	2:56:02 PM	07/08/2021
Indicating				
		Tested	7:39:07 AM	07/09/2021
		Tested	7:40:10 AM	07/09/2021
		Tested	7:40:19 AM	07/09/2021
		Tested	7:39:43 AM	07/09/2021
		Tested	7:40:01 AM	07/09/2021
		Tested	7:39:23 AM	07/09/2021
		Tested	7:40:54 AM	07/09/2021
		Tested	7:40:28 AM	07/09/2021
		Tested	7:39:29 AM	07/09/2021
		Tested	7:35:05 AM	07/09/2021
		Tested	7:40:43 AM	07/09/2021
		Tested	7:41:16 AM	07/09/2021
		Tested	7:41:31 AM	07/09/2021
		Tested	7:41:07 AM	07/09/2021
		Tested	7:41:46 AM	07/09/2021
		Tested	7:42:07 AM	07/09/2021
		Tested	7:42:18 AM	07/09/2021
		Tested	7:41:57 AM	07/09/2021
		Tested	7:42:27 AM	07/09/2021
		Tested	7:42:34 AM	07/09/2021
		Tested	7:42:45 AM	07/09/2021
		Tested	7:42:54 AM	07/09/2021
		Tested	7:43:25 AM	07/09/2021
		Tested	7:43:11 AM	07/09/2021

Device Type	Location	Service	Time	Date
Passed				
		Tested	11:09:10 AM	07/09/2021
		Tested	7:43:03 AM	07/09/2021
		Tested	7:43:35 AM	07/09/2021
		Tested	7:43:45 AM	07/09/2021
		Tested	8:37:43 AM	07/09/2021
		Tested	8:39:18 AM	07/09/2021
		Tested	8:41:41 AM	07/09/2021
		Tested	8:41:54 AM	07/09/2021
		Tested	8:39:48 AM	07/09/2021
		Tested	8:38:06 AM	07/09/2021
		Tested	8:40:25 AM	07/09/2021
		Tested	8:41:18 AM	07/09/2021
		Tested	8:36:57 AM	07/09/2021
		Tested	8:40:12 AM	07/09/2021
		Tested	8:39:36 AM	07/09/2021
		Tested	8:40:41 AM	07/09/2021
		Tested	8:40:55 AM	07/09/2021
		Tested	9:43:07 AM	07/09/2021
		Tested	9:42:49 AM	07/09/2021
		Tested	9:43:17 AM	07/09/2021
		Tested	9:43:28 AM	07/09/2021
		Tested	9:42:20 AM	07/09/2021
		Tested	9:43:51 AM	07/09/2021
		Tested	9:44:27 AM	07/09/2021
		Tested	9:42:38 AM	07/09/2021
		Tested	9:44:37 AM	07/09/2021
		Tested	9:44:05 AM	07/09/2021
		Tested	9:44:15 AM	07/09/2021
		Tested	10:01:57 AM	07/09/2021
		Tested	10:01:41 AM	07/09/2021
		Tested	10:02:08 AM	07/09/2021
		Tested	10:02:35 AM	07/09/2021
		Tested	10:01:11 AM	07/09/2021
		Tested	10:02:56 AM	07/09/2021
		Tested	10:03:07 AM	07/09/2021
		Tested	11:08:44 AM	07/09/2021
		Tested	11:10:29 AM	07/09/2021
		Tested	11:10:07 AM	07/09/2021
		Tested	11:10:18 AM	07/09/2021
		Tested	11:09:19 AM	07/09/2021
		Tested	11:09:37 AM	07/09/2021
		Tested	11:08:57 AM	07/09/2021
		Tested	11:09:55 AM	07/09/2021
		Tested	11:43:00 AM	07/09/2021
Initiating				
		Tested	9:04:26 AM	07/09/2021
		Tested	9:12:03 AM	07/09/2021
		Tested	9:33:21 AM	07/09/2021
		Tested	9:58:51 AM	07/09/2021
		Tested	10:00:07 AM	07/09/2021

Device Type	Location	Service	Time	Date
<i>Passed</i>				
			1:10:21 PM	07/09/2021
			12:35:01 PM	07/09/2021
			12:33:19 PM	07/09/2021
			12:40:34 PM	07/09/2021
			3:04:26 PM	07/08/2021
			3:14:46 PM	07/08/2021
			3:09:55 PM	07/08/2021
			3:13:32 PM	07/08/2021
			2:32:27 PM	07/08/2021
			2:18:33 PM	07/08/2021
			10:57:02 AM	07/08/2021
			10:18:16 AM	07/08/2021
			8:46:58 AM	07/08/2021
			9:22:31 AM	07/08/2021
			12:29:32 PM	07/09/2021
			8:15:46 AM	07/09/2021
			3:19:05 PM	07/08/2021
			3:23:22 PM	07/08/2021
			3:05:28 PM	07/08/2021
			8:07:42 AM	07/09/2021
			7:46:28 AM	07/09/2021
			10:20:29 AM	07/09/2021
			7:52:44 AM	07/09/2021
			7:49:12 AM	07/09/2021
			7:59:16 AM	07/09/2021
			1:16:47 PM	07/08/2021
			9:39:41 AM	07/09/2021
			11:23:16 AM	07/08/2021
			11:32:18 AM	07/08/2021
			11:37:51 AM	07/08/2021
			12:50:42 PM	07/08/2021
			1:22:47 PM	07/08/2021
			1:08:33 PM	07/08/2021
			12:54:05 PM	07/08/2021
			1:33:12 PM	07/08/2021
			1:39:37 PM	07/08/2021
			1:47:07 PM	07/08/2021
			2:04:35 PM	07/08/2021
			2:22:34 PM	07/08/2021
			2:19:10 PM	07/08/2021
			2:13:45 PM	07/08/2021
			9:45:04 AM	07/08/2021
			9:47:05 AM	07/08/2021
			9:57:08 AM	07/08/2021
			9:59:50 AM	07/08/2021
			10:25:14 AM	07/08/2021
			2:51:27 PM	07/08/2021
			10:15:04 AM	07/08/2021
			10:13:17 AM	07/08/2021
			10:29:41 AM	07/08/2021

Device Type	Location	Service	Time	Date
<i>Passed</i>				
			11:01:31 AM	07/08/2021
			10:41:26 AM	07/08/2021
			10:49:07 AM	07/08/2021
			10:54:45 AM	07/08/2021
			10:44:28 AM	07/08/2021
			8:30:57 AM	07/08/2021
			8:31:05 AM	07/08/2021
			8:48:36 AM	07/08/2021
			8:45:57 AM	07/08/2021
			8:40:40 AM	07/08/2021
			8:35:25 AM	07/08/2021
			8:29:59 AM	07/08/2021
			8:50:29 AM	07/08/2021
			9:02:44 AM	07/08/2021
			9:05:42 AM	07/08/2021
			9:19:15 AM	07/08/2021
			8:30:42 AM	07/09/2021
			9:14:01 AM	07/08/2021
			12:32:06 PM	07/09/2021
			12:30:58 PM	07/09/2021
Device Type	Location	Service	Time	Date
<i>Failed/Other</i>				
Indicating				
			7:36:12 AM	07/09/2021
			7:30:39 AM	07/09/2021
Initiating				
			8:57:23 AM	07/09/2021
			9:23:06 AM	07/09/2021
			9:36:05 AM	07/09/2021
			12:42:17 PM	07/09/2021

Building: Beginning with Children-11 Bartlett
Street

Control Panel: 3 - EST 6500

The Inspection & Testing section lists all of the items inspected in your building. Items are grouped by Passed or Failed/Other. Items are listed by Category. Each item includes the services performed, and the time & date at which testing occurred.

Device Type	Location	Service	Time	Date
<i>Passed</i>				
Control				
		Tested	2:56:50 PM	07/08/2021

Building: Beginning with Children-11 Bartlett Street		Control Panel: 4		
<i>The Inspection & Testing section lists all of the items inspected in your building. Items are grouped by Passed or Failed/Other. Items are listed by Category. Each item includes the services performed, and the time & date at which testing occurred.</i>				
Device Type	Location	Service	Time	Date
Passed				
Control				
		Tested	10:53:06 AM	07/09/2021
		Tested	10:53:13 AM	07/09/2021
		Tested	10:40:17 AM	07/09/2021
		Tested	10:40:20 AM	07/09/2021
		Tested	2:56:54 PM	07/08/2021
Initiating				
		Tested/Cleaned	3:07:12 PM	07/08/2021

Service Summary

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street		
The Service Summary section provides an overview of the services performed in this report.		
Device Type	Service	Quantity
Failed/Other		
	Tested	2
	Tested	3
	Tested/Cleaned	1
		6
Passed		
	Tested	4
	Tested	28
	Tested	1
	Tested	1
	Tested	7
	Tested	2
	Tested	2
	Tested	1
	Tested	11
	Tested	8
	Tested/Cleaned	56
	Tested	40
		161
		167



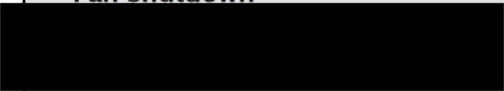
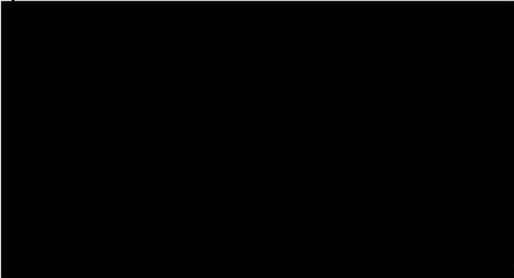
Auxiliary Functions Testing

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street				Control Panel: 1
<i>The Auxiliary Functions Testing section lists each of the ancillary items, systems, and emergency equipment that are controlled by the system control unit. Items are grouped by Passed or Failed/Other. The items are listed by device type, and a check box is provided to indicate if the test conducted was simulated.</i>				
Type	Location	Comment	ScanID	Simulated
Passed				
Fan Shutdown				
		Passed	37859554	<input type="checkbox"/>
		Passed	37859553	<input type="checkbox"/>
Non-Programmable Relay				
		Passed	66846658	<input type="checkbox"/>
Releasing Device				
		Passed	53865060	<input type="checkbox"/>
		Passed	37859603	<input type="checkbox"/>
		Passed	37859572	<input type="checkbox"/>
		Passed	37859571	<input type="checkbox"/>
		Passed	37859667	<input type="checkbox"/>
		Passed	37859666	<input type="checkbox"/>
		Passed	49860868	<input type="checkbox"/>
		Passed	37859623	<input type="checkbox"/>

Smoke Management Testing

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street Control Panel: 1				
The Smoke Management Testing section details the test and inspection of device items that are involved in controlling the spread of smoke in a building. Items are grouped by Passed or Failed/ Other.				
 Location	Description	 Comment	ScanID	Simulated
<i>Passed</i>				
Fan Shutdown				
		Passed	37859554	<input type="checkbox"/>
		Passed	37859553	<input type="checkbox"/>
Releasing Device				
		Passed	53865060	<input type="checkbox"/>
		Passed	37859603	<input type="checkbox"/>
		Passed	37859572	<input type="checkbox"/>
		Passed	37859571	<input type="checkbox"/>
		Passed	37859667	<input type="checkbox"/>
		Passed	37859666	<input type="checkbox"/>
		Passed	49860868	<input type="checkbox"/>
		Passed	37859623	<input type="checkbox"/>

Battery & Power Supply Testing

Generated by: BuildingReports.com

Building: Beginning with Children-11 Bartlett Street				Control Panel: 4			
<i>The Battery & Power Supply Testing section details the readings and measurements of batteries and power supplies used to provide power to the fire alarm and life safety systems. Items are grouped by Passed or Failed/Other.</i>							
Battery							
Type	Location	Rated Ah	Rated Volts	Pre Test	Post Test	Min Ah	Tested Ah
<i>Passed</i>							
		12	12	12	12.8	7	10
		12	12	12	12.8	7	10
		7	12	12	12.7	4.55	7.7
		7	12	12	12.7	4.55	7.8

Inventory & Warranty Report

Generated by: BuildingReports.com

Building: Beginning with Children-11
Bartlett Street

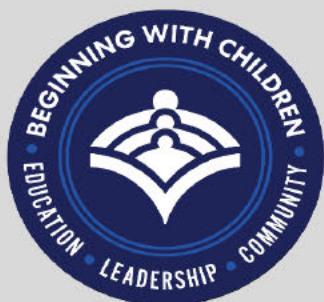
Control Panel: 1

The Inventory & Warranty Report lists each of the devices and items that are included in your Inspection Report. A complete inventory count by device type and category is provided. Items installed within the last 90 days, within the last year, and devices installed for two years or more are grouped together for easy reference.

Device or Type	Category	% of Inventory	Quantity
		34.13%	57
		6.59%	11
		4.79%	8
		0.60%	1
		0.60%	1
		0.60%	1
		17.96%	30
		23.95%	40
		5.99%	10
		2.40%	4
		1.20%	2
		1.20%	2

Type	Qty	Model #	Description	Install Date
<i>In Service - 5 Years to 10 Years</i>				
				04/26/2016
Edward				
				04/26/2016
				04/26/2016
Edwards				
				04/26/2016
				04/26/2016
				04/26/2016
				04/26/2016
				04/26/2016
				04/26/2016
				04/26/2016
				04/26/2016
EST				
				04/26/2016
				04/26/2016
				04/26/2016
FCI				
				04/26/2016
				04/26/2016
				04/26/2016

relay SQUAR -D				
				04/26/2016
System Sensor				
				04/26/2016
Building: Beginning with Children-11 Bartlett Street			Control Panel: 3 - EST 6500	
<i>The Inventory & Warranty Report lists each of the devices and items that are included in your Inspection Report. A complete inventory count by device type and category is provided. Items installed within the last 90 days, within the last year, and devices installed for two years or more are grouped together for easy reference.</i>				
Type	Qty	Model #	Description	Install Date
<i>In Service - 5 Years to 10 Years</i>				
EST				
				04/26/2016
Building: Beginning with Children-11 Bartlett Street			Control Panel: 4	
<i>The Inventory & Warranty Report lists each of the devices and items that are included in your Inspection Report. A complete inventory count by device type and category is provided. Items installed within the last 90 days, within the last year, and devices installed for two years or more are grouped together for easy reference.</i>				
Type	Qty	Model #	Description	Install Date
<i>In Service - 3 Years to 5 Years</i>				
Edwards				
				07/19/2018
<i>In Service - 5 Years to 10 Years</i>				
Fire-Lite				
				04/26/2016
MGC				
				04/26/2016



Beginning with Children 2021-22 School Year Calendar

School Days: 179

August 21

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 21

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 21

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 21

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16			19	20
21	22	23	24	25	26	27
28	29	30				

December 21

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 22

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 22

Su	M	Tu	W	Th	F	Sa
		1	2			5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 22

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 22

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 22

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17			20	21
22	23	24	25	26	27	28
29	30	31				

June 22

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 22

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend

Summer Institute

First and Last Day

LS: PreK & K only; MS: Grades 6-8

End of Term Dates

School Closed

School Closed - PD Day

Remote School Day / Early
Dismissal for PD

Remote School Day

F&P Dates

Sept 13 - Oct 1 : Grades 1-5

Nov. 1 - 12th : Kindergarten

Jan 3 - 21 : K - Grade 2

May 9 - 23: K - Grade 5

Online Interim Assessment Dates (3-8)

ELA Ready Mock (3-8)

Math Ready Mock (3-8)

NYS ELA Exam (3-8)

NYS Math Exam (3-8)

Science Performance Test (4,8)

Science Written (4,8)

**COMMUNITY PARTNERSHIP CHARTER SCHOOL
EDUCATION CORPORATION**

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEARS ENDED JUNE 30, 2021 AND 2020

**COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Community Partnership Charter School Education Corporation

Report on the Financial Statements

We have audited the accompanying financial statements of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Adoption of New Accounting Pronouncement

As discussed in Note 2 to the financial statements, Community Partnership Charter School Education Corporation adopted Accounting Standards Update Topic 606, *Revenue from Contracts with Customers*, as of July 1, 2020, using the modified retrospective transition method. Our opinion is not modified with respect to this matter.

Report on Supplementary Information

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The information contained in the statements of activities and functional expenses by charter for the years ended June 30, 2021 and 2020, on pages 22 - 29, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards on page 30, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021, on our consideration of CPCSEC'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 CPCSEC's internal control over financial reporting and compliance.



CERTIFIED PUBLIC ACCOUNTANTS

Melville, New York
October 28, 2021

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
<u>ASSETS</u>		
Cash and cash equivalents	\$ 3,382,922	\$ 3,724,007
Investments, at fair value	2,465,656	2,521,413
Grants receivable	644,667	511,738
Accounts, interest and other receivables	11,979	21,373
Prepaid expenses	23,344	15,693
Deferred rental costs, net	-	75,320
Property and equipment, net	19,255	36,953
Other non-current assets - dissolution funds	<u>150,000</u>	<u>150,000</u>
TOTAL ASSETS	<u>\$ 6,697,823</u>	<u>\$ 7,056,497</u>
<u>LIABILITIES AND NET ASSETS</u>		
Liabilities:		
Accounts payable and accrued expenses	\$ 1,222,631	\$ 1,211,449
Due to NYC Department of Education	100,896	13,969
Due to Beginning with Children Foundation	127,528	324,780
Government loan proceeds	<u>2,315,000</u>	<u>2,315,000</u>
Total liabilities	<u>3,766,055</u>	<u>3,865,198</u>
Commitments and contingencies (Notes 4, 5, 7, 8, 9 and 12)		
Net assets without donor restrictions:		
Board-designated for facility and personnel costs	1,200,000	1,200,000
Undesignated	<u>1,731,768</u>	<u>1,991,299</u>
Total net assets without donor restrictions	<u>2,931,768</u>	<u>3,191,299</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 6,697,823</u>	<u>\$ 7,056,497</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
Operating revenue:		
State and local per pupil operating revenue	\$ 16,020,923	\$ 15,719,103
Government grants	1,010,032	762,292
Federal IDEA revenue	<u>132,875</u>	<u>112,945</u>
Total operating revenue	<u>17,163,830</u>	<u>16,594,340</u>
Operating expenses:		
Program services:		
Regular education	11,629,338	10,870,473
Special education	<u>5,490,872</u>	<u>5,368,350</u>
Total program services	<u>17,120,210</u>	<u>16,238,823</u>
Supporting services:		
Management and general	1,348,576	1,197,449
Fundraising	<u>170,498</u>	<u>169,308</u>
Total supporting services	<u>1,519,074</u>	<u>1,366,757</u>
Total operating expenses	<u>18,639,284</u>	<u>17,605,580</u>
Deficit from government-funded school operations	<u>(1,475,454)</u>	<u>(1,011,240)</u>
Other revenue:		
Contributions and grants - private	201,000	54,566
Investment earnings, net	923	125,163
Donated space and rental assistance	<u>1,014,000</u>	<u>1,014,000</u>
Total other revenue	<u>1,215,923</u>	<u>1,193,729</u>
Change in net assets without donor restrictions	(259,531)	182,489
Net assets without donor restrictions - beginning	<u>3,191,299</u>	<u>3,008,810</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u>\$ 2,931,768</u>	<u>\$ 3,191,299</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 763,507	\$ 209,056	\$ 972,563	\$ 573,105	\$ -	\$ 573,105	\$ 1,545,668
Instructional personnel	5,569,213	3,798,429	9,367,642	-	-	-	9,367,642
Non-instructional personnel	<u>191,660</u>	<u>52,483</u>	<u>244,143</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>244,143</u>
Total personnel services	6,524,380	4,059,968	10,584,348	573,105	-	573,105	11,157,453
Fringe benefits and payroll taxes	1,776,586	475,800	2,252,386	58,502	-	58,502	2,310,888
Retirement	136,244	36,372	172,616	4,538	-	4,538	177,154
Central service fees	940,130	253,353	1,193,483	340,994	170,498	511,492	1,704,975
Legal service	-	-	-	34,187	-	34,187	34,187
Accounting and audit services	-	-	-	57,000	-	57,000	57,000
Consulting services	169,834	49,967	219,801	56,166	-	56,166	275,967
Rent and leasing costs	760,601	253,399	1,014,000	-	-	-	1,014,000
Repairs and maintenance	144,827	38,386	183,213	-	-	-	183,213
Insurance	98,130	27,770	125,900	20,168	-	20,168	146,068
Utilities	65,382	17,642	83,024	-	-	-	83,024
Supplies and materials	260,311	77,078	337,389	163,150	-	163,150	500,539
Equipment and furnishings	42,267	13,043	55,310	513	-	513	55,823
Staff development	95,329	22,328	117,657	-	-	-	117,657
Marketing and recruitment	140,118	38,626	178,744	-	-	-	178,744
Technology	254,884	70,855	325,739	-	-	-	325,739
Student services	189,309	47,762	237,071	-	-	-	237,071
Office expense	12,678	2,879	15,557	40,104	-	40,104	55,661
Depreciation	18,328	5,644	23,972	-	-	-	23,972
Other expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>149</u>	<u>-</u>	<u>149</u>	<u>149</u>
TOTAL	<u>\$11,629,338</u>	<u>\$ 5,490,872</u>	<u>\$17,120,210</u>	<u>\$ 1,348,576</u>	<u>\$ 170,498</u>	<u>\$ 1,519,074</u>	<u>\$18,639,284</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 661,656	\$ 177,954	\$ 839,610	\$ 588,682	\$ -	\$ 588,682	\$ 1,428,292
Instructional personnel	5,030,950	3,747,083	8,778,033	-	-	-	8,778,033
Non-instructional personnel	<u>178,627</u>	<u>46,517</u>	<u>225,144</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>225,144</u>
Total personnel services	5,871,233	3,971,554	9,842,787	588,682	-	588,682	10,431,469
Fringe benefits and payroll taxes	1,686,677	471,390	2,158,067	118,632	-	118,632	2,276,699
Retirement	109,852	30,361	140,213	7,483	-	7,483	147,696
Central service fees	938,643	246,508	1,185,151	338,615	169,308	507,923	1,693,074
Legal service	-	-	-	11,675	-	11,675	11,675
Accounting and audit services	-	-	-	55,124	-	55,124	55,124
Consulting services	210,018	68,858	278,876	16,331	-	16,331	295,207
Rent and leasing costs	838,450	250,870	1,089,320	-	-	-	1,089,320
Repairs and maintenance	117,529	34,582	152,111	83	-	83	152,194
Insurance	83,357	23,583	106,940	17,976	-	17,976	124,916
Utilities	55,127	16,494	71,621	210	-	210	71,831
Supplies and materials	263,809	70,563	334,372	96	-	96	334,468
Equipment and furnishings	46,407	16,317	62,724	-	-	-	62,724
Staff development	79,772	19,168	98,940	-	-	-	98,940
Marketing and recruitment	81,944	22,643	104,587	-	-	-	104,587
Technology	273,073	70,402	343,475	1,669	-	1,669	345,144
Student services	170,324	42,981	213,305	-	-	-	213,305
Office expense	16,575	3,666	20,241	40,873	-	40,873	61,114
Depreciation	22,605	6,801	29,406	-	-	-	29,406
Other expense	<u>5,078</u>	<u>1,609</u>	<u>6,687</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,687</u>
TOTAL	<u>\$ 10,870,473</u>	<u>\$ 5,368,350</u>	<u>\$ 16,238,823</u>	<u>\$ 1,197,449</u>	<u>\$ 169,308</u>	<u>\$ 1,366,757</u>	<u>\$ 17,605,580</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
Cash flows from operating activities:		
Change in net assets without donor restrictions	\$ (259,531)	\$ 182,489
Adjustments to reconcile change in net assets without donor restrictions to net cash used in operating activities:		
Unrealized gain (loss) on investments	55,757	(53,523)
Amortization - rent reimbursement	75,320	75,320
Depreciation	23,972	29,406
Changes in assets and liabilities:		
Grants receivable	(132,929)	(202,073)
Accounts, interest and other receivables	9,394	(4,563)
Prepaid expenses	(7,651)	(3,290)
Accounts payable and accrued expenses	11,182	89,375
Due from Beginning with Children Foundation	(197,252)	(243,445)
Due to (from) NYC Department of Education	<u>86,927</u>	<u>(44,331)</u>
Net cash used in operating activities	<u>(334,811)</u>	<u>(174,635)</u>
Cash flows from investing activities:		
Purchase of property and equipment	(6,274)	(10,504)
Proceeds from sale of investments	1,125,000	1,100,000
Purchase of investments	<u>(1,125,000)</u>	<u>(200,000)</u>
Net cash provided by (used in) investing activities	<u>(6,274)</u>	<u>889,496</u>
Cash flows provided by financing activities:		
Government loan proceeds	<u>-</u>	<u>2,315,000</u>
Net change in cash, cash equivalents and restricted cash	(341,085)	3,029,861
Cash, cash equivalents and restricted cash - beginning	<u>3,874,007</u>	<u>844,146</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - ENDING	<u>\$ 3,532,922</u>	<u>\$ 3,874,007</u>
Cash, cash equivalents and restricted cash consist of the following:		
Cash and cash equivalents	\$ 3,382,922	\$ 3,724,007
Other non-current assets - dissolution funds	<u>150,000</u>	<u>150,000</u>
Cash, cash equivalents and restricted cash shown in the statements of cash flows	<u>\$ 3,532,922</u>	<u>\$ 3,874,007</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 1. ORGANIZATION AND NATURE OF OPERATIONS

Principal Business Activity

Community Partnership Charter School Education Corporation is an education corporation that operates two charter schools in the borough of Brooklyn, New York.

Effective October 1, 2014, Beginning with Children Charter School 2 ("BwCCS2") merged into Community Partnership Charter School ("CPCS"), the surviving entity. Concurrent with the merger, CPCS changed its name to Community Partnership Charter School Education Corporation ("CPCSEC").

On July 1, 2014, the Board of Regents of the University of the State of New York ("SUNY") granted a fourth provisional charter to CPCS for the merger of BwCCS2 and CPCS to form CPCSEC, expiring on July 31, 2017.

On March 8, 2017, the Board of Regents of SUNY renewed the CPCSEC charter for a period of five years, expiring July 31, 2022.

CPCSEC'S mission is to provide personalized education for each student, addressing weaknesses and reinforcing strengths through individualized instruction, dynamic curriculum, ongoing assessment and parental/community engagement. CPCSEC puts the needs of the whole student first, transcending the academic rigor of the classroom and nurturing the development of children from their formative years through college.

The New York City Department of Education ("NYCDOE") provides free and reduced-price lunches and transportation directly to a majority of CPCSEC's students.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statements Presentation

The accompanying financial statements have been prepared on an accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires CPCSEC to report information regarding its financial position and activities according to the following net asset classifications:

Net Assets without Donor Restrictions - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. Board-designated net assets were established by CPCSEC's board of trustees to provide for unforeseen facility, personnel and other issues.

Net Assets with Donor Restrictions - Net assets subject to donor-imposed restrictions. CPCSEC reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. There were no net assets with donor restrictions for the years ended June 30, 2021 and 2020.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP 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 dates of the financial statements, and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

Cash and Cash Equivalents

CPCSEC maintains cash in deposit accounts which, at times, may exceed federally insured limits. CPCSEC has not experienced any losses in these accounts. CPCSEC considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents.

Restricted Cash

Restricted cash reflects \$150,000 in funds maintained in separate accounts as required by the Charter School Institute to have funds available to ensure an orderly liquidation, dissolution or transition process if CPCSEC's charter were to be terminated or CPCSEC was closed for other reasons. The restricted cash is held in "Other non-current assets - dissolution funds" on the accompanying statements of financial position.

Revenue Recognition

Year ended June 30, 2021

CPCSEC adopted Accounting Standards Codification ("ASC") Topic 606, *Revenue from Contracts with Customers* ("Topic 606"), on July 1, 2020. With the adoption of Topic 606, revenue is measured based on the consideration specified in a contract with a customer, and excludes any amounts collected on behalf of third parties. Under Topic 606, CPCSEC recognizes revenue when it satisfies a performance obligation by transferring control over a product or service to a customer. The majority of CPCSEC's services represent a bundle of services that are not capable of being distinct and as such, are treated as a single performance obligation that is satisfied as the services are rendered. CPCSEC determines the transaction price based on contractually agreed-upon rates, adjusted for any variable consideration, if any.

Revenue from the state and local governments resulting from CPCSEC's charter status, which is based on the number of students enrolled, is recorded when services are performed in accordance with the charter agreement. Amounts received prior to services being rendered on behalf of students are recognized as amounts due to NYCDOE.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued)

Year ended June 30, 2021 (Continued)

Grants and Contributions

Grants and contributions of cash and other assets are presented 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 time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Contributions, including unconditional promises to give, are recognized as revenues in the period the promise is received. Conditional promises to give, that is, those with a measurable performance or other barrier, are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met.

A portion of CPCSEC'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 CPCSEC has incurred expenditures or provided the related services in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures or providing the related services are reported as refundable advances in the statement of financial position.

Year ended June 30, 2020

Contributions

The financial statements of CPCSEC reflect contributions received from the public and other organizations. Contributions are recognized in the accompanying statements of activities as revenue in the period in which they are received or unconditionally promised. CPCSEC reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restriction are reclassified as net assets without donor restrictions and reported in the statements of activities as "Net assets released from restrictions." Amounts received with donor stipulations that limit their use to certain purposes are reported as contributions without donor restrictions if the stipulated purpose restriction is accomplished in the same year.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued)

Year ended June 30, 2020 (Continued)

Per-Pupil Revenue, Grants and Refundable Advances

Revenue from the state and local governments resulting from CPCSEC's charter status, which is based on the number of students enrolled, is recorded when services are performed in accordance with the charter agreement. Amounts received prior to services being rendered on behalf of students are recognized as amounts due to NYCDOE. Revenue from federal, state and local government cost reimbursement grants and contracts is recognized as revenue when qualifying expenditures are incurred. Amounts received in excess of expenditures incurred are recognized as refundable advances.

Grants, Accounts and Other Receivables

Grants, accounts and other receivables are stated at the amount management expects to collect. Management evaluates such receivables and establishes an allowance for doubtful accounts based on a history of write-offs and collections and current credit conditions. At June 30, 2020, management determined that no allowance was required.

Contributed Services and Space

Contributed services are reported as contributions at their fair value if such services create or enhance nonfinancial assets, would have been purchased if not provided by donation, require specialized skills, and are provided by individuals possessing such skills.

A number of volunteers have made a contribution of their time to CPCSEC to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the accompanying financial statements in as much as those services would not typically be purchased had they not been provided by donation.

CPCSEC was the recipient of donated space which was used for the BwCCS2 middle school campus. For the years ended June 30, 2021 and 2020, the value of the donated space amounted to \$250,249 and \$348,209, respectively, and is included in "Donated space and rental assistance" in the accompanying statements of activities, and "Rent and leasing costs" in the accompanying statements of functional expenses.

Investments

CPCSEC records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values in the statements of financial position. "Investment earnings, net" is reported in the statements of activities and consists of interest and dividend income and unrealized and realized gain/loss, less external and direct internal investment expenses. No investment expenses were incurred during the years ended June 30, 2021 and 2020. See Note 11 for discussion of fair value measurements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

CPCSEC capitalizes all purchases of property and equipment in excess of \$2,500 and with a useful life of greater than one year. Property and equipment are carried at cost less accumulated depreciation and amortization. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets.

Functional Allocation of Expenses

The cost of providing the programs and other activities has been summarized on a functional basis in the accompanying statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. General and administrative expenses include those expenses that are not directly identifiable with a specific program and provide for the overall support and direction of CPCSEC.

Expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries	Directly charged
Payroll taxes, fringe benefits	Weighted average/head count
Professional fees and consulting services	Directly charged
Administrative and office related expenses	Directly charged
Office rent, utilities, equipment, repairs and maintenance	Weighted average/head count

Income Taxes

CPCSEC is a not-for-profit organization and is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and from state income taxes.

CPCSEC recognizes and measures its unrecognized tax benefits in accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") 740, *Income Taxes*. Under that guidance, CPCSEC assesses the likelihood, based on their technical merit, that tax positions will be sustained upon examination based on the facts, circumstances, and information available at the end of each period. The measurement of unrecognized tax benefits is adjusted when new information is available, or when an event occurs that requires a change.

Management has evaluated CPCSEC's tax positions and has concluded that CPCSEC has taken no uncertain tax positions that require adjustment to the financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Adopted Accounting Pronouncements

Revenue Recognition

In May 2014, FASB issued Accounting Standards Update (“ASU”) No. 2014-09, *Revenue from Contracts with Customers* (“Topic 606”), with several clarifying updates issued subsequently. In conjunction with Topic 606, a new subtopic, ASC 340-40, *Other Assets and Deferred Costs – Contracts with Customers*, was also issued. The updated standard replaces most existing revenue recognition and certain cost guidance under U.S. GAAP. Collectively, Topic 606 and Subtopic 340-40 are referred to as “ASC 606.” ASC 606 amends existing accounting standards for revenue recognition and establishes principles for recognizing revenue upon the transfer of promised goods or services to customers based on the expected consideration to be received in exchange for those goods and services. CPCSEC adopted ASC 606 effective July 1, 2020, using the modified retrospective transition method. Use of the modified retrospective approach means CPCSEC’s comparative periods prior to initial application are not restated. CPCSEC has determined that the adjustments using the modified retrospective approach did not have a material impact on the date of the initial application along with the disclosure of the effect on prior periods. CPCSEC did not apply any practical expedients in implementing ASC 606.

Recently Issued but Not Yet Effective Accounting Standards

Leases

In February 2016, FASB issued ASU No. 2016-02, *Leases* (“ASU 2016-02”). This update requires all leases with a term greater than 12 months to be recognized on the balance sheet through a right-of-use asset and a lease liability and the disclosure of key information pertaining to leasing arrangements. In July 2018, FASB also issued ASU No. 2018-10, *Codification Improvements to Topic 842*, and ASU No. 2018-11, *Leases: Targeted Improvements*, which provided narrow amendments to clarify how to apply certain aspects of the new leases standard and options regarding transition. The standard requires either a modified retrospective transition approach with application in all comparative periods presented, or an alternative transition method, which permits CPCSEC to use its effective date as the date of initial application without restating the comparative period financial statements and recognizing any cumulative effect adjustment to the opening statement of retained earnings. ASU 2016-02, as amended, is effective for fiscal years beginning after December 15, 2020. In June 2020, FASB issued ASU No. 2020-05, *Revenue from Contracts with Customers* (Topic 606) and *Leases* (Topic 842) (“ASU 2020-05”). ASU 2020-05 provided for an optional election to defer the effective date for Topic 842 and related amendments for an additional year. Entities may elect to adopt the guidance on the adoption of Topic 842 for annual reporting periods beginning after December 15, 2021. CPCSEC has determined to defer Topic 842 and is evaluating the impact this new guidance will have on its financial statements and related disclosures.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Issued but Not Yet Effective Accounting Standards (Continued)

In-kind Contributions

In September 2020, FASB issued ASU No. 2020-07, *Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets* ("ASU 2020-07"), which will increase the transparency of contributed nonfinancial assets through enhancements to presentation and disclosure. ASU 2020-07 is effective for fiscal years beginning after June 15, 2021, with early adoption permitted. CPCSEC is evaluating the effect that ASU 2020-07 will have on its financial statements and related disclosures.

Fair Value Measurements

FASB ASC 820, *Fair Value Measurement*, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. Under this standard, fair value is defined as the exit price, or the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants as of the measurement date.

The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1 inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CPCSEC has the ability to access.

Level 2 inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; and, inputs that are derived principally from or corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 inputs to the valuation methodology are unobservable and significant to the fair value measurement.

CPCSEC assesses the levels of the investments at each measurement date, and transfers between levels are recognized on the actual date of the event or change in the circumstances that caused the transfer in accordance with its accounting policy regarding the recognition of transfers between levels of the fair value hierarchy. There were no transfers among levels during the years 2021 or 2020.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

In accordance with FASB ASC 855, *Subsequent Events*, CPCSEC has evaluated subsequent events through October 28, 2021, the date on which these financial statements were available to be issued. Except as disclosed in Note 4, there were no material subsequent events that required recognition or additional disclosure in these financial statements.

NOTE 3. LIQUIDITY AND AVAILABILITY

CPCSEC strives to maintain liquid financial assets sufficient to cover general expenditures. Financial assets in excess of daily cash requirements are invested in certificates of deposit.

Assets unavailable for general expenditures within one year that are limited to use include a board-designated fund for facility and personnel costs. In the event the need arises to utilize the board-designated funds, the reserves could be drawn upon through board resolution.

The following table reflects CPCSEC's financial assets as of June 30, 2021 and 2020, reduced by amounts not available for use for general expenditures within one year.

	<u>2021</u>	<u>2020</u>
Financial assets as of June 30:		
Cash and cash equivalents	\$ 3,382,922	\$ 3,724,007
Investments	2,465,656	2,521,413
Grants receivable	644,667	511,738
Accounts, interest and other receivables	<u>11,979</u>	<u>21,373</u>
Total financial assets as of June 30	6,505,224	6,778,531
Less: assets unavailable for general expenditures within one year:		
Board-designated for facility and personnel costs	<u>1,200,000</u>	<u>1,200,000</u>
Total financial assets as of June 30	<u>\$ 5,305,224</u>	<u>5,578,531</u>

NOTE 4. GOVERNMENT LOAN PROCEEDS

On May 6, 2020, CPCSEC received loan proceeds of \$2,315,000 under the Paycheck Protection Program ("PPP"). The PPP, which was established as part of the Coronavirus Aid, Relief and Economic Security Act, provides for loans to qualifying businesses for amounts up to 2.5 times certain average monthly payroll expenses of the qualifying business or organization. The loan and accrued interest, or a portion thereof, may be forgiven after 24 weeks so long as the borrower uses the loan proceeds for eligible purposes including payroll, benefits, rent, mortgage interest and utilities, and maintains its payroll levels, as defined by the PPP. At least 60% of the amount forgiven must be attributable to payroll costs, as defined by the PPP.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 4. GOVERNMENT LOAN PROCEEDS (CONTINUED)

The PPP loan matures two years from the date of the first disbursement of proceeds to CPCSEC (the "PPP Loan Date") and accrues interest at a fixed rate of 1%. Payments are deferred for at least the first 6 months and payable in equal consecutive monthly installments of principal and interest commencing upon expiration of the deferral period of the PPP Loan Date. U.S. GAAP does not contain authoritative accounting standards for forgivable loans provided by governmental entities to a for profit entity. Absent authoritative accounting standards, interpretative guidance issued and commonly applied by financial statement preparers allows for the selection of accounting policies amongst acceptable alternatives. Based on the facts and circumstances, CPCSEC has determined it most appropriate to account for the federal funding under the debt model. Under the debt model, CPCSEC recognizes the proceeds received as debt, recognizes periodic interest expense in the period in which the interest accrues at the stated interest rate and defers recognition of any potential forgiveness of the loan principal or interest until the period in which CPCSEC has been legally released from its obligation by the lender. CPCSEC deemed the debt model to be the most appropriate accounting policy for this arrangement as the federal funding is a legal form of debt and there are significant contingencies outside of the control of CPCSEC, mainly related to the third-party approval process for forgiveness.

CPCSEC applied for PPP loan forgiveness and received approval from the Small Business Administration ("SBA") in August 2021. If it is determined that CPCSEC was not eligible to receive the PPP loan or that CPCSEC has not adequately complied with the rules, regulations, and procedures applicable to the SBA's loan program, CPCSEC could be subject to penalties and could be required to repay amounts previously forgiven.

NOTE 5. RELATED-PARTY TRANSACTIONS

The Beginning with Children Foundation (the "Foundation") is a not-for-profit organization dedicated to improving the educational opportunities of underserved children. The Foundation is a co-founder of CPCSEC.

Central Service Fees

As an educational manager to charter schools for the years ended June 30, 2021 and 2020, the Foundation entered into a Memorandum of Understanding ("MOU") agreement with CPCSEC. Pursuant to the terms of the MOU, CPCSEC agreed to pay service fees to the Foundation in the amount of \$1,704,973 and \$1,693,074 for the years ended June 30, 2021 and 2020, respectively. The Foundation supported CPCSEC in the areas of leadership and strategy, curriculum and assessment, research and evaluation, teacher development and recruitment, parent and family engagement, business services, compliance, development, technology, communications, board development and evaluation of effectiveness.

At June 30, 2021 and 2020, \$127,528 and \$324,780, respectively, were due to the Foundation. These amounts were comprised of the remaining cost advances and net of pass-thru contributions made directly to the Foundation for CPCSEC.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 5. RELATED-PARTY TRANSACTIONS (CONTINUED)

Deferred Rental Costs

During the year ended June 30, 2021, the Foundation incurred certain costs on behalf of CPCSEC in connection with the renovations and other site preparations made to the BwCCS2 Middle School. On June 1, 2017, CPCSEC entered into a reimbursement agreement (the "Agreement") to repay expenses totaling \$376,598 (the "Cost Advance") to the Foundation. The Cost Advance will be paid back through five annual, non-interest-bearing payments coinciding with the terms of the lease (see Note 7) with the last payment being made during 2021.

The final annual repayment of \$75,320 is amortized and included in "Rent and leasing costs" in the accompanying statements of functional expenses.

NOTE 6. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2021 and 2020:

	<u>2021</u>	<u>2020</u>	<u>Estimated Useful Life</u>
Computer equipment	\$ 391,829	\$ 385,555	3 years
Furniture and fixtures	182,238	182,238	7 years
Leasehold improvements	<u>36,451</u>	<u>36,451</u>	5 years
	610,518	604,244	
Less: accumulated depreciation and amortization	<u>591,263</u>	<u>567,291</u>	
Property and equipment, net	<u>\$ 19,255</u>	<u>\$ 36,953</u>	

NOTE 7. SCHOOL FACILITIES

Donated Space

CPCSEC occupies space in three public schools owned by the NYCDOE located in Brooklyn, New York, which have been made available to CPCSEC at no charge.

School Facility Lease

CPCSEC is obligated under a five-year lease agreement with the Foundation, a related party, commencing July 1, 2016 and expiring June 30, 2021. The lease was for the use of school facility space for the BwCCS2 Middle School. The lease agreement contains provisions for future rent increases. In accordance with U.S. GAAP, CPCSEC records monthly rent expense equal to the total of the payments due over the lease term, divided by the number of months of the lease term (straight-line basis).

In June 2021, CPCSEC extended the lease agreement, commencing July 1, 2021 and expiring June 30, 2026.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 7. SCHOOL FACILITIES (CONTINUED)

School Facility Lease (Continued)

Minimum annual rent amounts required under the lease at June 30, 2021 are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2022	\$ 1,300,000
2023	1,332,500
2024	1,365,813
2025	1,399,958
2026	<u>1,434,947</u>
Total	<u>\$ 6,833,218</u>

In conjunction with the school facility lease, the Foundation provided donated space amounting to \$250,249 and \$348,209 for the years ended June 30, 2021 and 2020, respectively.

Rental Assistance

During the years ended June 30, 2021 and 2020, CPCSEC received \$763,751 and \$665,791, respectively, of rental assistance reimbursement from the NYCDOE. These amounts will be paid to CPCSEC and will be due to the Foundation as rental income.

NOTE 8. EMPLOYEE BENEFIT PLAN

CPCSEC maintains a defined contribution plan under Section 401(k) of the IRC covering all eligible employees. Under the plan, CPCSEC provides matching contributions. In addition, CPCSEC may elect, on a discretionary basis, to contribute a percentage of all qualified employees' compensation to the profit-sharing component of the plan. The amount charged to operations for contributions to the defined contribution plan was \$173,151 and \$147,696 for the years ended June 30, 2021 and 2020, respectively.

NOTE 9. CONTINGENCIES

Grants and Contracts

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in the disallowance of costs submitted for reimbursement. Management is of the opinion that such cost disallowance, 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.

Litigation

CPCSEC is, from time to time, subject to ordinary and routine litigation. Management presently believes that the ultimate outcome of these proceedings, individually or in the aggregate, will not have a material adverse effect on CPCSEC's financial condition, results of operations or cash flows. Nevertheless, litigation is subject to inherent uncertainties, and unfavorable rulings could occur. An unfavorable ruling could include money damages and, in such event, could result in a material adverse impact on CPCSEC's financial condition, results of operations or cash flows for the period in which the ruling occurs.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 10. CONCENTRATIONS

Grants Receivable

As of June 30, 2021 and 2020, one grantor accounted for 90% and 92% of CPCSEC's grants receivable balance, respectively.

Accounts, Interest and Other Receivables

For the years ended June 30, 2021 and 2020, one grantor accounted for 78% and 39% of CPCSEC's accounts receivable, interest and other receivables balance, respectively.

Revenue

State and local per pupil operating revenue from the New York State Education Department accounted for 93% of total operating and other revenue for both years ended June 30, 2021 and 2020.

Investments

One financial institution held 100% of CPCSEC's investments at both June 30, 2021 and 2020. These certificates of deposit are insured by the Securities Investor Protection Corporation.

NOTE 11. FAIR VALUE MEASUREMENTS

Assets and liabilities measured at fair value are based on one or more of three valuation techniques identified in the tables below. The valuation techniques are as follows:

- (a) *Market approach.* Prices and other relevant information generated by market transactions involving identical or comparable assets or liabilities;
- (b) *Cost approach.* Amount that would be required to replace the service capacity of an asset (replacement cost); and
- (c) *Income approach.* Techniques to convert future amounts to a single present amount based on market expectations (including present value techniques, option-pricing and excess earnings models).

The following tables summarize CPCSEC's assets measured at fair value on a recurring basis, categorized by U.S. GAAP's valuation hierarchy as of June 30, 2021 and 2020:

Description	Level 1: Quoted Prices in Active Markets for Identical Assets	Level 2: Significant Other Observable Inputs	Level 3: Significant Unobservable Inputs	Total at June 30, 2021	Valuation Technique
Certificates of deposit (included in investments)	\$ -	\$ 2,465,656	\$ -	\$ 2,465,656	(a)

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NOTE 11. FAIR VALUE MEASUREMENTS (CONTINUED)

Description	Level 1: Quoted Prices in Active Markets for Identical Assets	Level 2: Significant Other Observable Inputs	Level 3: Significant Unobservable Inputs	Total at June 30, 2020	Valuation Technique
Certificates of deposit (included in investments)	\$ -	\$ 2,521,413	\$ -	\$ 2,521,413	(a)

The following is a description of the valuation methodology used for assets measured at fair value. There have been no changes in the methodology used at June 30, 2021 and 2020:

The certificates of deposit are stated at quoted market prices.

NOTE 12. COVID-19

During the 2020 calendar year, the World Health Organization has declared COVID-19 to constitute a "Public Health Emergency of International Concern." Disruptions to CPCSEC occurred as a result of quarantines and pivot our teaching to in-person, remote, and hybrid models to adapt to changing conditions at an extraordinary pace. Restrictions to in-class learning had significant impacts on our academic community but by continuing to provide timely educational programming CPCSEC delivered a strong academic program to its students.

SUPPLEMENTARY INFORMATION

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2021

	Beginning with Children Charter School 2	Community Partnership Charter School Pre- Kindergarten	Community Partnership Charter School	Total
Operating revenue:				
State and local per pupil operating revenue	\$ 8,858,563	\$ 185,166	\$ 6,977,194	\$ 16,020,923
Government grants	402,611	-	607,421	1,010,032
Federal IDEA revenue	<u>65,882</u>	<u>-</u>	<u>66,993</u>	<u>132,875</u>
Total operating revenue	<u>9,327,056</u>	<u>185,166</u>	<u>7,651,608</u>	<u>17,163,830</u>
Operating expenses:				
Program services:				
Regular education	6,260,380	195,740	5,173,218	11,629,338
Special education	<u>3,091,320</u>	<u>-</u>	<u>2,399,552</u>	<u>5,490,872</u>
Total program services	<u>9,351,700</u>	<u>195,740</u>	<u>7,572,770</u>	<u>17,120,210</u>
Supporting services:				
Management and general	728,253	-	620,323	1,348,576
Fundraising	<u>85,249</u>	<u>-</u>	<u>85,249</u>	<u>170,498</u>
Total supporting services	<u>813,502</u>	<u>-</u>	<u>705,572</u>	<u>1,519,074</u>
Total operating expenses	<u>10,165,202</u>	<u>195,740</u>	<u>8,278,342</u>	<u>18,639,284</u>
Deficit from government-funded school operations	<u>(838,146)</u>	<u>(10,574)</u>	<u>(626,734)</u>	<u>(1,475,454)</u>
Other revenue:				
Contributions and grants - private	100,500	-	100,500	201,000
Investment earnings, net	12	-	911	923
Donated space and rental assistance	<u>1,014,000</u>	<u>-</u>	<u>-</u>	<u>1,014,000</u>
Total other revenue	<u>1,114,512</u>	<u>-</u>	<u>101,411</u>	<u>1,215,923</u>
Change in net assets without donor restrictions	276,366	(10,574)	(525,323)	(259,531)
Net assets without donor restrictions - beginning	<u>1,032,836</u>	<u>(82,243)</u>	<u>2,240,706</u>	<u>3,191,299</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u>\$ 1,309,202</u>	<u>\$ (92,817)</u>	<u>\$ 1,715,383</u>	<u>\$ 2,931,768</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2020

	Beginning with Children Charter School 2	Community Partnership Charter School Pre- Kindergarten	Community Partnership Charter School	Total
Operating revenue:				
State and local per pupil operating revenue	\$ 8,408,784	\$ 164,987	\$ 7,145,332	\$ 15,719,103
Government grants	252,968	-	509,324	762,292
Federal IDEA revenue	<u>56,344</u>	<u>-</u>	<u>56,601</u>	<u>112,945</u>
Total operating revenue	<u>8,718,096</u>	<u>164,987</u>	<u>7,711,257</u>	<u>16,594,340</u>
Operating expenses:				
Program services:				
Regular education	5,721,318	192,771	4,956,384	10,870,473
Special education	<u>2,907,761</u>	<u>-</u>	<u>2,460,589</u>	<u>5,368,350</u>
Total program services	<u>8,629,079</u>	<u>192,771</u>	<u>7,416,973</u>	<u>16,238,823</u>
Supporting services:				
Management and general	572,899	210	624,340	1,197,449
Fundraising	<u>82,548</u>	<u>-</u>	<u>86,760</u>	<u>169,308</u>
Total supporting services	<u>655,447</u>	<u>210</u>	<u>711,100</u>	<u>1,366,757</u>
Total operating expenses	<u>9,284,526</u>	<u>192,981</u>	<u>8,128,073</u>	<u>17,605,580</u>
Deficit from government-funded school operations	<u>(566,430)</u>	<u>(27,994)</u>	<u>(416,816)</u>	<u>(1,011,240)</u>
Other revenue:				
Contributions and grants - private	29,775	-	24,791	54,566
Investment earnings, net	62,471	-	62,692	125,163
Donated space and rental assistance	<u>1,014,000</u>	<u>-</u>	<u>-</u>	<u>1,014,000</u>
Total other revenue	<u>1,106,246</u>	<u>-</u>	<u>87,483</u>	<u>1,193,729</u>
Change in net assets without donor restrictions	539,816	(27,994)	(329,333)	182,489
Net assets without donor restrictions - beginning	<u>493,020</u>	<u>(54,249)</u>	<u>2,570,039</u>	<u>3,008,810</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u>\$ 1,032,836</u>	<u>\$ (82,243)</u>	<u>\$ 2,240,706</u>	<u>\$ 3,191,299</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL PRE-KINDERGARTEN
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional personnel	<u>149,611</u>	<u>-</u>	<u>149,611</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>149,611</u>
Total personnel services	149,611	-	149,611	-	-	-	149,611
Fringe benefits and payroll taxes	35,275	-	35,275	-	-	-	35,275
Retirement	5,251	-	5,251	-	-	-	5,251
Consulting services	210	-	210	-	-	-	210
Supplies and materials	<u>5,393</u>	<u>-</u>	<u>5,393</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,393</u>
TOTAL	<u>\$ 195,740</u>	<u>\$ -</u>	<u>\$ 195,740</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 195,740</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 460,807	\$ 133,125	\$ 593,932	\$ 305,213	\$ -	\$ 305,213	\$ 899,145
Instructional personnel	2,686,262	2,058,312	4,744,574	-	-	-	4,744,574
Non-instructional personnel	<u>100,018</u>	<u>27,794</u>	<u>127,812</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>127,812</u>
Total personnel services	3,247,087	2,219,231	5,466,318	305,213	-	305,213	5,771,531
Fringe benefits and payroll taxes	809,728	216,428	1,026,156	29,147	-	29,147	1,055,303
Retirement	67,819	18,339	86,158	771	-	771	86,929
Central service fees	468,848	127,894	596,742	170,497	85,249	255,746	852,488
Legal service	-	-	-	16,670	-	16,670	16,670
Accounting and audit services	-	-	-	28,500	-	28,500	28,500
Consulting services	74,970	19,611	94,581	46,211	-	46,211	140,792
Rent and leasing costs	760,601	253,399	1,014,000	-	-	-	1,014,000
Repairs and maintenance	144,827	38,386	183,213	-	-	-	183,213
Insurance	49,085	13,865	62,950	10,084	-	10,084	73,034
Utilities	65,382	17,642	83,024	-	-	-	83,024
Supplies and materials	140,864	48,137	189,001	87,927	-	87,927	276,928
Equipment and furnishings	14,925	4,122	19,047	-	-	-	19,047
Staff development	31,307	8,305	39,612	-	-	-	39,612
Marketing and recruitment	82,904	23,222	106,126	-	-	-	106,126
Technology	185,657	51,871	237,528	-	-	-	237,528
Student services	102,414	26,975	129,389	-	-	-	129,389
Office expense	2,307	600	2,907	33,114	-	33,114	36,021
Depreciation	11,655	3,293	14,948	-	-	-	14,948
Other expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>119</u>	<u>-</u>	<u>119</u>	<u>119</u>
TOTAL	<u>\$ 6,260,380</u>	<u>\$ 3,091,320</u>	<u>\$ 9,351,700</u>	<u>\$ 728,253</u>	<u>\$ 85,249</u>	<u>\$ 813,502</u>	<u>\$ 10,165,202</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 302,700	\$ 75,931	\$ 378,631	\$ 267,892	\$ -	\$ 267,892	\$ 646,523
Instructional personnel	2,733,340	1,740,117	4,473,457	-	-	-	4,473,457
Non-instructional personnel	<u>91,642</u>	<u>24,689</u>	<u>116,331</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>116,331</u>
Total personnel services	3,127,682	1,840,737	4,968,419	267,892	-	267,892	5,236,311
Fringe benefits and payroll taxes	931,583	259,372	1,190,955	29,355	-	29,355	1,220,310
Retirement	63,174	18,033	81,207	3,767	-	3,767	84,974
Central service fees	471,282	125,459	596,741	170,497	85,249	255,746	852,487
Legal service	-	-	-	17,517	-	17,517	17,517
Accounting and audit services	-	-	-	28,500	-	28,500	28,500
Consulting services	94,654	30,356	125,010	9,955	-	9,955	134,965
Insurance	49,045	13,905	62,950	10,084	-	10,084	73,034
Supplies and materials	114,054	28,941	142,995	75,223	-	75,223	218,218
Equipment and furnishings	27,342	8,921	36,263	513	-	513	36,776
Staff development	64,022	14,023	78,045	-	-	-	78,045
Marketing and recruitment	57,214	15,404	72,618	-	-	-	72,618
Technology	69,227	18,984	88,211	-	-	-	88,211
Student services	86,895	20,787	107,682	-	-	-	107,682
Office expense	10,371	2,279	12,650	6,990	-	6,990	19,640
Depreciation	6,673	2,351	9,024	-	-	-	9,024
Other expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>30</u>	<u>-</u>	<u>30</u>	<u>30</u>
TOTAL	<u>\$ 5,173,218</u>	<u>\$ 2,399,552</u>	<u>\$ 7,572,770</u>	<u>\$ 620,323</u>	<u>\$ 85,249</u>	<u>\$ 705,572</u>	<u>\$ 8,278,342</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL PRE-KINDERGARTEN
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional personnel	<u>144,610</u>	<u>-</u>	<u>144,610</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>144,610</u>
Total personnel services	144,610	-	144,610	-	-	-	144,610
Fringe benefits and payroll taxes	33,286	-	33,286	-	-	-	33,286
Retirement	4,726	-	4,726	-	-	-	4,726
Consulting services	1,225	-	1,225	-	-	-	1,225
Utilities	-	-	-	210	-	210	210
Supplies and materials	8,874	-	8,874	-	-	-	8,874
Office expense	<u>50</u>	<u>-</u>	<u>50</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>50</u>
TOTAL	<u>\$ 192,771</u>	<u>\$ -</u>	<u>\$ 192,771</u>	<u>\$ 210</u>	<u>\$ -</u>	<u>\$ 210</u>	<u>\$ 192,981</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 454,679	\$ 116,731	\$ 571,410	\$ 277,124	\$ -	\$ 277,124	\$ 848,534
Instructional personnel	2,304,242	2,012,430	4,316,672	-	-	-	4,316,672
Non-instructional personnel	<u>77,277</u>	<u>18,773</u>	<u>96,050</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>96,050</u>
Total personnel services	2,836,198	2,147,934	4,984,132	277,124	-	277,124	5,261,256
Fringe benefits and payroll taxes	735,834	180,237	916,071	51,401	-	51,401	967,472
Retirement	54,836	13,920	68,756	-	-	-	68,756
Central service fees	467,161	110,672	577,833	165,095	82,548	247,643	825,476
Legal service	-	-	-	5,181	-	5,181	5,181
Accounting and audit services	-	-	-	27,562	-	27,562	27,562
Consulting services	61,962	17,082	79,044	8,025	-	8,025	87,069
Rent and leasing costs	838,450	250,870	1,089,320	-	-	-	1,089,320
Repairs and maintenance	115,386	34,161	149,547	83	-	83	149,630
Insurance	42,773	10,697	53,470	8,988	-	8,988	62,458
Utilities	55,127	16,494	71,621	-	-	-	71,621
Supplies and materials	132,548	32,945	165,493	-	-	-	165,493
Equipment and furnishings	14,875	3,631	18,506	-	-	-	18,506
Staff development	39,939	9,045	48,984	-	-	-	48,984
Marketing and recruitment	37,803	9,527	47,330	-	-	-	47,330
Technology	195,040	49,901	244,941	1,207	-	1,207	246,148
Student services	71,872	15,280	87,152	-	-	-	87,152
Office expense	6,295	1,560	7,855	28,233	-	28,233	36,088
Depreciation	<u>15,219</u>	<u>3,805</u>	<u>19,024</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>19,024</u>
TOTAL	<u>\$ 5,721,318</u>	<u>\$ 2,907,761</u>	<u>\$ 8,629,079</u>	<u>\$ 572,899</u>	<u>\$ 82,548</u>	<u>\$ 655,447</u>	<u>\$ 9,284,526</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 206,977	\$ 61,223	\$ 268,200	\$ 311,558	\$ -	\$ 311,558	\$ 579,758
Instructional personnel	2,582,098	1,734,653	4,316,751	-	-	-	4,316,751
Non-instructional personnel	<u>101,350</u>	<u>27,744</u>	<u>129,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>129,094</u>
Total personnel services	2,890,425	1,823,620	4,714,045	311,558	-	311,558	5,025,603
Fringe benefits and payroll							
taxes	917,557	291,153	1,208,710	67,231	-	67,231	1,275,941
Retirement	50,290	16,441	66,731	7,483	-	7,483	74,214
Central service fees	471,482	135,836	607,318	173,520	86,760	260,280	867,598
Legal service	-	-	-	6,494	-	6,494	6,494
Accounting and audit services	-	-	-	27,562	-	27,562	27,562
Consulting services	146,831	51,776	198,607	8,306	-	8,306	206,913
Repairs and maintenance	2,143	421	2,564	-	-	-	2,564
Insurance	40,584	12,886	53,470	8,988	-	8,988	62,458
Supplies and materials	122,387	37,618	160,005	96	-	96	160,101
Equipment and furnishings	31,532	12,686	44,218	-	-	-	44,218
Staff development	39,833	10,123	49,956	-	-	-	49,956
Marketing and recruitment	44,141	13,116	57,257	-	-	-	57,257
Technology	78,033	20,501	98,534	462	-	462	98,996
Student services	98,452	27,701	126,153	-	-	-	126,153
Office expense	10,230	2,106	12,336	12,640	-	12,640	24,976
Depreciation	7,386	2,996	10,382	-	-	-	10,382
Other expense	<u>5,078</u>	<u>1,609</u>	<u>6,687</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,687</u>
TOTAL	<u>\$ 4,956,384</u>	<u>\$ 2,460,589</u>	<u>\$ 7,416,973</u>	<u>\$ 624,340</u>	<u>\$ 86,760</u>	<u>\$ 711,100</u>	<u>\$ 8,128,073</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass-Through Grantor/Program Title	Pass-Through Entity Identifying Number	Federal CFDA Number	Pass- Through to Subrecipients	Total Federal Expenditures
<u>United States Department of Education:</u>				
<u>Pass-through Programs</u>				
Title I Grants to Local Educational Agencies:				
Title I-A: Approving Academic Achievement (Beginning with Children Charter School II)	21214930	84.010A	\$ -	\$ 187,525
Title I-A: Approving Academic Achievement (Community Partnership Charter School)	21214135	84.010A	<u>-</u>	<u>159,063</u>
Total CFDA 84.010A			<u>-</u>	<u>346,588</u>
Supporting Effective Instruction State Grants:				
Title II-A: Teachers/Principals/Training/Recruitment (Beginning with Children Charter School II)	147214930	84.367	-	23,123
Title II-A: Teachers/Principals/Training/Recruitment (Community Partnership Charter School)	147214135	84.367	<u>-</u>	<u>12,053</u>
Total CFDA 84.367			<u>-</u>	<u>35,176</u>
Student Support and Academic Enrichment ("SSAE") Grants:				
Title IV-SSAE Allocation (Beginning with Children Charter School II)	204214930	84.424	-	13,756
Title IV-SSAE Allocation (Community Partnership Charter School)	204214135	84.424	<u>-</u>	<u>12,343</u>
Total CFDA 84.424			<u>-</u>	<u>26,099</u>
Special Education Cluster (IDEA):				
Special Education - Grants to States IDEA, Part B (Beginning with Children Charter School II)		84.027	-	65,882
Special Education - Grants to States IDEA, Part B (Community Partnership Charter School)		84.027	<u>-</u>	<u>66,993</u>
Total CFDA 84.027			<u>-</u>	<u>132,875</u>
Education Stabilization Fund				
CARES Act: COVID-19 ESSER Fund (Beginning with Children Charter School II)	5890214930	84.425D	-	165,940
CARES Act: COVID-19 ESSER Fund (Community Partnership Charter School)	5890214135	84.425D	<u>-</u>	<u>148,900</u>
Total CFDA 84.425D			<u>-</u>	<u>314,840</u>
Total United States Department of Education			<u>-</u>	<u>855,578</u>
<u>Federal Communications Commission</u>				
Universal Service Fund - Schools and Libraries: E-rate (Beginning with Children Charter School II)		32.004	-	12,267
Universal Service Fund - Schools and Libraries: E-rate (Community Partnership Charter School)		32.004	<u>-</u>	<u>5,271</u>
Total CFDA 32.004			<u>-</u>	<u>17,538</u>
Total expenditures of federal awards			<u>\$ -</u>	<u>\$ 873,116</u>

See accompanying notes to schedule of expenditures of federal awards.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021

NOTE 1. GENERAL

The accompanying schedule of expenditures of federal awards presents the activities of all federal financial assistance programs of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization). All federal financial assistance received directly from federal agencies, as well as federal financial assistance passed through other government agencies, is included in the schedule of expenditures of federal awards.

NOTE 2. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards has been prepared in accordance with accounting principles generally accepted in the United States of America. Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3. INDIRECT COST RATE

CPCSEC has elected not to use the 10% de minimis indirect cost rate allowed under Uniform Guidance.

**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***

To the Board of Trustees
Community Partnership Charter School Education Corporation

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 Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered CPCSEC's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CPCSEC's internal control. Accordingly, we do not express an opinion on the effectiveness of CPCSEC's internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether CPCSEC'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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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



CERTIFIED PUBLIC ACCOUNTANTS

Melville, New York
October 28, 2021

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Community Partnership Charter School Education Corporation

Report on Compliance for Each Major Federal Program

We have audited Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization) compliance with types of compliance requirements described in the *OMB OMB Compliance Supplement* that could have a direct and material effect on each of CPCSEC's major federal programs for the year ended June 30, 2021. CPCSEC's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of CPCSEC's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about CPCSEC's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of CPCSEC's compliance.

Opinion on Compliance for Each Major Federal Program

In our opinion, CPCSEC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of CPCSEC is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered CPCSEC's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of CPCSEC's internal control over compliance.

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

Our consideration of internal control over compliance 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 compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CERTIFIED PUBLIC ACCOUNTANTS

Melville, New York
October 28, 2021

**COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021**

Section I - Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness identified? Yes X No

Reportable conditions identified not considered to be
material weaknesses? Yes X None reported

Noncompliance material to financial statements noted? Yes X No

Federal Awards

Internal control over major federal programs:

Material weakness identified? Yes X No

Reportable conditions identified not considered to be
material weaknesses? Yes X None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be
reported in accordance with 2 CFR Section
200.516(a)? Yes X No

Identification of major federal programs:

<u>CFDA Number</u>	<u>Name of Federal Program or Cluster</u>
84.010A	Title I-A: Approving Academic Achievement
84.424	Title IV-SSAE Allocation

Dollar threshold to distinguish between type A
and type B programs \$750,000

Auditee qualified as low-risk auditee? Yes X No

Section II - Financial statement audit - reported findings under *Government Auditing Standards*:

None

Section III - Federal awards findings and questioned costs:

None

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:	CPEC
Name of trustee (print):	Travis Baird
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice-Chair,
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:

Travis Baird

Travis Baird (Jul 28, 2021 11:35 EDT)

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

SUNY BOT Financial Disclosure Webform 202021

Final Audit Report

2021-07-28

Created: 2021-07-28

By:

Status: Signed

Transaction ID:

"SUNY BOT Financial Disclosure Webform 202021" History

-  Web Form created by Jen Pasek [REDACTED]
2021-06-16 - 6:39:43 PM GMT
-  Web Form filled in by Travis Baird [REDACTED]
[REDACTED]
-  Document emailed to Travis Baird [REDACTED] for signature
2021-07-28 - 3:35:21 PM GMT
-  Email viewed by Travis Baird [REDACTED]
[REDACTED]
-  E-signature verified by Travis Baird [REDACTED]
[REDACTED]
-  Agreement completed.
2021-07-28 - 3:35:32 PM GMT

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:	Community Partnership Charter School Education Corporation
Name of trustee (print):	Rebecca Baneman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

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

Business Address	
Please complete with changes only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

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

☒ None

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

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

☒ None

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

Trustee Signature

Signature:

Rebecca Baneman

Rebecca Baneman (Jul 29, 2021 16:44 EDT)

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

SUNY BOT Financial Disclosure Webform 202021

Final Audit Report

2021-07-29

Created: 2021-07-29

By: Jen Pasek [REDACTED]

Status: Signed

Transaction ID: [REDACTED]

"SUNY BOT Financial Disclosure Webform 202021" History



Web Form created by Jen Pasek [REDACTED]

2021-06-16 - 6:39:43 PM GMT



Web Form filled in by Rebecca Baneman [REDACTED]



Document emailed to Rebecca Baneman [REDACTED] for signature

2021-07-29 - 8:44:22 PM GMT



Email viewed by Rebecca Baneman [REDACTED]



E-signature verified by Rebecca Baneman [REDACTED]



Agreement completed.

2021-07-29 - 8:44:42 PM GMT

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:	Community Partnership Charter School Education Corporation
Name of trustee (print):	Sonia Gulardo
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<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:

Sonia Gulardo
Sonia Gulardo (Jul 28, 2021 20:22 EDT)

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

SUNY BOT Financial Disclosure Webform 202021

Final Audit Report

2021-07-29

Created: 2021-07-29

By: Jen Pasek [REDACTED]

Status: Signed

Transaction ID: [REDACTED]

"SUNY BOT Financial Disclosure Webform 202021" History



Web Form created by Jen Pasek [REDACTED]

2021-06-16 - 6:39:43 PM GMT



Web Form filled in by Sonia Gulardo [REDACTED]



Document emailed to Sonia Gulardo [REDACTED] for signature

2021-07-29 - 0:22:18 AM GMT



Email viewed by Sonia Gulardo [REDACTED]



E-signature verified by Sonia Gulardo [REDACTED]



Agreement completed.

2021-07-29 - 0:22:41 AM GMT

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:	Community Partnership Charter School Education Corporation
Name of trustee (print):	Amy Kolz
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Executive Committee member
Email Address:	[REDACTED]

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

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

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

☒ None

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

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

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Amy Kolz, Chief Schools Officer	Beginning with Children	Oversee management of the Ed Corp schools as per the memorandum of understanding between CPCSEC and Beginning with Children	Beginning with Children provides various management services to the Ed Corp, including academic, financial, operations and technology support.	85% of annual salary	Recusal on certain votes related to the financial arrangement with CPEC	Ongoing

Trustee Signature

Signature:


Amy Kolz Jul 21, 2021 14:31 EDT

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

SUNY BOT Financial Disclosure Webform 202021

Final Audit Report

2021-07-27

Created: 2021-07-27

By: Jen Pasek [REDACTED]

Status: Signed

Transaction ID: [REDACTED]

"SUNY BOT Financial Disclosure Webform 202021" History

-  Web Form created by Jen Pasek [REDACTED]
2021-06-16 - 6:39:43 PM GMT
-  Web Form filled in by Amy Kolz [REDACTED]
[REDACTED]
-  Document emailed to Amy Kolz [REDACTED] for signature
2021-07-27 - 6:32:02 PM GMT
-  Email viewed by Amy Kolz [REDACTED]
[REDACTED]
-  E-signature verified by Amy Kolz [REDACTED]
[REDACTED]
-  Agreement completed.
2021-07-27 - 6:34:27 PM GMT

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:	CPEC
Name of trustee (print):	Sharon Madison
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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:

Sharon Madison
Sharon Madison (Jul 16, 2021 19:05 EDT)

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

SUNY BOT Financial Disclosure Webform 202021

Final Audit Report

2021-07-16

Created: 2021-07-16

By: Jen Pasek [REDACTED]

Status: Signed

Transaction ID: [REDACTED]

"SUNY BOT Financial Disclosure Webform 202021" History



Web Form created by Jen Pasek [REDACTED]

2021-06-16 - 6:39:43 PM GMT



Web Form filled in by Sharon Madison [REDACTED]



Document emailed to Sharon Madison [REDACTED] for signature

2021-07-16 - 11:05:59 PM GMT



Email viewed by Sharon Madison [REDACTED]



E-signature verified by Sharon Madison [REDACTED]



Agreement completed.

2021-07-16 - 11:06:29 PM GMT

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:	Community Partnership Charter School
Name of trustee (print):	Gunnar Millier
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<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:

Gunnar Millier

Gunnar Millier (Jun 28, 2021 11:29 EDT)

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

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:	Community Partnership Education Corp. (CPEC)
Name of trustee (print):	Mitchell Protass
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<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:

Mitchell O. Protass
Mitchell O. Protass (Jul 28, 2021 14:50 EDT)

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

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:	CPEC
Name of trustee (print):	Rebecca Spotts
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
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:

Rebecca Spotts

Rebecca Spotts (Jun 23, 2021 11:51 EDT)

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

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:	Community Partnership Education Corporation
Name of trustee (print):	Patricia Stallings
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<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:

Patricia Stallings
Patricia Stallings (Jul 26, 2021 21:44 EDT)

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

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:	Community Partnership Charter School Education Corporation
Name of trustee (print):	Tomomi Uetani
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<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:

Tomomi Uetani

Tomomi Uetani (Jun 23, 2021 13:05 EDT)

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

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:	Community Partnership Charter School Educational Corp.
Name of trustee (print):	Joan Walrond
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
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:

Joan Walrond
Joan Walrond (Jul 15, 2021 19:01 EDT)

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



**BwC Charter
School 2**

**Beginning with Children Charter
School 2**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By

By Beginning with Children, Mike Ferrara, Yvette
Ferrara & Edwin Santiago

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The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ferrara (Lower School Co- Principal), and Edwin Santiago (Middle School Principal) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	Committees
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Travis Baird	Vice Chair	Executive, Academic, Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance
Rebecca Baneman	Secretary	Executive, Legal, Finance, Academic
Amy Kolz	Exec Committee Member at Large	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Executive, Legal, Academic
Sharon Madison	Trustee	Finance, Nominating
Rebecca Spotts	Trustee	Academic, Finance, Strategic Planning
Tonomi Uetani	Trustee	Academic, Nominating, Strategic Planning
Mitch Protass	Trustee	Finance, Strategic Planning
Patricia Stallings	Trustee	Nominating, Finance

Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2's Middle School

after completing a Principal in residence period.

SCHOOL OVERVIEW

- Opened in September 2012, Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-8. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

- Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with BwCF as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

ENROLLMENT SUMMARY

Beginning with Children Charter School 2 Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354
2018-19	45	56	49	54	53	52	56	47		412
2019-20	48	51	54	48	51	54	51	50	37	444
2020-21	63	55	53	52	51	52	53	53	51	483

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

BACKGROUND

BwCCS2's learning modality continued to be updated and refined throughout the 20/21 school year. All students learned remotely through Zoom 5 days / week in September and again throughout most of December (following a COVID closure). In October, November, and January-June, children were offered a hybrid learning model. In-person instruction was offered 1 - 2 days / week early in the school year, as leaders and instructional staff assessed the efficacy of the in-person approach as well as our health & safety protocols. By the 3rd Quarter, all students requesting in-person instruction were able to attend in-person 4 days / week, coupled with 1 day / week of remote instruction. By the 4th Quarter, nearly 70% of all students in grades K-5 were learning in person 4 days / week. Full-time remote learners continued to receive remote instruction 5 days / week.

Remote instruction was led through Zoom enhanced accounts. Instructional staff used Kami to capture student annotation as well as Nearpod & Google Classroom for student work and assessment. Families stayed informed through Class Dojo, Google Classroom, and more standard forms of communication (call / text / email). Students in grades K-5 continued to benefit from the expertise of two homeroom teachers, and whenever both teachers were available for online instruction, Zoom Breakout Rooms were utilized in order to preserve this extra degree of differentiation.

At the elementary level, a veteran teacher was added in both the K-2 and 3-5 grade bands to provide an extra level of student support and differentiation. These two educators worked with students across homerooms, providing Guided Reading instruction daily and support with student reading assessments. The ELA staff continued to utilize Journeys by Houghton Mifflin. All staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum built around Journeys embeds Common Core-based instruction into every unit and lesson. It is a comprehensive program that provides the resources needed to plan and assess effectively, as well as teach and engage students. Journeys student texts use the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and

challenge. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level.

The Journeys program provides resources for on-level, advanced, and below-level learners, as well as background knowledge, texts, and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

Teachers and students in all grades at the Lower School supplement the Journeys curriculum with authentic texts in a variety of instructional formats, including read-alouds, shared reads, guided reading, novel studies, and book clubs. In 2020-2021, upper elementary teachers also piloted units from Fishtank Learning, a high quality K-12 core curricula. Fishtank Learning provides culturally relevant, standards aligned, rigorous lessons that are grounded in a love of authentic text. Our students' love for reading is bolstered by our ample school library that connects curriculum and supports instructional objectives.

The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook. Our core program is supplemented by Jolly Phonics, Reading Mastery, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

The Middle School reading program builds on literacy skills gained in our elementary school. In Middle School, literacy is taught in daily 90 minute blocks in order to minimize transitions between classes and to better integrate reading, writing and history instruction. The foundation of our Middle School literacy program during the 2020/21 was built on three components - Journeys, explicit vocabulary instruction, and interdisciplinary writing using social studies content.

With regards to assessment, all students are assessed 3 times a year until they've tested out of using the Fountas & Pinnell Benchmark Assessment System. Kindergarten students are assessed 4 times a year. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It provides teachers direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

During the 20/21 school year, proper administration of the Fountas & Pinnell Benchmark Assessment proved challenging for a portion of students. To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to the students, the collected data was useful for planning, family communication, and the formation of student literacy groups.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create

next steps for their students. In this way, we are best able to prepare our students for future success. In addition to teacher coaching and internal professional development sessions, teachers were also able to attend online workshops and received continued support through the consultation of Dr. Lizette Suxo.

With regards to report cards, staff continued to use Journeys/Fishtank/NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

Finally, BwCCS 2 continued its Summer Rising, Saturday programming for all students and Afterschool programming for middle school students. During the Summer Rising program in 2020, BwCCS2 conducted 4 weeks of remote summer instructional programming. The programming, available daily to all students, offered both synchronous and asynchronous instruction. During Saturday programming, students were offered remote support during the winter and spring.

METHOD

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

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for BwCCS2 3rd through 8th grade students End of Year is 174%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculates to 183% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 165% to 175%, therefore falling just short not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at BwCCS2 score at the mid on-grade level or above scale score for the year-end assessment. 36% of students in this group scored at **mid** on-grade level or above with grades 7 and 8 scoring highest with 50% and 44% respectively.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	307	174%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	125	183%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	175%	69	165%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	291	36%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	50	31%	49
4	27%	48	27%	45
5	24%	51	25%	48
6	36%	56	40%	50
7	49%	53	50%	50

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8	45%	49	45%	49
All	35%	307	36%	291

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	136%	50
4	121%	48
5	119%	51
6	220%	56
7	375%	53
8	294%	49
All	174%	307

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style will take time to become more familiar for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to ensure that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also used Zoom and GoGuardian as tools to assist us in monitoring remote online assessments

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year iReady assessment. We administered the iReady Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of our Middle School students, our Lower School students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID

closures. Despite the mixed data, the iReady assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- Teachers in K-5 will use Fishtank Learning as the core curricula.
 - With the Journeys program sunseting, and Fishtank Learning successfully piloted in grades K, 3, 4, and 5 in 20/21, BwCCS2 leaders and staff believe Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum will give our program the shape and support it needs.
 - Fishtank Learning will be supplemented by the Foundations curricula in grades K-3.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Kami, Nearpod, and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts

MIDDLE SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- BwCCS2 Middle Teachers in 6-8 will use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Assistant Principal
- Providing 8th grade students with additional content-rich ELA instruction, through the introduction of a history block
- Enhancing ENL supports through the addition of an experienced Spanish/ENL instructor
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Nearpod and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining Quarterly Long Term Writing Projects
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
 - Informally assessing below grade level students using F&P in between formal assessment windows
- Guided Reading and Intervention
 - Providing Professional Development for Teachers: How to Plan and Implement Guided Reading Effectively
 - Using the Leveled Literacy Intervention program to support and assess below grade level readers
 - Study Hall/Intervention for Below Grade Level Students
 - Provide high dosage tutoring in after school and/or during the school day
- Great Writing
 - Writing daily with an emphasis on the 5 Habits of Great Writers
 - Writing Marathon, a week of intensive writing twice a year
 - Formalized Grammar Instruction, assessed using monthly grammar quizzes

- Shared Reading and Identifying Main Idea
 - Providing Professional Development for Teachers: Supporting Students in Accessing Main Idea and Central Idea
 - Daily Shared Reading
 - Continued development of novel studies, short story and poetry units

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Beginning with Children Charter School 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

In Beginning with Children Charter School 2's ninth year, the instructional staff deepened its knowledge of the school's Common Core aligned math curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize Math in Focus by Marshall Cavendish along with supplementary materials from Engage NY. All math teaching staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

Due to the COVID-19 closure, math instruction was done online and in-person at BwCCS2. Children learned through synchronous Zoom/Google Meets lessons, asynchronous teacher videos, differentiated assignments on the Seesaw learning platform, and continued use of our online platforms (IXL, Mathletics, and Khan Academy). At BwCCS2 we made it our primary focus to make sure students had access to technology and supplies throughout the year by making supply drop offs to student and family homes. We made sure that all of our students had everything they needed to be successful throughout the school year.

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around Math in Focus and Engage NY embeds Common Core aligned instruction into every 60-90 minute lesson. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to Students.

Key Attributes of the BwCCS 2's implementation of the Math in Focus program include the following:

- Consistent terminology is used throughout the program
- Consistent fact practice and mastery
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and concrete-pictorial- abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the Common Core math standards

BwCCS 2's implementation of Math in Focus during the 2020/21 school year was supported by ongoing internal and external professional development. The staff also engaged in frequent vertical alignment conversations and professional coaching.

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and supplementary resources. The supplementary resources included EngageNY and ReadyNY Instruction and Problem Solving texts.

To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to elementary students, the collected data was useful for planning, family communication, and the formation of student math groups.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready.

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for BwCCS2 3rd through 8th grade students End of Year is 128%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 133% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities exceeded that of all general education students with a median percent progress of 128% to 127% of the general education group. The i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at BwCCS2 score at the mid on-grade level or above scale score for the year-end assessment. 34% of students in this group scored at **mid** on-grade level based on the year-end administration.

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	306	128%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	94	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	127%	69	128%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	290	34%	No

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	22%	50	22%	49
4	15%	47	16%	44
5	25%	52	27%	49
6	30%	56	34%	50
7	51%	53	52%	50
8	50%	48	50%	48
All	32%	306	34%	290

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	50
4	61%	47
5	62%	52
6	145%	56
7	258%	53
8	256%	48
All	128%	306

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style, will take time to become more comfortable for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to maintain that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also

used GoGuardian as an additional tool to assist us in monitoring the students laptops while they were taking the online assessments and diagnostics.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of our Middle School students, our Lower School students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the i-Ready assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2020-21 school year at the Beginning with Children Charter School 2

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Teachers in K-5 will use Eureka Math (EngageNY) as the core curricula.
 - While Math in Focus has myriad benefits, BwCCS2 leaders and staff believe that a more standards-based, aligned approach will benefit all students. Math in Focus can spend too much valuable time on peripheral or future standards at the expense of the solidification and mastery of current student learning standards. Eureka's aligned & straightforward, yet rigorous, approach will support all children following the 20/21 school year, including students with special needs and our English Language Learners
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap tool
- Use coherence gap data to inform 21/22 pacing calendars
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Eureka Math.
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 and 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our emphasis on the Concrete- Pictorial - Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts

MIDDLE SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Teachers in the Middle School will be using MatchFish Tank for the 6-8 Math Curriculum for the 21/22 school year.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Match FishTank.
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Use coherence gap data to inform 21/22 pacing calendars
- Maintain frequent ongoing Math coaching with Math Dean.
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
- These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades 6-8 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes 6-8 at least 3x / week
- Provide high dosage tutoring in after school and/or during the school day
- Provide an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Piloting Teach to One's (TTO) adaptive online math program with 8th grade students
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining our use of I-Ready data
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Beginning with Children Charter School 2 students will become proficient in Science.

BACKGROUND

BwCCS 2 continued to implement the Full Option Science System (FOSS) Program during in-person science periods. The in-person program was able to operate consistently with previous years by purchasing additional materials and pre-packaging scientific learning tools for individual students (in order to avoid material sharing). Due to our health & safety protocols, students also spent more time exploring the scientific method individually and very little time working in groups. Some of the key elements of BwCCS 2's in-person science program are described below. Remote instruction is addressed at the end of this section.

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and revisit key science topics within the K-8 scope and sequence. The goals of the program are to promote:

- Familiarity with the natural world, its diversity, and its interdependence
- Understanding the disciplinary core ideas and the cross-cutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations
- Ability to reason scientifically
- Using scientific knowledge and scientific and engineering practices for personal and social purposes

Key Attributes of BwCCS 2's implementation of the FOSS program include the following:

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences
- Connections between in-classroom learning and the development and implementation of a student-run recycling program

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At the elementary school level, remote science classes did not look the same as in-person science classes in 20/21. Unfortunately, it was logistically challenging to consistently provide students with the materials necessary to match the in-person program. Remote science classes were led through zoom and worked to utilize common household items as often as possible. Our science teacher often shared his screen with the FOSS textbook to ensure critical content was not missed. This screen share was supplemented by a google slides presentation to bring the content closer to students' daily lives at BwCCS2. Exit tickets were still gathered to assess mastery.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2021. The school converted each student's raw score to a performance level and a grade-specific scale score.

RESULTS AND EVALUATION

NYSTP Spring 2021 Science Assessment
By All Students

Grades	Number of students in grade	Number Tested	Number of students proficient at Level 3 and Level 4	Percent Proficient
4	50	18	16	88.88%
8	50	12	6	50%
All	100	30	22	73.33%

ADDITIONAL CONTEXT AND EVIDENCE

The remote learning environment presented challenges for both our elementary and middle school students. Despite best efforts to replicate the traditional science classroom virtually, the remote and hybrid learning environment did not allow for the consistent and robust hands-on science learning experiences that our community is accustomed to. While exceeding 75% proficient benchmark at the elementary school level, our middle school students demonstrated low passing and participation rates.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the NYS Science exam. We administered the NYSTP Science Assessment in 4th and 8th grades. We are heartened to see our elementary school exceeding the goal of 75% proficiency, though low levels of test participation prevent us from having more robust

data. Our middle school students' data reflected the significant challenges of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the science assessment data has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- BwCCS 2's Lower School science specialist will continue to implement FOSS in grades K-5.
- BwCCS2's Lower School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Students in grades 3 & 4 will resume their outdoor education, science-based Overnight Trip (grade 3 to Frost Valley YMCA, grade 4 to the Ashokan Center).
 - Science teachers in K-8 will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life.
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

MIDDLE SCHOOL ACTION PLAN

- BwCCS 2's Middle School science specialist will continue to implement FOSS with additional teacher created vertically aligned resources and lessons for grades 6-8.
- At BwCCS2 Middle we will be incorporating Virtual Reality (VR) as a science station to help provide more interactive and engaging content for our students. Through the use of VR we will also be able to provide virtual field trips and interactive experiments and dissections. This will allow us to begin closing many of the science gaps that were caused because of in person learning loss.
- BwCCS2's Middle School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

GOAL 4: ESSA

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school continues to be in good standing.

ADDITIONAL EVIDENCE

Beginning with Children Charter School 2 has been in good standing since it opened.

Accountability Status by Year

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