

Application: Children's Aid College Prep Charter School

Drema Brown - dbrown@childrensaidcollegeprep.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)

CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL 321200861026

a1. Popular School Name

Children's Aid College Prep Charter School

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 #12 - BRONX

d. DATE OF INITIAL CHARTER

6/2011

e. DATE FIRST OPENED FOR INSTRUCTION

8/2012

h. SCHOOL WEB ADDRESS (URL)

<http://childrensaidthcollegeprep.org/>

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

648

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

623

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

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES

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

Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1232 Southern Blvd. Bronx, NY 10459	347-871-9002	NYC CSD 12	K-5	3-5

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Casey Vier			
Operational Leader	Jadid Zorrilla			
Compliance Contact	Drema Brown			
Complaint Contact	Drema Brown			
DASA Coordinator	Michael Williams			
Phone Contact for After Hours Emergencies	Drema Brown			

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)

[Final COO 2021.pdf](#)

Filename: Final COO 2021.pdf **Size:** 46.6 kB

Site 1 Fire Inspection Report

[Fire Inspection Report 2021.pdf](#)

Filename: Fire Inspection Report 2021.pdf **Size:** 360.2 kB

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	1919 Prospect Ave. Bronx, NY 10457	347-871-9002	NYC CSD 12	6-8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robin Fleshman			
Operational Leader	Andre Clarke			
Compliance Contact	Drema Brown			
Complaint Contact	Drema Brown			
DASA Coordinator	Ashley Brown			
Phone Contact for After Hours Emergencies	Robin Fleshman			

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

Co-located Space

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

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

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	Drema Brown
Position	Head of School
Phone/Extension	347-401-3109
Email	dbrown@childrensaidcollegeprep.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:

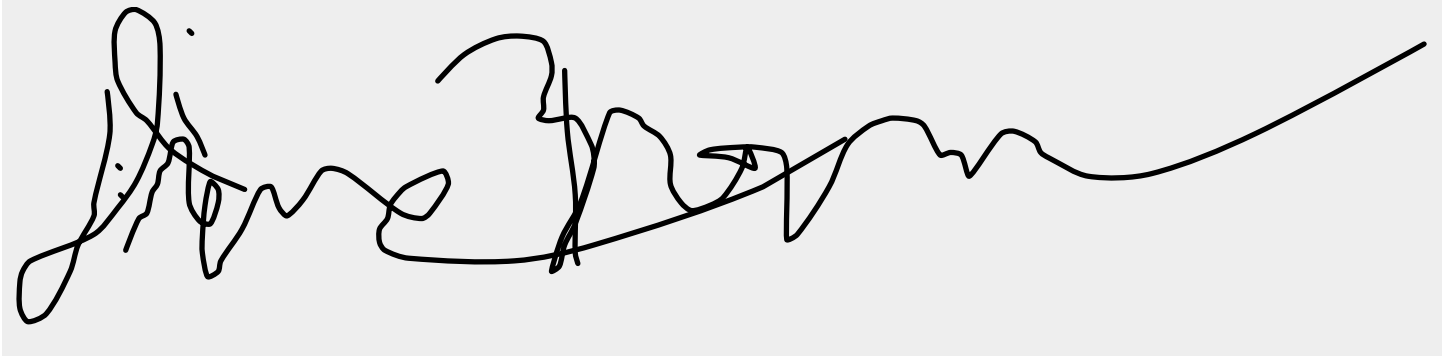
Yes

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 fluid and cursive, starting with a large loop on the left and ending with a long, sweeping line that extends towards the top right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and somewhat compact, with several loops and a final horizontal stroke that ends in a small circle.

Date

Jul 28 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

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.

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.

Jane Goldman 2020-07-28 1631

Filename: Jane Goldman 2020 07 28 1631.pdf **Size:** 2.2 MB

Michelle DeLong 07302020

Filename: Michelle DeLong 07302020.pdf **Size:** 2.2 MB

Nina Bershadker 08032020

Filename: Nina Bershadker 08032020.pdf **Size:** 1.3 MB

MMercado Request-for-Information-Form submitted to SUNY4

Filename: MMercado Request for Information Fo PNhAHf4.pdf **Size:** 653.7 kB

Phoebe Boyer FinancialDisclosure 07302020

Filename: Phoebe Boyer FinancialDisclosure 07302020.pdf **Size:** 431.7 kB

[Sandra Escamilla Request for Information _submitted to SUNY](#)

Filename: Sandra Escamilla Request for Inform wujxvfY.pdf **Size:** 1.5 MB

[Beth Leventhal financial disclosure 2020](#)

Filename: Beth Leventhal financial disclosure 2020.pdf **Size:** 551.8 kB

[MRumph Financial Disclosure 2020](#)

Filename: MRumph Financial Disclosure 2020.pdf **Size:** 2.1 MB

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 sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2020- 2021

1	Michelle Delong		Chair	Executive, Learning Achievement and Evaluation, Governance, and Finance	Yes	4	06/30/2020	06/30/2022	12
2	Beth Leventhal		Vice Chair	Executive, Learning, Achievement and Evaluation, Governance and Finance	Yes	4	06/30/2021	06/30/2023	12
3	Jane Goldman		Secretary	Executive, Learning, Achievement and Evaluation	Yes	3	06/30/2020	06/30/2022	9
4	Nina Bershadker		Treasurer	Executive, Finance	Yes	3	06/30/2021	06/30/2023	12
	Michelle		Trustee/				06/30/2	06/30/2	

5	Rumph		Member	Finance	Yes	2	021	023	11
6	Phoebe Boyer		Trustee/ Member	Executive, Governance	Yes	2	06/30/2020	06/30/2022	11
7	Maribel Mercado		Parent Rep	Learning, Achievement and Evaluation	Yes		04/16/2021	06/30/2022	5 or less
8	Sandra Escamilla		Trustee/ Member	Governance	Yes		04/16/2021	6/30/2022	5 or less
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	8
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

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
		CACPCS will utilize the following outreach strategies to engage SWD, ELLs, and economically disadvantaged youth: 1) Canvassing neighborhoods in CSD 12, specifically targeting NYCHA public housing buildings in the area and other housing developments with large segments of low-income and/or

Economically Disadvantaged

In addition to continuing the practices used during the 2019-20 school year because they were effective, we adjusted some of our practices based on the impact of COVID-19. For example, we held virtual open houses and online meetings with prospective families in English and Spanish.

We canvassed the CSD neighborhoods and the area surrounding both school locations to spread the word about our school and to share the application.

We paid for bus shelter signs and subway ads operating in our local community.

We shared our application with program leads in other Children's Aid programs in the Bronx.

We shared our application with existing CACPCS families as a part of a "family and friends" recruitment push.

We worked with the Children's Aid Early Childhood program staff to enroll CACPCS siblings enrolled in their 4 year old class and collected applications from the parents/caregivers of non-siblings in that class.

We also worked with a video production team to produce a video highlighting our staff, parents and scholars' testimonials about the school to better convey our school's story during the recruitment and

recent immigrant families;
2) Posting flyers and placing notices in supermarkets, communities of faith, community centers, and apartment complexes in CSD 12 neighborhoods;
3) Displaying advertisements on MTA buses that have routes in CSD 12;
4) Hosting recruitment presentations at preschools and day care centers in the community, including Children's Aid (CA) early childcare centers and programs run by other preschool providers;
5) Providing electronic and hard-copy CACPCS applications to preschools in the community;
6) Conducting virtual and in-person school tours and open houses at both CACPCS school locations;
7) Leveraging the relationships and network of community contacts of the CACPCS Board, CACPCS staff, and CA leadership and staff, including staff at multiple CA program sites in close proximity to the CACPCS school buildings such as the CA Bronx Family Center (which runs foster care and preventive services), the CA Next Generation Center (which runs adolescent and young adult programming), the CA licensed medical clinic, and multiple CA community schools;
8) Running social media ad campaigns year-round rather than at the height of the recruitment season;
9) Enrolling students over-the-

	<p>enrollment period.</p> <p>We held enrollment support opportunities in-person at the school in May and June to help prospective families with enrollment materials and sent care packages from CACPCS to the families of all of the prospective students who were selected during the lottery.</p>	<p>counter in grade levels with no waiting lists;</p> <p>10) Hosting ELL parent focus groups with translation services to continue to learn more about how to adjust and refine our recruitment strategies for this population of students;</p> <p>11) Hosting focus groups of parents and caregivers of SWDs to learn more about how to adjust and refine our recruitment strategies for this population of students; and</p> <p>12) Utilizing CACPCS's existing parent body, especially parents whose children are classified as SWD, ELL and/or economically disadvantaged, to conduct outreach in their neighborhoods and serve as volunteer Ambassadors.</p>
English Language Learners	<p>In addition to continuing the practices used during the 2019-20 school year because they were effective, we adjusted some of our practices based on the impact of COVID-19. For example, we will have to hold virtual open houses in English and Spanish.</p> <p>We ensured bilingual staff were present/involved in Open House events for translation and to ensure the event is inclusive of multilingual families.</p> <p>Produced application flyers in multiple languages and posted them throughout the community.</p> <p>Had current parents of English</p>	<p>Although CACPCS has consistently made investments in its recruitment efforts over the years, a focus for 2021-22 will be to increase investments in the recruitment of ELLs through:</p> <ul style="list-style-type: none"> • Increased investment in translation services to ensure timely translation of all recruitment materials into Spanish, Arabic, and French, which are three of the most dominant languages for elementary and middle school students in CSD 12. • Increased investment in a multilingual, year-round marketing and communication strategy focused specifically on recruiting ELL families. • Increased investment in

	<p>Language Learners or Multilingual Learners spread the word to their family, friends and other contacts about the school and share application info.</p> <p>Ensured bilingual staff were leading and/or involved in the enrollment process.</p> <p>We worked with a video production crew to produce a Spanish language video with a parent/caregiver testimonial.</p>	<p>multilingual, year-round marketing materials and ads pushed out across the Bronx via ads on public transportation and in publications valued by the local community.</p> <ul style="list-style-type: none"> • Increased social media presence throughout the year across all major social media platforms with a focus on telling the stories of the experiences of our ELL students at CACPCS year-round.
	<p>Held Open House events during recruitment season which allow potential families to ask questions and to learn more about the special education services provided. We described our co-teaching model and the additional social and emotional supports provided via additional social workers and teacher training.</p> <p>We encouraged parents of</p>	<p>CACPCS will utilize the following outreach strategies to engage SWD youth and their parents:</p> <p>(1) Hosting recruitment presentations at preschools and day care centers in the community, including Children's Aid (CA) early childcare centers and programs run by other preschool providers in which we highlight the range of services we provide to Students with Disabilities;</p> <p>(2) Conducting virtual and in-person school tours and open houses at both CACPCS school locations to provide prospective families with an opportunity to see our learning environment;</p> <p>(3) Leveraging the relationships and network of community contacts of the CACPCS Board, CACPCS staff, and CA leadership and staff, including staff at multiple CA program sites in close proximity to the CACPCS</p>

Students with Disabilities	<p>students with special needs to recommend our school to other parents.</p> <p>We worked with staff at Children's Aid to make connections with staff who may know students with disabilities who would benefit from our school approach.</p> <p>We encouraged parents of students with special needs to recommend our school to other parents.</p>	<p>school buildings such as the CA Bronx Family Center (which runs foster care and preventive services), the CA Next Generation Center (which runs adolescent and young adult programming), the CA licensed medical clinic, and multiple CA community schools to connect with families of Students with Disabilities.</p> <p>(4) Enrolling students over-the-counter in grade levels with no waiting lists so that opportunities remain available throughout the year to Students with Disabilities.</p> <p>(5) Hosting focus groups of parents and caregivers of SWDs to learn more about how to adjust and refine our recruitment strategies for this population of students; and</p> <p>6) Utilizing CACPCS's existing parent body, especially parents whose children are classified as SWD to conduct outreach in their neighborhoods and serve as volunteer Ambassadors.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		<p>CACPCS will focus its retention efforts on the following four strategies:</p> <p>(1) Connecting with community partners - Outreach and</p>

Economically Disadvantaged	<p>Provided current families with applications for new students (siblings) along with a letter in different languages to begin the enrollment process for the upcoming year.</p> <p>Held a meeting with the parents of the rising 4 year olds in Children's Aid's Early Childhood program (half of whom were CACPCS siblings) with translation.</p> <p>Provided comprehensive student and family supports that were most needed by students and their families via our community school strategy (e.g. social worker supports, after school and summer enrichment programming, etc.).</p> <p>Provided a high degree of regular support to parents and students during remote learning. Provided remote learning devices and/or hotspots to any family that needed them alleviating some of the burden on families to provide the resources to engage in remote learning. English Language.</p>	<p>engagement of community partners will deepen the school's connections to organizations and community leaders who are most connected to CACPCS's target communities.</p> <p>(2) Increasing investments in retention strategies - Increase investments in a marketing and communications strategy that tells our unique school story.</p> <p>(3) Increasing parent engagement - To increase parent engagement CACPCS's school leadership, specifically the Principals, Academic Deans, Director of Special Education and Interventions and Community School Director (supported by the Head of School, Operations Managers and Operations Assistants), will be responsible for increasing parent engagement efforts that will support retention (e.g. parent focus group, family incentive programs, etc.).</p> <ul style="list-style-type: none"> • Improving the school experience - CACPCS's plans to deepen the school culture work, especially at the middle school level by creating positive campus-wide experiences for students and their families in collaboration with the two other schools on the campus.
		<p>While CACPCS met its retention goal for ELLs in all years of the current charter term, it did not meet its enrollment target for</p>

English Language Learners	<p>Provided current families with applications for new students (siblings) along with a letter in different languages to begin the enrollment process for the upcoming year.</p> <p>Had bilingual staff in key roles to support strong communication with families and to connect families to one another for ongoing support and info-sharing.</p>	<p>this population. As CACPCS implements strategies to increase ELL enrollment, the school is preparing to serve larger groups of non-native English speakers and recognizes a need to focus on targeted ELL supports to maintain its high ELL retention rate. As noted in the Executive Summary, a specific hiring focus in the next term will be for staff with technical expertise and/or native language speakers to support CACPCS's ELL students. The school expects to hire one full-time ESL Interventionist to work with classroom teachers, either as a co-teacher in classrooms with large numbers of ELLs or as a trainer to help teachers incorporate specific ELL-focused strategies in their practice (such as sheltered instruction and visual aids). The ESL Interventionist will also provide direct instructional support to ELLs. CACPCS will target staff recruitment to bring in more bi-lingual applicants for instructional positions to improve the experience of ELL students.</p>
		<p>The CACPCS school model provides support to Students with Disabilities that has positively influenced their return to CACPCS at high rates each year. However, continued improvements to the school experience will further support retention efforts over the next renewal period. More specifically, understanding that students thrive in the school's highly</p>

Students with Disabilities	<p>Provided comprehensive student and family supports that were most needed by students and their families via our community school strategy (e.g. social worker supports, after school and summer enrichment programming, etc.).</p> <p>Provided a high degree of communication and strong follow-up with families of students with disabilities to ensure they are receiving the services needed.</p>	<p>responsive environment that promotes individualized student supports, CACPCS will continue focus on delivering the comprehensive range of school day and integrated support services. These services will be designed and coordinated by a team that includes the Community School Director, the Director of Special Education and Interventions, and other members of the school's leadership team. These comprehensive supports will include a range of academic intervention programs available to students, leverage the school's co-teaching and small group instructional approach, and prioritize ensuring that all students' needs are understood and addressed. This team of professionals will also coordinate regular communication with parents and caregivers throughout the year and will plan experiences to build connections between parents and staff in support of students' transitions from elementary school to middle school and from middle school to high school.</p>
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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 June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed 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.

2021-2022 Calendar

Filename: 2021 2022 Calendar MkJT2Ql.pdf **Size:** 76.1 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: Children's Aid College Prep 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.cacpcs.org/Content2/financials
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.cacpcs.org/board
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.cacpcs.org/board
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000071164
4. Lottery Notice announcing date of lottery	https://www.cacpcs.org/CalendarWeekView.aspx?eventID=664&schools=0&schoolid=0&viewDate=4/8/2021
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.cacpcs.org/docs/district/document/District Safety Plan and Emergency Response Procedures 2020-2021.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.cacpcs.org/docs/district/document/Family Handbook 2020-2021.pdf
7. Authorizer-Approved FOIL Policy	https://www.cacpcs.org/docs/district/document/freedom%20of%20information%20law%20policy 2021 22.pdf?id=303
8. Subject matter list of FOIL records	https://www.cacpcs.org/docs/district/document/freedom%20of%20information%20law%20policy 2021 22.pdf?id=303

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.



Charter Schools Institute
The State University of New York

Request for Information Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

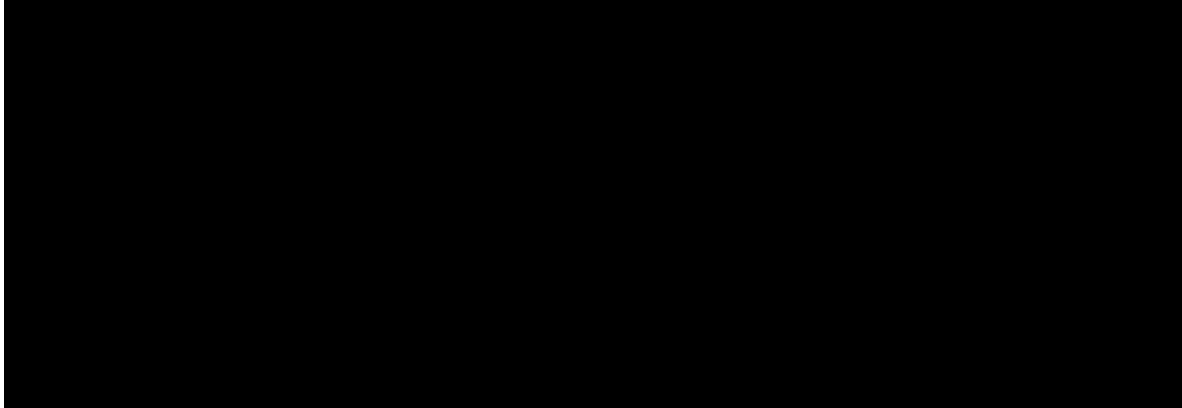
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Childrens Aid College Prep School

2. Full name: Maribel Mercado

A large black rectangular box redacting the content of question 2.

3. A brief educational and employment history (or you may attach a resume):



Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☒ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☒ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☒ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it up to a Higher up's attention.

Other


19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Maribel Mercado, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Childrens Aid College Prep is true and correct in every respect.

Signature



4/4/2021

Date



Charter Schools Institute
The State University of New York

Request for Information Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

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Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

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- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Children's Aid College Prep Charter School

2. Full name: Sandra Escamilla

Home Address: 62 Walnut Avenue East Farmingdale NY

Business Name and Address: Children's Aid 117 West 124th Street

Home telephone No.: 917-721-8370

Work telephone No.: 212-949-4800

E-mail address: sescamilla@childremsaidny.org

3. A brief educational and employment history (or you may attach a resume):

☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would follow the appropriate policy and procedures for the charter to report such behaviors immediately.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Sandra Escamilla, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Children's Aid College Prep Charter is true and correct in every respect.


Signature

4-9-21

Date

Financial Statements and Report of
Independent Certified Public
Accountants

Children's Aid College Prep Charter School

June 30, 2021 and 2020

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Report Required by *Government Auditing Standards*

Report of Independent Certified Public Accountants on
Internal Control over Financial Reporting and on
Compliance and Other Matters Required by
Government Auditing Standards

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Trustees of
Children's Aid College Prep Charter School

Report on the financial statements

We have audited the accompanying financial statements of the Children's Aid College Prep Charter School (the "Charter School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditor's responsibility

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

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

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

Opinion

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

Other reporting required by Government Auditing Standards

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



New York, New York
October 28, 2021

Children's Aid College Prep Charter School

STATEMENTS OF FINANCIAL POSITION

As of June 30,

	<u>2021</u>	<u>2020</u>
ASSETS		
Current assets		
Cash and cash equivalents (Notes 2 and 11)	\$ 6,051,869	\$ 6,677,963
Government grants receivable (Notes 2 and 4)	561,578	560,315
Prepaid expenses and other assets	<u>111,739</u>	<u>12,893</u>
Total current assets	6,725,186	7,251,171
Property and equipment, net (Notes 2 and 5)	<u>254,776</u>	<u>354,407</u>
Total assets	<u><u>\$ 6,979,962</u></u>	<u><u>\$ 7,605,578</u></u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable and accrued expenses	\$ 490,480	\$ 264,266
Accrued payroll and benefits	1,370,505	1,644,320
CARES Act Paycheck Protection Plan loan payable (Note 12)	1,400,000	1,400,000
Due to affiliated entities (Note 11)	<u>382,541</u>	<u>1,072,070</u>
Total current liabilities	<u>3,643,526</u>	<u>4,380,656</u>
Commitments and contingencies (Note 9)		
Net assets		
Without donor restrictions	3,202,698	2,912,029
With donor restrictions (Note 6)	<u>133,738</u>	<u>312,893</u>
Total net assets	<u>3,336,436</u>	<u>3,224,922</u>
Total liabilities and net assets	<u><u>\$ 6,979,962</u></u>	<u><u>\$ 7,605,578</u></u>

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

Children's Aid College Prep Charter School

STATEMENT OF ACTIVITIES

For the year ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Operating revenue and support			
Public school district (Notes 2 and 10)			
Resident student enrollment	\$ 10,134,497	\$ -	\$ 10,134,497
Students with disabilities	1,723,116	-	1,723,116
Grants and contracts (Note 2)			
State and local	125,277	-	125,277
Federal - Title 1 and IDEA	648,903	-	648,903
Support			
Contributed space	360,000	-	360,000
Rental Assistance	1,086,610	-	1,086,610
Net assets released from restrictions	206,405	(206,405)	-
Other	1,592	-	1,592
	<u>14,286,400</u>	<u>(206,405)</u>	<u>14,079,995</u>
Operating expenses			
Program services			
Regular education	12,681,489	-	12,681,489
Special education	1,153,601	-	1,153,601
	<u>13,835,090</u>	<u>-</u>	<u>13,835,090</u>
Supporting services			
Management and general	885,006	-	885,006
Fundraising	290	-	290
	<u>885,296</u>	<u>-</u>	<u>885,296</u>
	<u>14,720,386</u>	<u>-</u>	<u>14,720,386</u>
Deficit from school programs	<u>(433,986)</u>	<u>(206,405)</u>	<u>(640,391)</u>
Other revenue			
Contributions (Notes 2 and 11)	585,769	-	585,769
Contributions passed-through Children's Aid (Notes 2 and 11)	138,886	27,250	166,136
	<u>724,655</u>	<u>27,250</u>	<u>751,905</u>
Changes in net assets	<u>290,669</u>	<u>(179,155)</u>	<u>111,514</u>
Net assets - beginning of the year	<u>2,912,029</u>	<u>312,893</u>	<u>3,224,922</u>
Net assets - end of the year	<u>\$ 3,202,698</u>	<u>\$ 133,738</u>	<u>\$ 3,336,436</u>

The accompanying notes are an integral part of this financial statement.

Children's Aid College Prep Charter School

STATEMENT OF ACTIVITIES

For the year ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Operating revenue and support			
Public school district (Notes 2 and 10)			
Resident student enrollment	\$ 10,347,983	\$ -	\$ 10,347,983
Students with disabilities	1,691,320	-	1,691,320
Grants and contracts (Note 2)			
State and local	270,321	-	270,321
Federal - Title 1 and IDEA	455,668	-	455,668
Support			
Contributed space	1,390,300	-	1,390,300
Net assets released from restrictions	438,698	(438,698)	-
Other	5,409	-	5,409
Total operating revenue and support	<u>14,599,699</u>	<u>(438,698)</u>	<u>14,161,001</u>
Operating expenses			
Program services			
Regular education	12,147,192	-	12,147,192
Special education	1,180,916	-	1,180,916
Total program expenses	<u>13,328,108</u>	<u>-</u>	<u>13,328,108</u>
Supporting services			
Management and general	1,085,939	-	1,085,939
Fundraising	21,310	-	21,310
Total supporting expenses	<u>1,107,249</u>	<u>-</u>	<u>1,107,249</u>
Total operating expenses	<u>14,435,357</u>	<u>-</u>	<u>14,435,357</u>
Surplus (deficit) from school programs	<u>164,342</u>	<u>(438,698)</u>	<u>(274,356)</u>
Other revenue			
Contributions (Notes 2 and 11)	52,315	-	52,315
Contributions passed-through Children's Aid (Notes 2 and 11)	76,187	15,000	91,187
Total other revenue	<u>128,502</u>	<u>15,000</u>	<u>143,502</u>
Changes in net assets	<u>292,844</u>	<u>(423,698)</u>	<u>(130,854)</u>
Net assets - beginning of the year	<u>2,619,185</u>	<u>736,591</u>	<u>3,355,776</u>
Net assets - end of the year	<u>\$ 2,912,029</u>	<u>\$ 312,893</u>	<u>\$ 3,224,922</u>

The accompanying notes are an integral part of this financial statement.

Children's Aid College Prep Charter School

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2021

	Program Services			Supporting Services		Total Supporting Services	Total 2021
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising		
Salaries	\$ 6,439,748	\$ 590,187	\$ 7,029,935	\$ -	\$ -	\$ -	\$ 7,029,935
Fringe benefits and payroll taxes	1,313,377	97,516	1,410,893	-	-	-	1,410,893
Retirement	72,643	5,343	77,986	-	-	-	77,986
Management company fees - contracted services (Note 11)	897,247	253,070	1,150,317	862,344	-	862,344	2,012,661
Legal service	-	-	-	-	-	-	-
Accounting/audit services	-	-	-	19,396	-	19,396	19,396
Other purchased/professional/consulting services	152,097	4,250	156,347	-	-	-	156,347
Building and land rent/lease	2,000,000	-	2,000,000	-	-	-	2,000,000
Repairs and maintenance	157,851	33,788	191,639	-	-	-	191,639
Insurance	83,273	-	83,273	-	-	-	83,273
Utilities	148,424	1,678	150,102	-	-	-	150,102
Supplies/materials	379,728	14,991	394,719	-	-	-	394,719
Staff development	323,997	-	323,997	-	-	-	323,997
Marketing/recruitment	31,889	-	31,889	-	-	-	31,889
Technology	98,037	18,075	116,112	-	-	-	116,112
Food service	20,639	-	20,639	-	-	-	20,639
Student services	-	-	-	-	-	-	-
Office expense	41,493	-	41,493	-	-	-	41,493
Depreciation and amortization	71,144	28,487	99,631	-	-	-	99,631
Other	158,302	37,816	196,118	3,266	290	3,556	199,674
In-kind donations	291,600	68,400	360,000	-	-	-	360,000
Total expenses	\$ 12,681,489	\$ 1,153,601	\$ 13,835,090	\$ 885,006	\$ 290	\$ 885,296	\$ 14,720,386

The accompanying notes are an integral part of this financial statement.

Children's Aid College Prep Charter School

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2020

	Program Services			Supporting Services		Total Supporting Services	Total 2020
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising		
Salaries	\$ 6,500,599	\$ 495,099	\$ 6,995,698	\$ -	\$ 16,874	\$ 16,874	\$ 7,012,572
Fringe benefits and payroll taxes	1,204,975	76,056	1,281,031	-	3,043	3,043	1,284,074
Retirement	81,849	7,257	89,106	-	218	218	89,324
Management company fees - contracted services (Note 11)	761,254	167,104	928,358	861,062	-	861,062	1,789,420
Legal service	26,346	-	26,346	113,423	-	113,423	139,769
Accounting/audit services	5,385	-	5,385	14,657	-	14,657	20,042
Other purchased/professional/consulting services	236,451	17,808	254,259	491	-	491	254,750
Building and land rent/lease	600,000	-	600,000	-	-	-	600,000
Repairs and maintenance	456,245	-	456,245	-	-	-	456,245
Insurance	112,747	-	112,747	-	-	-	112,747
Utilities	192,801	-	192,801	-	-	-	192,801
Supplies/materials	308,628	73,955	382,583	3,733	-	3,733	386,316
Staff development	165,889	50,508	216,397	-	-	-	216,397
Marketing/recruitment	23,110	-	23,110	100	-	100	23,210
Technology	171,788	-	171,788	27	-	27	171,815
Food service	10,416	-	10,416	176	-	176	10,592
Student services	17,390	-	17,390	4,361	960	5,321	22,711
Office expense	18,550	17,400	35,950	398	-	398	36,348
Depreciation and amortization	77,690	25,475	103,165	-	-	-	103,165
Other	35,033	-	35,033	87,511	215	87,726	122,759
In-kind donations	1,140,046	250,254	1,390,300	-	-	-	1,390,300
Total expenses	\$ 12,147,192	\$ 1,180,916	\$ 13,328,108	\$ 1,085,939	\$ 21,310	\$ 1,107,249	\$ 14,435,357

The accompanying notes are an integral part of this financial statement.

Children's Aid College Prep Charter School

STATEMENTS OF CASH FLOWS

For the years ended June 30,

	<u>2021</u>	<u>2020</u>
Cash flows from operating activities:		
Changes in net assets	\$ 111,514	\$ (130,854)
Adjustments to reconcile net assets to net cash provided by operating activities:		
Depreciation and amortization	99,631	103,165
Changes in operating assets and liabilities:		
(Increase) decrease in net assets		
Government grants receivable	(1,263)	(492,626)
Prepaid expenses and other current assets	(98,846)	(10,276)
Accounts payable and accrued expenses	226,214	113,576
Accrued payroll and benefits	(273,815)	459,150
Due to affiliated entities	(689,529)	412,683
	<u>(626,094)</u>	<u>454,818</u>
Net cash (used in) provided by operating activities		
Cash flows from investing activities:		
Purchases of property and equipment	<u>-</u>	<u>(13,580)</u>
Net cash used in investing activities	<u>-</u>	<u>(13,580)</u>
Cash flows from financing activities:		
Receipts from borrowing	<u>-</u>	<u>1,400,000</u>
Net cash provided by financing activities	<u>-</u>	<u>1,400,000</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	<u>(626,094)</u>	<u>1,841,238</u>
Cash and cash equivalents, beginning of year	<u>6,677,963</u>	<u>4,836,725</u>
Cash and cash equivalents, end of year	<u><u>\$ 6,051,869</u></u>	<u><u>\$ 6,677,963</u></u>

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

Children's Aid College Prep Charter School

NOTES TO FINANCIAL STATEMENTS

June 30, 2021 and 2020

NOTE 1 - DESCRIPTION OF THE ORGANIZATION

Children's Aid College Prep Charter School (the "Charter School") is an educational corporation formed to operate a charter school located in the City of New York, County of the Bronx. On September 13, 2011, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department, granted a provisional charter ("Charter Agreement"), incorporating the Charter School. This agreement was renewed on May 24, 2017 and is valid until July 31, 2022.

The Charter School's mission is to ensure that children achieve academic success by providing them with the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub. The Charter School serves over 630 scholars, including students enrolled in kindergarten through eighth grade and prioritizes students who are English language learners, at risk of academic failure and/or currently involved in the child welfare system. The Charter School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code (the "Code") and is classified as an organization described in Section 501(c)(3).

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis and conform to accounting principles generally accepted in the United States of America ("US GAAP"), as applicable to not-for-profit organizations. In the statements of financial position, assets are presented in order of liquidity or conversion to cash and liabilities are presented according to their maturity resulting in the use of cash.

Financial Statement Presentation

The classification of the Charter School's net assets and its support, revenue and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the classes of net assets (with donor restrictions and without donor restrictions) be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

Net assets and changes in net assets are classified based on the existence or absence of donor-imposed restrictions, if any. Accordingly, net assets are classified and reported as follows:

Without Donor Restrictions - The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations and/or the net assets which the Board of Trustees has to use in carrying on the operations of the Charter School.

With Donor Restrictions - Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations.

Cash and Cash Equivalents

Cash equivalents include all highly liquid instruments purchased with original maturities of 90 days or less.

Contributions/Pledges Receivable

Contributions and bequests received are recorded at fair value as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor-imposed restrictions, and are recognized in the period received.

Children's Aid College Prep Charter School
NOTES TO FINANCIAL STATEMENTS - CONTINUED
June 30, 2021 and 2020

Unconditional promises to give that are expected to be collected within one year are recorded at their net realizable value. Conditional promises to give are not included as support until such time as the conditions on which they depend are substantially met.

Government Support

Revenue from state and local governments resulting from the Charter School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the Charter Agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

Allowance for Uncollectible Receivables

An allowance is recorded based on prior years' collection experience and management's analysis and evaluation of specific promises received. While management uses the best information available to make its evaluation, future adjustments to the allowance may be necessary if there are significant changes in economic conditions. The Charter School determined that no allowance for doubtful accounts was necessary as of June 30, 2021 and 2020. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors.

Property and Equipment

The Charter School capitalizes expenditures for buildings and building improvements, furniture and equipment having a cost of \$5,000 or more and with useful lives greater than one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets.

Amortization of leasehold improvements is charged at the lesser of the life of the improvements or the term of the lease to which the betterments pertain.

The range of estimated useful lives follows:

Furniture and equipment	5 - 10 years
Leasehold improvements	Lesser of life of lease or economic life

Impairment of Long-Lived Assets to be Disposed of

Accounting Standards Codification ("ASC") 360-10, *Accounting for the Impairment or Disposal of Long-Lived Assets*, provides a single accounting model for long-lived assets to be disposed of. ASC 360-10 also changes the criteria for classifying an asset as held for sale, and broadens the scope of businesses to be disposed of that qualify for reporting as discontinued operations and changes the timing of recognizing losses on such operations.

Children's Aid College Prep Charter School

NOTES TO FINANCIAL STATEMENTS - CONTINUED

June 30, 2021 and 2020

In accordance with ASC 360-10, long-lived assets, such as property, plant and equipment, and purchased intangibles subject to amortization are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to estimated undiscounted future net cash flows expected to be generated by the asset. If the carrying amount of an asset exceeds its estimated future cash flows, an impairment charge is recognized by the amount by which the carrying amount of the asset exceeds the fair value of the asset. Assets to be disposed of would be separately presented in the statements of financial position and reported at the lower of the carrying amount or fair value less costs to sell, and are no longer depreciated. The assets and liabilities of a disposed group classified as held for sale would be presented separately in the appropriate asset and liability sections of the statements of financial position. There were no impairment charges for the years ended June 30, 2021 and 2020.

Revenue Recognition

The Charter School recognizes revenue from contributions in accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Update ("ASU") 2018-08, Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made. In accordance with ASU 2018-08, the Charter School evaluates whether a transfer of assets is (1) an exchange transaction in which a resource provider is receiving commensurate value in return for the resources transferred or (2) a contribution. If the transfer is determined to be an exchange transaction, the Charter School applies guidance under FASB, ASC 606. If the transfer of assets is determined to be a contribution, the Charter School evaluates whether the contribution is conditional based upon whether the agreement includes both (1) one or more barriers that must be overcome before the Charter School is entitled to the assets transferred and promised and (2) a right of return of assets transferred or a right of release of a promisor's obligation to transfer assets.

The Charter School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Restricted contributions received in the same year in which the restrictions are met are recorded as an increase to net assets without donor restrictions. Unconditional promises to give with payments due in future years are presumed to be time restricted by the donor until received and are reported as part of net assets with donor restrictions.

The Charter School recognizes gifts of land, buildings and equipment at fair value on the date of gift. Gifts of land, buildings and equipment are reported as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long such long-lived assets must be maintained, the Charter School reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

The Charter School also receives grants from foundations in exchange for the performance of various services. The Charter School recognizes grants as revenue with donor restrictions when they are committed and releases such amounts into net assets without donor restrictions as related grant expenses are incurred to a maximum of the grant award.

The Charter School recognizes revenue from donor list rentals, conference fees and rental income, when earned.

Children's Aid College Prep Charter School
NOTES TO FINANCIAL STATEMENTS - CONTINUED
June 30, 2021 and 2020

Measure of Operations

The Charter School includes in its definition of operations all revenues and expenses that are an integral part of its programs and supporting activities, except for contributions.

Donated Services

The fair value of voluntary-donated services are reported in the financial statements if those services create or enhance non-financial assets or require specialized skills provided by individuals possessing those skills and which would typically be purchased if not otherwise provided by donation.

Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the accompanying statements of activities and functional expenses. Accordingly, certain costs have been allocated among the program and supporting services benefited based on time and effort.

Use of Estimates

The preparation of financial statements in conformity with US GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, revenues, expenses and disclosures in the financial statements. Actual results could differ from those estimates.

Income Taxes

The Charter School follows guidance that clarifies the accounting for uncertainty in tax positions taken or expected to be taken in a tax return, including issues relating to financial statement recognition and measurement. This guidance provides that the tax effects from an uncertain tax position can only be recognized in the financial statements if the position is more-likely-than-not to be sustained if the position were to be challenged by a taxing authority. The assessment of the tax position is based solely on the technical merits of the position, without regard to the likelihood that the tax position may be challenged.

The Charter School is exempt from federal income tax under the Code section 501(c)(3), though it is subject to tax on income unrelated to its exempt purpose, unless that income is otherwise excluded by the Code. The Charter School has processes presently in place to ensure the maintenance of its tax-exempt status, to identify and report unrelated income, to determine its filing and tax obligations in jurisdictions for which it has nexus, and to identify and evaluate other matters that may be considered tax positions. The Charter School has determined that there are no material uncertain tax positions that require recognition or disclosure in the financial statements for the year ended June 30, 2021.

Children's Aid College Prep Charter School

NOTES TO FINANCIAL STATEMENTS - CONTINUED

June 30, 2021 and 2020

New Pronouncements

In February 2016, the FASB issued ASU No. 2016-02, *Leases (Topic 842)*, which requires entities that lease assets (lessees) to recognize the assets and related liabilities for the rights and obligations created by the leases on the statements of financial position for leases with terms exceeding 12 months. ASU No. 2016-02 defines a lease as a contract or part of a contract that conveys the right to control the use of identified assets for a period of time in exchange for consideration. The lessee in a lease will be required to initially measure the right-of-use ("ROU") asset and the lease liability at the present value of the remaining lease payments, as well as capitalize initial direct costs as part of the ROU asset. In June 2020, the FASB issued ASU No. 2020-05, *Revenue from Contracts with Customers (Topic 606) and Leases (Topic 842): Effective Dates for Certain Entities*, which deferred the effective date of ASU 2016-02. The guidance is effective for the Charter School for fiscal year 2023. Early adoption is permitted. The Charter School is in the process of evaluating the impact this standard will have on its financial statements.

NOTE 3 - LIQUIDITY AND AVAILABLE RESOURCES

The Charter School regularly monitors liquidity to meet its operating needs and other contractual commitments. The Charter School has various sources of liquidity at its disposal, including cash and cash equivalents, and receivables.

The following table presents the total financial assets held by the Charter School as of June 30, 2021 and 2020 that could be readily made available within one year of the statement of financial position date to meet general expenditures:

	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 6,051,869	\$ 6,677,963
Government grants receivables	<u>561,578</u>	<u>560,315</u>
Total financial assets	6,613,447	7,238,278
Receivables scheduled to be collected in more than one year contractual or donor-imposed restrictions:		
Other donor restrictions	<u>(133,738)</u>	<u>(312,893)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 6,479,710</u>	<u>\$ 6,925,385</u>

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures.

Children's Aid College Prep Charter School
NOTES TO FINANCIAL STATEMENTS - CONTINUED
June 30, 2021 and 2020

NOTE 4 - GOVERNMENT GRANTS RECEIVABLE

Government grants receivables consist of the following as of June 30, 2021 and 2020:

	2021	2020
Due from the City of New York	\$ -	\$ 21,026
Due from the State of New York	248,168	23,103
Due from Federal sources	313,410	516,186
	<u>\$ 561,578</u>	<u>\$ 560,315</u>

NOTE 5 - PROPERTY AND EQUIPMENT, NET

Property and equipment, net, consists of the following as of June 30, 2021 and 2020:

	2021	2020
Furniture and equipment	\$ 812,164	\$ 812,164
Leasehold improvements	57,569	57,569
	869,733	869,733
Less: accumulated depreciation and amortization	(614,957)	(515,326)
	<u>\$ 254,776</u>	<u>\$ 354,407</u>

Depreciation and amortization expense for the years ended June 30, 2021 and 2020 amounted to \$99,631 and \$103,165, respectively.

NOTE 6 - NET ASSETS WITH DONOR RESTRICTIONS

The Charter School's net assets with donor restrictions as of June 30, 2021 and 2020 consist of the following:

	2021	2020
Life coaching	\$ 117,000	\$ 283,000
Middle school expansion	16,738	29,893
	<u>\$ 133,738</u>	<u>\$ 312,893</u>

Net assets with donor restrictions released as of June 30, 2021 and 2020, were \$181,000 and \$232,000 for the Life Coaching program, respectively. Net assets with donor restrictions released as of June 30, 2021 and 2020 were \$13,155 and \$207,000 for the Middle School Expansion program, respectively. Net assets with donor restrictions released as of June 30, 2021 and 2020 were \$12,250 and \$0, respectively, for the Summer tutoring program.

Children's Aid College Prep Charter School
NOTES TO FINANCIAL STATEMENTS - CONTINUED

June 30, 2021 and 2020

NOTE 7 - RETIREMENT PLAN

Effective August 1, 2014, the Charter School sponsors a defined contribution retirement plan covering eligible employees. Pursuant to the plan, all employees can contribute up to the maximum allowed by law, and for eligible employees, the Charter School may make matching contributions equal to a discretionary percentage, to be determined by the Charter School. Eligible employees are all employees who have attained the age of at least 21 years of age, continuously employed for at least one full year and working a schedule of at least 1,000 hours per year. Employees become fully vested in the Charter School's contributions to the plan on their behalf upon three years of service. Total retirement plan expense for the years ended June 30, 2021 and 2020 amounted to \$77,986 and \$89,324, respectively.

NOTE 8 - SCHOOL FACILITY

In fiscal year 2020, the Charter School operated in two Bronx locations: 1232 Southern Boulevard LLC ("1232 LLC") and a site provided by the City of New York Department of Education ("DOE") at 1919 Prospect Avenue. Beginning October 15, 2017, the Charter School leased approximately 35,000 square feet from 1232 Southern Boulevard LLC, which is a consolidating entity of Children's Aid. The building was put into service on October 9, 2017 and rental payments from the Charter School to Children's Aid commenced on October 15, 2017. The facilities and services provided by 1232 Southern Boulevard LLC to the Charter School are outlined in a Facility Use Agreement. The Charter School recognized the difference between the rental payments made and the market-rate rent, totaling \$0 and \$1,030,300, recognizing it as a component of contributed services revenue and allocated the related contributed services expense amongst the functional expense categories benefitted in its 2021 and 2020 statements of activities and functional expenses, respectively.

As part of the New York City Chancellor's Charter School Initiative, the DOE committed space to the Charter School at no charge. The facilities and services provided by the DOE to the Charter School are outlined in a Shared Facility Use Agreement. During fiscal years 2021 and 2020, the Charter School quantified and recognized the fair value of the contributed space it receives for its instructional purposes, totaling \$360,000 and \$360,000, respectively, and recognized it as a component of contributed services revenue and allocated the related expense amongst the functional expense categories benefitted in its statements of activities and functional expenses.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

The Charter School is obligated under several operating leases for rentals of equipment that expire at various dates through 2025. The minimum annual rental payments under noncancelable operating leases are as follows:

Years ending June 30,

2022	\$ 22,571
2023	22,571
2024	22,571
2025	6,035
	<hr/>
	\$ 73,748

Office space expenses under one-year operating leases for the years ended June 30, 2021 and 2020 totaled approximately \$2,000,000 and \$600,000, respectively.

Children's Aid College Prep Charter School

NOTES TO FINANCIAL STATEMENTS - CONTINUED

June 30, 2021 and 2020

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of certain costs previously submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements.

NOTE 10 - CONCENTRATIONS

The Charter School receives a majority of its revenues from the New York State Education Department through the State University of New York Office of Charter Schools. The DOE provides general operating support to the Charter School based upon the location and the number of students enrolled. For the years ended June 30, 2021 and 2020, such operating support provided to the Charter School by the DOE totaled \$11,857,612 and \$12,039,303, respectively. The Charter School is dependent upon this level of funding in order to continue its operations.

Cash accounts that potentially subject the Charter School to a concentration of credit risk include cash accounts with banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2021 and 2020, there was approximately \$5,802,000 and \$6,428,000, respectively, of cash and cash equivalents held by a bank that exceeded FDIC limits.

NOTE 11 - AFFILIATED-PARTY TRANSACTIONS

The Charter School and Children's Aid, a not-for-profit organization, are affiliated through certain Board of Directors commonality. Children's Aid provides administrative support services and other enrichment programs and services to the students of the Charter School ("wrap-around services") under an agreement between the two entities. The Charter School pays an administrative fee equal to 7.5% of total operating expenses, excluding rent and depreciation, to Children's Aid for the administrative services, which amounted to \$862,344 and \$861,062 for the years ended June 30, 2021 and 2020, respectively. In addition, the Charter School was charged a fee for wrap-around and other services totaling \$1,150,317 and \$928,358 for the years ended June 30, 2021 and 2020, respectively.

Children's Aid routinely receives contributions from private donors that are earmarked for the Charter School. These contributions are recorded as contribution revenue passed through by Children's Aid to the Charter School. The Charter School received \$166,136 and \$91,187 of contributions passed through from Children's Aid for the years ended June 30, 2021 and 2020, respectively. The Charter School has a payable to Children's Aid in the amount of \$356,172 and \$718,120 as of June 30, 2021 and 2020, respectively.

The Charter School and 1232 LLC, a limited liability company, are affiliated through Children's Aid, the sole member of 1232 LLC. The Charter School has a payable to 1232 LLC in the amount of \$26,369 and \$353,950 as of June 30, 2021 and 2020, respectively.

NOTE 12 - DEBT

On April 13, 2020, the Charter School received loan proceeds in the amount of \$1,400,000 through JPMorgan Chase bank under the U.S. Small Business Administration's Paycheck Protection Plan ("PPP"). The PPP, established, as part of the Coronavirus Aid, Relief and Economic Securities Act ("CARES Act"), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loan and accrued interest are forgivable as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities.

Children's Aid College Prep Charter School

NOTES TO FINANCIAL STATEMENTS - CONTINUED

June 30, 2021 and 2020

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 0.98%, with a deferral of payment for the first six months. The Charter School received notice from the Small Business Association that the Loan was forgiven on August 10, 2021.

NOTE 13 - CONTINGENCIES

The Charter School, in the normal course of its operations, could be a party to various legal proceedings and complaints, some of which would be covered by insurance. While it is not feasible to predict the ultimate outcomes of such matters, management of the Charter School is not aware of any claims or contingencies which, if asserted, would not be covered by insurance and would have a material adverse effect on the Charter School's financial position, changes in net assets or cash flows.

The COVID-19 pandemic, whose effects first became known in January 2020, is having a broad and negative impact on commerce and financial markets around the world. The extent of the impact of COVID-19 on the Charter School's operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its long-term impact on the Charter School's donors, employees and vendors, all of which at present, cannot be determined. Accordingly, the extent to which COVID-19 may impact the Charter School's financial position and changes in net assets and cash flows is uncertain, and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

NOTE 14 - SUBSEQUENT EVENTS

Management has performed subsequent events procedures through October 28, 2021, which is the date the financial statements were available to be issued. The Charter School received notice from the Small Business Association that the Paycheck Protection Plan Loan was forgiven, and therefore the Charter School will recognize the forgiveness as income during the year ended June 30, 2022.

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**REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS
ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS REQUIRED BY GOVERNMENT
AUDITING STANDARDS**

To the Board of Trustees of
Children's Aid College Prep Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Children's Aid College Prep Charter School (the "Charter School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal control over financial reporting

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

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

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

Compliance and other matters

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

Intended purpose

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



New York, New York
October 28, 2021



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

Charter School Name:	Children's Aid College Prep Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Drema Brown
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Grant Thornton
School Audit Contact Name:	Chris Mancusi
School Audit Contact Email:	
School Audit Contact Phone:	

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	Auditor did not issue a 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	
8) Corrective Action Plan	

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>		<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents		\$ 6,051,869	\$ 6,677,963
Grants and contracts receivable		561,578	560,315
Accounts receivables		-	-
Prepaid expenses		111,739	12,893
Contributions and other receivables		-	-
TOTAL CURRENT ASSETS		6,725,186	7,251,171
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		<u>254,776</u>	<u>354,407</u>
<u>OTHER ASSETS</u>		<u>-</u>	<u>-</u>
TOTAL ASSETS		<u>6,979,962</u>	<u>7,605,578</u>
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses		\$ 490,480	\$ 264,266
Accrued payroll and benefits		1,370,505	1,644,320
Deferred Revenue		-	-
Current maturities of long-term debt		-	-
Short Term Debt - Bonds, Notes Payable		1,400,000	1,400,000
Other		382,541	1,072,070
TOTAL CURRENT LIABILITIES		3,643,526	4,380,656
<u>LONG-TERM LIABILITIES</u>			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
TOTAL LONG-TERM LIABILITIES		-	-
TOTAL LIABILITIES		<u>3,643,526</u>	<u>4,380,656</u>
<u>NET ASSETS</u>			
Without Donor Restrictions		3,202,698	2,912,029
With Donor Ristrictions		133,738	312,893
TOTAL NET ASSETS		<u>3,336,436</u>	<u>3,224,922</u>
TOTAL LIABILITIES AND NET ASSETS		<u>6,979,962</u>	<u>7,605,578</u>

CK - Should be zero	-	-
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CHILDREN'S AID COLLEGE PREP 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	\$ 10,134,497	\$ -	\$ 10,134,497	\$ 10,347,983
Students with disabilities	1,723,116	-	1,723,116	1,691,320
Grants and Contracts				
State and local	125,277	-	125,277	270,321
Federal - Title and IDEA	648,903	-	648,903	455,668
Federal - Other	-	-	-	-
Other	360,000	-	360,000	1,390,300
NYC DoE Rental Assistance	1,086,610	-	1,086,610	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	14,078,403	-	14,078,403	14,155,592
EXPENSES				
Program Services				
Regular Education	\$ 12,681,489	\$ -	\$ 12,681,489	\$ 12,147,192
Special Education	1,153,601	-	1,153,601	1,180,916
Other Programs	-	-	-	-
Total Program Services	13,835,090	-	13,835,090	13,328,108
Management and general	885,006	-	885,006	1,085,939
Fundraising	290	-	290	21,310
TOTAL OPERATING EXPENSES	14,720,386	-	14,720,386	14,435,357
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(641,983)	-	(641,983)	(279,765)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	85,769	-	85,769	52,315
Corporations	500,000	-	500,000	-
Fundraising	138,886	27,250	166,136	91,187
Interest income	-	-	-	-
Miscellaneous income	1,592	-	1,592	5,409
Net assets released from restriction	206,405	(206,405)	-	-
TOTAL SUPPORT AND OTHER REVENUE	932,652	(179,155)	753,497	148,911
CHANGE IN NET ASSETS	290,669	(179,155)	111,514	(130,854)
NET ASSETS BEGINNING OF YEAR	2,912,029	312,893	3,224,922	3,355,776
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 3,202,698	\$ 133,738	\$ 3,336,436	\$ 3,224,922

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 111,514	\$ (130,854)
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	99,631	103,165
Grants Receivable	(1,263)	(492,626)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(98,846)	(10,276)
Accounts Payable	226,214	113,576
Accrued Expenses	(273,815)	459,150
Accrued Liabilities	(689,529)	412,683
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (626,094)	\$ 454,818
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	(13,580)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ (13,580)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	1,400,000
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 1,400,000
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (626,094)	\$ 1,841,238
Cash at beginning of year	6,677,963	4,836,725
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 6,051,869	\$ 6,677,963

Statement of Functional Expenses

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
						Management and				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	15.00	1,020,785	524,615	-	1,545,400	-	-	-	1,545,400	1,262,291
Instructional Personnel	90.00	5,418,963	65,571	-	5,484,534	-	-	-	5,484,534	5,750,281
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	105.00	6,439,748	590,186	-	7,029,934	-	-	-	7,029,934	7,012,572
Fringe Benefits & Payroll Taxes		1,313,377	97,516	-	1,410,893	-	-	-	1,410,893	1,284,074
Retirement		72,643	5,343	-	77,986	-	-	-	77,986	89,324
Management Company Fees		897,247	253,070	-	1,150,317	-	862,344	862,344	2,012,661	1,789,420
Legal Service		-	-	-	-	-	-	-	-	139,769
Accounting / Audit Services		-	-	-	-	-	19,396	19,396	19,396	20,042
Other Purchased / Professional / Consulting Services		152,097	4,250	-	156,347	-	-	-	156,347	254,750
Building and Land Rent / Lease / Facility Finance Interest		2,000,000	-	-	2,000,000	-	-	-	2,000,000	600,000
Repairs & Maintenance		157,851	33,788	-	191,639	-	-	-	191,639	456,245
Insurance		83,273	-	-	83,273	-	-	-	83,273	112,747
Utilities		148,424	1,678	-	150,102	-	-	-	150,102	192,801
Supplies / Materials		379,728	14,991	-	394,719	-	-	-	394,719	386,316
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		323,997	-	-	323,997	-	-	-	323,997	216,397
Marketing / Recruitment		31,889	-	-	31,889	-	-	-	31,889	23,210
Technology		98,037	18,075	-	116,112	-	-	-	116,112	171,815
Food Service		20,639	-	-	20,639	-	-	-	20,639	10,592
Student Services		-	-	-	-	-	-	-	-	22,711
Office Expense		41,493	-	-	41,493	-	-	-	41,493	36,348
Depreciation		71,144	28,487	-	99,631	-	-	-	99,631	103,165
OTHER		449,902	106,216	-	556,118	290	3,266	3,556	559,674	1,513,059
Total Expenses		\$ 12,681,489	\$ 1,153,600	\$ -	\$ 13,835,089	\$ 290	\$ 885,006	\$ 885,296	\$ 14,720,385	\$ 14,435,357

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name:

Beth Leventhal

**Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):**

Children's Aid College Prep Charter School
(CACPCS)

1. List all positions held on the education corporation Board of Trustees ("Board")
(e.g. president, treasurer, parent representative).

Vice chair of the board

2. Are you an employee of any school operated by the education corporation?

Yes ~~No~~

If **Yes**, for each school, please provide a description of the position(s) you
hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person
could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any
student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person
could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise
benefit from your participation as a board member of this school?

If **Yes**, please describe the nature of your relationship and how this person
could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school,

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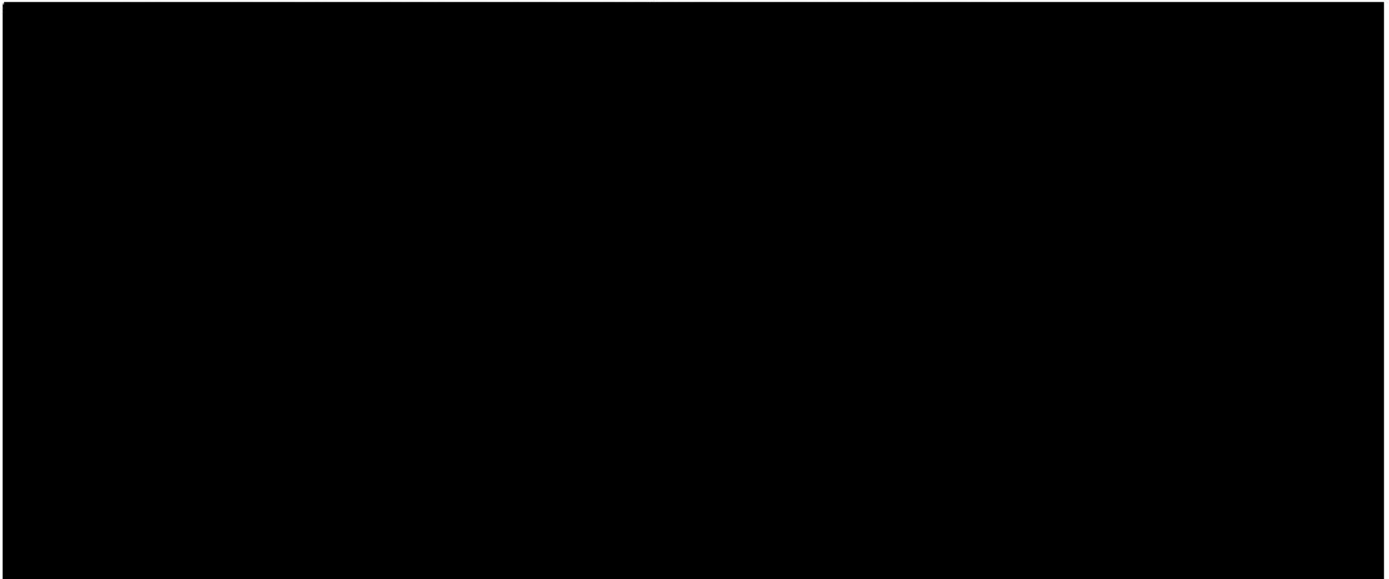
Beth Deventer

Signature

7/28/2020

Date

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last revised 06/8/2020

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

Children's Aid College Prep Charter School

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Secretary

2. Are you an employee of any school operated by the education corporation?
 Yes ✓ No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person _____
could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

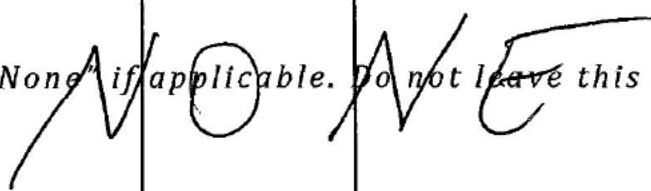
___ Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.	None	None	

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> 				

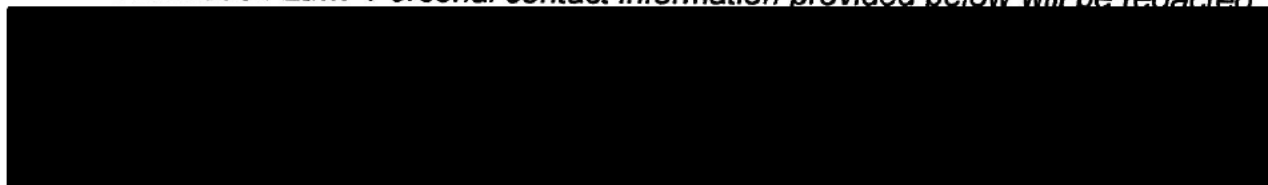
Signature



Date

7/28/2020

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation? ☒ Yes ☐ No

3. Are you related, by blood or marriage, to any person employed by the school? ☒ No
If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ No
If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ☒ No

Children's Aid College Prep Charter School

Michele Adams

Chair

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

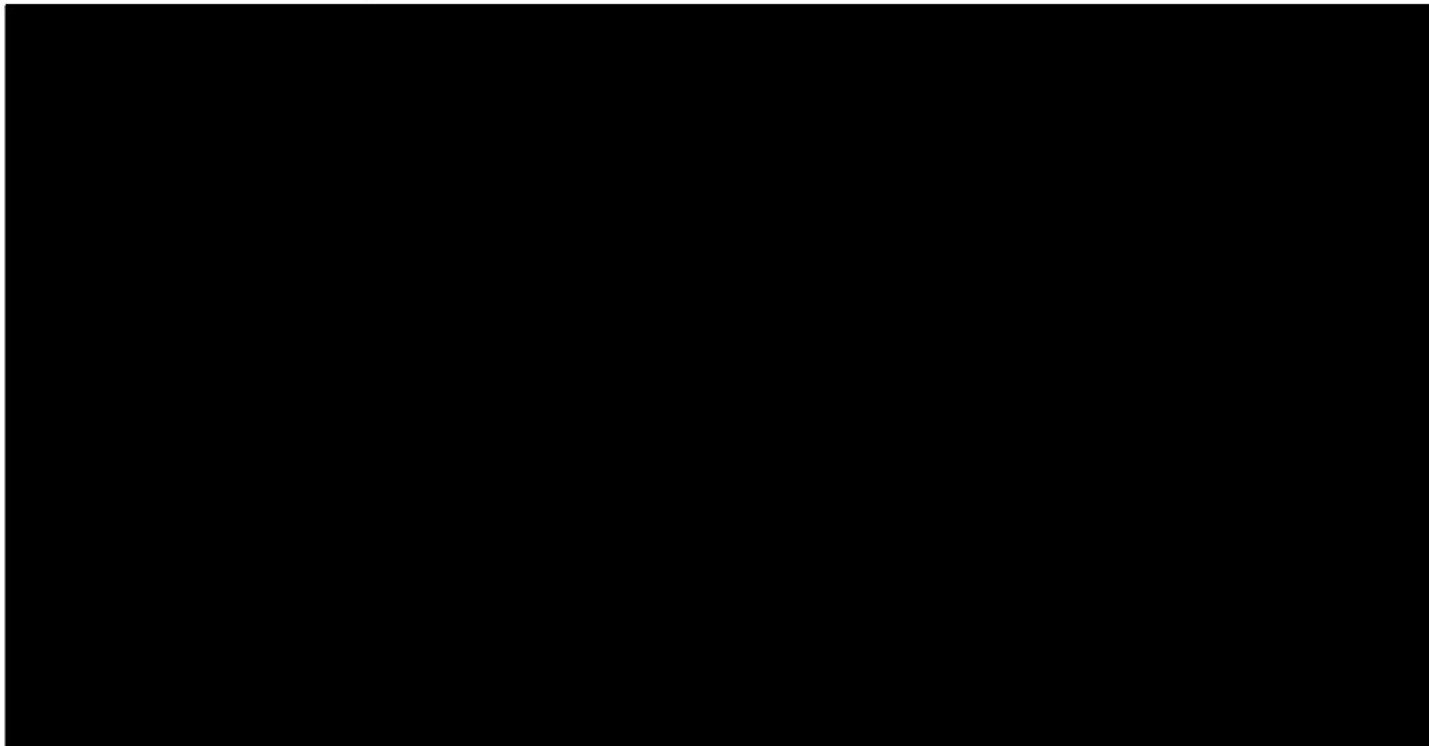
6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes ☒ No ☐

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction on	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			
Please write "None" if applicable. Do not leave this space blank.			



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

Michelle Rumph

**Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):**

Children's Aid College Prep Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
____ Yes ___X___ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	NONE		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				

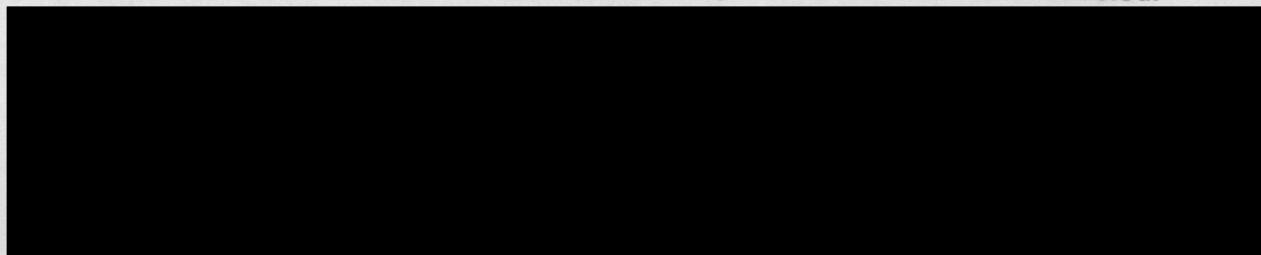
Michelle Rumph

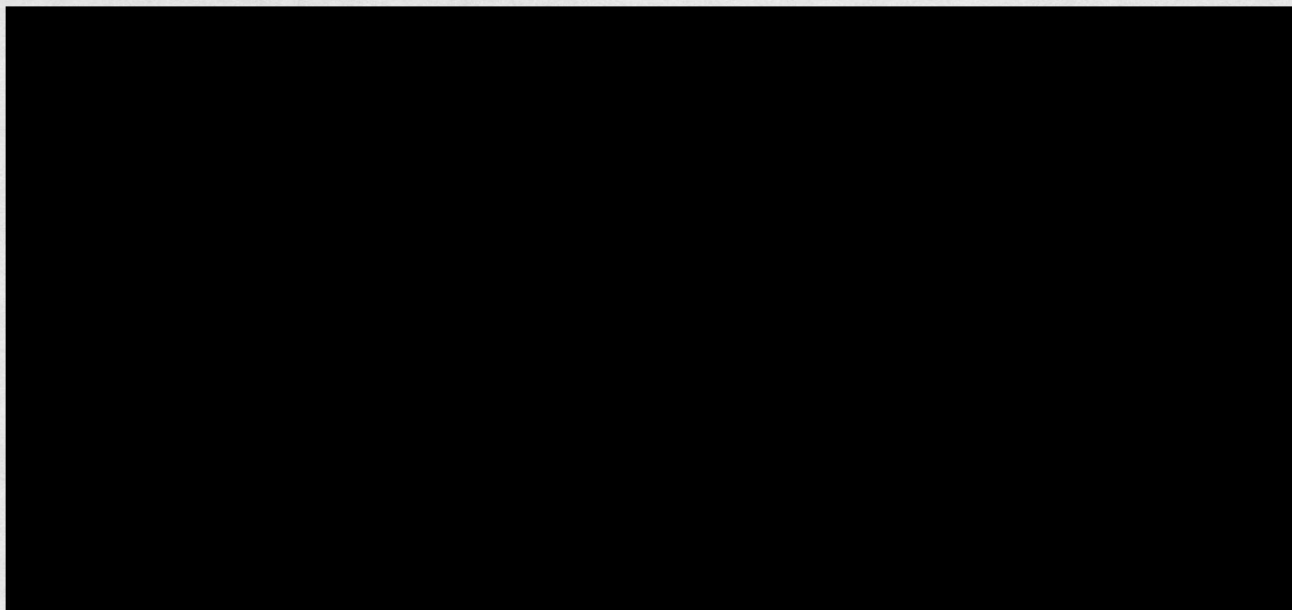
Digitally signed by Michelle Rumph
DN: cn=Michelle Rumph, o=ca, email=mrumph79@gmail.com, c=US
Date: 2020.07.28 18:29:57 -0400

Signature

Date

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**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

Nina Bershadker

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Children's Aid College Prep Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

None

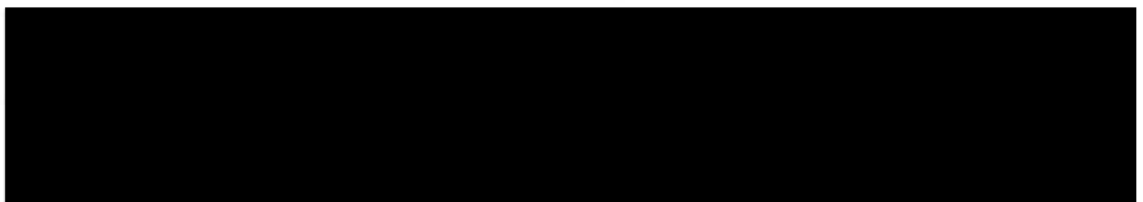
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				


Signature

8/3/20
Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: PHOEBE BOYER

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
____ **Yes** __X__ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **NO**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☒ **Yes** ☐ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Children's Aid Society provides comprehensive management services (CMO) to Children's Aid College Prep Charter School.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not	NONE		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None.**”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Children's Aid Society	Children's Aid Society provides services to Children's Aid College Prep Charter School through a Management Services Agreement	\$2,000,000.	Phoebe C. Boyer, President and CEO of Children's Aid Society	Recusal from voting on any transaction involving Children's Aid Society

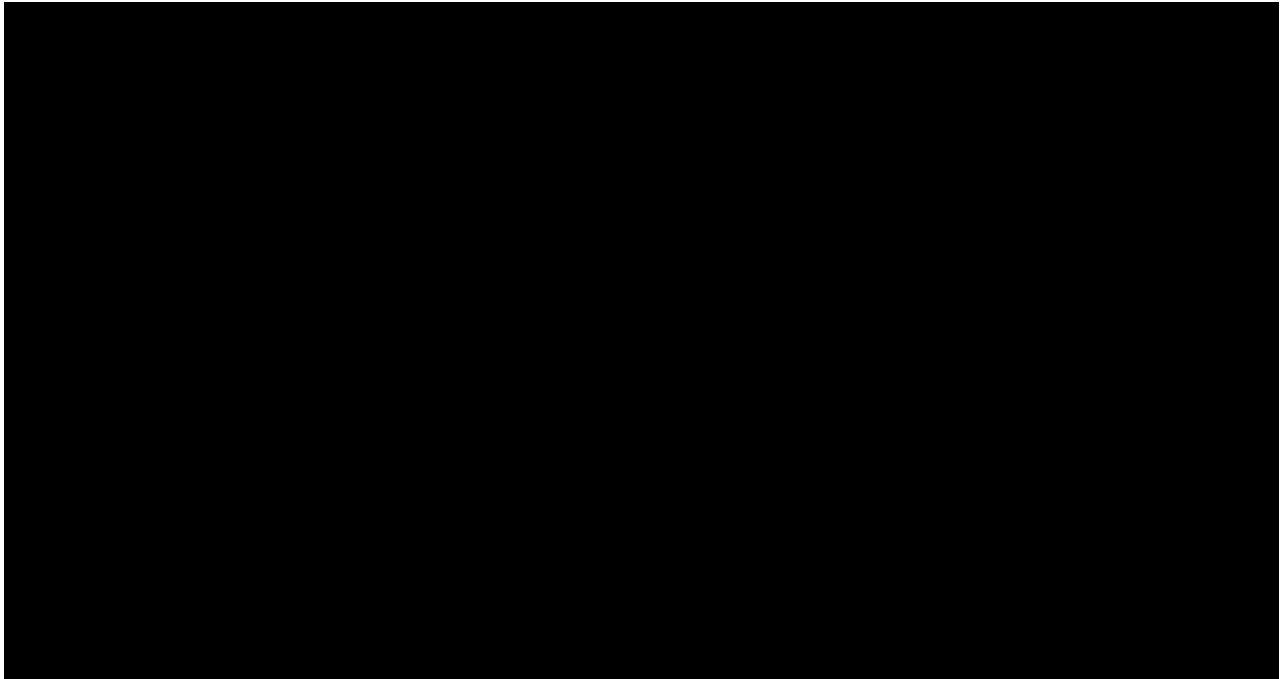


August 3, 2020

Signature

Date

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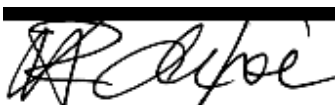


Certificate of Occupancy

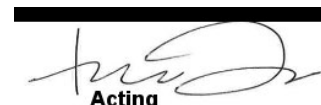
CO Number: 220405176F

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

A.	Borough: Bronx Address: 1232 SOUTHERN BOULEVARD Building Identification Number (BIN): 2117981	Block Number: 02979 Lot Number(s): 14 Building Type: New	Certificate Type: Final Effective Date: 05/01/2019
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-B (2014/2008 Code) Building Occupancy Group classification: E (2014/2008 Code) Multiple Dwelling Law Classification: None		
No. of stories: 6 Height in feet: 74 No. of dwelling units: 0			
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting
Commissioner



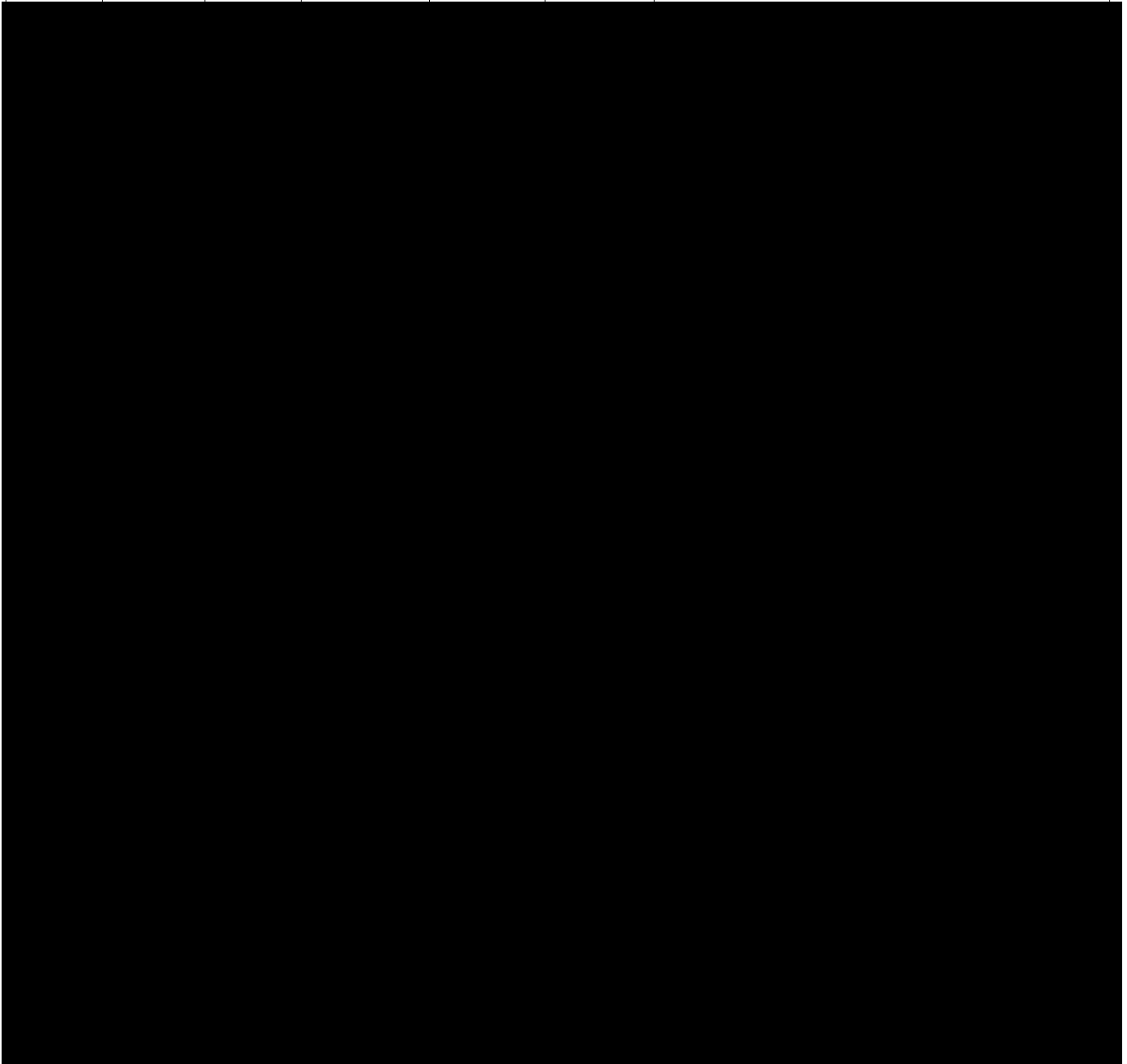
Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner

Acting

Commissioner

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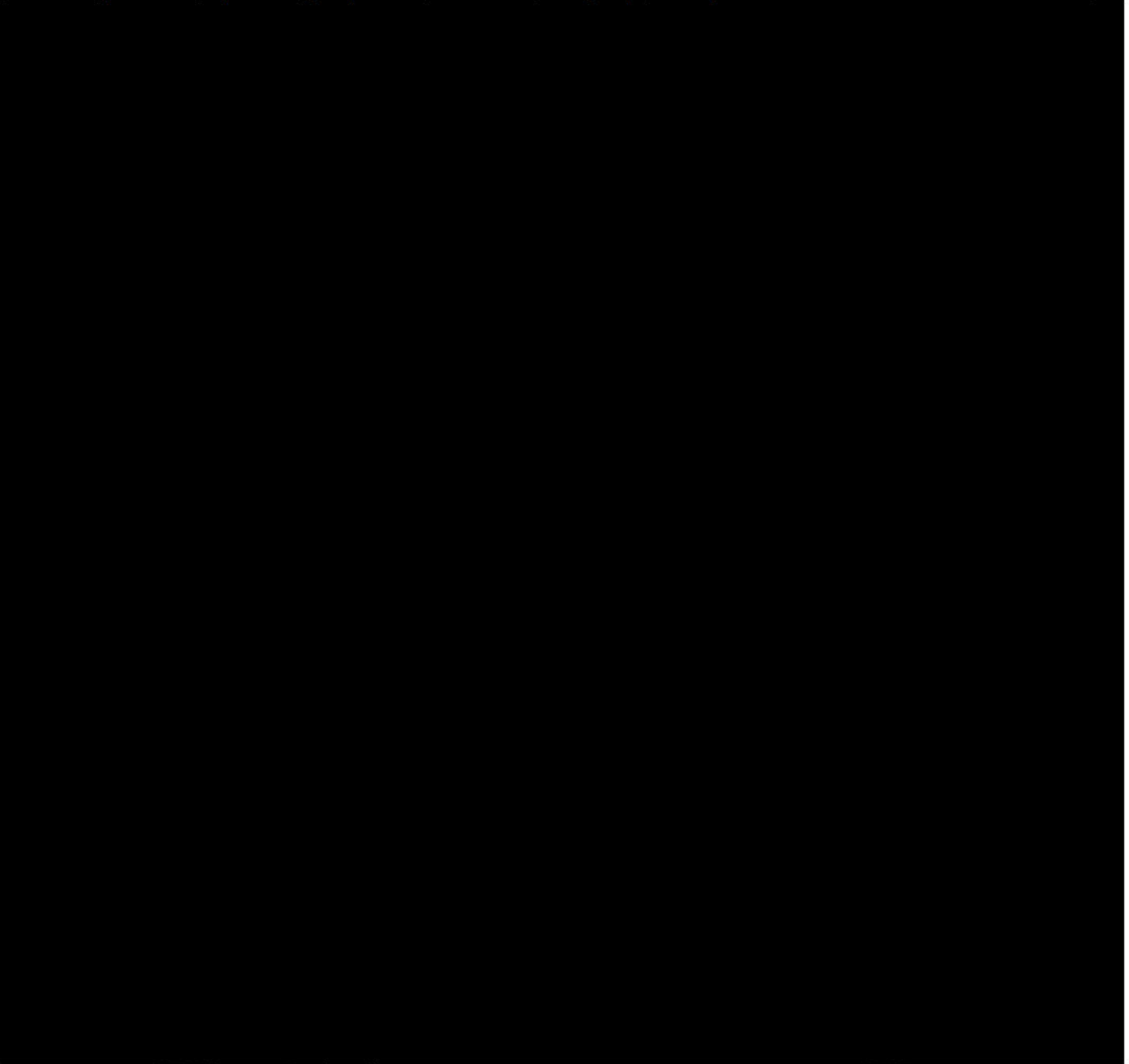
Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner

Acting

Commissioner

Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[REDACTED]						
END OF SECTION						



Borough Commissioner



Acting

Commissioner

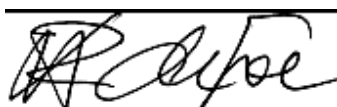
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Certificate of Occupancy

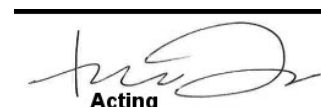
CO Number: 220405176F

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

A.	Borough: Bronx Address: 1232 SOUTHERN BOULEVARD Building Identification Number (BIN): 2117981	Block Number: 02979 Lot Number(s): 14 Building Type: New	Certificate Type: Final Effective Date: 05/01/2019
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-B (2014/2008 Code) Building Occupancy Group classification: E (2014/2008 Code) Multiple Dwelling Law Classification: None		
No. of stories: 6 Height in feet: 74 No. of dwelling units: 0			
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting
Commissioner



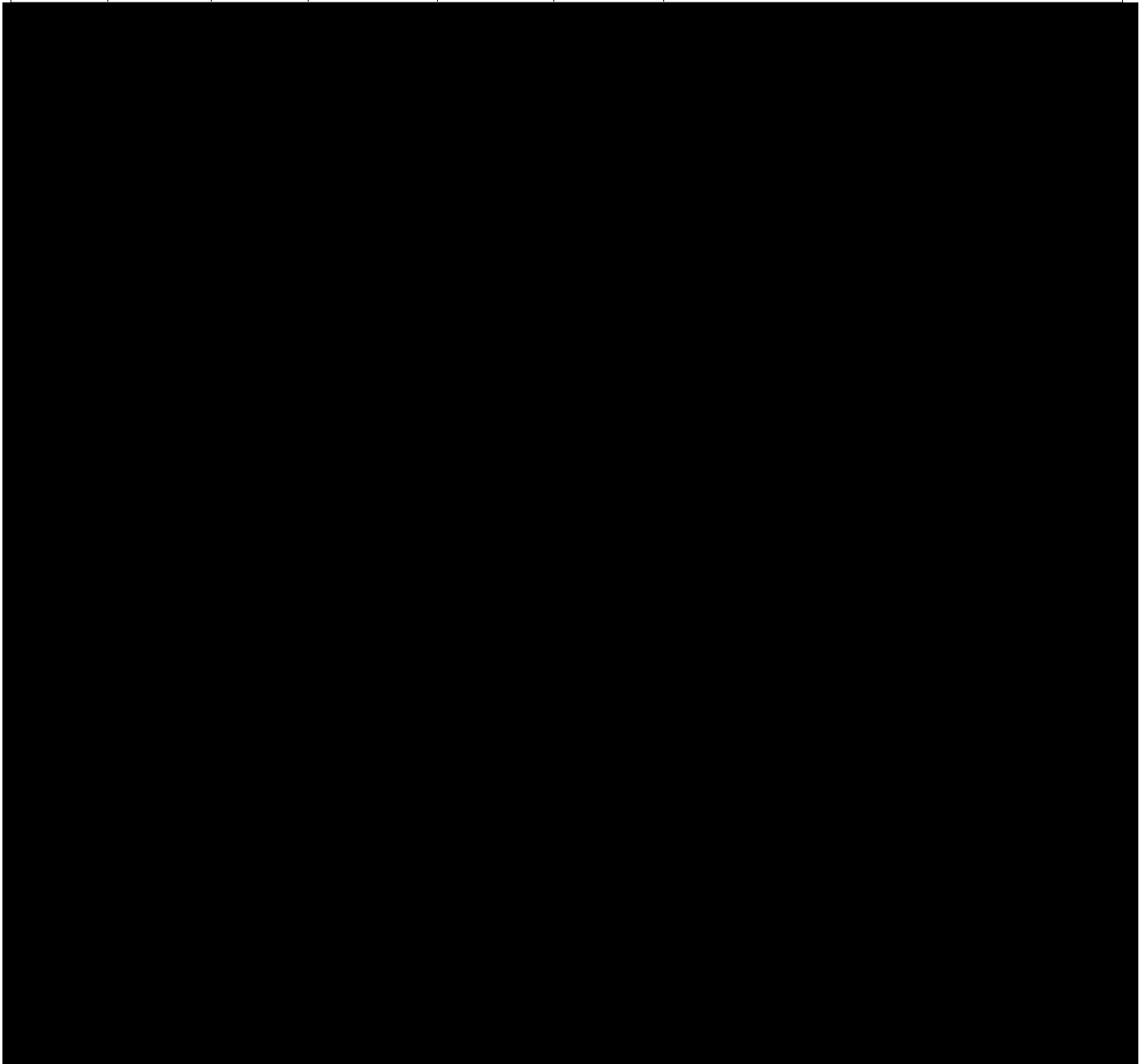
Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner

Acting

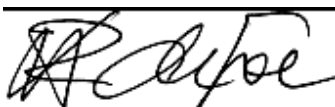
Commissioner

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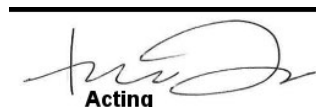
Certificate of Occupancy

CO Number: 220405176F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
END OF SECTION						



Borough Commissioner



Acting

Commissioner

END OF DOCUMENT



System is Compliant with NJAC 5:70-3



System is Non-Compliant

THIS FORM WILL BE FILED WITH THE LOCAL AHJ



20 Meridian Road, Suite 1
Eatontown, NJ 07724
Phone : (732) 643-0075
inspections@reliablefirepro.com

Permit # P00049

KITCHEN SYSTEM REPORT

COMPANY Children's Aid - Bronx		CONTACT		WO# [REDACTED]	DATE 5/19/2021	HAZARD AREA PROTECTED 3rd Floor Kitchen	
ADDRESS 1232 Southern Blvd		CITY Bronx		SYSTEM MFG & SYSTEM TYPE [REDACTED]		CAPACITY 6.00	NUM OF CYLS 2
AHJ / FIRE PROTECTION DISTRICT		INSPECTION TYPE Semi-Annually		PHONE [REDACTED]		EMAIL	
STATE NY		ZIP 10459		CUSTOMER NUMBER [REDACTED]		SYSTEM ID [REDACTED]	

Initial Actions / Observations				Yes	No	N/A	System Functional Test				Yes	No	N/A	
1	Last Serviced By?	Reliable Fire Protection						21	System disarmed per manufacturer's recommendations?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
2	Were building personnel notified of the inspection?	✓	<input type="checkbox"/>	<input type="checkbox"/>			22	Detection line tested and found to operate properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
3	Was the monitoring company notified?	✓	<input type="checkbox"/>	<input type="checkbox"/>			23	Proper number and placement of detectors/links?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
4	System found charged and functioning at time of technician's arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>			24	Did the system operate properly from activation of a manual pull station?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
5	System un-tampered with since last visit?	✓	<input type="checkbox"/>	<input type="checkbox"/>			25	Gas shut-off valve installed and working properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
6	System found to be at proper pressure upon arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>			26	Replaced links with proper temperature rating?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
Visually Check System				Yes	No	N/A	Quantity		Temperature and Type		Quantity		Temperature and Type	
7	Baffle-type filters installed in hood?	✓	<input type="checkbox"/>	<input type="checkbox"/>			0	450 degree SL Fusible Link1						
8	System [and appliance layout] appear unchanged since last service?	✓	<input type="checkbox"/>	<input type="checkbox"/>										
9	Were the nozzle caps in place at the time of arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>										
10	Visible piping and nozzles properly connected, braided, and free of damage?	✓	<input type="checkbox"/>	<input type="checkbox"/>			27	Is the manual reset for electrical gas valves operational?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
11	Piping/conduit/cabling free from observable obstructions	✓	<input type="checkbox"/>	<input type="checkbox"/>			28	Did all electrical appliances shut off upon system operation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
12	Nozzle(s) inspected and found to be clear of obstructions?	✓	<input type="checkbox"/>	<input type="checkbox"/>			29	Did all gas appliances shut off upon system operation?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
13	Correct nozzle type(s) for protected equipment, plenum and ducts?	✓	<input type="checkbox"/>	<input type="checkbox"/>			30	Did the make-up air shut down?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
14	Nozzle(s) properly positioned over appliances?	✓	<input type="checkbox"/>	<input type="checkbox"/>			31	Did the alarm system activate when the system tripped?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
15	Nozzle(s) properly positioned in duct(s) and plenum(s)?	✓	<input type="checkbox"/>	<input type="checkbox"/>			32	Did control head(s)/cylinder releasing device(s) operate properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
16	Is there a fan warning sign on hood?	✓	<input type="checkbox"/>	<input type="checkbox"/>			Cylinders and Agent				Yes	No	N/A	
17	Flow points/extinguishing agent within mfg's allowed maximums?	✓	<input type="checkbox"/>	<input type="checkbox"/>			33	Cylinder Pressure	0 psi, 0 psi	✓	<input type="checkbox"/>	<input type="checkbox"/>		
Hazard Inspection				Yes	No	N/A	34	Hydrostatic test date of cylinder checked. Due: 1/1/2029, 1/1/2029	✓	<input type="checkbox"/>	<input type="checkbox"/>			
18	Hazard configuration appeared to remained unchanged?	✓	<input type="checkbox"/>	<input type="checkbox"/>			35	Were all cylinders free of signs of external corrosion and/or damage?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
19	Are all observable penetrations to the hood and duct sealed?	✓	<input type="checkbox"/>	<input type="checkbox"/>			36	Are all cylinders securely mounted?	✓	<input type="checkbox"/>	<input type="checkbox"/>			
20	No readily observable obstructions or interference that could impact effectiveness of the suppression system?	✓	<input type="checkbox"/>	<input type="checkbox"/>			37	Cartridge inspected or replaced within mfg's recommended interval (if applicable)? Weight 116.00	✓	<input type="checkbox"/>	<input type="checkbox"/>			

NOTIFICATION OF DEFICIENCIES

Customer Initials :

☐ A mark made in the adjacent box indicates that deficiencies exist with the current condition of the Fire Suppression System. If this is the case, the customer's authorized representative, by his or her signature and initials acknowledges these deficiencies represent an IMMEDIATE AND SERIOUS SAFETY CONCERN that the customer must correct. Service Company shall not be responsible if the Fire Suppression System malfunctions or fails to function. It is the owner's responsibility to ensure that all deficiencies are removed or repaired.

COMPANY Children's Aid - Bronx		CONTACT		PHONE [REDACTED]		EMAIL	
ADDRESS 1232 Southern Blvd		CITY Bronx		STATE NY		ZIP 10459	
						CUSTOMER NUMBER [REDACTED]	

System Reactivation		Yes	No	N/A	Final			Yes	No	N/A
38	Test adapters/links, keeper pins, etc., removed from the system?	✓	<input type="checkbox"/>	<input type="checkbox"/>	48	Operator's manual on site?		✓	<input type="checkbox"/>	<input type="checkbox"/>
39	Detection (link) line has proper tensioning?	✓	<input type="checkbox"/>	<input type="checkbox"/>	49	Class K portable extinguisher available and properly serviced?		✓	<input type="checkbox"/>	<input type="checkbox"/>
40	Was the control head reset?	✓	<input type="checkbox"/>	<input type="checkbox"/>	50	Remote manual release free from obstructions?		✓	<input type="checkbox"/>	<input type="checkbox"/>
41	Were all fuel sources and power restored?	✓	<input type="checkbox"/>	<input type="checkbox"/>	51	Has the system been placed back in service?		✓	<input type="checkbox"/>	<input type="checkbox"/>
42	Were all pilot lights supplied by the gas valve relit?	✓	<input type="checkbox"/>	<input type="checkbox"/>	52	Monitoring company notified that the system is back in full service?		✓	<input type="checkbox"/>	<input type="checkbox"/>
43	Microswitch/relay(s) reset -- electrical appliances "on"?	✓	<input type="checkbox"/>	<input type="checkbox"/>	53	Were building personnel notified of the system condition?		✓	<input type="checkbox"/>	<input type="checkbox"/>
44	Are all nozzle caps in place?	✓	<input type="checkbox"/>	<input type="checkbox"/>	54	Have you received a signature from the building personnel?		✓	<input type="checkbox"/>	<input type="checkbox"/>
45	Were all filters reinstalled?	✓	<input type="checkbox"/>	<input type="checkbox"/>	55	Inspection tag affixed to system?		✓	<input type="checkbox"/>	<input type="checkbox"/>
46	Were all cartridges reinstalled? (if applicable)	✓	<input type="checkbox"/>	<input type="checkbox"/>						
47	Tandem/slave releasing device(s) reset properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>						

Description of Deficiencies

Comments and Recommendations

NOTIFICATION OF EXHAUST SYSTEM GREASE BUILD UP		Customer Initials :	
<input type="checkbox"/> A mark made in the adjacent box indicates that we recommend that the entire exhaust and ventilation control system as well as all appliances be inspected by a properly trained, qualified, and certified company or person(s) acceptable to the authority having jurisdiction to determine if cleaning is required. Any visual observations or comments noted by our Service Technician regarding grease build up are for informational purposes only and are based on readily observable conditions at the time of service.			
Authorized Customer Representative		Authorized Company Representative	
Signature : [REDACTED]		Signature : [REDACTED]	
Print Name : <u>Nigel Goodridge</u>		Print Name : <u>Mike Gaspar</u>	

COMPANY Children's Aid - Bronx	CONTACT	PHONE [REDACTED]		EMAIL
ADDRESS 1232 Southern Blvd	CITY Bronx	STATE NY	ZIP 10459	CUSTOMER NUMBER [REDACTED]

Hood A (Cooking appliances from left to right)

Hood Size : 89"

Duct Quantity & Size: 18" x 10"

Range
w/ Obstruction - High Prox
36" x 24"

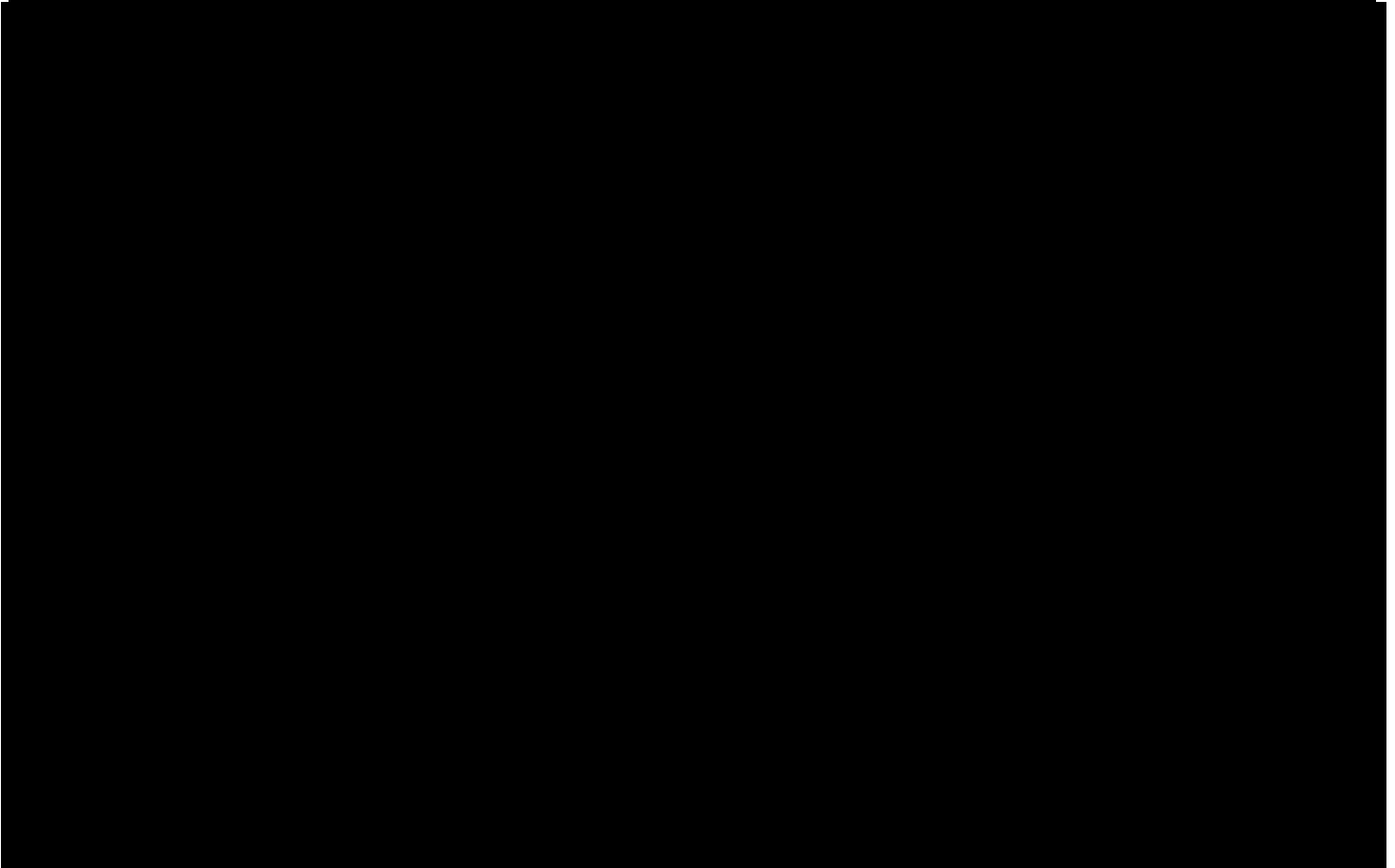
Hood B (Cooking appliances from left to right)

Hood Size : 89"

Duct Quantity & Size: 18" x 10"

Tilt Skillet / Braising Pan
39" x 24"

System Connected to Alarm? Yes Nozzle Quantity: Duct <u>2</u> Plenum <u>2</u> Appliance <u>6</u> Remote Pull: Yes Location <u>Path of Egress</u>	Gas Valve : Yes Gas Valve Style: Asco 2" Electric Gas Valve Gas Valve Location:
--	--



ALL CONDITIONS NOTED ARE LIMITED TO ONLY THOSE THAT COULD BE OBSERVED AT THE TIME OF THIS INSPECTION



System is Compliant with NJAC 5:70-3



System is Non-Compliant

THIS FORM WILL BE FILED WITH THE LOCAL AHJ



20 Meridian Road, Suite 1
Eatontown, NJ 07724
Phone : (732) 643-0075
inspections@reliablefirepro.com

Permit # P00049

KITCHEN SYSTEM REPORT

COMPANY Children's Aid - Bronx		CONTACT		WO# [REDACTED]	DATE 5/19/2021	HAZARD AREA PROTECTED 3rd Floor Kitchen	
ADDRESS 1232 Southern Blvd		CITY Bronx		SYSTEM MFG & SYSTEM TYPE Ansul R-102 System		CAPACITY 6.00	NUM OF CYLS 2
AHJ / FIRE PROTECTION DISTRICT		INSPECTION TYPE Semi-Annually		PHONE [REDACTED]	EMAIL		
STATE NY		ZIP 10459		CUSTOMER NUMBER [REDACTED]			
SYSTEM ID [REDACTED]							

Initial Actions / Observations				Yes	No	N/A	System Functional Test				Yes	No	N/A	
1	Last Serviced By?	Reliable Fire Protection						21	System disarmed per manufacturer's recommendations?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
2	Were building personnel notified of the inspection?	✓	<input type="checkbox"/>	<input type="checkbox"/>	22	Detection line tested and found to operate properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
3	Was the monitoring company notified?	✓	<input type="checkbox"/>	<input type="checkbox"/>	23	Proper number and placement of detectors/links?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
4	System found charged and functioning at time of technician's arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>	24	Did the system operate properly from activation of a manual pull station?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
5	System un-tampered with since last visit?	✓	<input type="checkbox"/>	<input type="checkbox"/>	25	Gas shut-off valve installed and working properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
6	System found to be at proper pressure upon arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>	26	Replaced links with proper temperature rating?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
Visually Check System				Yes	No	N/A	Quantity		Temperature and Type		Quantity		Temperature and Type	
7	Baffle-type filters installed in hood?	✓	<input type="checkbox"/>	<input type="checkbox"/>	0	450 degree SL Fusible Link1								
8	System [and appliance layout] appear unchanged since last service?	✓	<input type="checkbox"/>	<input type="checkbox"/>										
9	Were the nozzle caps in place at the time of arrival?	✓	<input type="checkbox"/>	<input type="checkbox"/>										
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13	Correct nozzle type(s) for protected equipment, plenum and ducts?	✓	<input type="checkbox"/>	<input type="checkbox"/>	30	Did the make-up air shut down?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
14	Nozzle(s) properly positioned over appliances?	✓	<input type="checkbox"/>	<input type="checkbox"/>	31	Did the alarm system activate when the system tripped?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
15	Nozzle(s) properly positioned in duct(s) and plenum(s)?	✓	<input type="checkbox"/>	<input type="checkbox"/>	32	Did control head(s)/cylinder releasing device(s) operate properly?	✓	<input type="checkbox"/>	<input type="checkbox"/>					
16	Is there a fan warning sign on hood?	✓	<input type="checkbox"/>	<input type="checkbox"/>	Cylinders and Agent				Yes	No	N/A			
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Hazard Inspection				Yes	No	N/A	34	Hydrostatic test date of cylinder checked. Due: 1/1/2029, 1/1/2029	✓	<input type="checkbox"/>	<input type="checkbox"/>			
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NOTIFICATION OF DEFICIENCIES

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COMPANY Children's Aid - Bronx		CONTACT		PHONE [REDACTED]		EMAIL	
ADDRESS 1232 Southern Blvd		CITY Bronx		STATE NY	ZIP 10459	CUSTOMER NUMBER [REDACTED]	

System Reactivation				Yes	No	N/A	Final					Yes	No	N/A
38	Test adapters/links, keeper pins, etc., removed from the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		48	Operator's manual on site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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40	Was the control head reset?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		50	Remote manual release free from obstructions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
41	Were all fuel sources and power restored?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		51	Has the system been placed back in service?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
42	Were all pilot lights supplied by the gas valve relit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		52	Monitoring company notified that the system is back in full service?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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44	Are all nozzle caps in place?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		54	Have you received a signature from the building personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
45	Were all filters reinstalled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		55	Inspection tag affixed to system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
46	Were all cartridges reinstalled? (if applicable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
47	Tandem/slave releasing device(s) reset properly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

Description of Deficiencies

Comments and Recommendations

NOTIFICATION OF EXHAUST SYSTEM GREASE BUILD UP		Customer Initials :	
<input type="checkbox"/> A mark made in the adjacent box indicates that we recommend that the entire exhaust and ventilation control system as well as all appliances be inspected by a properly trained, qualified, and certified company or person(s) acceptable to the authority having jurisdiction to determine if cleaning is required. Any visual observations or comments noted by our Service Technician regarding grease build up are for informational purposes only and are based on readily observable conditions at the time of service.			
Authorized Customer Representative		Authorized Company Representative	
Signature : [REDACTED]		Signature : [REDACTED]	
Print Name : <u>Nigel Goodridge</u>		Print Name : <u>Mike Gaspar</u>	

COMPANY Children's Aid - Bronx	CONTACT	PHONE [REDACTED]		EMAIL
ADDRESS 1232 Southern Blvd	CITY Bronx	STATE NY	ZIP 10459	CUSTOMER NUMBER [REDACTED]

Hood A (Cooking appliances from left to right)

Hood Size : 89"

Duct Quantity & Size: 18" x 10"

Range
w/ Obstruction - High Prox
36" x 24"

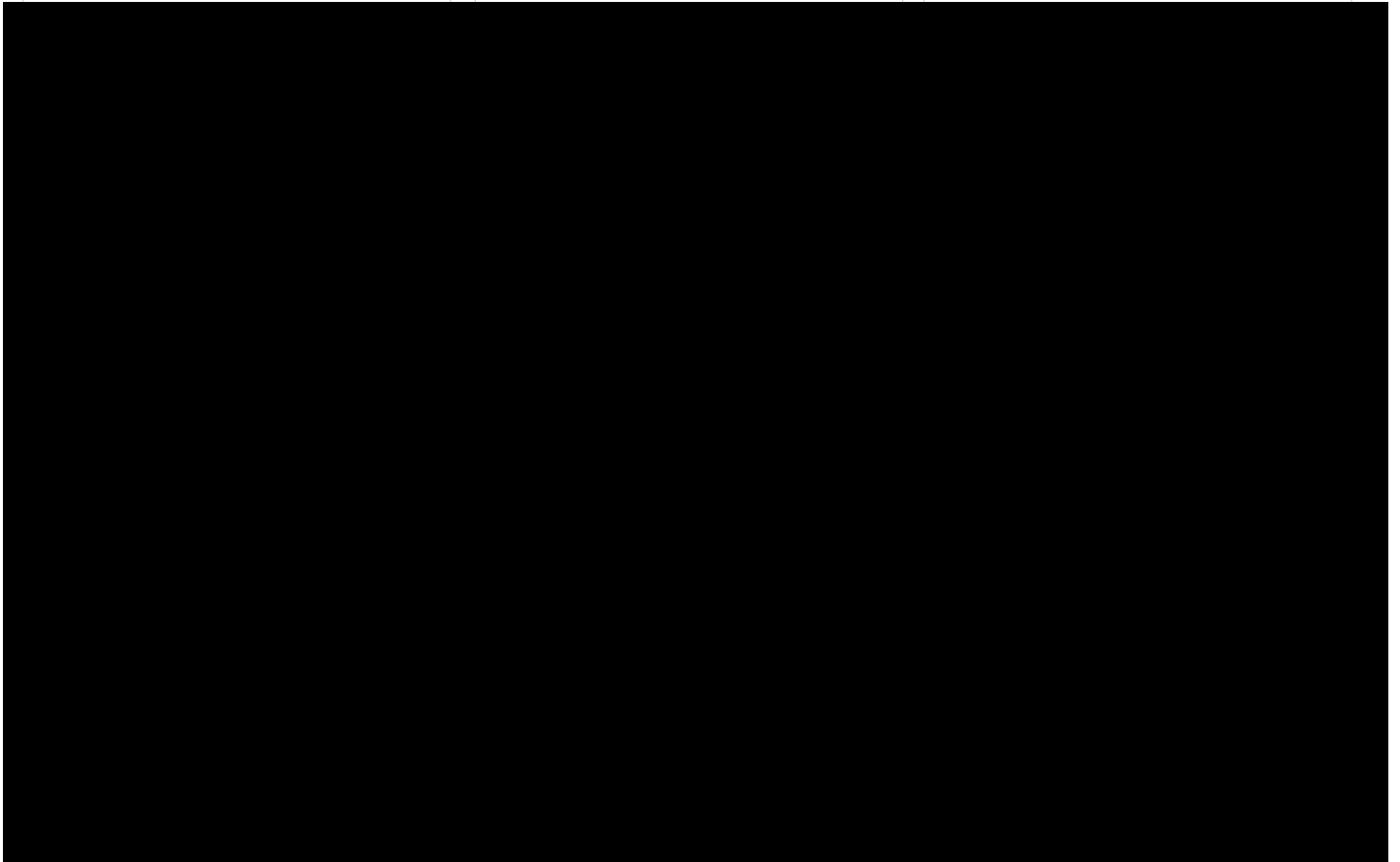
Hood B (Cooking appliances from left to right)

Hood Size : 89"

Duct Quantity & Size: 18" x 10"

Tilt Skillet / Braising Pan
39" x 24"

System Connected to Alarm? Yes Nozzle Quantity: Duct <u>2</u> Plenum <u>2</u> Appliance <u>6</u> Remote Pull: Yes Location <u>Path of Egress</u>	Gas Valve : Yes Gas Valve Style: Asco 2" Electric Gas Valve Gas Valve Location:
--	--



ALL CONDITIONS NOTED ARE LIMITED TO ONLY THOSE THAT COULD BE OBSERVED AT THE TIME OF THIS INSPECTION



Children's Aid College Prep Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 2021

By Drema Brown, Head of School

1232 Southern Blvd., Bronx, NY 10459

1919 Prospect Ave. Third Floor, Bronx, NY 10457

347-871-9002

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Drema Brown, Head of School, 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)
Michelle DeLong	Chair	Governance Committee; Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee (Chair)
Beth Leventhal	Vice Chair	Governance Committee (Chair); Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee
Nina Bershadker	Treasurer	Finance and Audit Committee (Chair); Executive Committee
Jane Goldman	Secretary	Learning, Achievement and Evaluation Committee (Chair); Executive Committee
Michelle Rumph	Member	Finance and Audit Committee
Phoebe Boyer	Member	Governance Committee; Executive Committee
Sandra Escamilla	Member	Governance Committee
Maribel Mercado	Member	Learning, Achievement and Evaluation Committee

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

Children's Aid College Prep Charter School is a Children's Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children's Aid College Prep Charter School ("CACPCS") was authorized by the State University of New York ("SUNY") Board of Trustees as a K-5 charter school located in Community School District 12 ("CSD 12") in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children's Aid (formerly known as The Children's Aid Society). CACPCS is a Children's Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS's first charter term. In December 2016, the SUNY Trustees granted CACPCS a full five-year renewal of its charter with approval to grow to serve the middle school grades. CACPCS has just begun the fifth year of its second charter term and is currently at full scale serving 633 students in kindergarten through eighth grade.¹

CACPCS strives to provide its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. This approach is operationalized through a focus on the following five key design elements:

1. Instructional rigor and a robust academic program characterized by:

- Curriculum and assessments aligned with New York State's Next Generation Learning Standards and supported by the principles of Culturally Responsive-Sustaining ("CR-S") Education;
- Classroom instruction informed by the Thoughtful Classroom Instructional Framework's Four Cornerstones, which include a focus on: Organization, Rules and Procedures, Positive Relationships, a Culture of Thinking and Learning and Engagement and Enjoyment;
- An emphasis on transferable teaching (or teaching for the future) so students are able to apply their learning beyond the classroom;
- Literacy instruction that exposes students to culturally-relevant texts they can meaningfully connect to their lives while helping them determine and communicate the deeper meanings present in those texts;

¹ Enrollment reflects BEDS day for school year 2020-21.

- Math instruction that promotes deeper conceptual understandings over math rules and procedures;
- Regular science and social studies instruction at every grade level that creates engaging opportunities for students to understand the world through hands-on group assignments, experimentation, and project-based learning;
- Weekly instruction in Specials classes including arts, physical education, and life skills that create additional points of entry into learning while exposing students to a wider range of content and learning experiences for a more well-rounded educational experience; and
- Elective classes proposed by CACPCS middle school students including Coding, Gaming, Origami, and Social Entrepreneurship that are scheduled into the school year calendar and taught by CACPCS staff to encourage students to explore their passions while making meaningful connections back to core content and Specials classes.

2. Expanded learning opportunities that include:

- Quality after school, holiday, Saturday, and summer programming provided by Children's Aid and other community partners that is designed and delivered to make meaningful connections to the core curriculum while providing additional learning experiences focused on the arts and self-expression, fitness and nutrition, STEM, social and emotional learning, service learning, and/or community service.

3. Frequent and purposeful assessment characterized by:

- A holistic assessment strategy with a focus on academic and co-academic measures to guide the work of all school staff;
- Quarterly use of national, standardized assessments in English Language Arts ("ELA") and math to evaluate student proficiency and progress;
- Regular curriculum-based assessments in science, social studies, and Specials areas;
- Regular reviews of assessment data led by co-teaching pairs and grade level teams and supported by school leaders;
- Use of assessment data by staff and leadership to design and implement daily lesson plans, units of study, and intervention plans (when needed); and
- Regular celebrations of student growth and staff effectiveness based on this data.

4. Talented and committed professional teachers and leaders supported by:

- An educational model grounded in the Thoughtful Classroom's instructional framework for effective teaching and learning;
- A collaborative and collegial staff culture;
- Effective coaching and professional development led by a team of instructional leaders who focus on the "Big Five" – teacher content knowledge development, leader content

knowledge development, lesson plan reviews and feedback, leader reviews of student work, and targeted, goal-driven teacher coaching; and

- An engaged Board committed to supporting school staff and leadership.

5. Comprehensive community school services that include:

- The leadership of a full-time Community School Director, experienced program leaders, a team of Life Coaches, and youth workers;
- A comprehensive set of student support programs and services focused on promoting student success by creating strong conditions for learning and removing barriers to learning (e.g. attendance supports, social service referrals and case management, after school and summer enrichment programs);
- Referrals to community-based services through full access to all Children’s Aid’s programs and services (e.g. medical, dental, vision, and mental health services; food assistance; cash assistance for rent arrears or utilities; early childhood programs; Wagon Road summer camp; Alvin Ailey camp, etc.); and
- Strategic partnerships with other community-based organizations to provide families with alternative resources when Children’s Aid’s programs and services are not an option.

As a school designed with the community in mind, CACPCS employs a recruitment process designed to target youth and families in the immediate area, especially those with more advanced needs. Specifically, the school’s lottery offers additional preferences to youth living below the state’s self-sufficiency standard, English Language Learners, and youth who are or have been involved in the child welfare-system. CACPCS welcomes students of all abilities and backgrounds. In school year 2020-21, students with Individualized Education Plans (“SWD”) made up 21% of the student body; English Language Learners (“ELLs”) made up 12% of all students; and 86% of students were economically disadvantaged. In 2020-21, 53% of students identified as Hispanic; 39% of students identified as Black; 4% of students identified as Asian, American Indian/Alaskan, Hawaiian/Pacific Islander, White, or Multiracial; and 4% of students refused to identify.²

Due to the COVID-19 pandemic, CACPCS shifted to remote learning in March 2020. School leadership rapidly transitioned school schedules, curricula, and student supports to virtual and online platforms. Administrators worked overtime to distribute Chromebooks and WiFi hotspots to students and provide training and assistance to parents/caregivers as their children adjusted to the remote environment. Shifting government guidance contributed to the operational complexities of the time.

² Special population enrollment and demographics reflect BEDS day for school year 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During this period, school leadership began preparing for significant trauma and the potential for learning loss. A family survey administered in May 2020,³ at the height of the pandemic in New York City, showed that 46% of parents and/or caregivers (“parents”) had a family member or loved one who was affected by COVID-19; 43% of parents indicated that either they or a family member was unemployed due to COVID-19; 39% of parents wanted help with educational activities at home; 19% of families requested food assistance; and 8% requested counseling.

To help sustain students’ and families’ social, emotional, mental, and physical health, CACPCS implemented the following:

- Counseling services were made available to all students and families that requested them, and CACPCS staff were encouraged to refer students and family members for counseling services. Counseling was provided by CACPCS Life Coaches or Children’s Aid (“CA”) licensed social workers or mental health counselors.
- Students’ weekdays began with morning meetings that provided space for them to “check in” emotionally with their teachers and other staff.
- Life Coaches managed caseloads of students for both individual and small group counseling throughout the year.
- Weekly Life Skills classes and POWER Groups (both in-person and remote) focused on topics of importance to the students. These Life Skills classes and POWER Groups provided safe, supportive spaces for students to discuss the pandemic’s impact on their lives and other age-appropriate topics of interest.
- When the school building was open for in-person instruction, Life Coaches conducted classroom observations and family assessments. They also supported daily operations including lunch and dismissal, which created opportunities for relationship-building with students and parents.
- Life Coaches rotated into the Learning Lab program to provide in-person support to Learning Lab students.
- Food boxes and hot meals were distributed to CACPCS families.
- Medical services were offered to CACPCS students and families at the nearby CA community clinic.
- Parent and family engagement opportunities were expanded to include virtual events, workshops, and town halls. Parent-teacher communication also increased as CACPCS encouraged regular calls to parents. Weekly Family Bulletins were published and distributed to provide parents with timely information about school operations and to highlight key school events.
- CACPCS staff received training in trauma-informed care and recognizing warning signs for mental and behavioral health issues.

³ Survey data collection began in May 2020 and continued through August 2020.

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- CACPCS staff were provided with counseling opportunities, recognizing that strong staff are critical to effective student management and support.

In addition to the myriad social-emotional, health, and family engagement services, CACPCS recognized a need to adjust academic programming to maximize instructional time while managing the operational realities of COVID-19 health protocols and procedures on the school day. While many families entered the 2020-21 school year still concerned about the risks of COVID-19 and opted for remote learning, a significant number of families were interested in opportunities for in-person learning.

Recognizing the importance of in-person interactions and instruction for student development and learning, school leadership made the decision to offer both remote and in-person opportunities during school year 2020-21. The decision to develop a hybrid learning model was based on observations of student performance during remote learning, end-of-year (“EOY”) assessment results, and feedback from students, parents, and staff about remote learning and school re-opening. CACPCS’s hybrid option involved weekly grade-specific rotations throughout the year during which students would receive in-person instruction.

In addition, beginning in November 2020, CACPCS offered an in-person Learning Lab for select high-needs students. The Learning Lab was a daily in-person instructional program supervised by the Community School Director and her team. The Learning Lab Leader, a part-time youth worker employed by CA, supported students in the classroom while their teachers worked with them remotely. Learning Lab Leaders then provided these students with support during independent work time in the afternoon. CACPCS instructional leaders, Deans of Students, and Life Coaches all came in on pre-assigned days to follow up with Learning Lab students and ensure that all academic, social, and emotional goals were effectively supported. Thirty-eight students across all grades K-8 were enrolled and attended the Learning Lab at some point during the 2020-21 school year, though approximately 30 attended regularly. Learning Lab students were referred to the program based on attendance, academic performance, and/or an overwhelming need outlined by the parents. As such, Learning Lab students were some of the school’s highest-need students (i.e. ELLs, SWD, and students struggling to meet grade-level standards).

CACPCS used in-person learning days to accomplish the following:

- 1) Build community;
- 2) Motivate students for long periods of remote learning;
- 3) Orient students to curriculum materials and trouble-shoot challenges they may be having with their remote learning devices;
- 4) Provide one-on-one instruction and coaching to students;

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- 5) Administer diagnostic and interim assessments to some students in-person, thereby ensuring greater reliability of the assessment data;
- 6) Introduce new content and concepts that might be challenging to introduce remotely; and
- 7) Provide students and staff with opportunities to celebrate successes together and have fun.

CACPCS's weekly in-person schedule allowed students and staff to establish routines and build relationships. During the 2020-21 school year, CACPCS set up three classes per grade level, with each class organized into 2-3 pods depending on the size of the classroom. Physical distancing regulations and the square footage of each classroom determined the number of pods. One teacher or staff member was assigned to each pod. Some pods included up to 12-13 students while other pods included as few as 4-5 students. The pods remained together for the entire school year. When their classmates were in-person for a week, students who were fully-remote were provided a mix of live and asynchronous lessons.

While in-person learning created the opportunities described above, students spent most of the 2020-21 school year learning remotely. CACPCS's approach to the delivery of remote instruction followed best practices encouraged by the school's educational technology partner, EDUCATE, LLC. Those best practices included:

- 1) Ongoing and frequent teacher training;
- 2) Use of a range of teaching strategies including synchronous and asynchronous learning experiences, interactive video, and programmed instruction or simulations to engage students in their learning;
- 3) Multiple staff-developed opportunities for learning through thoughtful planning and use of technology to focus on the review and reinforcement of critical standards;
- 4) Coaching for teachers and leaders on releasing control so that students are increasingly in control of their learning experiences;
- 5) Technology use to optimize peer learning; and
- 6) Ongoing training for teachers and leaders to optimize their feedback to students in real time and/or via the online learning platforms and video-conferencing utilized.

CACPCS's hybrid schedule reflected the complexity of managing both in-person and remote learning simultaneously while keeping the numbers of students and staff in the building below 250 each day as a result of COVID-19 safety protocols. Student schedules reflected the use of grade-level cohorts and within grade-level pods to limit the risk of potential exposure to COVID-19 when in-person. Staggered start times, dismissal times, and transitions were planned to avoid the potential for crowding and challenges to physical distancing.

The table below outlines some key academic supports provided through CACPCS's hybrid model during the 2020-21 school year:

CACPCS Hybrid Model	
Grades K-5	Grades 6-8
<ul style="list-style-type: none"> • Live instruction occurred from 8:00a.m. - 11:45a.m. daily. • Most core content instruction (e.g. Humanities, Close Reading, Guided Reading, Math, Story Problems) was delivered live via the Zoom platform. Students had the opportunity to work asynchronously on daily independent reading via <i>Scholastic Literacy Pro</i> and on a weekly science activity. • Video recordings of live lessons and activities were posted on <i>Seesaw</i>, a school-wide educational platform, to support scholars who may have missed a lesson or needed to re-review a lesson. • Virtual one-on-one and small group conferences occurred at the end of the remote instructional day - 90 minutes for students in grades K-3 and 45 minutes for students in grades 4-5. • Teachers incorporated visual aids (e.g., PowerPoint slides or a Google Doc with key information, directions, or pictures) for all live lessons. 	<ul style="list-style-type: none"> • Students attended live lessons from 8:00a.m. - 12:45a.m., and independent reading was asynchronous for 60 minutes using <i>Literacy Pro</i>. • Teachers used <i>Zoom</i> and <i>Zoom</i> break-out groupings to provide live, direct instruction. • One-on-one video meetings, calls, and other instructional strategies by grade and/or other groupings were used to deliver instruction to all students including vulnerable populations. • <i>Zoom</i> break-out rooms allowed staff to continue to provide students with individualized support to address their needs in core subject areas. • Teachers led regular reviews of content. • Students worked with their peers or mentors to provide one another with support around the academic content. • Teachers and leaders provide students with self-monitoring resources, such as checklists, rubrics, and planning guides. • Teachers offered one-on-one "office hours" or tutorials to provide additional supports to SWD and ELLs. • Students were allowed to modify the rate or pace of content provided online or via <i>Zoom</i> during asynchronous learning experiences built into each content area. • Teachers set individual goals for Guided Reading instruction tailored to students' needs.

Table 1

In addition to outlining the purposes for in-person learning and defining best practices for remote teaching, CACPCS's school leadership also decided to continue using Achievement Network ("ANet")⁴ assessments in ELA and math in grades 2-8 during the 2020-21 school year to assess

⁴ CACPCS established a partnership with Achievement Network ("ANet"), a national nonprofit that provides integrated student assessment systems and teacher training, prior to the start of the 2019-20 school year. As a result, CACPCS administers a beginning-of-the-year ANet diagnostic exam as well as four quarterly ANet assessments ("A1" – "A4") in grades 2-8, and ANet provides teacher training, coaching, and an automated reporting system that allows CACPCS to get assessment results within days. ANet coaches continued to work with CACPCS instructional staff during the 2020-21 school year.

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student learning. Building on the use of ANet assessments during the previous school year, school leadership decided to further align these assessments with the Next Generation Learning Standards (“NGLS”) in order to better predict how students might perform on New York State (“NYS”) ELA and math tests when they resumed.

Using ANet assessment data from one year into the next helped the teachers and leaders develop a better understanding of how well students mastered each standard at each grade level, and, as a result, which standards would require additional time and attention. The decision to have second graders also complete ANet assessments in school years 2019-2020 and 2020-21 allowed teachers and leaders to assess the impact of remote learning on CACPCS’s early literacy program.

As school staff worked to support CACPCS students and families, staff were also dealing with grief, stress, social isolation, and other impacts of the pandemic. To further support staff, school leadership organized regular virtual staff huddles to provide spaces for staff to come together to problem-solve, process their daily experiences (both professional and personal), and to provide one another with support and encouragement. Virtual staff game nights, socials, and staff appreciation events were held throughout the year. In November 2020, CACPCS lost Cherice Bedford, the Assistant Community School Director, who died suddenly. In June 2021, CACPCS lost Marisol Nieves-Brown, the Senior Manager of Operations and a devoted CACPCS parent. While the collective loss and trauma of 2020-21 could not be overlooked, CACPCS faced the daily challenges of the year with an unwavering dedication to student support and learning.

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	71	72	71	70	74	72	-	-	-	-	-	-	-	430
2017-18	69	74	71	68	72	73	71	-	-	-	-	-	-	498
2018-19	73	73	75	74	76	74	74	70	-	-	-	-	-	589
2019-20	74	75	74	75	73	74	66	68	65	-	-	-	-	644
2020-21	64	75	74	75	83	70	64	62	66	-	-	-	-	633

Table 2

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS (“ELA”)

Goal 1: English Language Arts

Children’s Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

During the summer prior to the 2020-21 school year, school leadership reviewed a range of data in planning for the upcoming year. Specifically, leadership reviewed 2019-20 Fountas and Pinnell (“F&P”) reading level data, ANet ELA test results, ELA curriculum and in-class assessment rubrics, and ELA improvement plans implemented during the 2019-20 school year. The ANet ELA results were analyzed across multiple levels. School leadership reviewed whole school, grade-level, cohort-level, and sub-group data for ELLs and SWD, including absolute and comparative performance and trends over time. The instructional leadership team conducted student-level item analyses of the data and focused on standards that showed low proficiency.

As 2019-20 was the first year that CACPCS administered the ANet assessments, the school did not have historical comparisons. While school leadership had hoped to review the diagnostic and quarterly exam results to use as baseline data for future years, the COVID-19 pandemic created a wrinkle in those plans. The beginning-of-year diagnostic and first three quarterly assessments (“A1” – “A3”) during 2019-20 were administered in-person, but COVID-19 forced the end-of year exam (A4) to be administered remotely. The change in administration method, coupled with the shift to remote learning and other trauma of the period, raised doubts about the reliability of using 2019-20 data as a baseline. In fact, the A4 results showed a sharp decline in overall proficiency compared to increasing proficiency results between A1 – A3. However, analyses of ANet data led school leadership to identify the middle school grades as most in need of support while continuing to attend to the needs of its youngest learners, who seemed to be the most negatively impacted by remote learning based on F&P reading level data.

Subsequently, middle school leaders and ELA teachers developed questions and tasks, both orally and in writing, that were text-specific and addressed the analytical thinking required by grade-level standards, especially for craft and structure in grades 6-8. Close Reading practice focused on those reading comprehension and constructed responses in low performance areas based on June 2020 EOY assessments. Intellectual Preparation meetings (also known as content planning meetings) focused on developing ELA teachers’ capacity to help students identify the deeper meaning in any text and coach students on their use of specific reading comprehension skills. ANet interim assessments and the data review meetings and protocols that were first implemented during the 2019-20 school year were continued in 2020-21. These included student work reviews and data

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analysis that made the rigor in the middle school ELA standards more evident and built teachers' capacity to develop ELA tasks and learning experiences aligned with the rigor of those standards.

During the 2020-21 school year, the middle school team took a humanities approach to improve student achievement in ELA by linking essential ELA priority standards to social studies for student skill-building and reinforcement. Implemented for the first time in 2020-21, all grade 6 students were provided with Guided Reading to better support their transition to middle school and to address critical reading skill gaps. Instructional leaders received professional development and training on Guided Reading from the Lavinia Group⁵ to deepen their capacity to supervise Close Reading and ELA curriculum alignment efforts. Supported by CA's Office of Performance Management ("OPM"), CACPCS's instructional leadership team created Guided Reading data trackers and updated Close Reading trackers with Day 1 and Day 2 recordings to further establish scoring and grading expectations for teachers.

During the 2020-21 school year, elementary school leaders focused on implementing school-wide tracking of Close Reading work and weekly Intellectual Preparation sessions for grade 2-5 teachers to ensure effective planning. Student work analysis, including analysis of student writing, was incorporated into weekly Intellectual Preparation meetings to inform teachers' coaching of students. In 2020-21, student writing increased. In grades K-5, reading comprehension skills were assessed through short writing responses and prompts; extended (e.g. longer) responses were also required of students in grades 3-5. Additional opportunities for writing were also incorporated into the Humanities block during in-person instruction. Students who were fully remote were expected to write about their "read alouds" daily. The elementary school also implemented the *Insight Humanities* ("Insight") curriculum in grades K-5 for the first time. Insight is an integrated reading, writing, and history curriculum that uses studies of historical content, high-quality literature, and project work to build students' content knowledge and critical thinking over time.

To determine reading levels and to inform individual student goal-setting, the elementary school team focused on ensuring continued fidelity in administering F&P assessments throughout the year. Leaders provided training and ongoing coaching on the use of a school-wide Guided Reading template for lesson planning and delivery. Leaders also provided training on the use of the Lavinia Group's coaching guide and conferring plan to support students on specific reading skills and strategies. Students reading two or more levels below benchmark (depending on the grade) received Guided Reading via the Level Literacy Intervention ("LLI") program. Teachers and leaders, as well as the Reading Interventionist assigned to their grade level, continued use of a school-wide

⁵ In 2018-19, CACPCS hired Lavinia Group consultants to help improve core literacy instruction in grades 2-3. The school saw a slight increase in grade 3 ELA proficiency on the NYS exam that year and so moved to expand the partnership to support ELA in grades 2-8 in 2019-20. CACPCS again expanded its work with the Lavinia Group in 2020-21 to provide coaching in math and Guided Reading instruction across grades K-6.

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tracker that included individual goals and levels for tracking student progress. Close Reading also continued for grades 2-5 in 2020-21.

During the 2020-21 school year, additional support for ELLs at all grades included:

- 1) More regular reviews of ELL assessment data;
- 2) Coaching for instructional staff working with ELLs on how to best meet ELLs' needs;
- 3) The use of "speak up" stems to support student discourse;
- 4) The use of graphic organizers for main idea jots when reading;
- 5) The addition of more bilingual books in K-5 libraries and use of Literacy Pro to support access to texts; and
- 6) Translations of sight words into students' native language(s) when needed for students in grades K-2.

In addition to the curriculum and instructional priorities in ELA outlined above, both the elementary and middle school instructional leadership teams outlined a set of instructional benchmarks and student goals for each grade level prior to the start of the school year. The benchmarks articulated which instructional performance indicators would be observed and would be the focus of monthly coaching throughout the year. The benchmarks were aligned with the instructional priorities. For example, the benchmark focused on Deepening and Reinforcing Learning includes the following: "Teacher provides clear, descriptive, and transferable feedback to help students refine their use of key skills and/or deepen their comprehension." This benchmark aligns with the instructional priorities focused on student coaching and discourse described earlier. Student performance goals were also set based on the ANet assessment cycles. Leaders and teachers worked with one another to review assessment data and set goals at the start of the year. Progress towards those goals was monitored frequently and curriculum and instruction were adjusted as needed.

CACPCS used ANet diagnostic and interim assessments in grades 2-8 in ELA during the 2020-21 school year. Staff focused on both instructional recovery (to address unfinished content instruction from the 2019-20 school year) and helping students acquire new skills and content knowledge. K-8 instructional leaders and teachers continued student work reviews and data analysis meetings supported by the school's ANet coach and Lavinia Group coaches during the 2020-21 school year.

Goal 1: Absolute Measure

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

SY 2020-21 Measures:

Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet ELA exam.

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Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet ELA exam and the end-of-year ANet ELA exam.

METHOD

CACPCS administered numerous assessments in ELA during the 2020-21 school year, including F&P reading levels for all students in grades K-6 and select students in grades 7-8;⁶ Foundations and Leveled Literacy Interventions for students receiving reading support from an Interventionist; Lavinia Group Close Reading for students in grades 2-8; and ANet interim assessments for students in grades 2-8.

During 2020-21, the school primarily used the ANet exam to assess student growth and achievement in ELA. Included in the ANet package is a beginning-of-the-year diagnostic exam and well as four quarterly assessments (A1 – A4) based on the standards being taught during the period.

The table below summarizes participation information for the 2020-21 ANet ELA test administrations. The table indicates total enrollment as of BEDS day and total number of students tested in ELA in grades 3-8.⁷ Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year). The elementary team did not think the diagnostics were necessary or appropriate at the start of the year as students and families were overwhelmed with COVID-19 related changes to their lives (job disruptions, health issues, remote learning, etc.). Instead, elementary school leaders focused on assessing reading levels. As such, analysis and assessment of results were based on A1 – A4 exams.

Grade	Total Tested in ELA					Total Enrolled
	Diagnostic Sept. 2020	A1 Oct./Nov. 2020	A2 Jan. 2021	A3 Feb./Mar. 2021	A4 Jun. 2021	
3	0	71	68	71	69	75
4	0	81	80	79	68	83
5	0	68	67	65	60	70
6	40	53	50	60	54	64
7	51	60	43	54	50	62
8	45	59	61	57	53	66
All	136	392	369	386	354	420

Table 3

⁶ Students receiving reading and/or writing intervention services in grades 7-8 were also tested on F&P reading levels.

⁷ While ANet assessments were administered to students in grades 2-8, data and analysis in this report reflects only grades 3-8 to better align with the charter goals and grade levels tested on the NYS ELA exam.

ANet exams assess students' understanding on a set of specific standards based on CACPCS's curriculum map and assigns a raw score to each student. Each student's raw score is then converted to a grade-specific scaled score and a performance level. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams.⁸ However, CACPCS's ELA cut scores for Level 3 and 4 were set slightly higher to conservatively project proficiency. CACPCS's cut scores were determined in partnership between the CACPCS principals, an ANet consultant, and a Lavinia Group consultant. The table below summarizes the scale scores by grade level for the ANet ELA exams.

2020-21 Scale Scores for ELA Proficiency Levels by Grade					
ELA	Grades 3-4	ELA	Grades 5-6	ELA	Grades 7-8
0-38%	Level 1	0-54%	Level 1	0-50%	Level 1
39-61%	Level 2	55-70%	Level 2	51-70%	Level 2
62-85%	Level 3	71-81%	Level 3	71-84%	Level 3
86-100%	Level 4	82-100%	Level 4	85-100%	Level 4

Table 4

RESULTS AND EVALUATION

Based on A4 results from June 2020, CACPCS did not reach the goal of ensuring that 75% of students who were enrolled in at least their second year achieved proficiency in ELA. However, CACPCS did meet the goal of ensuring that the percentage of students enrolled in at least their second year achieving proficiency increased over the course of the school year. In fact, each grade level demonstrated growth between the beginning-of-year assessment and the end-of-year assessment, and half of all cohorts experienced growth between 2019-20 and 2020-21, despite the severe trauma of the COVID-19 pandemic. These figures highlight CACPCS's work to overcome learning loss due to struggles with remote learning and the health and economic impacts of the pandemic.

Table 5 below shows the difference in proficiency between all students and those enrolled in at least their second year based on 2020-21 A4 results. However, as CACPCS retains a very high percentage of its students, especially in testing years, the difference between these groups reflects less than 10% of the overall tested population; the difference in overall proficiency is negligible.

⁸ The scoring of multiple choice questions has been shown to reliably map to NYS proficiency standards. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams. The scoring of short-response writing prompts is mostly reliable, but is still an area of growth. ANet coaches continue to work with CACPCS instructional staff to ensure fidelity to the scoring rubrics.

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Grade	2020-21 ELA Proficiency			
	All Students		Students Enrolled In At Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	69	38%	63
4	57%	68	59%	61
5	42%	60	44%	55
6	19%	54	14%	49
7	18%	50	17%	48
8	49%	53	44%	48
All	38%	354	37%	324

Table 5

Table 6 highlights grade-level proficiency and growth between 2019-20 and 2020-21.

In 2019-20, each grade level demonstrated progress and increasing proficiency from one exam to the next until the disruption to the school's academic program brought on by COVID19. Prior to March 2020, the school administered three of the four annual ANet ELA interim assessments in-person (A1, A2, and A3). However, in March 2020, the CACPCS school buildings were temporarily closed and all instruction was provided virtually through the remainder of the school year. As a result, A4 was administered fully remotely. The rapid switch to remote learning came with a set of technology issues that impacted both the administration of the A4 exam and student engagement during the last quarter of the school year. The standards assessed on the A4 exams were all taught remotely, though many students lacked reliable internet connections and steady access to a device during this period. (While CACPCS distributed Chromebooks to all students who requested them, as well as Verizon hotspots to students experiencing connectivity issues, CACPCS also learned that many devices were shared with siblings or other family members.) These challenges, as well as the challenge for teachers to acclimate to remote instruction, caused a dip in the 2019-20 A4 ELA results. Consequently, ELA proficiency analyses use A3 as the end-of-year benchmark for 2019-20.

Table 6 highlights three major strengths of the CACPCS academic program:

- 1) CACPCS reduced learning loss over the spring and summer of 2020. Despite a significant drop between A3 and A4 in 2019-20, *the A1 results for 2020-21 show improvement from the prior year's A4 exam*, both overall and for five of six grade levels and four of five cohorts.
- 2) CACPCS increased proficiency for all students during the 2020-21 school year. *All grade levels experienced an increase in proficiency from A1 to A4 during the school year and overall school proficiency increased by 20 percentage points.* Notably, the percent of proficient students increased by over 30 percentage points in both grade 4 and grade 8.
- 3) CACPCS middle school interventions implemented over the past three years are working. *Between A3 in 2019-20 and A4 in 2020-21, all middle school grades saw improvements in*

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overall proficiency. In fact, four of six grade levels improved from 2019-20, all at the upper grade levels.

Grade	ELA Proficiency of Students In At Least Their Second Year							
	2019-20				2020-21			
	A1	A2	A3	A4	A1	A2	A3	A4
3	24%	31%	44%	11%	27%	16%	23%	38%
4	57%	66%	66%	21%	23%	46%	37%	59%
5	16%	16%	33%	3%	26%	47%	32%	44%
6	8%	8%	9%	4%	4%	0%	4%	14%
7	2%	8%	16%	9%	9%	10%	25%	17%
8	25%	27%	14%	29%	6%	9%	23%	44%
All	23%	27%	32%	13%	17%	24%	25%	37%

Table 6

ADDITIONAL CONTEXT AND EVIDENCE

Given that the majority of ELA assessments were administered online during the 2020-21 school year, it is important to note that the assessment conditions were not subject to the same controls as when administered in-school and in-person. Home environments vary and distractions created by others working or learning from home can impact students' focus during assessments. Additionally, parents must be reminded to not assist their children with the assessments. Finally, technology issues can also impact the administration of assessments. Internet connections may not be reliable; remote learning devices may malfunction; and remote learning platforms and/or the ANet system itself may go down for periods of time, creating the need to reschedule assessments or lengthen testing-taking windows.

ELA texts used for assessments were largely digital. However, the range of digitally-available texts was limited at times. Although school leaders worked with consultants from the Lavinia Group to align and orient teachers and students to using digital texts, it was relatively new work at the scale required for primarily remote learning during 2020-21.

By the end of the school year, fatigue with remote learning had set in as school-wide average daily attendance in June dipped to one of its lowest levels of the year (89%).

As described earlier, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments through the following:

- 1) Trouble-shooting potential technology issues with staff and students prior to assessments;
- 2) Orienting students and staff to each round of assessments in advance;
- 3) Providing positive incentives to students for completing assessments on time;

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- 4) Hosting workshops for parents on the importance of the assessments; and
- 5) Providing parents with tips on how to appropriately support their children before and during assessments.

Goal 1: Absolute Measure

Charter Measure: Each year, the school's aggregate Performance Index ("PI") on the New York State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

SY 2020-21 Measure: N/A

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the ELA test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2, 3, and 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's English language arts MIP for all students. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

Unfortunately, this goal is not able to be calculated for 2020-21. The New York State ELA exam was cancelled in 2019-20 and, while the exam was offered in 2020-21, the results are not being used for formal evaluation. The 2020-21 New York State ELA results are not reliable indicators of proficiency or growth given the disruptions caused by the COVID-19 pandemic and low student testing numbers.

Goal 1: Comparative Measure

Charter Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

SY 2020-21 Measure: N/A

METHOD

Typically, to evaluate this goal a school compares proficiency levels of all tested students enrolled in at least their second year to the proficiency levels of all tested students in the public school district of comparison based on the New York State ELA exam. However, as noted above, the 2020-21 state

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ELA results are not appropriate for absolute, comparison, or growth measures. As a result, CACPCS does not have a reliable comparison measure.

Schools utilizing the ANet exam may view overall results from peer schools, defined as those schools utilizing the same curriculum and ANet exams.⁹ Network comparisons provide the average proficiency achieved by all peer schools that administered the exam.

RESULTS AND EVALUATION

On the beginning-of-year ELA exam (A1), CACPCS outperformed the ANet Network in grades 3-7 (five of six grade levels) and was almost at parity with the Network average in grade 8. By the end-of-year ELA assessment (A4), CACPCS outperformed the ANet Network in every grade in 2020-21. Moreover, at the elementary school level, CACPCS outperformed the Network average by 10 percentage points or more on each of A1 and A4.

2020-21 ANet ELA Comparisons ¹⁰						
Grade	A1			A4		
	CACPCS Average Score ¹¹	ANet Network Average Score	Number of Schools in Network	CACPCS Average Score	ANet Network Average Score	Number of Schools in Network
3	48%	35%	22	54%	43%	4
4	56%	45%	22	62%	48%	4
5	45%	35%	36	65%	48%	5
6	43%	40%	23	46%	38%	8
7	46%	45%	21	54%	48%	8
8	42%	43%	28	66%	50%	7

Table 7

ADDITIONAL EVIDENCE

As noted above, the ANet comparisons only reflect other schools that utilize the same underlying curricula and administer the same ANet exams. While ANet has over 1,000 schools in its overall network, not all use the same curricula as CACPCS.

The “Network Average” on the myANet portal is a helpful comparison point to see scores relative to other schools. ANet assessments are aligned to the rigor of grade level standards and are based on

⁹ ANet exams are unique to the underlying curricula taught at each school. As a result, the ANet ELA exams administered at the CACPCS elementary school are aligned with the elementary school’s Insight Humanities curriculum, while the ANet ELA exams administered at the CACPCS middle school are aligned with the Engage NY curriculum used for grades 6-8.

¹⁰ The number of schools in network includes CACPCS.

¹¹ The average score is based on students’ raw scores and does not reflect proficiency. Proficiency is defined as achieving Level 3 or 4 based on cut scores.

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a school's curricular scope and sequence. The ANet assessment network comparison enables better contextualization of scores so CACPCS school leaders and teachers can see both where students are in terms of grade level instruction, and in comparison across a network of schools. CACPCS consistently outperformed the ANet network of schools in nearly all grades throughout the year.

Goal 1: Comparative Measure

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

SY 2020-21 Measure: N/A

METHOD

To evaluate this goal, the SUNY Charter Schools Institute ("Institute") typically conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide, using New York State ELA exam results. Given that the Institute is not relying on 2020-21 New York State exams for reliable achievement measures, progress towards this goal is not able to be determined this year.

However, CACPCS is dedicated to providing high-quality instruction and learning to all students, including students with disabilities,¹² English language learners, and economically disadvantaged students. CACPCS uses ANet ELA results to monitor and evaluate the performance of students with disabilities and English language learners.

RESULTS AND EVALUATION

CACPCS's academic program supports learning and achievement for SWD and ELLs. Table 8 below shows proficiency and growth between 2019-20 and 2020-21 for SWD and ELLs. As noted above, the switch to remote learning and assessment in March 2020 upended the A4 test administration. While A4 was administered in 2019-20, the results are not included here or used for end-of-year analysis due to issues relating to the move to remote learning and virtual test administration.

Both SWDs and ELLs demonstrated growth between the beginning of the year assessment (A1) and end of year assessments in both of the last two year.¹³ Moreover, the percentage point growth increased from year to year. The percentage of SWD scoring proficient in ELA increased by seven percentage points in 2019-20 and by 16 percentage points in 2020-21. Similarly, the percentage of ELL scoring proficient in ELA increased by 14 percentage points in 2019-20 and by 16 percentage

¹² Defined as a student with an Individualized Education Plan (IEP)

¹³ A3 in 2019-20 and A4 in 2020-21

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points in 2020-21. Notably, both populations saw an overall increase in proficiency between 2019-20 and 2020-21, despite the impact and trauma of the COVID-19 pandemic.

		ELA Proficiency for Special Populations							
		2019-20				2020-21			
		A1	A2	A3	A4	A1	A2	A3	A4
SWD	Percent Proficient	13%	20%	20%	12%	12%	19%	8%	28%
	Number Tested	78	82	84	78	91	86	92	85
ELL	Percent Proficient	3%	7%	17%	7%	11%	16%	15%	32%
	Number Tested	31	30	30	29	55	50	53	53

Table 8

Goal 1: Growth Measure

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

SY 2020-21 Measures:

Each year, students in grades 3-8 in the bottom third based on the beginning-of year ANet ELA assessment will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

METHOD

During the 2020-21 school year CACPCS primarily used the ANetELA exam to assess student growth and achievement in ELA; the New York State ELA exam results were not used given concerns about the efficacy of the data.

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To evaluate growth in student achievement, CACPCS studied the percentage point growth between the beginning-of-year and the end-of year ANet ELA assessments for all students. Due to the disruption in testing caused by the COVID-19 pandemic, growth for 2019-20 is based on growth between A1 and A3, whereas growth for 2020-21 is based on growth between A1 and A4. Median growth figures reflect all students with beginning-of-year and end-of year ANet ELA test results.

RESULTS AND EVALUATION

CACPCS students demonstrated strong growth between the beginning-of-year ELA assessment and the end-of-year assessment in 2020-21. Moreover, students experienced higher levels of growth in 2020-21 than in the previous year.

Table 8 below shows median growth in 2019-20 and 2020-21 for students enrolled in at least their second year, low initial achievers,¹⁴ SWD, and ELLs. There are four key takeaways from the table:

- 1) All student groups demonstrated within-year growth in both 2019-20 and 2020-21.
- 2) Median growth for all students in at least their second year increased from 2019-20 to 2020-21, reflecting CACPCS's focus on reducing learning loss caused by the pandemic.
- 3) In both years, low initial achievers grew at a higher rate than all students in at least their second year, evidence of CACPCS's focus on supporting struggling students.
- 4) The median growth of ELLs was equal to or higher than that of all students in at least their second year in both years.

	ELA Median Growth ¹⁵			
	2019-20		2020-21	
	Median Growth (ppt.)	Number Tested	Median Growth (ppt.)	Number Tested
Students Enrolled In At Least Their Second Year	3.3	347	10.0	311
Low Initial Achievers	16.5	139	15.8	129
SWD	6.7	75	7.5	79
ELL	19.6	30	10.0	53

Table 9

Based on student-level median growth between A1 and A4 in 2020-21, CACPCS met the goal of ensuring that low initial achievers demonstrate levels of growth that are equal to or higher than

¹⁴ Defined as those students scoring in the bottom third based on A1 ELA results

¹⁵ Median growth for 2019-20 is based on growth between A1 and A3 due to the disruption in testing caused by the COVID-19 pandemic. Median growth for 2020-21 is based on growth between A1 and A4.

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that of all students who have been enrolled at the school for at least two years.¹⁶ CACPCS also met the goal of ensuring that ELLs demonstrate levels of growth that are equal to or higher than that of all students who have been enrolled at the school for at least two years. While CACPCS did not meet the similar goal for SWD, the school came close to meeting the goal and still supported SWD in achieving a higher level of growth in 2020-21 than shown in 2019-20.

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Goal Type	Goal Measure	Subgroup	Target	Tested	Results	Met?
Absolute	Measure 1: Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet ELA exam.	2+ students	75%	324	37%	No
Growth	Measure 2: Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet ELA exam and the end-of-year ANet ELA exam.	2+ students	18%	324	37%	Yes
Growth	Measure 3: Each year, students in grades 3-8 in the bottom third based on the beginning-of-year ANet ELA assessment will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Low initial achievers	10 ppt.	129	16 ppt.	Yes
Growth	Measure 4: Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	English language learners	10 ppt.	53	10 ppt.	Yes

¹⁶ Students who have been enrolled at the school for at least two years indicates students who were enrolled as of BEDS day the prior year.

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Growth	Measure 5: Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Students with disabilities	10 ppt.	79	8 ppt.	No
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Table 10

CACPCS met three of the five self-identified ELA goals for 2020-21 as illustrated in the table above, and came close to meeting a fourth. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year performed at proficiency in ELA, the school did show high levels of growth across all grades and special populations during 2020-21. As CACPCS continues to strengthen its curriculum, academic interventions, and strategies to support students with disabilities and English language learners, the school fully expects to ultimately achieve all English language arts goals.

ACTION PLAN

During the 2021-22 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-5 Humanities and 6-8 ELA are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals and Head of School, instructional leaders and content area consultants from the Lavinia Group, EDUCATE, LLC, and ANet will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular Curriculum Team time will be dedicated to ensuring that instructional literacy plans are coherent, and that they are having the desired impact on student learning. Literacy instructional plans will feature the following:

- 1) All K-2 students will receive weekly instruction using Foundations.
- 2) All K-6 students will receive 30-40 minutes of Guided Reading instruction 3-5 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- 3) ELLs in grades 6-8 will receive Guided Reading instruction to better address their needs.
- 4) Close Reading instruction will occur at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses across a variety of fiction and non-fiction texts. The Lavinia Group will continue to provide CACPCS the texts for Close Reading throughout the school year.
- 5) Structured word study and vocabulary instruction in all grades, including a particular focus on content- and standards-aligned vocabulary across all content areas.
- 6) Implementation fidelity will be prioritized for reading interventions (e.g. Wilson Reading).

- 7) CACPCS will continue its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, high-interest literature and more time during the instructional day for independent reading.
- 8) Grades 3-8 will use novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in Guided Reading and Close Reading to classroom discussions, projects, and presentations.
- 9) Instruction for those students already meeting grade level standards will be supported by the implementation of learning centers and blended learning experiences using educational technology introduced by EDUCATE, LLC. CACPCS will prioritize tools that allow the school to easily track students' learning through their use of these tools.

Utilizing results from interim assessments and practice tests, the Principals and Academic Deans will conduct item analyses using ANet's data review protocols to continue to support teachers in their daily lesson planning. In grades 6-8, there will be a particular focus on the consistent implementation and review of formative (weekly) and summative assessments at the end of units of study. These frequent reviews will further drive instruction and content/skills mastery while reinforcing teachers' understanding of power and supporting standards.

Literacy is not limited to Humanities or ELA classes at CACPCS. CACPCS elementary and middle school students will learn to read, write, speak, listen, and use language effectively in all content areas. Instruction in social studies, science, math, and the arts will place an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach supports the building of new knowledge about a variety of subjects and helps students think critically about historical and current events, themes, and technical and scientific issues.

Students will also be expected to communicate clearly, effectively, and persuasively in the spoken language. Humanities and ELA instruction, as with all content courses, will include teacher-facilitated, collaborative discussions in the classroom. These discussions will require students to listen carefully to their peers and teachers in order to build upon expressed ideas. In addition to classroom conversations, learning experiences across content areas will require students to make oral presentations.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the summer prior to the 2020-21 school year, school leadership reviewed a range of data in planning for the year. Specifically, leadership reviewed 2019-20 ANet math test results, math curriculum and in-class assessment rubrics, and math improvement plans implemented during the 2019-20 school year. School leadership reviewed whole school, grade-level, cohort-level, and sub-group data for ELLs and SWD, including absolute and comparative performance and trends over time. The instructional leadership team conducted student-level item analyses of the data and focused on standards that showed low proficiency.

As 2019-20 was the first year that CACPCS administered the ANet assessments, the school did not have historical comparisons. While school leadership had hoped to review the diagnostic and quarterly exam results to use as baseline data for future years, the COVID-19 pandemic disrupted the last two quarterly math exams. Prior to March 2020, the school had administered a diagnostic baseline and two of the four annual ANet interim assessments in-person (A1 and A2).

Unfortunately, the A3 math assessment was administered partially in-person and partially remotely, as the exam timing overlapped with the shift to remote learning. The A3 math exam was administered remotely for middle school grades and the A4 math exam was administered remotely across all grades. The standards assessed on the A4 exams were all taught remotely, and some students lacked reliable internet connections and steady access to a device during this period. The change in administration method, coupled with the shift to remote learning and other trauma of the period, caused a dip in the 2019-20 A3 and A4 math results.

While the general trend over the past two years has been positive, the issues associated with the 2019-20 test administrations raised doubts about the reliability of using 2019-20 A3 or A4 data as a baseline for benchmarking school year proficiency. In 2020-21, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments by trouble-shooting potential technology issues with students and staff prior to assessments; orienting students and staff to each round of assessments in advance; providing positive incentives to students for completing assessments on time; providing students with experience with technology-enabled assessment items prior to testing; and hosting workshops for parents on the importance of the assessments and how to support their students appropriately at home during test administration.

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Both the elementary and middle school Principals developed math instructional improvement plans for 2020-21 that were reviewed by the Head of School before the start of the school year. Because CACPCS is a K-8 school with two teams that share resources and staff, the Head of School reviewed the plans for coherence across grades and to outline resource implications of the plans. CACPCS's hybrid instructional model for the year meant that instructional leadership teams and teachers had to include both remote learning and in-person instructional strategies in their planning for the year.

At the elementary school, math teachers utilized the Eureka Math curriculum for the first time during the 2020-21 school year. Eureka Math emphasizes "sense-making" instead of "answer-getting." In addition to providing training on the new curriculum and planning time during the Spring of 2020, instructional leaders implemented a new protocol for unpacking the standards prior to teachers' implementation of each unit so teachers were more aware of the aspects of rigor present in each unit and each unit's lesson plans. Elementary teachers increased their use of manipulatives and visual models to support lessons and continued implementation of number stories (or word problems), with a focus on student coaching and discourse. Helping teachers coach students through their misconceptions and errors while facilitating classroom discussions about their math thinking was a focus of professional development in 2020-21. The elementary school team focused on helping students achieve mastery of math skills and standards through learning that was more visible whether remote or in-person.

Similarly, middle school teachers studied the major math work at each grade-level to deepen their understanding of the demands and aspects of rigor called for by the standards in Envision Math, the middle school math curriculum. Teachers focused on achieving higher levels of student engagement and developing grade level problems and practicals that matched the level of rigor present in the standards. Instructional leaders coached teachers on their strategic sharing of models, tools, and a variety of student solution methods. Math practicals were one of the fundamental tools used to enable students to exercise mathematical thinking and to demonstrate math content knowledge, while also applying new learning (with relevance) to real-world contexts. The Lavinia Group provided an additional math content coach to support the middle school Principal, who supervised the math team in 2020-21. The Lavinia Group and ANet coaches worked closely with the Principal to provide rigorous math content coaching to teachers in their efforts to advance their instructional practices.

In addition to the curriculum and instructional priorities in math outlined above, both the elementary and middle school instructional leadership teams defined a set of instructional benchmarks and student goals for each grade level. The benchmarks articulated which instructional performance indicators would be observed and would be the focus of monthly coaching throughout the year. The benchmarks were aligned with the instructional priorities. For example, the instructional benchmark focused on Deepening and Reinforcing Learning includes the following: *"Teacher provides clear, descriptive, and transferable feedback to help students refine their use of*

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key skills and/or deepen their comprehension.” This instructional benchmark aligns with the instructional priorities focused on student coaching and discourse described earlier. Student performance goals were also set in math based on the ANet assessment cycles. Leaders and teachers worked with one another to review assessment data and set goals at the start of the year. Progress towards those goals was monitored and curriculum and instruction were adjusted based on progress monitoring.

As outlined above, CACPCS used ANet diagnostic (middle school only) and interim assessments in grades 2-8 in math during the 2020-21 school year. Staff focused on both instructional recovery (to address unfinished math instruction during the 2019-20 school year) and helping students acquire new skills and content knowledge. K-8 instructional leaders and teachers continued student work reviews and data analysis meetings supported by the school’s ANet and Lavinia Group coaches during the 2020-21 school year. The middle school team also developed a protocol for Math Intellectual Preparation meetings in collaboration with the Lavinia Group to complement this same content knowledge development protocol in ELA.

Goal 2: Absolute Measure

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

SY 2020-21 Measures:

Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet math exam.

Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet math exam and the end-of-year ANet math exam.

METHOD

CACPCS administered numerous assessments in mathematics during the 2020-21 school year, including end-of-unit classroom assessments and ANet interim assessments for students in grades 2-8.

During 2020-21, the school primarily used the ANet exam to assess student growth and achievement in mathematics. Included in the ANet package is a beginning-of-the-year diagnostic exam and well as four quarterly assessments (A1 – A4) based on the standards being taught during the period.

The table below summarizes participation information for this year’s ANet test administrations in math. The table indicates total enrollment as of BEDS day and total number of students tested in

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grades 3-8 in math.¹⁷ Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year). Diagnostic participation numbers were lower than ideal due to technology issues and issues with remote learning devices associated with school year start-up (e.g. need to replace broken or defective devices, log-in issues, etc.). Due to these low diagnostic numbers and to standardize the comparisons across ELA and math,¹⁸ analysis and assessment of math results were based on A1 – A4 exams in 2020-21.

Grade	Total Tested in Math					Total Enrolled
	Diagnostic Sept. 2020	A1 Oct./Nov. 2020	A2 Jan. 2020	A3 Feb./Mar. 2021	A4 Jun. 2021	
3	42	70	70	69	69	75
4	55	81	79	78	77	83
5	54	69	66	65	64	70
6	44	56	55	57	54	64
7	55	52	52	54	53	62
8	45	56	58	55	48	66
All	295	384	380	378	365	420

Table 11

ANet exams assess students' understanding on a set of specific standards based on CACPCS's curriculum map and assigns a raw score to each student. Each student's raw score is then converted to a grade-specific scaled score and a performance level. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams. However, CACPCS's cut scores for Level 3 and 4 were typically set slightly higher than the 55% threshold to conservatively project proficiency. CACPCS's mathematics cut scores were determined in partnership between the CACPCS principals and an ANet consultant. The table below summarizes the scale scores by grade level for the ANet math exams.

2020-21 Scale Scores for Math Proficiency Levels by Grade							
Math	Grade 3		Math	Grade 4		Math	Grade 5
0-42%	Level 1		0-39%	Level 1		0-40%	Level 1
43-61%	Level 2		40-63%	Level 2		41-59%	Level 2
62-81%	Level 3		64-80%	Level 3		60-79%	Level 3
82-100%	Level 4		81-100%	Level 4		80-100%	Level 4
Math	Grade 6		Math	Grade 7		Math	Grade 8

¹⁷ While ANet assessments were administered to students in grades 2-8, data and analysis in this report reflects only grades 3-8 to better align with the charter goals and grade levels tested on the NYS math exam.

¹⁸ As previously noted, the ELA diagnostic was not administered at the elementary level. To compare similar periods between the ELA and math exams, all analyses use A1 as the beginning-of-year baseline.

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0-31%	Level 1		0-36%	Level 1		0-34%	Level 1
32-50%	Level 2		37-60%	Level 2		35-60%	Level 2
51-72%	Level 3		61-83%	Level 3		61-81%	Level 3
73-100%	Level 4		84-100%	Level 4		82-100%	Level 4

Table 12

RESULTS AND EVALUATION

Based on A4 results from June 2020, CACPCS did not reach the goal of ensuring that 75% of students who were enrolled in at least their second year achieved proficiency in math. However, CACPCS did meet the goal of ensuring that the percentage of students enrolled in at least their second year achieving proficiency in math increased over the course of the school year. During 2020-21, proficiency rose between A1 and A4 in grades 4, 5, 7, and 8, with grades 4 and 5 posting growth of 25 percentage points or more. In addition, nearly all cohorts experienced growth between 2019-20 and 2020-21. The 2020-21 5th and 8th grade cohorts saw growth of more than 20 percentage points between A3 in 2019-20 and A4 in 2020-21.

Table 13 below shows the difference in proficiency between all students and those enrolled in at least their second year based on 2020-21 A4 math results. However, as with the ELA exam, the difference between these groups reflects less than 10% of the overall tested population.

Grade	2020-21 Math Proficiency			
	All Students		Students Enrolled In At Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	4%	69	5%	63
4	36%	77	38%	68
5	73%	64	75%	59
6	19%	54	16%	49
7	17%	53	18%	51
8	35%	48	36%	44
All	31%	365	32%	334

Table 13

Table 14 highlights grade-level proficiency and growth between 2019-20 and 2020-21. The three main results are:

- 1) CACPCS reduced learning loss over the spring and summer of 2020. *The A1 results for 2020-21 show improvement from the prior year's A3 exam, both overall and for five of six grade levels and two of five cohorts.*

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- 2) CACPCS increased overall school proficiency during the 2020-21 school year. *Overall school proficiency increased by 6 percentage points and four grade levels experienced an increase in proficiency from A1 to A4 during 2020-21.* Notably, the percent of proficient students increased by over 25 percentage points in both grade 4 and grade 5. Grade 8 also saw an 18 percentage point increase in math proficiency over the school year.
- 3) Despite the severe health, economic, and educational impacts of the COVID-19 pandemic, no CACPCS cohort experienced a decline in proficiency between 2019-20 and 2020-21. *Between A3 in 2019-20 and A4 in 2020-21, all grades saw improvements in overall proficiency.* The 4th, 5th, 6th, 7th, and 8th grade cohorts in 2020-21 saw gains of 0.2, 29.4, 8.4, 1.3, and 24.6 percentage points, respectively, from the 2019-20 A3 results.

Grade	Math Proficiency of Students In At Least Their Second Year							
	2019-20				2020-21			
	A1	A2	A3	A4	A1	A2	A3	A4
3	19%	44%	38%	2%	40%	40%	19%	5%
4	51%	48%	45%	0%	13%	14%	35%	38%
5	8%	17%	8%	2%	44%	79%	67%	75%
6	27%	42%	16%	0%	20%	40%	17%	16%
7	4%	8%	12%	0%	14%	16%	22%	18%
8	5%	23%	15%	0%	18%	6%	44%	36%
All	19%	31%	24%	1%	26%	33%	34%	32%

Table 14

ADDITIONAL CONTEXT AND EVIDENCE

Given that the majority of assessments were administered online during the 2020-21 school year, it is important to note that the assessment conditions were not subject to the same controls as when administered in-school and in-person. Home environments vary and distractions created by others working or learning from home can impact students' focus during assessments, and parents must sometimes be reminded to not assist their children with the assessments. Technology issues can also impact the administration of assessments. Internet connections may not be reliable; remote learning devices may malfunction; and remote learning platforms and/or the ANet system itself may go down for periods of time, creating the need to reschedule assessments or lengthen testing-taking windows. Finally, by the end of the school year, fatigue with remote learning had set in; school-wide average daily attendance dropped in June, the month of the EOY A4 assessments.

As described earlier, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments through the following:

- 1) Trouble-shooting potential technology issues with students and staff prior to assessments;
- 2) Orienting students and staff to each round of assessments in advance;

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- 3) Providing positive incentives to students for completing assessments on time;
- 4) Providing students with experience with technology-enabled assessment items prior to testing;
- 5) Hosting parent workshops on the importance of the assessments; and
- 6) Providing parents with tips on how to appropriately support their children before and during assessments.

Goal 2: Absolute Measure

Charter Measure: Each year, the school's aggregate Performance Index ("PI") on the New York State math exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

SY 2020-21 Measure: N/A

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the math test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2, 3, and 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's math MIP for all students. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

Unfortunately, this goal is not able to be calculated for 2020-21. The New York State math exam was cancelled in 2019-20 and, while the exam was offered in 2020-21, the results are not being used for formal evaluation. The 2020-21 New York State math results are not reliable indicators of proficiency or growth given the disruptions caused by the COVID-19 pandemic and low student testing numbers.

Goal 2: Comparative Measure

Charter Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State math exam will be greater than that of all students in the same tested grades in the school district of comparison.

SY 2020-21 Measure: N/A

METHOD

Typically, to evaluate this goal a school compares proficiency levels of all tested students enrolled in at least their second year to the proficiency levels of all tested students in the public school district

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of comparison based on the New York State math exam. However, as noted above, the 2020-21 state math results are not appropriate for absolute, comparison, or growth measures. As a result, CACPCS does not have a reliable comparison measure.

Schools utilizing the ANet exam may view overall results from peer schools, defined as those schools utilizing the same math curriculum and ANet exams.¹⁹ Network comparisons provide the average proficiency achieved by all peer schools that administered the exam.

RESULTS AND EVALUATION

CACPCS outperformed the ANet Network in all grades on the beginning-of-year math assessment (A1) and outperformed the ANet Network in nearly all grades on the end-of-year math assessment (A4). On the end-of-year assessment, CACPCS outpaced the Network in grades 3-7 (five of six grade levels) and was almost at parity with the Network average in grade 8. Moreover, grade 5 outperformed the Network by 15 percentage points in A1 and by 31 percentage points in A4.

2020-21 ANet Math Comparisons ²⁰						
Grade	A1			A4		
	CACPCS Average Score ²¹	ANet Network Average Score	Number of Schools in Network	CACPCS Average Score	ANet Network Average Score	Number of Schools in Network
3	52%	46%	75	31%	26%	9
4	49%	46%	88	59%	37%	17
5	53%	38%	75	72%	41%	9
6	44%	41%	23	38%	36%	2
7	42%	41%	22	37%	33%	4
8	49%	45%	7	41%	43%	2

Table 15

ADDITIONAL EVIDENCE

As noted above and in the ELA section of this report, the ANet comparisons only reflect other schools that utilize the same underlying curricula and administer the same ANet exams. While ANet has over 1,000 schools in its overall network, not all use the same curricula as CACPCS.

¹⁹ ANet exams are unique to the underlying curricula taught at each school. As a result, the ANet math exams administered at the CACPCS elementary school are aligned with the elementary school's Eureka Math curriculum, while the ANet math exams administered at the CACPCS middle school are aligned with the Envision Math curriculum used for grades 6-8.

²⁰ The number of schools in network includes CACPCS.

²¹ The average score is based on students' raw scores and does not reflect proficiency. Proficiency is defined as achieving Level 3 or 4 based on cut scores.

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The “Network Average” on the myANet portal is a helpful comparison point to see scores relative to other schools. ANet assessments are aligned to the rigor of grade level standards and are based on a school’s curricular scope and sequence. The ANet assessment network comparison enables better contextualization of scores so CACPCS school leaders and teachers can see both where students are in terms of grade level instruction, and in comparison across a network of schools. CACPCS consistently outperformed the ANet network of schools in nearly all grades throughout the year.

Goal 2: Comparative Measure

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

SY 2020-21 Measure: N/A

METHOD

To evaluate this goal, the SUNY Charter Schools Institute (“Institute”) typically conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide, using New York State math exam results. Given that the Institute is not relying on 2020-21 New York State exams for reliable achievement measures, progress towards this goal is not able to be determined this year.

However, CACPCS is dedicated to providing high-quality instruction and learning to all students, including SWD, ELLs, and economically disadvantaged students. CACPCS uses ANet math results to monitor and evaluate the performance of SWD and ELLs.

RESULTS AND EVALUATION

CACPCS’s academic program includes multiple supports and interventions for SWD and ELLs. Table 16 below shows proficiency and growth between 2019-20 and 2020-21 for SWD and ELL populations. As noted above, the switch to remote learning and assessment in March 2020 upended the A3 and A4 math test administrations.

SWDs demonstrated growth between the beginning of the year assessment (A1) and end of year assessments in both of the last two years.²² Moreover, the percentage point growth increased from year to year. The percentage of SWD scoring proficient in ELA increased by four percentage points in 2019-20 and by 11 percentage points in 2020-21. The gap between proficiency for all students enrolled in at least their second year and proficiency for SWDs also declined between A3 in 2019-20

²² A3 in 2019-20 and A4 in 2020-21

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and A4 in 2020-21. The gap was 12 percentage points in 2019-20 and fell to only six percentage points a year later; the gap was halved.

While math proficiency rates for the ELL population did not increase during the course of 2020-21, they did improve between 2019-20 and 2020-21. Math proficiency increased by 12 percentage points between A3 in 2019-20 and A4 in 2020-21.

		Math Proficiency for Special Populations							
		2019-20				2020-21			
		A1	A2	A3	A4	A1	A2	A3	A4
SWD	Percent Proficient	8%	15%	12%	0%	15%	22%	19%	26%
	Number Tested	80	80	75	46	89	88	93	86
ELL	Percent Proficient	10%	16%	9%	0%	25%	32%	19%	21%
	Number Tested	30	31	23	9	52	53	53	53

Table 16

Goal 2: Growth Measure

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

SY 2020-21 Measures:

Each year, students in grades 3-8 in the bottom third based on the beginning-of-year ANet math assessment will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

METHOD

During the 2020-21 school year CACPCS primarily used the ANet math exam to assess student growth and achievement in math; the New York State math exam results were not used given concerns about the efficacy of the data.

To evaluate growth in student achievement, CACPCS studied the percentage point growth between the beginning-of-year and the end-of year ANet math assessments for all students. Due to the disruption in testing caused by the COVID-19 pandemic, growth for 2019-20 is based on growth between A1 and A3, whereas growth for 2020-21 is based on growth between A1 and A4. Median growth figures reflect all students with beginning-of-year and end-of year ANet math test results.

RESULTS AND EVALUATION

CACPCS students demonstrated growth between the beginning-of-year math assessment and the end-of-year math assessment in 2020-21. Moreover, SWD and ELLs experienced higher levels of growth in 2020-21 than in the previous year.

Table 17 shows median growth in 2019-20 and 2020-21 for students enrolled in at least their second year, low initial achievers,²³ SWD, and ELL. There are three key takeaways from the table:

- 1) Median growth was positive for all special populations in 2020-21, indicating that the majority of students in each group saw increases in their exam scores during the school year.
- 2) In both years, low initial achievers grew at much higher rates than all students in at least their second year, evidence of CACPCS's focus on supporting struggling students and the efficacy of interventions for these students.
- 3) Median growth for SWDs and ELLs surpassed median growth for all students enrolled in at least their second year, and median growth for SWDs and ELLs also increased from 2019-20 to 2020-21. These data points highlight CACPCS's focus on special populations.

	Math Median Growth ²⁴			
	2019-20		2020-21	
	Median Growth (ppt.)	Number Tested	Median Growth (ppt.)	Number Tested
Students Enrolled In At Least Their Second Year	3.3	324	2.1	315

²³ Defined as those students scoring in the bottom third based on A1 results

²⁴ Median growth for 2019-20 is based on growth between A1 and A3 due to the disruption in testing caused by the COVID-19 pandemic. Median growth for 2020-21 is based on growth between A1 and A4.

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Low Initial Achievers	10.8	132	10.6	126
SWD	5.1	68	5.3	78
ELL	-9.1	22	1.7	49

Table 17

Based on student-level median growth between A1 and A4 in 2020-21, CACPCS met the goal of ensuring that low initial achievers demonstrate levels of growth in math that are equal to or higher than that of all students who have been enrolled at the school for at least two years.²⁵ CACPCS also met the goal of ensuring that SWDs demonstrate levels of growth in math that are equal to or higher than that of all students who have been enrolled at the school for at least two years. While CACPCS did not meet the similar goal for ELLs, the school came close to meeting the goal and supported ELLs in achieving a significantly higher median growth rate in 2020-21 than in 2019-20.

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Goal Type	Goal Measure	Subgroup	Target	Tested	Results	Met?
Absolute	Measure 1: Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet math exam.	2+ students	75%	334	32%	No
Growth	Measure 2: Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet math exam and the end-of-year ANet math exam.	2+ students	26%	334	31%	Yes
Growth	Measure 3: Each year, students in grades 3-8 in the bottom third based on the beginning-of year ANet math assessment will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Low initial achievers	2.1	126	10.6	Yes

²⁵ Students who have been enrolled at the school for at least two years indicates students who were enrolled as of BEDS day the prior year.

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Growth	Measure 4: Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	English language learners	2.1	78	5.3	Yes
Growth	Measure 5: Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Students with disabilities	2.1	49	1.7	No

Table 18

CACPCS met three of the five self-identified math goals for 2020-21 as illustrated in the table above, and came close to meeting a fourth. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year reached proficiency in math, the school did show overall growth and low initial achievers, SWD, and ELLs demonstrated positive median growth in math in 2020-21.

ACTION PLAN

During the 2021-22 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-8 math are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals and Head of School, instructional leaders and content area consultants from the Lavinia Group (ELA and math), EDUCATE, LLC, and ANet will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular Curriculum Team time will be dedicated to ensuring that math instructional plans are coherent, and that they are having the desired impact on student learning. Key action items in mathematics during the 2021-22 school year include the following:

- 1) CACPCS plans to solidify its implementation of two curricula that have been in use at CACPCS for a relatively short period of time – Eureka Math (K-5) and Envision Math (6-8). The instructional leadership and consultants with ANet and the Lavinia Group will continue helping teachers shift their practice to challenge students to meet the higher standards embedded in these curricula.
- 2) Both the K-5 and 6-8 math curricula will focus on the most commonly tested standards; reflect the thinking skills required across grades; link to major topics within grades; and

focus on conceptual understanding, procedural skill, fluency, and application with equal intensity.

- 3) The math scope and sequence for all grades K-8 will reinforce the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, and computational skills for improved vertical alignment.
- 4) Leaders and teachers will work together to ensure assessments more closely track the specific concepts and skills taught from one interim assessment to the next. This will provide more clarity about what skills and concepts students have to master so the staff can more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.
- 5) Teachers and leaders at the middle school will continue to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They will look for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems and "practicals."
- 6) Math Intellectual Preparation meetings at the middle school will continue to provide math teachers with opportunities to unpack standards and share instructional strategies.
- 7) At the middle school, a new Math Coach will be on-boarded to add teacher coaching capacity in this area. At the elementary school, a new Academic Dean will provide additional supervision and support of math instruction.
- 8) Teacher coaching and professional development will continue to help teachers develop their repertoire of math instructional strategies.
- 9) Students at all grade levels will be provided with opportunities for additional support in math to address any missed concepts or learning loss (i.e. strategic small group instruction, after school tutoring, etc.).

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

Science learning at CACPCS begins in kindergarten. Teachers in grades K-3 lay a strong science foundation by providing students with regular science experiences. These learning experiences introduce students to key science concepts so that by grade 4 they are prepared to meet grade 4 science standards and demonstrate proficiency on the New York State science exam.

CACPCS's science curriculum, *Elevate*, is aligned with the New York State's Science Learning Standards and the Next Generation Science Standards. *Elevate* puts exploration at the heart of science and helps students investigate real-life phenomena through project-based learning. The curriculum develops strong reasoning skills and critical thinking strategies, as students engage in explorations, formulate claims, and use data for evidence-based arguments. The school's science approach incorporates basic and advanced skills (including vocabulary and fluent usage of scientific language), math applications, use of materials, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. Science teachers utilize skill-based texts and ensure that reading and writing is linked to content-area information presented in lessons. Teachers incorporate 21st century learning and skills by asking students to think critically, communicate and collaborate with each other so that innovation can occur.

The *Elevate* textbooks and digital materials are high-quality and engaging, and CACPCS science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement in the content in 2020-21. The digital materials and virtual learning tools were especially important given the remote learning environment.²⁶ In 2020-21, both the remote learning environment and the departmentalized structure allowed students to receive instruction from teachers who were confident and passionate about the material. Moreover, CACPCS's co-teaching model allowed science teachers to work together to plan and deliver lessons and lab experiments that allowed students to acquire new content knowledge through a combination of mini-lessons and experimentation. During both remote learning and in-person learning days, students conducted experiments and participated in hands-on experiences. Materials for experiments and hands-on activities were packaged and distributed to parents and students in

²⁶ As a result of the ongoing COVID-19 pandemic, the majority of students were fully remote and those that took part in the school's hybrid learning option or learning lab also spent significant portions of the school year in a remote setting.

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advance of the activities. In-person days were used to provide opportunities for hands-on learning and experimentation in the classroom for those students who chose the hybrid learning option.

To ensure student growth and achievement, teachers administer end-of-unit science assessments, analyze results, and adjust instruction to help all students demonstrate mastery of the New York State Science Learning Standards. Where needed, teachers provide additional supports for students struggling with certain science standards. Science teachers are supported in their analyses of assessment data by CACPCS instructional leaders. The Principals and Academic Deans also provide coaching and feedback to science teachers to build teacher capacity, to collaboratively unpack standards using Thoughtful Classroom Episodes of Learning, and to implement selected school-wide instructional tools that support strategic teaching.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the New York State science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

Unfortunately, due to the COVID-19 pandemic, New York State did not administer Grade 4 or Grade 8 science tests in either 2019-20 or 2020-21. However, as noted above, CACPCS science teachers regularly administered end-of-units tests to assess and evaluate student achievement in science during the 2020-21 school year. Because these tests were not standardized, no results for 2020-21 are reported here.

RESULTS AND EVALUATION

CACPCS's very strong 2018-19 science exam results affirm the strengths of the *Elevate* curriculum and CACPCS's instructional approach. In 2018-19, the last year in which science exams were administered, CACPCS served students in grades K-7, so science exam results reflect only Grade 4.

In 2018-19, 97% of CACPCS 4th graders in at least their second year achieved proficiency on the Grade 4 New York State science test, exceeding the 75% proficiency benchmark.

Grade	Science Proficiency in 2018-19 for Students Enrolled in At Least Their Second Year	
	Percent Proficient	Number Tested
4	97%	60

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8	-	-
All	97%	60

Table 29

In 2018-19, CACPCS 4th graders in at least their second year outperformed their CSD 12 grade 4 counterparts by 26 percentage points.²⁷

Grade	Science Proficiency in 2018-19			
	CACPCS Students In At Least Their Second Year		All CSD 12 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	60	71%	1,770
8	-	-	-	-
All	97%	60	71%	1,770

Table 20

ADDITIONAL CONTEXT AND EVIDENCE

While the NYS science exam was offered in 2020-21, students in grades 4 and 8 were only given the opportunity to take the multiple choice section in-person. As with the NYS ELA and math exams, the NYS science exam is not considered a reliable benchmark for 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

CACPCS achieved both of its science goals during all years in which the New York State science exam was administered and, therefore, met the overarching goal of ensuring students demonstrate proficiency relevant to science achievement. Because the New York State science exams were not administered in 2019-20 or 2020-21, it is not possible to evaluate student science performance during these years against any objective standard.

Goal Type	Goal Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

Table 23

²⁷ The CSD 12 figures reflect 2017-18 results, as CSD 12 results for 2018-19 are not available. As a result, the 26 percentage point difference is based on CACPCS science exam results from 2018-19 and CSD 12 science exam results from 2017-18.

ACTION PLAN

The goal of science teaching and learning at CACPCS will be to engage students in focused and coherent learning experiences that bridge their prior knowledge with age-appropriate tasks that continue to increase their knowledge and skills. To ensure CACPCS students continue to make strong progress and achieve at high levels in science, CACPCS identified the following priorities for the 2021-22 school year.

- 1) Science will continue to focus on implementation of “Scientific Transferable Takeaways” to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them).
- 2) Students in grades K-3 will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.
- 3) Students in grades 4-5 will have weekly hands-on labs that teach technical and thinking skills that scientists use to solve problems and learn about the world. Grade 4-5 science teachers will continue to work on incorporating transferable questions for informational texts when students are reading in class.
- 4) CACPCS’s approach to science curriculum and instruction in the middle school will continue to be aligned with the Next Generation Science Standards.
- 5) Teachers in grades 6-8 will continue to focus on the delivery of high quality and consistent science instruction that features literacy integration.
- 6) Middle school science plan implementation will be monitored through fidelity checkpoints via lesson plan reviews, learning walks and observations, weekly content and cohort common/collaborative planning sessions, and data reviews.
- 7) Middle school science teachers will study grade-level Next Generation Science Standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy, argumentation skills, scientific inquiry, and processing skills, and provide students with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities.
- 8) Science “practicals” will be one of the fundamental tools used to enable middle school students to demonstrate their learning. The science team will continue to build on student work review and data analysis protocols developed during the 2019-20 and 2020-21 school years.
- 9) Practice science exams will be utilized to prepare grade 4 and grade 8 students for NYS science written and performance tests.

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.

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

CACPCS met this goal and is in Good Standing.

ADDITIONAL EVIDENCE

CACPCS met this goal and is in Good Standing, as it has been for each year of the current charter term. While CACPCS's NYSED Composite Performance Achievement Level for All Students in 2018-19 was Level 3, CACPCS achieved a Student Growth Performance Level of 2 (top 50% statewide) for All Students and Level 1 for SWDs and Black students in 2019 (top 10% statewide).

Year	Accountability Status by Year
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

Table 22



CACPCS Academic Calendar 2021 - 2022

August 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

First Day of School for All Scholars (K-8)

November 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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				

February 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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					

May 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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		

December 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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	

March 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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		

Last Day of School for All Scholars K - 8

October 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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

Key

- First Day of School - August 30, 2021
- Last Day of School - June 24, 2022
- School Orientation Dates
- First Day of Afterschool Programming
- Parent Orientation - 5:30pm - Both Schools
Elementary School first; Middle School second
- Early Dismissal/Staff Professional Development
- Holidays/School Closings
- Parent Teacher Conferences
- Testing Days - Grades 3-8
- Parent Advisory Committee Meeting
- Saturday Academy - Grades 3-8)
- Progress Report Distribution

School Hours
Monday through Friday
7:45AM - 3:30PM

School Office Hours
7:30AM - 5:30PM