

Application: Central Queens Academy Charter School

Therese Paskoff - therese.paskoff@centralqueensacademy.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 29 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)

CENTRAL QUEENS ACADEMY CHARTER SCHOOL 342400861025

a1. Popular School Name

CQA

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 #24 - QUEENS

d. DATE OF INITIAL CHARTER

9/2011

e. DATE FIRST OPENED FOR INSTRUCTION

8/2012

h. SCHOOL WEB ADDRESS (URL)

www.centralqueensacademy.org

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

405

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

397

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

Check all that apply

Grades Served

5, 6, 7, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

Yes, 3 sites

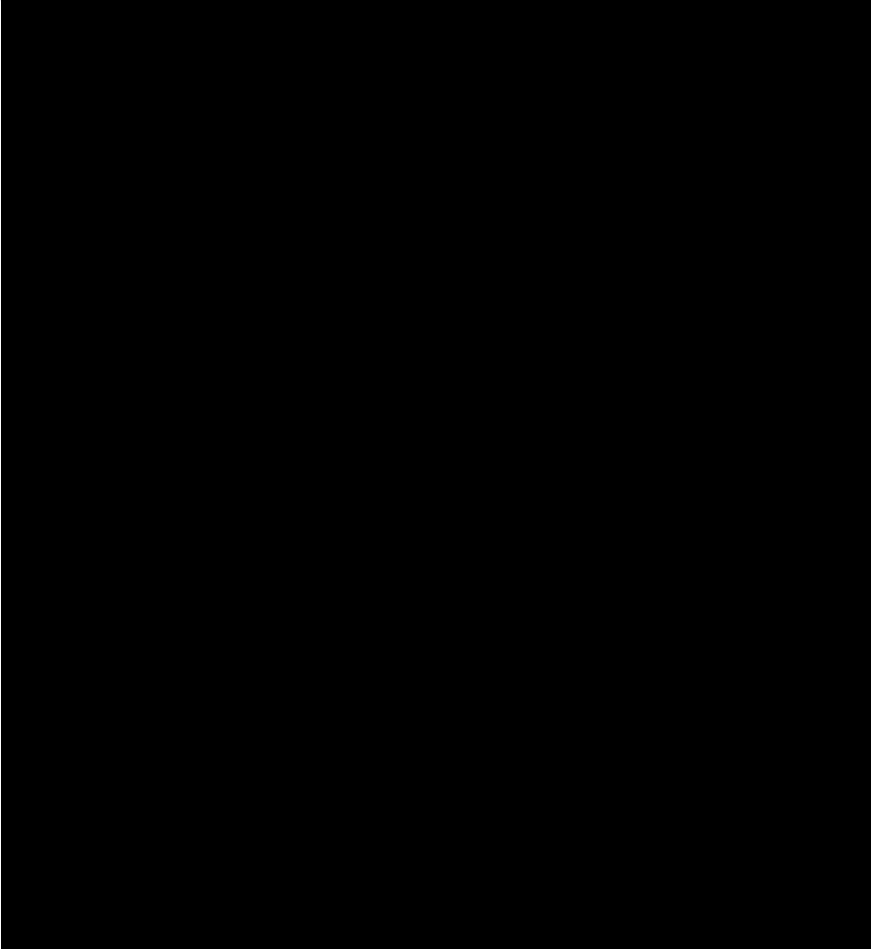
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	55-30 Junction Blvd, Elmhurst NY 11373	718-271-6200	NYC CSD 24	5,6	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Glenn Liebeck			
Operational Leader	Therese Paskoff			
Compliance Contact	Therese Paskoff			
Complaint Contact	Glenn Liebeck			
DA A Coordinator	Glenn Liebeck			
Phone Contact for After Hours Emergencies	Therese Paskoff			

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Junction CoO2.pdf](#)

Filename: Junction CoO2.pdf **Size:** 324.0 kB

Site 1 Fire Inspection Report

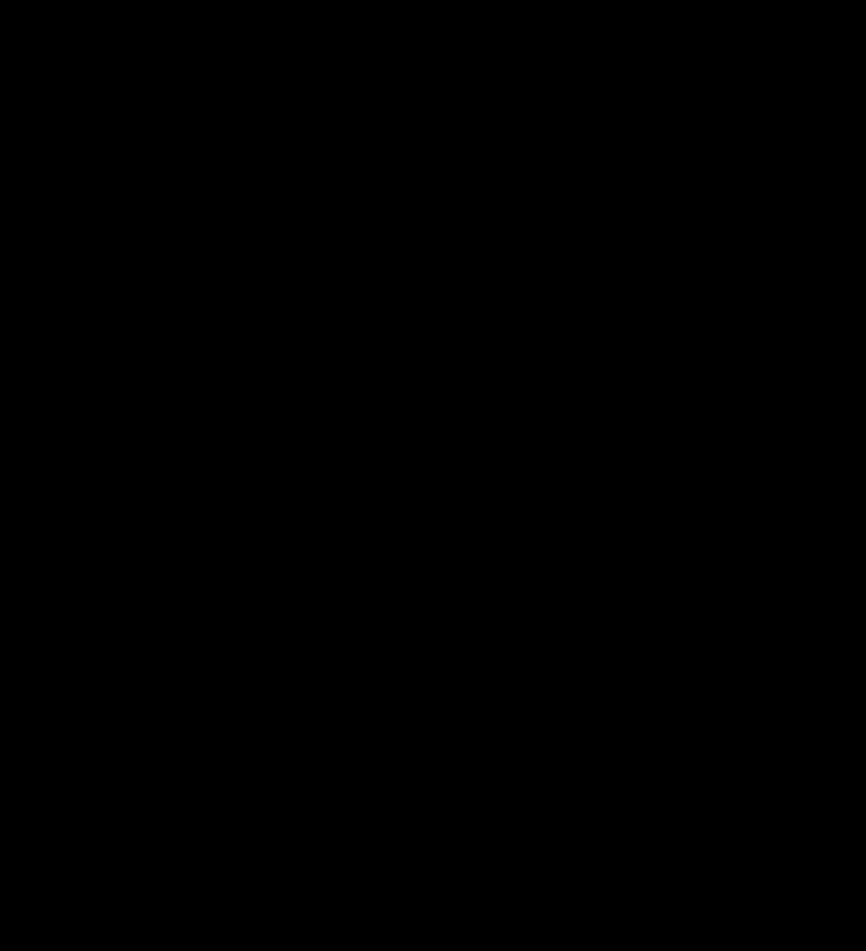
School Site 2

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	88-24 Myrtle Avenue, Glendale, NY 11385	718-850-3111	NYC CSD 24	7,8	7,8

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Glenn Liebeck			
Operational Leader	Therese Paskoff			
Compliance Contact	Therese Paskoff			
Complaint Contact	Glenn Liebeck			
DA A Coordinator	Glenn Liebeck			
Phone Contact for After Hours Emergencies	Therese Paskoff			

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)

[Myrtle CoO.pdf](#)

Filename: Myrtle CoO.pdf **Size:** 2.1 MB

Site 2 Fire Inspection Report

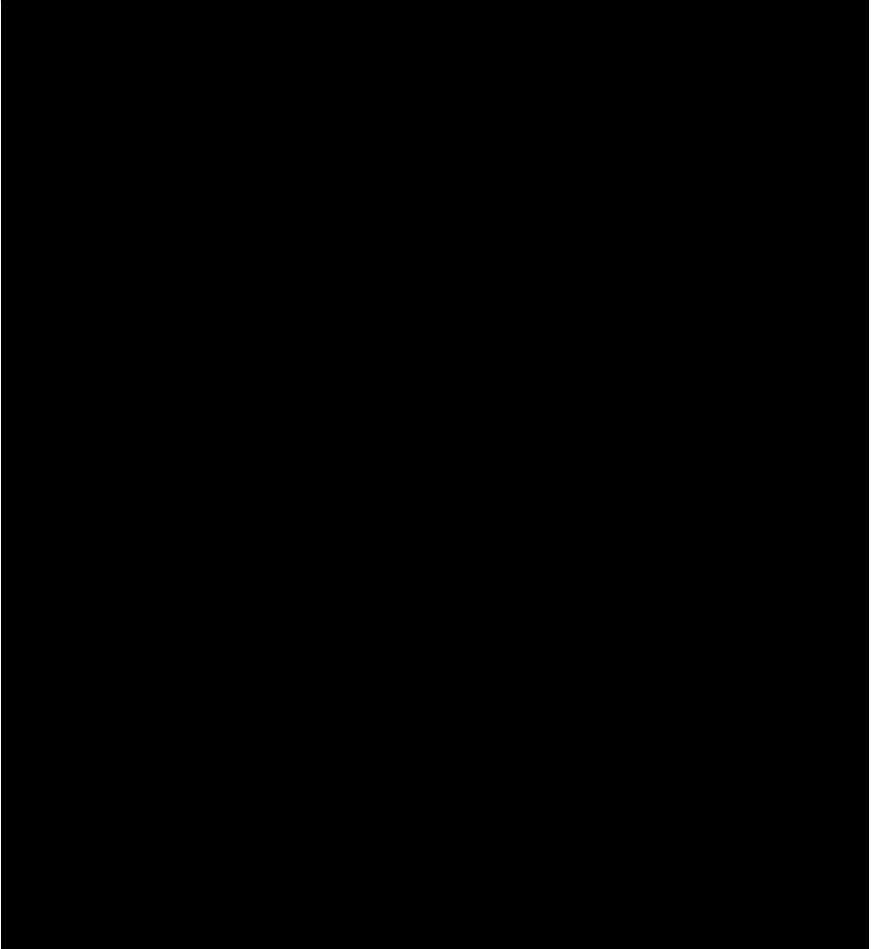
School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	75-01 31st Ave. Eastt Elmhurst, NY 11370	718-271-6200	NYC CSD 24	K, 1	K, 1

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Glenn Liebeck			
Operational Leader	Therese Paskoff			
Compliance Contact	Therese Paskoff			
Complaint Contact	Glenn Liebeck			
DA A Coordinator	Glenn Liebeck			
Phone Contact for After Hours Emergencies	Therese Paskoff			

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

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

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

Site 3 Certificate of Occupancy (COO)

[CO 7501.pdf](#)

Filename: CO 7501.pdf **Size:** 48.1 kB

Site 3 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Therese Paskoff
Position	Director of Operations
Phone/Extension	347-957-0936
Email	therese.paskoff@centralqueensacademy.org

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

Responses Selected:

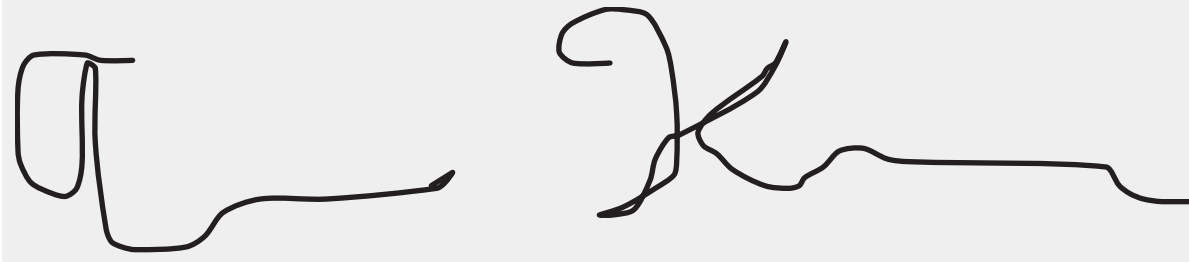
Yes

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

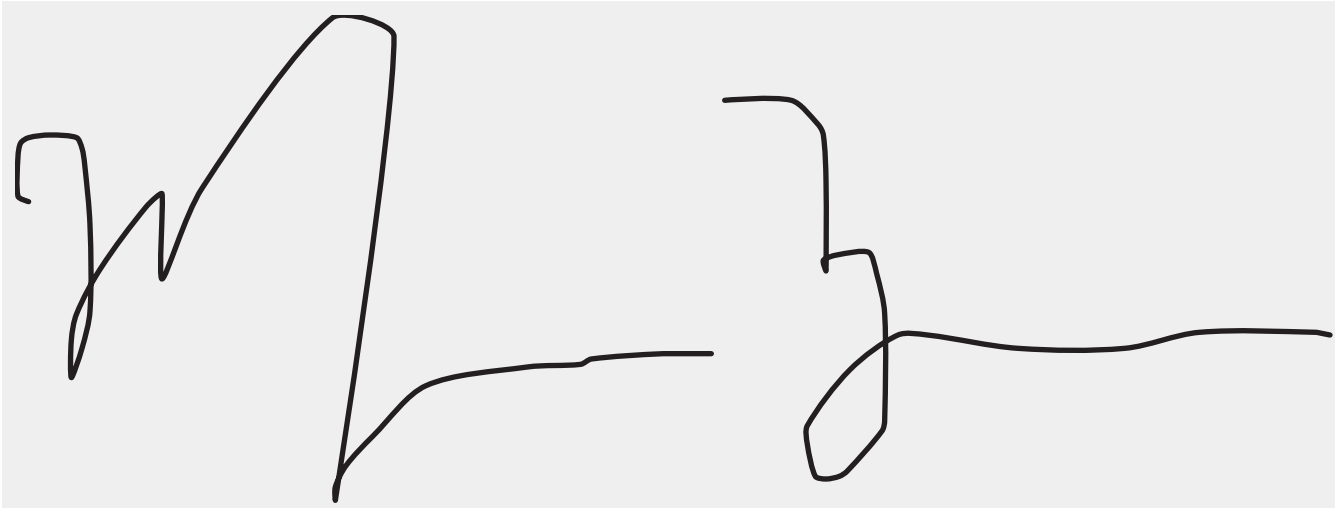
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "A. J. [unclear]".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "M. J. [unclear]".

Date

Jul 20 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 6 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.

Response D(1)a APPR Central Queens Academy Charter School 2020-2021

Filename: Response D1a APPR Central Queens Ac r31E5zk.pdf **Size:** 276.9 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

Incomplete

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

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

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

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 29 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.

Park, Sonia CQA Disclosure 2021

Filename: Park Sonia CQA Disclosure 2021.pdf **Size:** 240.3 kB

Ruvkun, Rick Disclosure 2021

Filename: Ruvkun Rick Disclosure 2021.pdf **Size:** 437.3 kB

Zisser, Michael Disclosure 2021

Filename: Zisser Michael Disclosure 2021.pdf **Size:** 440.0 kB

Jain, Megha Disclosure 2021

Filename: Jain Megha Disclosure 2021.pdf **Size:** 652.0 kB

CQA Bhoumik, Arunabha Disclosure 2021

Filename: CQA Bhoumik Arunabha Disclosure 2021.pdf **Size:** 656.0 kB

Wu, Joyce Financial CQA Disclosure 2021

Filename: Wu Joyce Financial CQA Disclosure 2021.pdf **Size:** 651.5 kB

Semkerant, Sabir CQA Disclosure 2020

Filename: Semkerant Sabir CQA Disclosure 2020.pdf **Size:** 679.7 kB

Nitkin, David CQA disclosure form 2021

Filename: Nitkin David CQA disclosure form 2021.pdf **Size:** 432.6 kB

Lara, Maribel CQA Disclosure 2021

Filename: Lara Maribel CQA Disclosure 2021.pdf **Size:** 441.4 kB

Ng, Tom CQA Disclosure 2021

Filename: Ng Tom CQA Disclosure 2021.pdf **Size:** 437.0 kB

Lee, Mike CQA Disclosure 2021pdf

Filename: Lee Mike CQA Disclosure 2021pdf.pdf **Size:** 656.1 kB

Saber, Bruce CQA disclosure form 2021

Filename: Saber Bruce CQA disclosure form 2021.pdf **Size:** 439.8 kB

Tse, Cathy CQA Disclosure 2021

Filename: T e Cathy CQA Disclosure 2021.pdf **Size:** 399.7 kB

Kim, Annee CQA Disclosure 2021

Filename: Kim Annee CQA Disclosure 2021.pdf **Size:** 400.0 kB

Entry 7 BOT Membership Table

Completed Jul 29 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 ure 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	Michael Zisser		Chair	Personnel, Facility Committees	Yes	2	02/28/2020	02/28/2022	12
2	Rick Ruvkun		Treasurer	Finance, Audit Committees	Yes	5	06/30/2020	06/30/2022	9
3	Sonia Park		Trustee/Member	Educational Accountability	Yes	2	10/31/2020	10/31/2021	12
4	Bruce Saber		Trustee/Member	Facility	Yes	2	06/30/2020	06/30/2022	12
5	Catherine Tse		Trustee/Member	Finance	Yes	2	01/31/2020	01/31/2022	12

6	Année Kim		Trustee/Member	Personnel, Facility Committees	Yes	5	06/30/2020	06/30/2022	12
7	David Nitkin		Trustee/Member	Educational Accountability	Yes	2	06/30/2021	06/30/2023	12
8	Maribel Lara		Trustee/Member	Marketing and Communications	Yes	1	12/31/2019	12/31/2021	12
9	Tom Ng		Trustee/Member	Educational Accountability	Yes	1	10/31/2019	10/31/2022	9

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	Sabir Semkerant		Trustee/Member	Marketing and Communications	Yes	1	12/31/2020	12/31/2022	7
11	Joyce Wu		Trustee/Member	Adancement	Yes	1	01/31/2021	01/31/2023	6
12	Mike Lee		Trustee/Member	Adancement	Yes	1	01/31/2021	01/31/2023	6
13	Megha Jain		Trustee/Member	Personnel	Yes	1	03/31/2021	03/31/2023	5 or less
14	Arunabha Bhoumik		Trustee/Member	Marketing and Communications	Yes	1	03/31/2021	03/31/2023	5 or less
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	14
b.Total Number of Members Added During 2020-2021	6
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

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 Jul 29 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 order to attract higher numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced	

Economically Disadvantaged

priced lunch, than recruited in 2020-21 we continued the following efforts during the student recruitment season. While COVID restrictions were in place, we found it very difficult to use our more sustained in person outreach and utilized technology by holding ZOOM Virtual meetings and creating several video presentations that were posted on our website. Interested families could go directly to our site from their phone, i-pad or laptop computer, watch the videos and apply online.

- Created and Displayed School front signage with multiple languages present
- Sent multiple Vanguard Mass Mailings with multiple languages and “tuition free” verbiage
- Participated in the CSC Online Common App
- Continued our use of paid platform “SchoolMint” for ease of applying
- Limited flyer distribution/personal interaction due to COVID restrictions. When engaged, were sure to stress our participation in the NSFLP, DOE free bussing, and our Special Ed inclusivity
- Utilized our current scholars and families to create ‘about us’, ‘why I love CQA’ videos etc.
- Used a ‘concierge’ approach with interested families and kept up sustained personal outreach via phone calls, text messages and emails.

For the 2021-22 School year in addition to the 2020-21 efforts above, we added the following resulting in the highest number of applications received overall.

- Hired a full time Community Engagement Specialist to focus solely on recruitment for 21-22
- Participated in NYC CSC virtual ‘Open House’ and held several of our own events allowing Q&A with interested parents
- Advertised on NYC MTA Busses and bus shelters in Queens
- Advertised in multiple newspapers and magazines including Queens Chronical and NY Family magazine
- Purchased and utilized QR code advertisements for contactless flyer/application distribution
- Held translated community event at local Tibetan center in Queens to target non-English speaking families.
- Distributed flyers via ‘pounding the pavement’ being sure to stress our participation in the NSFLP, DOE free bussing, and our Special Ed inclusivity

In order to attract higher

English Language Learners

numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, than recruited in 2020-21 we continued the following efforts during the student recruitment season. While COVID restrictions were in place, we found it very difficult to use our more sustained in person outreach and utilized technology by holding ZOOM Virtual meetings and creating several video presentations that were posted on our website. Interested families could go directly to our site from their phone, i-pad or laptop computer, watch the videos and apply online.

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- Utilized our current scholars and families to create ‘about us’, ‘why I love CQA’ videos etc.
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- Held translated community event at local Tibetan center in Queens to target non-English speaking families.
- Distributed flyers via ‘pounding the pavement’ being sure to stress our participation in the NSFLP, DOE free bussing, and our Special Ed inclusivity

	<p>via phone calls, text messages and emails.</p>	
<p>Students with Disabilities</p>	<p>In order to attract higher numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, than recruited in 2020-21 we continued the following efforts during the student recruitment season. While COVID restrictions were in place, we found it very difficult to use our more sustained in person outreach and utilized technology by holding ZOOM Virtual meetings and creating several video presentations that were posted on our website. Interested families could go directly to our site from their phone, i-pad or laptop computer, watch the videos and apply online.</p> <ul style="list-style-type: none"> • Created and Displayed School front signage with multiple languages present • Sent multiple Vanguard Mass Mailings with multiple languages and “tuition free” verbiage • Participated in the CSC Online Common App • Continued our use of paid platform “SchoolMint” for ease of applying • Limited flyer distribution/personal interaction due to COVID restrictions. When engaged, were sure to stress our participation in the NSFLP, DOE free bussing, and our Special Ed inclusivity • Utilized our current scholars and families to create ‘about us’, 	<p>For the 2021-22 School year in addition to the 2020-21 efforts above, we added the following resulting in the highest number of applications received overall.</p> <ul style="list-style-type: none"> • Hired a full time Community Engagement Specialist to focus solely on recruitment for 21-22 • Participated in NYC CSC virtual ‘Open House’ and held several of our own events allowing Q&A with interested parents • Advertised on NYC MTA Busses and bus shelters in Queens • Advertised in multiple newspapers and magazines including Queens Chronical and NY Family magazine • Purchased and utilized QR code advertisements for contactless flyer/application distribution • Held translated community event at local Tibetan center in Queens to target non-English speaking families. • Distributed flyers via ‘pounding the pavement’ being sure to stress our participation in the NSFLP, DOE free bussing, and our Special Ed inclusivity

'why I love CQA' videos etc.

- Used a 'concierge' approach with interested families and kept up sustained personal outreach via phone calls, text messages and emails.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>In order to retain large numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, we used the following practices throughout the school year.</p> <ul style="list-style-type: none"> • Bi-lingual Guidance Counselor and Student support services • Focus on small group instruction for our most at-risk students • Special Education services /liaise with CSE on IEP goals / meetings • One ESL teacher per grade providing push-in / pull out services • Employ AIS/Interventionist staff • Multi-lingual staff • Use of "Talking Points" translation software to ensure parents are comfortable with school communications • Frequent teacher/parent outreach and 1:1 guidance when needed • Continue to participate in the NSFLP • Continue to provide an after- 	<p>For next year, we plan to implement the same strategies as we continue to see significant results from our efforts. As we start our Elementary school this year, we have hired an additional Social Worker and Special Ed coordinator to ensure our K&1 scholars needs are met. We will continue our current practices to retain approximately 90% of students from low-income communities, diverse backgrounds, and with special needs.</p>

	<p>school program with our community partner AYA.</p> <ul style="list-style-type: none"> • Held virtual meetings and info sessions for parents • Social-emotional supports like SEL class; special teambuilding days, and positive school outdoor events • Develop a food pantry service for needy families 	
<p>English Language Learners</p>	<p>In order to retain large numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, we used the following practices throughout the school year.</p> <ul style="list-style-type: none"> • Bi-lingual Guidance Counselor and Student support services • Focus on small group instruction for our most at-risk students • Special Education services /liaise with CSE on IEP goals / meetings • One ESL teacher per grade providing push-in / pull out services • Employ AIS/Interventionist staff • Multi-lingual staff • Use of “Talking Points” translation software to ensure parents are comfortable with school communications • Frequent teacher/parent outreach and 1:1 guidance when needed • Continue to participate in the NSFLP • Continue to provide an after-school program with our community partner AYA. • Held virtual meetings and info 	<p>For next year, we plan to implement the same strategies as we continue to see significant results from our efforts. As we start our Elementary school this year, we have hired an additional Social Worker and Special Ed coordinator to ensure our K&1 scholars needs are met. We will continue our current practices to retain approximately 90% of students from low-income communities, diverse backgrounds, and with special needs.</p>

	<p>sessions for parents</p> <ul style="list-style-type: none"> • Social-emotional supports like SEL class; special teambuilding days, and positive school outdoor events • Develop a food pantry service for needy families 	
<p>Students with Disabilities</p>	<p>In order to retain large numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, we used the following practices throughout the school year.</p> <ul style="list-style-type: none"> • Bi-lingual Guidance Counselor and Student support services • Focus on small group instruction for our most at-risk students • Special Education services /liaise with CSE on IEP goals / meetings • One ESL teacher per grade providing push-in / pull out services • Employ AIS/Interventionist staff • Multi-lingual staff • Use of “Talking Points” translation software to ensure parents are comfortable with school communications • Frequent teacher/parent outreach and 1:1 guidance when needed • Continue to participate in the NSFLP • Continue to provide an after-school program with our community partner AYA. • Held virtual meetings and info sessions for parents • Social-emotional supports like 	<p>For next year, we plan to implement the same strategies as we continue to see significant results from our efforts. As we start our Elementary school this year, we have hired an additional Social Worker and Special Ed coordinator to ensure our K&1 scholars needs are met. We will continue our current practices to retain approximately 90% of students from low-income communities, diverse backgrounds, and with special needs.</p>

SEL class; special teambuilding days, and positive school outdoor events
• Develop a food pantry service for needy families

Entry 10 - Teacher and Administrator Attrition

Completed Jul 29 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 of 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)	
. 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)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Completed Jul 29 2021 Hidden from applicant

Instructions

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

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

CQA Org Chart 2020-21

Filename: CQA Org Chart 2020 21.pdf Size: 60.8 kB

Entry 13 School Calendar

Completed Jul 29 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.

[2020_21 Academic Calendar](#)

Filename: 2020_21 Academic Calendar.pdf Size: 108.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 29 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: Central Queens Academy Charter School

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.centralqueensacademy.org/accountability
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.centralqueensacademy.org/accountability
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.centralqueensacademy.org/accountability
3. Link to NYS School Report Card	https://www.centralqueensacademy.org/accountability
4. Lottery Notice announcing date of lottery	https://www.centralqueensacademy.org/apply
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.centralqueensacademy.org/accountability
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.centralqueensacademy.org/accountability
7. Authorizer-Approved FOIL Policy	https://www.centralqueensacademy.org/accountability
8. Subject matter list of FOIL records	https://www.centralqueensacademy.org/accountability

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.



**Central Queens Academy
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 31, 2021

By Ashish Kapadia

55-30 Junction Blvd. Elmhurst, NY 11373
88-24 Myrtle Avenue Glendale, NY 11385

(718) 271-6200

(718) 850-3111

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ashish Kapadia, Executive Director of CQA, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Arunabha Bhounik		Marketing Task Force
Megha Jain	2021-22 Secretary	Personnel and Executive Committees
Année Kim		Fundraising Task Force
Maribel Lara		Marketing Task Force
Michael Lee		Fundraising Task Force
Tom Ng		Education Accountability Cmte
David Nitkin		Education Accountability Cmte
Sonia Park	2021-22 Co-Vice Chairperson	Education Accountability and Executive Committees
Rick Ruvkin	Treasurer	Finance and Executive Committees
Bruce Saber		Facility Task Force
Sabir Semerkant		Marketing Committee
Cathy Tse	2021-22 Co-Vice Chairperson	Finance and Executive Committees
Joyce Wu	2021-22 Chairperson	Fundraising and Executive Committees
Michael Zisser	2020-21 Chairperson	Facility Task Force

Ashish Kapadia has served as the Executive Director since 2021.

SCHOOL OVERVIEW

Central Queens Academy Charter School opened in 2012. As a middle school, it serves grades 5-8 in two buildings. It serves approximately 400 scholars who are mainly first and second-generation immigrants from over 30 different nations who speak over 20 different languages. The school is about 70% Hispanic, 15% Asian, and 15% black. Annually, about 85% of CQA scholars qualify for free or reduced-price lunch.

The school's mission is to prepare students for success in education, the workforce, and the community through a school that integrates literacy, standards-based academics, and culturally responsive support services. In addition to the three just mentioned above, the school's key design elements include:

- frequent assessments to foster growth;
- focus on teacher development;
- more time on task, longer school day, and longer school year; and
- emphasis on social-emotional support to teach character and community.

During the 2020-2021 school year, CQA implemented a hybrid learning model for about 70% of its scholars. In this model, scholars came into the school buildings every alternate day. The scholars in this program maintained a daily schedule with a fixed set of teachers whether they were in the school building or at home. CQA separately ran a fully-remote microschool for about 30% of its scholars. This program was taught by a combination of administrators, instructional coaches, and newly-hired teachers. Whether part of the hybrid program or the remote program, scholars received 5.5 hours of daily live instruction in the core academic subjects of ELA, math, science, and social studies.

During the 2020-2021 school year, CQA focused on academic remediation as well as social-emotional support. All teachers provided small-group instruction and office hours to teach or re-teach the grade level skills and content that scholars were to master. Just as importantly, the school implemented a new instructional period dedicated to social-emotional learning. These lessons were mainly led by counselors and administrators. Additionally, the school created SEL days where scholars participated in teambuilding activities and supportive activities. Our school counselors provided intensive individual, group, and at times family counseling in order to minimize isolation and pandemic-related anxiety, stemming from Elmhurst, Corona, and Woodside being the epicenter of pandemic in 2020. Finally, the school created a food pantry program for food insecure CQA families and for local families connected to other Queens charter schools, like Elm, Forte Prep, and Valence Charter Schools. Over the course of the school year, CQA gave out over 15,000 meals to families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17						104	97	96	96					393
2017-18						106	106	105	86					403
2018-19						110	105	104	101					420
2019-20						106	104	102	95					407
2020-21						102	101	108	91					402

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CQA students will become proficient readers and writers of the English language.

BACKGROUND

The ELA curriculum at Central Queens Academy Charter School (CQA) incorporates the Expeditionary Learning-developed curriculum model which is aligned to the Next Generation Learning Standards. The program is built into theme-specific modules, each one with an increasing emphasis on students reading grade-level texts with appropriate scaffolds for both reading and for writing development. ELA instruction currently takes place 2 hours per day in the middle school grades, sometimes with the assistance of a special education teacher for push-in support.

Built into CQA’s program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P), and the Renaissance STAR Reading Assessment. The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA’s annual reading growth goals. In the elementary school, which we will open in the 2021-2022 school year, ELA will take place 3 hours per day.

During the 2020-2021 school year, ELA instruction continued to implement the school’s ELA curriculum in its hybrid modality and separately in its fully-remote modality.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

CQA administered a series of assessments over the course of the school year in order to determine student achievement and growth. These assessments include formative and summative assessments created by teachers and aligned to the Next Generation Learning Standards, Fountas and Pinnell reading level assessments, and Renaissance STAR assessments that are administered at least four times per year to all of its scholars in order to measure grade level equivalency in English.

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

RESULTS AND EVALUATION

CQA's internal goal for ELA during the 2020-2021 school year was to have at least one year of growth in literacy based on grade level equivalency when measured by STAR assessments. When comparing scholar performance in September and May, CQA saw at least one year of ELA growth in all four grade levels. When factoring in the performance of all scholars in the grade level, the average fifth grade scholars increased grade level equivalency of 1.1 years. Sixth grade scholars increased grade level equivalency of 1.6 years. Seventh grade scholars increased 1.3 years of grade level equivalency. Eighth grade scholars increased exactly 1 year of grade level equivalency.

STAR English Assessment Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Sept. Avg. Grade Level Equivalency	3.8	5.0	5.8	7.6
May Avg. Grade Level Equivalency	4.9	6.6	7.1	8.6
TOTAL AVG GLE GROWTH (years)	1.1	1.6	1.3	1.0

Knowing that our incoming fifth grade scholars entered CQA without six consecutive months of literacy instruction, virtually all of these CQA scholars came to our school significantly below grade level in the Fall of 2020. On average, they finished the school year one year below grade level and we believe we can get these scholars caught up to grade level over the next three school years so that they are ready for high school by the end of eighth grade. The same is true for our sixth grade scholars who finished the 2020-2021 school year closer to reaching grade level. Our seventh grade scholars continue to be almost one grade level behind in literacy. These scholars will receive intensive literacy support during the upcoming school year in order to be ready for high school on time.

STAR English Growth Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Percent of all scholars who showed one year of growth	64%	65%	64%	44%
Average growth of special education scholars (years)	0.6	1.1	1.4	2.0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Average growth of ELL scholars (yrs)	1.0	1.2	1.4	1.7
Avg. growth of FRPL scholars (yrs)	1.2	1.5	1.3	0.9

Based on the STAR assessments, scholars with disabilities in grade five only grew 0.6 years. Clearly, this is a group that CQA will focus on with its remediation efforts in the 2021-2022 school year. CQA's sixth grade special education scholars grew 1.1 years on average in literacy. While impressive, that is lower than the average increase in the grade of 1.6 years. CQA's seventh grade scholars with disabilities grew 1.4 years, which was more than the average grade level growth. The school's eighth grade scholars with an IEP grew twice as much as the average growth of all eighth graders.

CQA's English language learners grew one year in fifth grade, which was just below the average growth of all fifth grade scholars. In sixth grade, CQA's ELLs grew 1.2 years, but that too was lower than the average growth of all sixth grade scholars. The school's seventh grade English language learners grew 1.4 years on average, which was more than the average grade level growth. Finally, CQA's average eighth grade ELLs grew 1.7 years in literacy while the entire grade level average growth was just 1 year.

Based on the STAR reading assessments, CQA saw very small differences between scholars who qualified for free or reduced-price lunch and all other scholars. This is because about 85% of CQA scholars fall into this sub-group. Scholars in grade 5 who qualified for free or reduced-price lunch outperformed their peers by growing 1.2 years as opposed to 1.1 years for all scholars. Scholars in grade six in this sub-group grew 1.5 years while the entire grade level grew 1.6 years. Seventh grade scholars in this sub-group grew 1.3 years, the same as their peers in the grade level. Eighth grade scholars in this sub-group grew 0.9 years while the entire grade grew 1.0 years.

PERCENT OF CQA SCHOLARS WHOSE GLE IN READING WAS IN THEIR PROPER GRADE LEVEL

	ALL	SPED	ELL	FRPL
Grade 5	45%	11%	9%	49%
Grade 6	59%	14%	22%	56%
Grade 7	51%	17%	0%	50%
Grade 8	58%	17%	40%	54%

Finally, the STAR assessments administered in May 2021 were able to show how many scholars in each grade level were reading in their grade level. 45% of fifth grade scholars ended the year on their grade level while 59% of sixth grade scholars were doing so. 51% of seventh grade scholars were on a seventh grade level and 58% of eighth grade scholars ended their year on grade level.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

CQA's scholars, on average, grew more than 1 year in literacy. More than half of CQA scholars were on grade level by the end of the school year in reading. In the absence of state exams that provide reliable student achievement data, we believe we have partially met our literacy goal.

ACTION PLAN

Despite the troublesome 18 months that COVID-19 presented, CQA scholars demonstrated substantial gains in its student reading levels. We also understand that there is room to grow further. Our program will implement the following for the 2021-22 school year:

- Implementation of a fully-in-school instructional modality.
- Continued use of baseline and monitoring reading assessments using the Renaissance STAR Reading Assessment. This program simultaneously reports continual growth as well as provide teacher guidance on individualized support for each scholar.
- Early screening of all scholars to establish logical and flexible small reading groups.
- Intensive small group instruction and literacy intervention for at-risk scholars.
- The elementary school will incorporate weekly blocks of “CORE Time” where scholars work in differentiated groupings on essential reading and writing skills.
- The middle school will incorporate weekly blocks of structured independent reading and/or executive functioning study skills for literacy.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CQA students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

CQA has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA’s program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA’s annual math growth goals.

In the middle school grades, CQA intentionally uses multiple curricula. In fifth grade, CQA utilizes the Singapore Math curriculum from Math in Focus. This is because the majority of incoming students enter fifth grade below grade level in math. CQA believes the Singapore Math curriculum does a better job of teaching and reinforcing number sense than other curricula. In grades 6 and 7, CQA utilizes the Eureka Math curriculum from engageny.org in order to ensure that its scholars can learn using a rigorous curriculum that is closely aligned to New York State’s Next Generation Learning Standards for math. The coursework in middle school is accelerated culminating in the NYS high school Algebra I Regents course (with the subsequent Regents exam). The single period

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

daily math block is paired with a block of Interdisciplinary Studies (IDS). IDS is an application-based class for scholars to apply the skills that they are learning in math to real world or tactile problems for part of the school year.

During the 2020-2021 school year, math instruction continued to implement the school's regular math curriculum in its hybrid modality and separately in its fully-remote modality.

METHOD

CQA assessed its middle school scholars during the 2020-2021 school year using a variety of teacher-designed formative and summative assessments like performance tasks, quizzes, and tests that are aligned to the Next Generation Learning Standards, and IXL assessments administered four times per year to all of its scholars.

Further, in grade 8, our scholars took the high school Algebra I course that normally ends in a Regents exam. Because the exam was scheduled for after our last day of school, our scholars did not take the exam. They received high school Regents exam and course credit if they passed the course for the year. In June 2021, the eighth grade scholars also took an internal benchmark assessment which was a mock Regents exam. This was their final exam in math. It was a previously-administered state Regents exam.

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

RESULTS AND EVALUATION

During the 2020-2021 school year, CQA's internal goal was to have its average scholar growth by grade level be 1.0 years on the IXL assessments. In fifth, sixth, and seventh grades, CQA achieved its goal as the school saw 1.7 years, 1.2 years, and 1.5 years of growth, respectively. CQA only saw 0.8 years of average growth in eighth grade in mathematics, however, the average grade level equivalency was already in ninth grade.

IXL Math Assessment Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Sept. Avg. Grade Level Equivalency	3.7	5.1	5.9	8.3
May Avg. Grade Level Equivalency	5.4	6.3	7.4	9.1
TOTAL AVG GLE Growth (years)	1.7	1.2	1.5	0.8

Similar to what it saw in ELA, the average grade level equivalency for its incoming fifth grade scholars was far below grade level as those scholars received six months of minimal math instruction before arriving to the school. These scholars saw the greatest growth. Meanwhile, scholars in sixth and seventh grades saw their average grade level equivalency as being in the middle of their grade, similar to what we saw with fifth grade scholars at the end of the school year. Meanwhile, eighth grade scholars saw an average grade level equivalency of 9.1 at the end of the year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

IXL Math Growth Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Percent of all scholars who showed one year of growth	86%	65%	82%	43%
Average growth of special education scholars (years)	1.4	1.8	1.6	1.2
Average growth of ELL scholars (yrs)	1.5	1.3	2.2	1.0
Avg growth of FRPL scholars (yrs)	1.6	1.1	1.4	0.6

CQA's fifth grade special education scholars grew 1.4 years in math on the IXL assessments. While that was good, it was less than the 1.7 years that the average fifth grade scholar grew. In grade six, CQA's scholars with IEPs grew 1.8 years, more than half a grade level more than the average sixth grade scholar. CQA's seventh grade students with disabilities grew 1.6 years, slightly more than the average seventh grade scholar. The school's eighth grade special education scholars grew 1.2 years, which is 4 months more than the average eighth grader.

English language learners at CQA showed notable math growth as well. Fifth grade ELLs grew 1.5 years though the grade level grew on average 1.7 years. Sixth grade scholars who are English language learners grew 1.3 years on average, just over the entire grade level average. In seventh grade, ELLs grew over 2 years in math, significantly more than the average seventh grader. In eighth grade, ELLs grew one year, which was two months more than the average scholar in the grade level.

Scholars who qualify for free or reduced-price lunch showed significant growth during the 2020-2021 school year. Note that the vast majority of CQA scholars, about 85% of the total, are part of this sub-group. Fifth grade CQA scholars in this sub-group grew 1.6 years in math as the whole grade level grew 1.7 years. Sixth grade CQA scholars in this sub-group grew 1.1 years while the whole grade level grew 1.2 years. Seventh grade CQA scholars in this sub-group grew 1.4 years while the whole grade level grew one month more. In eighth grade, scholars in this sub-group grow 0.6 years but it is worth keeping in mind that the average grade level equivalency for eighth graders was 9.1.

PERCENT OF CQA SCHOLARS WHOSE MATH GRADE LEVEL EQUIVALENCY WAS IN THEIR PROPER GRADE LEVEL

	ALL	SPED	ELL	FRPL
Grade 5	78%	78%	55%	78%
Grade 6	74%	14%	23%	73%
Grade 7	77%	50%	83%	76%
Grade 8	87%	100%	80%	86%

Using our IXL assessments, we could see that 78% of our fifth-grade scholars were on grade level by the end of the 2020-2021 school year. In grade six, 74% of our scholars ended the year on grade

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

level. In grade 7, 77% of our scholars were on grade level and 87% of our eighth grade scholars were on grade level by May 2021.

Algebra I	ALL	SPED	ELL	FRPL
Mock Regents Exam	91%	100%	100%	89%

On the June 2021, Algebra I final exam, which was a mock Regents exam from a previously-administered New York State Regents Exam, 91% of all eighth grade scholars passed the assessment though 70% of those scholars passed the course and received high school course and Regents Exam credit.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

CQA believes it has met its math goals based on: the average grade level growth of more than one year for CQA scholars in grade 5, 6, & 7; achievement level of eighth grade scholars on the IXL assessments; and strong performance on the mock-Algebra I Regents exam.

ACTION PLAN

Despite the troublesome 18 months that COVID-19 presented, CQA scholars also demonstrated substantial gains in their student math levels. We also understand that further development is needed. Our program will implement the following for the 2021-22 school year:

- For the 2021-2022 school year, the elementary and middle school plan to only implement a fully in-school modality.
- The new incorporation of periodic math assessments using the Renaissance STAR Math Assessment. This program simultaneously reports continual growth as well as provide teacher guidance on individualized support for each scholar.
- Continued use of IXL and Castle Learning, both student practice-based programs that target specific skills and highlight process mistakes for scholars.
- Continued intensive Algebra Summer Bridge Program, a 60 hr. course built to bridge the skill gap between our accelerated seventh grade curriculum and our Algebra I Regents course in eighth grade.
- The reincorporation of weekly alumni Algebra tutors.
- In the elementary grades the math curriculum will consist of 2 programs: Cognitively Guided Instruction (CGI- inquiry based problem solving) and Contexts for Learning Mathematics (CFL-math concepts in context). The CFL block will be 45 minutes per day and the CGI block will be 35 minutes per day.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

CQA students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

Similar to math, CQA has built an accelerated science program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem solving while building conceptual understanding of basic scientific constructs. CQA strives to build the understanding through the hands-on experimentation rather than prior to experimentation.

In the middle school grades, we use the Savvas Interactive Science Curriculum with an accelerated pacing calendar culminating in the New York State high school Earth Science course in eighth grade. The Earth Science curriculum has been built in-house at CQA.

During the 2020-2021 school year, science instruction continued to implement the school's regular science curriculum in its hybrid modality and separately in its fully-remote modality.

METHOD

CQA administered its own teacher-developed formative and summative assessments including performance tasks, quizzes, and tests. These assessments are aligned to New York State learning standards for science. Based on these assessments, scholars received quarterly report card grades which were averaged into final grades at the end of the school year where 70% is considered passing in grades 5, 6, and 7.

Eighth grade scholars took the high school Earth Science course that typically ends in a Regents exam. Because the state exam was scheduled after the end of the CQA school year, scholars did not take the exam but they did take a mock Regents exam that was a previously administered Regents exam. This served as an internal benchmark assessment. Scholars who passed the course with 65% or higher received high school course and Regents credit.

RESULTS AND EVALUATION

Similar to what we have seen in ELA and math, our fifth grade scholars struggle in their first year at CQA. Only 55% of our fifth grade scholars passed the accelerated science course with special education and English language learners struggling even more. However, scholars in their second, third, or fourth year at CQA performed significantly better. 81% of sixth grade scholars, 68% of seventh grade scholars, and 84% of eighth grade scholars passed their science courses.

On the eighth grade mock Earth Science Regents Exam, 83% of scholars passed the exam, including two-thirds of special education scholars and all English language learners.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SCIENCE COURSE AND MOCK REGENTS EXAM PASSING RATES

Grade	ALL	SPED	ELL	FRPL
Grade 5 Course	55%	33%	26%	55%
Grade 6 Course	81%	57%	65%	78%
Grade 7 Course	68%	42%	43%	66%
Grade 8 Course	84%	67%	100%	82%
Grade 8 Earth Sci Mock Exam	83%	67%	100%	83%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

While the school believes it did not meet its goal for grades 6 and 7, based on the high performance of its eighth grade scholars in earning high school course credit and based on those scholars' performance on the school's benchmark assessment, which was a mock Earth Science Regents Exam, CQA believes it has partially met its science goal.

ACTION PLAN

The COVID-19 pandemic had the greatest effect on our science program, greatly limiting the amount of hands-on learning that we heavily invest in and depend on. As a result, we saw a decrease in the total percent of scholars passing the Earth Science Regents course from 90+% to 76%. To bridge that gap in 2021-22 our program will implement the following:

- The reintegration of a fully-functioning lab-based model of learning.
- Continued use of Castle Learning, a student practice-based programs that targets specific skills and highlight process mistakes for scholars.
- The reincorporation of weekly alumni Earth Science tutors.
- In the elementary grades we will use the Amplify Science curriculum with 3-4 blocks per week.

GOAL 4: ESSA

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

Goal 4: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

CQA's ESSA status is good standing for the 2020-2021 school year. It has always been in good standing.

ADDITIONAL EVIDENCE

CQA's ESSA status has always been in good standing, including for the entire charter period.

Accountability Status by Year

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

Appendix A is deleted as CQA did not administer NWEA or iReady assessments.



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

Charter School Name:	Central Queens Academy Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Michelle Dalpiaz
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Schall & Ashenfarb, CPA's LLC
School Audit Contact Name:	Mike Schall
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	2020-21	2019-20
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$8,707,383	\$ 8,313,986
Grants and contracts receivable	269,843	395,697
Accounts receivables	-	3,041
Prepaid expenses	1,924,373	1,273,812
Contributions and other receivables	107,659	467,941
TOTAL CURRENT ASSETS	11,009,258	10,454,477
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	485,739	397,275
<u>OTHER ASSETS</u>	79,389	79,151
TOTAL ASSETS	11,574,386	10,930,903
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 1,013,697	\$ 1,100,966
Accrued payroll and benefits	-	-
Deferred Revenue	40,186	10,576
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	1,053,883	1,111,542
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	39,026	37,573
All other long-term debt and notes payable, net current maturities	-	1,024,182
TOTAL LONG-TERM LIABILITIES	39,026	1,061,755
TOTAL LIABILITIES	1,092,909	2,173,297
<u>NET ASSETS</u>		
Without Donor Restrictions	10,102,606	8,451,864
With Donor Restrictions	378,871	305,742
TOTAL NET ASSETS	10,481,477	8,757,606
TOTAL LIABILITIES AND NET ASSETS	11,574,386	10,930,903

CK - Should be zero - -

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 6,406,877	\$ -	\$ 6,406,877	\$ 6,533,483
Students with disabilities	569,866	-	569,866	558,653
Grants and Contracts				
State and local	-	-	-	79,157
Federal - Title and IDEA	427,567	-	427,567	371,483
Federal - Other	1,024,182	-	1,024,182	-
Other	-	-	-	-
NYC DoE Rental Assistance	654,905	-	654,905	672,662
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,083,397	-	9,083,397	8,215,438
EXPENSES				
Program Services				
Regular Education	\$ 5,372,247	\$ -	\$ 5,372,247	\$ 5,252,434
Special Education	984,519	-	984,519	930,459
Other Programs	-	-	-	-
Total Program Services	6,356,766	-	6,356,766	6,182,893
Management and general	1,602,052	-	1,602,052	1,425,356
Fundraising	393,038	-	393,038	314,926
TOTAL OPERATING EXPENSES	8,351,856	-	8,351,856	7,923,175
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	731,541	-	731,541	292,263
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 329,280	\$ 339,400	\$ 668,680	\$ 77,000
Individuals	111,106	-	111,106	88,823
Corporations	266,403	-	266,403	205,249
Fundraising	-	-	-	-
Interest income	53,770	-	53,770	89,095
Miscellaneous income	(107,629)	-	(107,629)	577
Net assets released from restriction	266,271	(266,271)	-	-
TOTAL SUPPORT AND OTHER REVENUE	919,201	73,129	992,330	460,744
CHANGE IN NET ASSETS	1,650,742	73,129	1,723,871	753,007
NET ASSETS BEGINNING OF YEAR	8,451,864	305,742	8,757,606	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 10,102,606	\$ 378,871	\$ 10,481,477	\$ 753,007

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 1,723,871	\$ 753,007
Revenues from School Districts	62,253	(32,643)
Accounts Receivable	96,534	92,223
Due from School Districts		
Depreciation	51,241	46,962
Grants Receivable		
Due from NYS		
Grant revenues		
Prepaid Expenses	(63,061)	(109,044)
Accounts Payable		
Accrued Expenses	(87,269)	112,629
Accrued Liabilities		
Contributions and fund-raising activities		
Miscellaneous sources		
Deferred Revenue		
Interest payments		
Other Pay Check Protection Program	(1,024,182)	1,024,182
Other	111,661	547,573
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$ 871,048</u>	<u>\$ 2,434,889</u>
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(477,413)	(163,433)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$ (477,413)</u>	<u>\$ (163,433)</u>
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$ -</u>	<u>\$ -</u>
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$ 393,635</u>	<u>\$ 2,271,456</u>
Cash at beginning of year	8,393,137	6,121,681
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 8,786,772</u>	<u>\$ 8,393,137</u>

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	10.00	2,179,106	447,523	-	2,626,629	-	-	-	2,626,629	2,620,408
Instructional Personnel	44.00	1,156,373	212,570	-	1,368,943	317,122	531,847	848,969	2,217,912	1,757,431
Non-Instructional Personnel	2.00	88,198	14,525	-	102,723	3,236	11,118	14,354	117,077	165,621
Total Salaries and Staff	56.00	3,423,677	674,618	-	4,098,295	320,358	542,965	863,323	4,961,618	4,543,460
Fringe Benefits & Payroll Taxes		629,046	103,596	-	732,642	23,083	79,293	102,376	835,018	793,858
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	232,961	232,961	232,961	205,249
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		56,441	9,295	-	65,736	2,071	232,241	234,312	300,048	228,601
Building and Land Rent / Lease / Facility Finance Interest		931,427	153,395	-	1,084,822	34,178	117,408	151,586	1,236,408	1,233,593
Repairs & Maintenance		9,917	1,633	-	11,550	364	1,250	1,614	13,164	22,155
Insurance		51,057	8,409	-	59,466	1,873	6,436	8,309	67,775	61,285
Utilities		27,284	4,493	-	31,777	1,001	3,439	4,440	36,217	49,768
Supplies / Materials		58,322	-	-	58,322	-	-	-	58,322	50,948
Equipment / Furnishings		24,329	4,007	-	28,336	891	3,067	3,958	32,294	37,522
Staff Development		9,725	201	-	9,926	45	666	711	10,637	17,229
Marketing / Recruitment		70,315	11,580	-	81,895	6,213	8,863	15,076	96,971	36,918
Technology		34,392	5,664	-	40,056	1,262	4,335	5,597	45,653	53,170
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		3,119	514	-	3,633	114	394	508	4,141	25,241
Depreciation		38,602	6,357	-	44,959	1,416	4,866	6,282	51,241	46,962
OTHER		4,594	757	-	5,351	169	363,868	364,037	369,388	517,216
Total Expenses		\$ 5,372,247	\$ 984,519	\$ -	\$ 6,356,766	\$ 393,038	\$ 1,602,052	\$ 1,995,090	\$ 8,351,856	\$ 7,923,175



**Central Queens Academy
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 31, 2021

By Ashish Kapadia

55-30 Junction Blvd. Elmhurst, NY 11373
88-24 Myrtle Avenue Glendale, NY 11385

(718) 271-6200

(718) 850-3111

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ashish Kapadia, Executive Director of CQA, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Arunabha Bhounik		Marketing Task Force
Megha Jain	2021-22 Secretary	Personnel and Executive Committees
Année Kim		Fundraising Task Force
Maribel Lara		Marketing Task Force
Michael Lee		Fundraising Task Force
Tom Ng		Education Accountability Cmte
David Nitkin		Education Accountability Cmte
Sonia Park	2021-22 Co-Vice Chairperson	Education Accountability and Executive Committees
Rick Ruvkin	Treasurer	Finance and Executive Committees
Bruce Saber		Facility Task Force
Sabir Semerkant		Marketing Committee
Cathy Tse	2021-22 Co-Vice Chairperson	Finance and Executive Committees
Joyce Wu	2021-22 Chairperson	Fundraising and Executive Committees
Michael Zisser	2020-21 Chairperson	Facility Task Force

Ashish Kapadia has served as the Executive Director since 2021.

SCHOOL OVERVIEW

Central Queens Academy Charter School opened in 2012. As a middle school, it serves grades 5-8 in two buildings. It serves approximately 400 scholars who are mainly first and second-generation immigrants from over 30 different nations who speak over 20 different languages. The school's student body is about 70% Hispanic, 15% Asian, and 15% black. Annually, about 85% of CQA scholars qualify for free or reduced-price lunch.

The school's mission is to prepare students for success in education, the workforce, and the community through a school that integrates literacy, standards-based academics, and culturally responsive support services. In addition to the three just mentioned above, the school's key design elements include:

- frequent assessments to foster growth;
- focus on teacher development;
- more time on task, longer school day, and longer school year; and
- emphasis on social-emotional support to teach character and community.

During the 2020-2021 school year, CQA implemented a hybrid learning model for about 70% of its scholars. In this model, scholars came into the school buildings every alternate day. The scholars in this program maintained a daily schedule with a fixed set of teachers whether they were in the school building or at home. CQA separately ran a fully-remote microschool for about 30% of its scholars. This program was taught by a combination of administrators, instructional coaches, and newly-hired teachers. Whether part of the hybrid program or the remote program, scholars received 5.5 hours of daily live instruction in the core academic subjects of ELA, math, science, and social studies.

During the 2020-2021 school year, CQA focused on academic remediation as well as social-emotional support. All teachers provided small-group instruction and office hours to teach or re-teach the grade level skills and content that scholars were to master. Just as importantly, the school implemented a new instructional period dedicated to social-emotional learning. These lessons were mainly led by counselors and administrators. Additionally, the school created SEL days where scholars participated in teambuilding activities and supportive activities. Our school counselors provided intensive individual, group, and at times family counseling in order to minimize isolation and pandemic-related anxiety, stemming from Elmhurst, Corona, and Woodside being the epicenter of pandemic in 2020. Finally, the school created a food pantry program for food insecure CQA families and for local families connected to other Queens charter schools, like Elm, Forte Prep, and Valence Charter Schools. Over the course of the school year, CQA gave out over 15,000 meals to families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17						104	97	96	96					393
2017-18						106	106	105	86					403
2018-19						110	105	104	101					420
2019-20						106	104	102	95					407
2020-21						102	101	108	91					402

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CQA students will become proficient readers and writers of the English language.

BACKGROUND

The ELA curriculum at Central Queens Academy Charter School (CQA) incorporates the Expeditionary Learning-developed curriculum model which is aligned to the Next Generation Learning Standards. The program is built into theme-specific modules, each one with an increasing emphasis on students reading grade-level texts with appropriate scaffolds for both reading and for writing development. ELA instruction currently takes place 2 hours per day in the middle school grades, sometimes with the assistance of a special education teacher for push-in support.

Built into CQA’s program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P), and the Renaissance STAR Reading Assessment. The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA’s annual reading growth goals. In the elementary school, which we will open for the 2021-2022 school year, ELA will take place 3 hours per day.

During the 2020-2021 school year, ELA instruction continued to implement the school’s ELA curriculum in its hybrid modality and separately in its fully-remote modality.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

CQA administered a series of assessments over the course of the school year in order to determine student achievement and growth. These assessments include formative and summative assessments created by teachers and aligned to the Next Generation Learning Standards, Fountas and Pinnell reading level assessments, and Renaissance STAR assessments that are administered at least four times per year to all of its scholars in order to measure grade level equivalency in English.

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

RESULTS AND EVALUATION

CQA's internal goal for ELA during the 2020-2021 school year was to have at least one year of growth in literacy based on grade level equivalency when measured by STAR assessments. When comparing scholar performance in September and May, CQA saw at least one year of ELA growth in all four grade levels. When factoring in the performance of all scholars in the grade level, the average fifth grade scholars increased grade level equivalency of 1.1 years. Sixth grade scholars increased grade level equivalency of 1.6 years. Seventh grade scholars increased 1.3 years of grade level equivalency. Eighth grade scholars increased exactly 1 year of grade level equivalency.

STAR English Assessment Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Sept. Avg. Grade Level Equivalency	3.8	5.0	5.8	7.6
May Avg. Grade Level Equivalency	4.9	6.6	7.1	8.6
TOTAL AVG GLE GROWTH (years)	1.1	1.6	1.3	1.0

Knowing that our incoming fifth grade scholars entered CQA without six consecutive months of literacy instruction, virtually all of these CQA scholars came to our school significantly below grade level in the Fall of 2020. On average, they finished the school year one year below grade level and we believe we can get these scholars caught up to grade level over the next three school years so that they are ready for high school by the end of eighth grade. The same is true for our sixth grade scholars who finished the 2020-2021 school year closer to reaching grade level. Our seventh grade scholars continue to be almost one grade level behind in literacy. These scholars will receive intensive literacy support during the upcoming school year in order to be ready for high school on time.

STAR English Growth Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Percent of all scholars who showed one year of growth	64%	65%	64%	44%
Average growth of special education scholars (years)	0.6	1.1	1.4	2.0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Average growth of ELL scholars (yrs)	1.0	1.2	1.4	1.7
Avg. growth of FRPL scholars (yrs)	1.2	1.5	1.3	0.9

Based on the STAR assessments, scholars with disabilities in grade five only grew 0.6 years. Clearly, this is a group that CQA will focus on with its remediation efforts in the 2021-2022 school year. CQA's sixth grade special education scholars grew 1.1 years on average in literacy. While impressive, that is lower than the average increase in the grade of 1.6 years. CQA's seventh grade scholars with disabilities grew 1.4 years, which was more than the average grade level growth. The school's eighth grade scholars with an IEP grew twice as much as the average growth of all eighth graders.

CQA's English language learners grew one year in fifth grade, which was just below the average growth of all fifth grade scholars. In sixth grade, CQA's ELLs grew 1.2 years, but that too was lower than the average growth of all sixth grade scholars. The school's seventh grade English language learners grew 1.4 years on average, which was more than the average grade level growth. Finally, CQA's average eighth grade ELLs grew 1.7 years in literacy while the entire grade level average growth was just 1 year.

Based on the STAR reading assessments, CQA saw very small differences between scholars who qualified for free or reduced-price lunch and all other scholars. This is because about 85% of CQA scholars fall into this sub-group. Scholars in grade 5 who qualified for free or reduced-price lunch outperformed their peers by growing 1.2 years as opposed to 1.1 years for all scholars. Scholars in grade six in this sub-group grew 1.5 years while the entire grade level grew 1.6 years. Seventh grade scholars in this sub-group grew 1.3 years, the same as their peers in the grade level. Eighth grade scholars in this sub-group grew 0.9 years while the entire grade grew 1.0 years.

PERCENT OF CQA SCHOLARS WHOSE GLE IN READING WAS IN THEIR PROPER GRADE LEVEL

	ALL	SPED	ELL	FRPL
Grade 5	45%	11%	9%	49%
Grade 6	59%	14%	22%	56%
Grade 7	51%	17%	0%	50%
Grade 8	58%	17%	40%	54%

Finally, the STAR assessments administered in May 2021 were able to show how many scholars in each grade level were reading in their grade level. 45% of fifth grade scholars ended the year on their grade level while 59% of sixth grade scholars were doing so. 51% of seventh grade scholars were on a seventh grade level and 58% of eighth grade scholars ended their year on grade level.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

CQA's scholars, on average, grew more than 1 year in literacy. More than half of CQA scholars were on grade level by the end of the school year in reading. In the absence of state exams that provide reliable student achievement data, we believe we have partially met our literacy goal.

ACTION PLAN

Despite the troublesome 18 months that COVID-19 presented, CQA scholars demonstrated substantial gains in its student reading levels. We also understand that there is room to grow further. Our program will implement the following for the 2021-22 school year:

- Implementation of a fully-in-school instructional modality.
- Continued use of baseline and monitoring reading assessments using the Renaissance STAR Reading Assessment. This program simultaneously reports continual growth as well as provide teacher guidance on individualized support for each scholar.
- Early screening of all scholars to establish logical and flexible small reading groups.
- Intensive small group instruction and literacy intervention for at-risk scholars.
- The elementary school will incorporate weekly blocks of “CORE Time” where scholars work in differentiated groupings on essential reading and writing skills.
- The middle school will incorporate weekly blocks of structured independent reading and/or executive functioning study skills for literacy.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CQA students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

CQA has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA’s program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA’s annual math growth goals.

In the middle school grades, CQA intentionally uses multiple curricula. In fifth grade, CQA utilizes the Singapore Math curriculum from Math in Focus. This is because the majority of incoming students enter fifth grade below grade level in math. CQA believes the Singapore Math curriculum does a better job of teaching and reinforcing number sense than other curricula. In grades 6 and 7, CQA utilizes the Eureka Math curriculum from engageny.org in order to ensure that its scholars can learn using a rigorous curriculum that is closely aligned to New York State’s Next Generation Learning Standards for math. The coursework in middle school is accelerated culminating in the NYS high school Algebra I Regents course (with the subsequent Regents exam). The single period

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

daily math block is paired with a block of Interdisciplinary Studies (IDS). IDS is an application-based class for scholars to apply the skills that they are learning in math to real world or tactile problems for part of the school year.

During the 2020-2021 school year, math instruction continued to implement the school's regular math curriculum in its hybrid modality and separately in its fully-remote modality.

METHOD

CQA assessed its middle school scholars during the 2020-2021 school year using a variety of teacher-designed formative and summative assessments like performance tasks, quizzes, and tests that are aligned to the Next Generation Learning Standards, and IXL assessments administered four times per year to all of its scholars.

Further, in grade 8, our scholars took the high school Algebra I course that normally ends in a Regents exam. Because the exam was scheduled for after our last day of school, our scholars did not take the exam. They received high school Regents exam and course credit if they passed the course for the year. In June 2021, the eighth grade scholars also took an internal benchmark assessment which was a mock Regents exam. This was their final exam in math. It was a previously-administered state Regents exam.

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

RESULTS AND EVALUATION

During the 2020-2021 school year, CQA's internal goal was to have its average scholar growth by grade level be 1.0 years on the IXL assessments. In fifth, sixth, and seventh grades, CQA achieved its goal as the school saw 1.7 years, 1.2 years, and 1.5 years of growth, respectively. CQA only saw 0.8 years of average growth in eighth grade in mathematics, however, the average grade level equivalency was already in ninth grade.

IXL Math Assessment Data 2020-2021				
	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Sept. Avg. Grade Level Equivalency	3.7	5.1	5.9	8.3
May Avg. Grade Level Equivalency	5.4	6.3	7.4	9.1
TOTAL AVG GLE Growth (years)	1.7	1.2	1.5	0.8

Similar to what it saw in ELA, the average grade level equivalency for its incoming fifth grade scholars was far below grade level as those scholars received six months of minimal math instruction before arriving to the school. These scholars saw the greatest growth. Meanwhile, scholars in sixth and seventh grades saw their average grade level equivalency as being in the middle of their grade, similar to what we saw with fifth grade scholars at the end of the school year. Meanwhile, eighth grade scholars saw an average grade level equivalency of 9.1 at the end of the year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

IXL Math Growth Data 2020-2021				
	Grade 5	Grade 6	Grade 7	Grade 8
Percent of all scholars who showed one year of growth	86%	65%	82%	43%
Average growth of special education scholars (years)	1.4	1.8	1.6	1.2
Average growth of ELL scholars (yrs)	1.5	1.3	2.2	1.0
Avg growth of FRPL scholars (yrs)	1.6	1.1	1.4	0.6

CQA's fifth grade special education scholars grew 1.4 years in math on the IXL assessments. While that was good, it was less than the 1.7 years that the average fifth grade scholar grew. In grade six, CQA's scholars with IEPs grew 1.8 years, more than half a grade level more than the average sixth grade scholar. CQA's seventh grade students with disabilities grew 1.6 years, slightly more than the average seventh grade scholar. The school's eighth grade special education scholars grew 1.2 years, which is 4 months more than the average eighth grader.

English language learners at CQA showed notable math growth as well. Fifth grade ELLs grew 1.5 years though the grade level grew on average 1.7 years. Sixth grade scholars who are English language learners grew 1.3 years on average, just over the entire grade level average. In seventh grade, ELLs grew over 2 years in math, significantly more than the average seventh grader. In eighth grade, ELLs grew one year, which was two months more than the average scholar in the grade level.

Scholars who qualify for free or reduced-price lunch showed significant growth during the 2020-2021 school year. Note that the vast majority of CQA scholars, about 85% of the total, are part of this sub-group. Fifth grade CQA scholars in this sub-group grew 1.6 years in math as the whole grade level grew 1.7 years. Sixth grade CQA scholars in this sub-group grew 1.1 years while the whole grade level grew 1.2 years. Seventh grade CQA scholars in this sub-group grew 1.4 years while the whole grade level grew one month more. In eighth grade, scholars in this sub-group grow 0.6 years but it is worth keeping in mind that the average grade level equivalency for eighth graders was 9.1.

PERCENT OF CQA SCHOLARS WHOSE MATH GRADE LEVEL EQUIVALENCY WAS IN THEIR PROPER GRADE LEVEL

	ALL	SPED	ELL	FRPL
Grade 5	78%	78%	55%	78%
Grade 6	74%	14%	23%	73%
Grade 7	77%	50%	83%	76%
Grade 8	87%	100%	80%	86%

Using our IXL assessments, we could see that 78% of our fifth-grade scholars were on grade level by the end of the 2020-2021 school year. In grade six, 74% of our scholars ended the year on grade

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

level. In grade 7, 77% of our scholars were on grade level and 87% of our eighth grade scholars were on grade level by May 2021.

Algebra I	ALL	SPED	ELL	FRPL
Mock Regents Exam	91%	100%	100%	89%

On the June 2021, Algebra I final exam, which was a mock Regents exam from a previously-administered New York State Regents Exam, 91% of all eighth grade scholars passed the assessment though 70% of those scholars passed the course and received high school course and Regents Exam credit.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

CQA believes it has met its math goals based on: the average grade level growth of more than one year for CQA scholars in grade 5, 6, & 7; achievement level of eighth grade scholars on the IXL assessments; and strong performance on the mock-Algebra I Regents exam.

ACTION PLAN

Despite the troublesome 18 months that COVID-19 presented, CQA scholars also demonstrated substantial gains in their student math levels. We also understand that further development is needed. Our program will implement the following for the 2021-22 school year:

- For the 2021-2022 school year, the elementary and middle school plan to only implement a fully in-school modality.
- The new incorporation of periodic math assessments using the Renaissance STAR Math Assessment. This program simultaneously reports continual growth as well as provide teacher guidance on individualized support for each scholar.
- Continued use of IXL and Castle Learning, both student practice-based programs that target specific skills and highlight process mistakes for scholars.
- Continued intensive Algebra Summer Bridge Program- a 60 hr. course built to bridge the skill gap between our accelerated seventh grade curriculum and our Algebra I Regents course in eighth grade.
- The reincorporation of weekly alumni Algebra tutors.
- In the elementary grades the math curriculum will consist of 2 programs: Cognitively Guided Instruction (CGI- inquiry based problem solving) and Contexts for Learning Mathematics (CFL-math concepts in context). The CFL block will be 45 minutes per day and the CGI block will be 35 minutes per day.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

CQA students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

Similar to math, CQA has built an accelerated science program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem solving while building conceptual understanding of basic scientific constructs. CQA strives to build the understanding through the hands-on experimentation rather than prior to experimentation.

In the middle school grades, we use the Savvas Interactive Science Curriculum with an accelerated pacing calendar culminating in the New York State high school Earth Science course in eighth grade. The Earth Science curriculum has been built in-house at CQA.

During the 2020-2021 school year, science instruction continued to implement the school's regular science curriculum in its hybrid modality and separately in its fully-remote modality.

METHOD

CQA administered its own teacher-developed formative and summative assessments including performance tasks, quizzes, and tests. These assessments are aligned to New York State learning standards for science. Based on these assessments, scholars received quarterly report card grades which were averaged into final grades at the end of the school year where 70% is considered passing in grades 5, 6, and 7.

Eighth grade scholars took the high school Earth Science course that typically ends in a Regents exam. Because the state exam was scheduled after the end of the CQA school year, scholars did not take the exam but they did take a mock Regents exam that was a previously administered Regents exam. This served as an internal benchmark assessment. Scholars who passed the course with 65% or higher received high school course and Regents credit.

RESULTS AND EVALUATION

Similar to what we have seen in ELA and math, our fifth grade scholars struggle in their first year at CQA. Only 55% of our fifth grade scholars passed the accelerated science course with special education and English language learners struggling even more. However, scholars in their second, third, or fourth year at CQA performed significantly better. 81% of sixth grade scholars, 68% of seventh grade scholars, and 84% of eighth grade scholars passed their science courses.

On the eighth grade mock Earth Science Regents Exam, 83% of scholars passed the exam, including two-thirds of special education scholars and all English language learners.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SCIENCE COURSE AND MOCK REGENTS EXAM PASSING RATES

Grade	ALL	SPED	ELL	FRPL
Grade 5 Course	55%	33%	26%	55%
Grade 6 Course	81%	57%	65%	78%
Grade 7 Course	68%	42%	43%	66%
Grade 8 Course	84%	67%	100%	82%
Grade 8 Earth Sci Mock Exam	83%	67%	100%	83%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

While the school believes it did not meet its goal for grades 6 and 7, based on the high performance of its eighth grade scholars in earning high school course credit and based on those scholars' performance on the school's benchmark assessment, which was a mock Earth Science Regents Exam, CQA believes it has partially met its science goal.

ACTION PLAN

The COVID-19 pandemic had the greatest effect on our science program, greatly limiting the amount of hands-on learning that we heavily invest in and depend on. As a result, we saw a decrease in the total percent of scholars passing the Earth Science Regents course from 90+% to 76%. To bridge that gap in 2021-22 our program will implement the following:

- The reintegration of a fully-functioning lab-based model of learning.
- Continued use of Castle Learning, a student practice-based programs that targets specific skills and highlight process mistakes for scholars.
- The reincorporation of weekly alumni Earth Science tutors.
- In the elementary grades we will use the Amplify Science curriculum with 3-4 blocks per week.

GOAL 4: ESSA

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

Goal 4: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

CQA's ESSA status is good standing for the 2020-2021 school year. It has always been in good standing.

ADDITIONAL EVIDENCE

CQA's ESSA status has always been in good standing, including for the entire charter period.

Accountability Status by Year

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

Appendix A is deleted as CQA did not administer NWEA or iReady assessments.



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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

- Name of education corporation: Central Queens Academy Charter School
- Trustee’s name (print): Arunabha Bhoumik
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
none



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

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

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

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

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

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3/23/2021

Signature

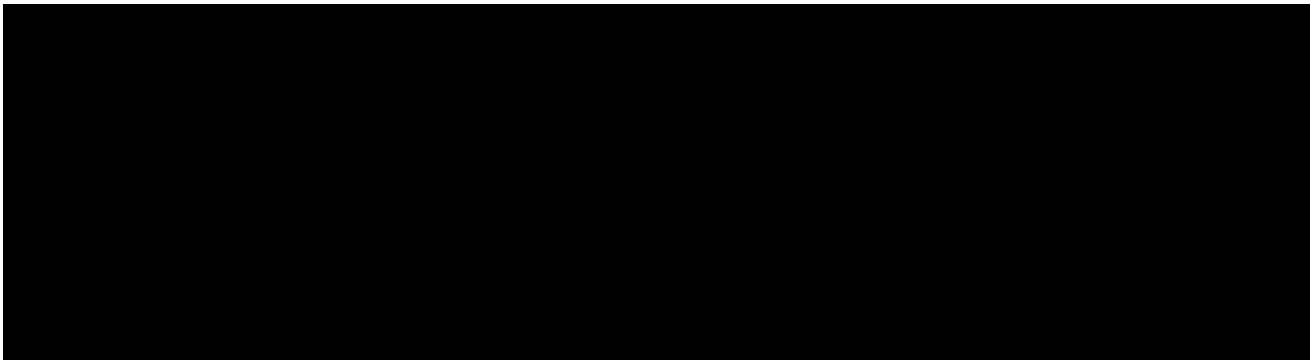
Date



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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

- Name of education corporation: Central Queens Academy Charter School
- Trustee's name (print): Megha Jain
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



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

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

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

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

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

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3/17/2021

Signature

Date



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Annee Kim
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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"
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Trustee Signature

Signature:



7/28/2021

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Maribel A. Lara
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee, Marketing Committee
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

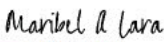
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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"
NA	NA	NA	NA	NA	NA	NA

Trustee Signature

Signature:

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7/12/2021

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



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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

- Name of education corporation: Central Queens Academy Charter School
- Trustee's name (print): Michael Lee
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Board member



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
None

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

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

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

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

DocuSigned by:

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1/25/2021

Signature

Date



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Thomas Ng
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Academic Committee Co-Chair
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None	None	None	None	None

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"
None	None	None	None	None	None	None

Trustee Signature

Signature:

DocuSigned by:

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7/12/2021

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	David Nitkin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member; Education Committee Chair
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature:

DocuSigned by:

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7/10/2021

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Sonia C. Park
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Educational Accountability Committee Chair
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature:

DocuSigned by:

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7/8/2021

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	FREDERICK JON RUVKUN; RICK RUVKUN
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	TREASURER
Email Address:	[REDACTED]

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

Business Address	
Please complete with <i>changes</i> only:	
Business Name	[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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

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"
NONE	NONE	NONE	NONE	NONE

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"
NONE	NONE	NONE	NONE	NONE	NONE	NONE

Trustee Signature

Signature:

DocuSigned by:

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7/6/2021

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Bruce Saber
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Facilities Committee Chair
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

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"
na	na	NA	NA	na

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"
na	na	na	na	na	na	na

Trustee Signature

Signature:

DocuSigned by:

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7/25/2021

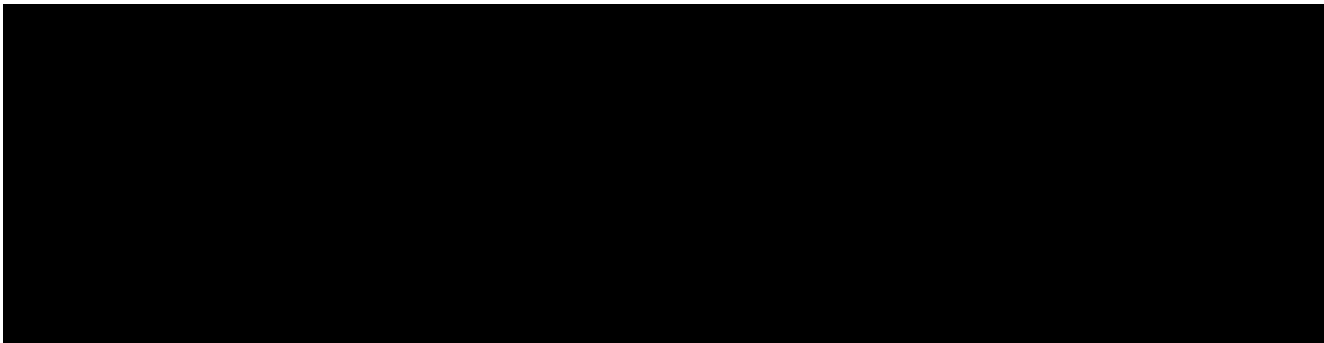
By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



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

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

- Name of education corporation: Central Queens Academy Charter School
- Trustee’s name (print): SABIR SEMERKANT
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Not sure



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

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

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

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

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

DocuSigned by:

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Signature

12/20/2020

Date



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Catherine Tse
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance Committee
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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"
Na	Na	Na	Na	Na	Na	Na

Trustee Signature

Signature:

DocuSigned by:

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7/25/2021

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



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

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

- Name of education corporation: Central Queens Academy Charter School
- Trustee's name (print): Joyce M Wu
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
N/A




- Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
N/A

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

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

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

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

DocuSigned by:

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Signature

1/19/2021

Date



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Central Queens Academy Charter School
Name of trustee (print):	Michael Zisser
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board chair
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:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Michael Zisser Board chair	None	None	No conflicts	ongoing

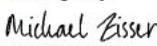
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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"
None	none	none	none	none	none	none

Trustee Signature

Signature:

DocuSigned by:

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7/6/2021

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

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF QUEENS

CITY OF NEW YORK

112073

RECEIVED
JUL 15 1957

CERTIFICATE OF OCCUPANCY

Date 7/15/57

No. 0

(Standard form adopted by the Board of Standards and Appeals pursuant to Section 646 of the New York Charter, and Sections C26-1810 to C26-1870 inclusive Administrative Code 21.31 to 21.37 Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~now~~ altered ~~XXXX~~ building—premises located at

88-24 Myrtle Avenue, SPC. 88 Place
Block 3869 Lot 45

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

complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

XXXXX AH No. — ALF. 2317/55

Occupancy classification—Public Bldg., Height 2 stories, 29 feet.

Date of completion—7/9/57, Located in Residence Use District.

E Area L, Height Zone at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following rescissions of the Board of Standards and Appeals:

(Cite number to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

LIVE LOADS PERSONS ACCOMMODATED

STORY

John J. Keenan
Borough Superintendent



Certificate of Occupancy

CO Number:4439601-0000001

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.*

<p>A. Borough: QUEENS Address: 75-07 31 AVENUE Building Identification Number(BIN): 4439601</p>	<p>Block Number: 1124 Lot Number(s): 1 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1</p>	<p>Full Building Certificate Type: Temporary Date Issued: 06/08/2021</p>
<p>This building is subject to this Building Code: Prior to 1968</p>		
<p>This Certificate of Occupancy is associated with job# 420965021-01</p>		
<p>B. Construction Classification: 1: FIREPROOF STRUCTURES Building Occupancy Group classification: M - MERCANTILE Multiple Dwelling Law Classification: Not Available</p>		
<p>No.of stories: 2</p>	<p>Height in feet: 30</p>	<p>No.of dwelling units: Not Available</p>
<p>C Parking Spaces and Loading Berths: Open Parking Spaces: Not Available. Enclosed Parking Spaces: Not Available. Total Loading Berths: Not available</p>		
<p>D This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None</p>		
<p>Borough Comments: ENTIRE BUILDING TO BE EQUIPPED with FIRE ALARM SYSTEM DUE THE 2ND FLOOR SCHOOL USE.</p>		

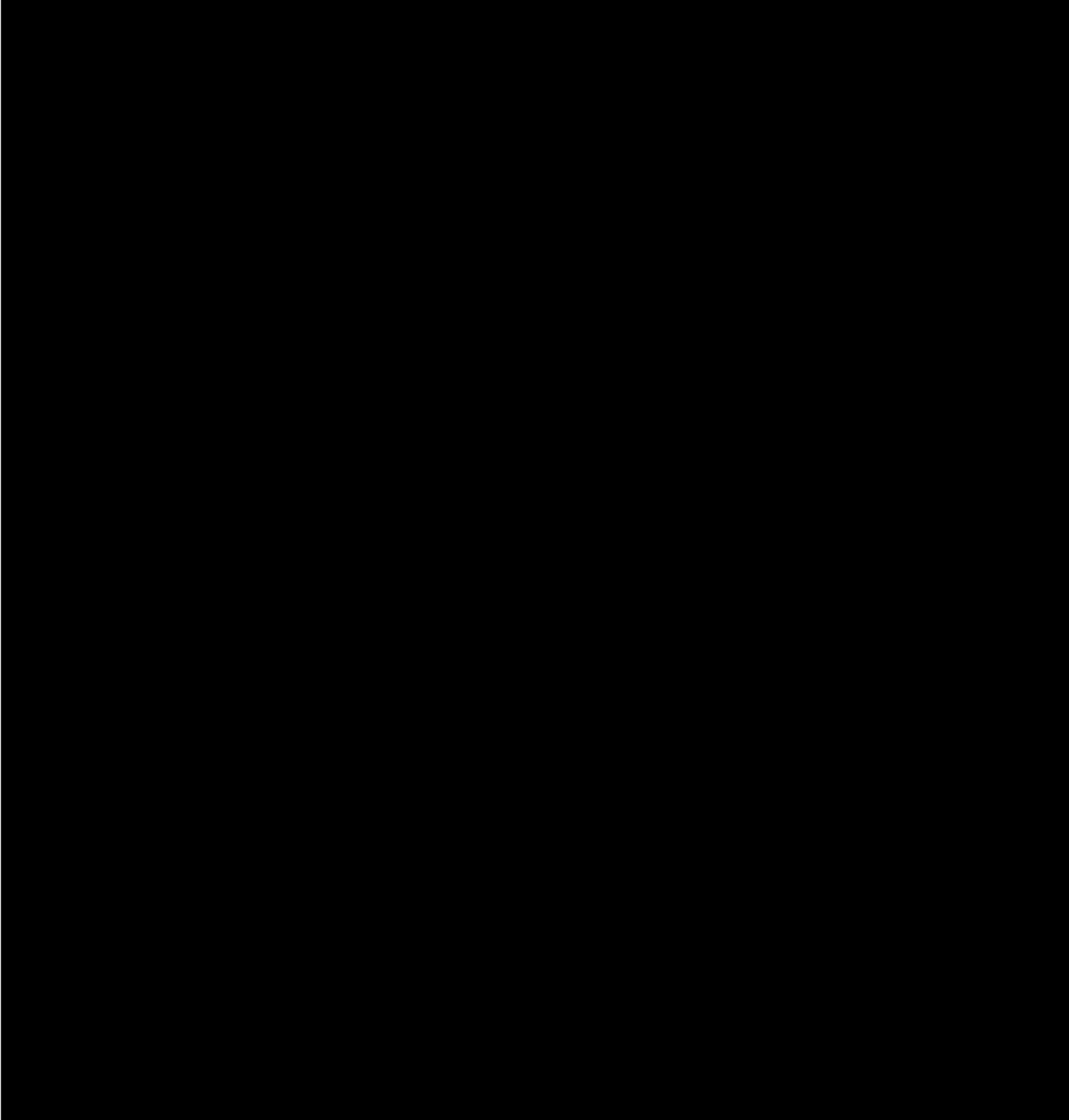
Borough Commissioner

Commissioner



Permissible Use and Occupancy

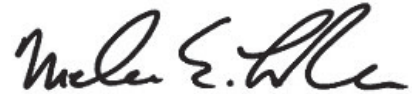
FLOOR	Occ Group	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	Exceptions	CO Expiration Date
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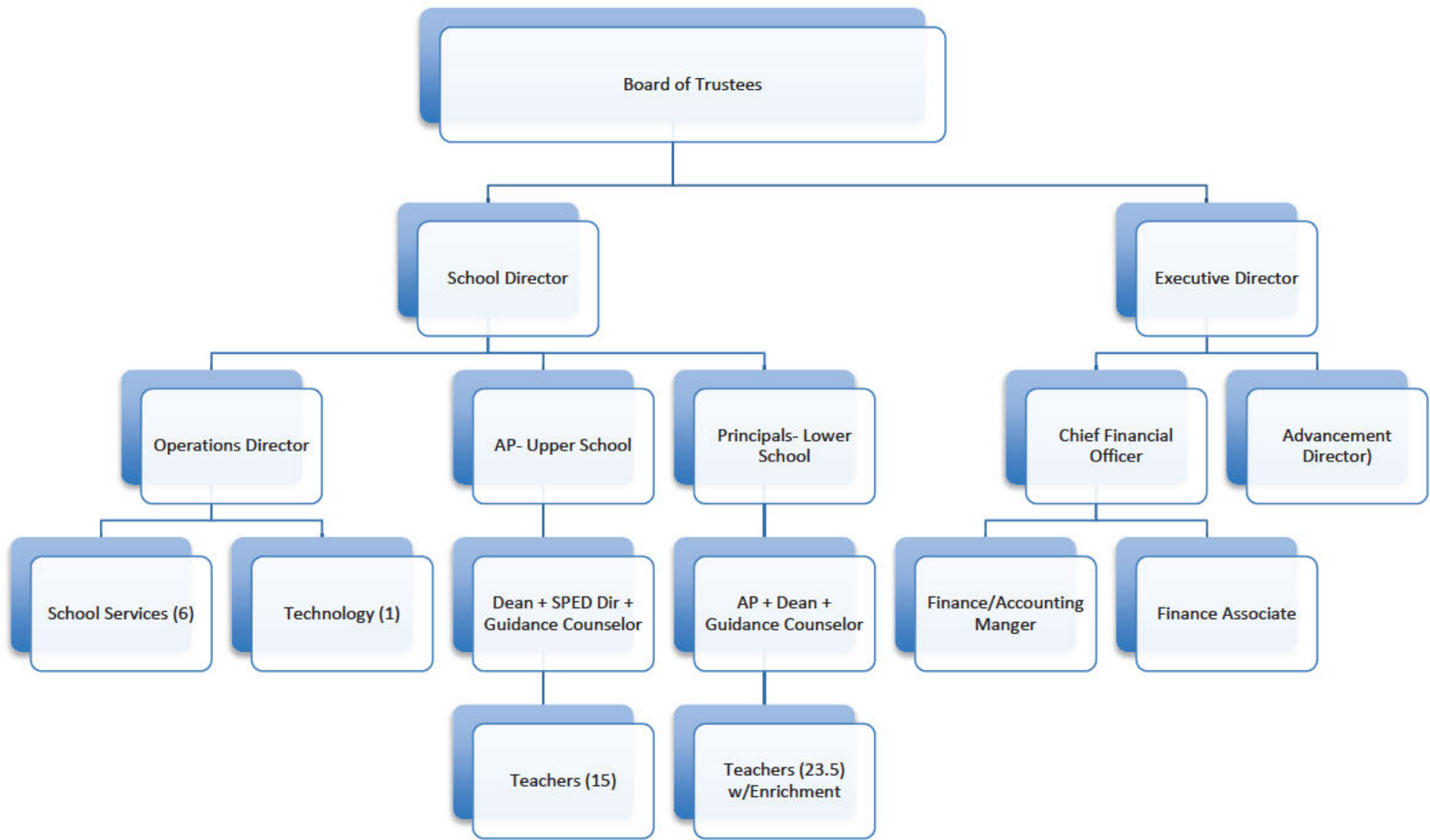
Borough Commissioner

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by a horizontal line extending to the right.

Commissioner

A handwritten signature in black ink, appearing to read 'Michael E. Allen'.

CQA Organizational Chart



Total FTE: 60.5
Current as of 6/30/21

CENTRAL QUEENS ACADEMY | 2020-2021 CALENDAR

24 First Day for All Staff

AUGUST '20						
S	M	T	W	Th	F	S
						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 '21						
S	M	T	W	Th	F	S
	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						

12 Lunar New Year
15-19 Mid-Winter Recess- No School

1 First Day ALL Grades

SEPTEMBER '20						
S	M	T	W	Th	F	S
		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			

7 Labor Day- No School
28 Yom Kippur- No School

MARCH '21						
S	M	T	W	Th	F	S
	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			

12 Teacher Prep Day- No School

29-Apr 2 SPRING RECESS- No School

12 Columbus Day

OCTOBER '20						
S	M	T	W	Th	F	S
				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 '21						
S	M	T	W	Th	F	S
				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	

1-2 SPRING RECESS- No School
09 End of Q3
20-21 NYS ELA Exam

03 Election Day- school open

NOVEMBER '20						
S	M	T	W	Th	F	S
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					

06 End of Q1
11 Veterans Day
23 Parent/Teacher Conference grades 5,7
24 Parent/Teacher Conference grades 6,8
25 Early Release

26-27 Thanksgiving Break- No School

MAY '21						
S	M	T	W	Th	F	S
						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					

4-5 NYS MATH Exam
13 Eid Al-Fatr- No School
14 Teacher Prep Day- No School
31 Memorial's Day- No School

24-Jan 3 Winter Recess- No School

DECEMBER '20						
S	M	T	W	Th	F	S
		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		

JUNE '21						
S	M	T	W	Th	F	S
		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			

3 Staff Meeting Day- No School
11 End of Q4
21 8th Grade Graduation
23 Last Day of School

1 New Years Day- No School
18 M.L. King Day- No School
22 End of Q2

JANUARY '21						
S	M	T	W	Th	F	S
					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						

JULY '21						
S	M	T	W	Th	F	S
				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

5-30 Summer School Session