Application: Community Partnership CS

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

Entry 1 School Info and Cover Page

Completed Jul 28 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) <u>before</u> 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)

COMMUNITY PARTNERSHIP CHARTER SCHOOL 331300860810

a1. Popular School Name
CPCS
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 #13 - BROOKLYN
d. DATE OF INITIAL CHARTER
1/2000
e. DATE FIRST OPENED FOR INSTRUCTION
9/2000
h. SCHOOL WEB ADDRESS (URL)
www.cpcsschool.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE program enrollment)	E 2020-2021 SCHOOL YEAR (exclude Pre-K
445	
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 20)21 (exclude Pre-K program enrollment)
378	
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
I1. DOES THE SCHOOL CONTRACT WITH A CHARTORGANIZATION?	TER OR EDUCATIONAL MANAGEMENT
Yes	

12. NAME OF CMO/EMO AND ADDRESS

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

FACILITIES INFORMATION

m. FACILITIES

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

Yes, 2 sites

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	3rd Floor, P.S. 270 241 Emerson Place Brooklyn, NY 11205	718-399-3824	NYC CSD 13	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Derrick Dunlap			
Operational Leader	Diana Lopez			
Compliance Contact	Brian Stemmer			
Complaint Contact	Amy Kolz			
DASA Coordinator	Skye Holly			
Phone Contact for After Hours Emergencies	Esosa Ogbahon			

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

Co-located Space

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	3rd Floor, P.S.256 114 Kosciusko Street Brooklyn, NY 11216	718-399-3824	NYC CSD 13	6-8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Janna Tsimprea			
Operational Leader	Ruth Alexandre			
Compliance Contact	Brian Stemmer			
Complaint Contact	Amy Kolz			
DASA Coordinator	Skye Holly			
Phone Contact for After Hours Emergencies	Esosa Ogbahon			

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

Yes			

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	Expansion to serve 90 grade 9 students.		March 17, 2021
2				
3				
4				
5				

More revisions to add?

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

Yes

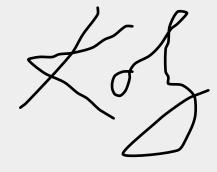
q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws,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

Responses Selected:

Yes

Signature, Head of Charter School

My



Signature, President of the Board of Trustees



Date

Jul 27 2021



Entry 3 Accountability Plan Progress Reports

Completed Oct 14 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at <u>Accountability Plan Progress Report template</u>. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

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

D1a APPR CPCS

Filename: D1a APPR CPCS.docx Size: 121.2 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the <u>Annual Report Portal</u> 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

<u>Instructions - Regents, NYCDOE and Buffalo BOE authorized schools</u> 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

11 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

 ${\bf Incomplete} \quad {\sf Hidden} \ {\sf from} \ {\sf applicant}$

<u>Instructions:</u> 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	School Based Fiscal	School Based Fiscal
Contact Name	Contact Email	Contact Phone

2. Audit Firm Contact Information

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

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Jul 28 2021

<u>Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY21 Budget using the 2021-2022 <u>Projected Annual Budget template</u> 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.

<u>Instructions - SUNY authorized charter schools</u> should download the <u>2021-2022 Budget and</u> <u>Quarterly Report Template</u> 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.

CPCS 2021-2022 Annual Budget

Filename: CPCS 2021 2022 Annual Budget.xlsx Size: 531.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest

Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

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

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: <u>SUNY Trustee Financial Disclosure Form</u>

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

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

CPCSEC BOT for Upload no xtras

Filename: CPCSEC BOT for Upload no xtras GlyC9PW.pdf Size: 2.9 MB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	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	Joan Walrond		Chair	Executiv e, Nominat ing, Legal, Academ ic	Yes	4	7/14/20 21	7/12/20 23	12
2	Travis Baird		Vice Chair	Executiv e, Nominat ing, Academ ic, Strategi c Planning	Yes	4	7/14/20 21	7/12/20 23	12
3	Rebecca Banema n		Secretar y	Executiv e, Legal, Finance	Yes	4	7/14/20 21	7/12/20 23	11
4	Gunnar Millier		Treasure r	Executiv e, Nominat ing, Finance	Yes	3	7/15/20 20	7/13/20 22	12
5	Sonia Gulardo		Trustee/ Member	Legal, Academ ic	Yes	5	7/14/20 21	7/12/20 23	12
				Executiv e,					

6	Amy Kolz	Oth	er Final Acad ic		Yes	5	7/14/20 21	7/12/20 23	12
7	Sharon Madison		nber Nom		Yes	3	7/14/20 21	7/12/20 23	11
8	Rebecca Spotts		Final stee/ Stra nber c Plan	teai	Yes	3	7/15/20 20	7/13/20 22	8
9	Mitch Protass		Final stee/ Stra nber c Plan	teai	Yes	3	7/15/20 20	7/13/20 22	12

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	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
10	Tomomi Uetani		Trustee/ Member	Academ ic, Nominat ing, Strategi c Planning	Yes	3	7/14/20 21	7/12/20 23	12
11	Patricia Stallings		Trustee/ Member	Legal	Yes	3	7/15/20 20	7/13/20 22	12
12									
13									
14									
15									

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

|--|

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	11
b.Total Number of Members Added During 2020- 2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
We continued to recruit Free and Reduced Price Lunch families via mailings, social media and digital ads. Where possible given	In 2020-2021, our percentage of ED students was approximately 93% and our district was 87%. (Note, due to delayed collection of all Family Income forms during the fall 2020, our collected forms showed a percentage of 85% as of BEDS date; by December, collected forms indicated our student population was

Economically Disadvantaged

pandemic health and public safety restrictions, we did inperson canvassing and application drop off at neighboring HRA employment centers, local child care centers, head start centers and places of dwelling. We continued building relationships with the Head Start and community centers within and nearby New York City Housing Authority housing through virtual events both in the Brooklyn area and Jamaica, Queens. We continued providing free bus transportation during the 2020-21 school year to families in the Jamaica area of Queens. To accommodate the schedules of working families, CPCS held virtual open houses and information sessions this past fall, winter and spring on weekdays in the mornings and evenings, and on Saturdays. We also offered flexible scheduling for virtual school tours to families. And our school teams regularly reached out to prospective families using phone calls, emails, and videoconference.

approximately 93% ED.) Going forward, we will continue to recruit Economically Disadvantaged families via mailings, social media and digital ads. During the course of this spring and summer we have also increased our in-person canvassing and application drop off at neighboring HRA employment centers, local child care centers, head start centers and places of dwelling. We will continue to build relationships with the Head Start and community centers within and nearby New York City Housing Authority housing through in person and virtual learning activities and family events both in the Brooklyn area and Jamaica, Queens. We will continue to provide free bus transportation during the 2021-22 school year to families in the Jamaica area of Queens. To accommodate the schedules of working families and continuing health and safety concerns, CPCS will hold a mix of virtual and in person information sessions during weekdays in the mornings and evenings, and on Saturdays. We will also continue to offer flexible scheduling for in person and virtual school tours. Our school teams will continue reaching out to prospective families using phone calls, emails, and videoconference.

We continued to distribute translated digital flyers and advertising materials at local child care centers, and In 2020-2021, our percentage of ELLs was 4% and our district was 6%.
Going forward, we will continue

to distribute translated digital

English Language Learners	community centers. We sought virtual outreach opportunities in areas with a high ELL population. We had bilingual members of our staff reach out to prospective ELL students and families via telephone, text, email and social media. We added outreach using translated materials on our social media platforms, and in placing digital ads.	and print flyers and advertising materials at local child care centers, and community centers. We will continue to seek outreach opportunities in areas with a high ELL population. Our bilingual staff members will continue to reach out to prosepctive ELL students and families via telephone, text, email and social media.
Students with Disabilities	CPCS continues to participate in workshops sponsored by organizations specializing in students with disabilities such as Include NYC and NYC Special Education Collaborative. Our open houses, held remotely via videoconference during the COVID-related closure, emphasized the wide array of supports we offer for students with disabilities. At the Middle school campus, we offered 12:1+1 Special Education services. These services, enable us to serve more children with a wider variety of classifications and recommended settings. Additionally, the Director of Instructional Services or Special Education Coordinator reaches out to families who are applying to our school individually, to talk and share the success of our students with disabilities here and help parents make their	In 2020-2021, our percentage of SWD was 19% and our district was 27%. Going forward, we will continue to participate in workshops sponsored by organizations specializing in students with disabilities such as Include NYC and NYC Special Education Collaborative. Our recruitment materials and events will continue to emphasize the wide array of supports that we offer for students with disabilities. Additionally, the Director of Instructional Services or Special Education Coordinator will continue to reach out to families who are applying to our school individually, to talk and share the success of our students with disabilities here and help parents make their choice.

Retention Efforts Toward Meeting Targets

Describe Retention Efforts in Describe Retention Plans in

choice.

	2020-2021
Economically Disadvantaged	CPCS ensures that all students receive intervention and grouping based on their needs. During grade team meetings, teachers analyze data and student work, discuss strategies, best practices and grouping to be incorporated. The Middle School continues to utilize reduced class sizes, with an average of 12-15 students per class. In doing this, every child will receive more individual attention and support that is tapered to their specific academic and social-emotional needs. In Integrated Classrooms, our students at the Middle School receive instruction at about a 1:6 teacher to student ratio. This maximizes differentiation and student learning. In addition, we have an Intervention Specialist who works with students in small groups of six students or less for more targeted math instruction. At both campuses, our Family Engagement Coordinators are readily available as a resource to families who may need referrals for services outside of the school environment. During the COVID-related school closures, our school leaders, parent engagement coordinators and social work teams have been
	regularly reaching out to

Our retention rate for ED students was 92% between 2019-20 and 2020-21. Going forward, we will continue to provide intervention to students, as well as support social-emotional needs and family engagement. These strategies will ensure that our ED population is supported in the 2021-22 school year as we return to in-person learning. In our middle school, we will continue to prioritize social supports for families struggling with the impacts of COVID-19, and will continue to make our school social worker available for counseling sessions for both students and families. In our elementary school and middle school, we will continue to analyze data and student work during grade team meetings, identifying trends and indicators that identify any areas of struggle for our students from economically disadvantaged homes. Our Family Engagement Coordinators will continue to serve as a resource for families who need additional supports in or out of school, and we will continue to utilize parent engagement coordinators and the PTCC as tools of outreach for continued check ins with our families. Additionally, we will continue to support our families with any technological or access difficulties they might have with any continued use of remote learning, and will continue to

2021-2022

families, offering information on

our remote instruction, as well as

offering parent support forums via videoconference and connecting families to citywide resources available during the pandemic.

We ensure parents of ELLs are engaged and supported through

in-person translators when available. Several of the staff

members at CPCS provide

translation services to our

Spanish-speaking, Creole-

speaking and Bengali-speaking

families at school events and

issue laptops and hotspots for families in need. Last, we will continue an on-site COVID-19 testing program to support continuity in our in-person learning and our community through public health uncertainty.

parent-teacher conferences. Teachers and staff who need translation to communicate with a parent, will do so by using technology such as Google Translate to write letters, notes or positive text messages home and/or phone translator services to call home. At the Lower School campus, in addition to supports provided by our Special Education Coordinators, we have a teacher on the TESOL teacher certification pathway who provide our ELLs with additional supports. At the Middle School campus, we have put an

Our retention rate for ELLs was 86% between 2019-20 and 2020-21.

Going forward, we are continuing to use strategies including translation services to engage our families of ELLs and placing students in ICT classes to ensure their academic success across core classes. In the 2021-22 school year, we are confident that these strategies will also support ELLs with the return to the classroom after two years impacted by COVID-19. Further, we will continue to leverage staff members with fluency in Spanish and Bengali to engage with families during school-wide events, and we will continue to support our staff in reaching cerficiation pathways for TESOL teacher certification. We will also continue to recruit and identify teacher candidates with fluency in either Spanish, Bengali, or other languages that our students speak at home. As in the past, we will continue to prioritize home language surveys, the NYSITELL, and

English Language Learners

Classes. At both campuses, we

increased effort in hiring bilingual

Special Education (ICT) teachers.

Additionally, we always place our

This means that ELL services are

streamlined into every core class,

ELL students in the ICT cohort.

instead of living in isolation

during ELL Support Service

will continue to use the New York State Identification Test for English Language Learners (NYSITELL) upon enrollment, and New York English as a Second Language Achievement Test (NYSELAT) at the end of the year to determine eligibility for ELL services in the following year. During the COVID-related school closure, we have continued to provide our ELL students with additional support through small group videoconference lessons.

NYSESLAT to identify students that do not speak English as a primary language at home, and ensure we provide targeted resources and supports for these students throughout the year to increase English fluency. We also offer weekend academic academies for parents, and have translators available for these events as well.

Our Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETSS) and all related services continued in 2020-21. Our Director of Instructional Support and Special **Education Coordinators work** closely with the rest of the Leadership Team, oversee the Special Education Department, coordinate all related services and build a positive and inclusive school community. Special Education professionals meet and plan with teachers each week to ensure that lessons are being differentiated in a way that best supports our students. The instructional leaders will continue to observe classes and have follow-up coaching meetings. **Special Education Report Cards** are sent home quarterly to parents to give academic

Our retention rate for SWD was 96% between 2019-20 and 2020-21. We are continuing our ICT and SETSS supports as well as our other strategies described to the left to support retention of our SWD population in 2021-22. As with ELLs and ED students, we are focused on using these strategies to ensure that students have a successful transition back to the classroom in 2021-22. Throughout this process, our Special Education Coordinators work closely with the School Leadership Team and NYC DOE CSE to ensure that our students are identified for all potential services that they might need, and that our school serves as a resource in connecting students and families with required services. We provide as many services that we can on-site, and when we are not able to directly provide services we ensure such services are received by communicating closely with our families and the

Students with Disabilities

progress towards their child's IEP goal, observations, strategies and resources to support at home. All Special Education teachers and related service providers collaborate to write the IEP Report Cards and make recommendations around strategies and resources to support. We hold parent workshops around advocating for your child. At the middle school campus, we have a 12:1+1 classroom to offer to students who are recommended for that setting. Both campuses employ full-time, in-house paraprofessionals to work with students with more severe disabilities. During the COVIDrelated closure, we have continued to provide all mandated and related services remotely, utilizing videoconference platforms and small group breakouts.

CSE, and monitoring service provisions in SESIS for compliance with IEPs. Additionally, our Family Handbook and communications throughout the year make clear to families and encourage their participation in a review process of assessing their child for potential needs, and we welcome students of all needs to participate in all aspects of our school community. Last, CPCS employs a restorative justice mindset in behavioral consequences, and we ensure that students who might have violated school procedures are never sanctioned as a result of their disability; instead, we work closely with families on intervention strategies while also working closely with students to learn through any infractions committed in school. We use positive tools, support, and behavioral interventions to encourage our students with disabilities to reach their potential in all aspects of our school community.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

A. TEACH System - Employee Clearance

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

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is <u>not</u> 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 <u>automatically</u> 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 <u>CERTIFIED</u> 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 Sep 15 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 <u>minimum instructional requirements</u> as required of other public schools "... unless the school's charter requires more instructional time than is required under the regulations."

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

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

BwC Schools Calendar SY21 22 Update 8

Filename: BwC Schools Calendar SY21 22 Update 8.2021.pdf Size: 180.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Community Partnership CS

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://cpcsschool.org/about/board-and-governance/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://cpcsschool.org/about/board-and-governance/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://cpcsschool.org/about/board-and-governance/
3. Link to NYS School Report Card	https://cpcsschool.org/about/board-and-governance/
4. Lottery Notice announcing date of lottery	https://cpcsschool.org/apply/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://cpcsschool.org/wp- content/uploads/sites/3/2021/07/CPCSEC District Wide Safety Plan NoticeComingSoon.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://cpcsschool.org/wp- content/uploads/sites/3/2021/07/CPCS Discipline P olicy.pdf
7. Authorizer-Approved FOIL Policy	https://cpcsschool.org/wp- content/uploads/sites/3/2021/07/BwC FOIL Notice- 1.pdf
8. Subject matter list of FOIL records	https://docs.google.com/document/d/1N6JQ6Zngar Nz9cunYK0a68OFVAixLSfs7v5ryywFTLA/edit



Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on <u>the MS Excel Staff Roster Template</u> 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.



Community Partnership Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By

By Beginning with Children, Derrick Dunlap &

Janna Tsimprea

Lower School: 241 Emerson Pl, Brooklyn, NY 11205

Phone: (718) 399-3824

Middle School: 114 Kosciuszko St, Brooklyn, NY

Phone: (718) 636-3904

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Derrick Dunlap (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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

Derrick Dunlap has served as the Lower School Principal since 2018.

Janna Tsimprea has served as Middle School Principal since July 2019.

Community Partnership Charter School 2020-21 Accountability Plan Progress Report Page 2 of 38

SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task that NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community

In an effort to accelerate the academic turnaround of CPCS, the Board of Trustees hired Derrick Dunlap in June 2018 to be principal of the Lower School. Mr. Dunlap has 20 years of experience in education and achieved a remarkable turnaround as principal of Rochdale Early Advantage, a pre-K- 5^{th} grade charter school in Queens. In his first year at CPCS Lower School, Mr. Dunlap and his team achieved significant progress in the ELA and Math proficiency rates of our Lower School students, with all students in grades 3-5 demonstrating an average proficiency of 60% in ELA and 63% in Math on the 2018-19 NYS Exam.

In July 2019, the Board appointed Janna Tsimprea, a six-year veteran of Community Partnership, as principal of the Middle School. Our turnaround work at CPCS continued during the 2019-20 academic year, with a particular focus on the academic growth and social-emotional health of our Lower and Middle School students.

Community Partnership Charter School 2020-21 Accountability Plan Progress Report Page 3 of 38

During the 2020-21 school year, CPCS Lower School adjusted instructional and social-emotional supports for students and families to maintain as consistent an educational experience as possible.

<u>Instruction at CPCS Lower</u>

- In-person instruction (full day 7:45am-4:00pm) was offered in a blended learning model, in accordance with the schedule below.
 - Kindergarten and first grade students received in-person instruction 4 days a week and synchronous remote instruction (60-120 minutes of ELA instruction and 60-120 minutes of math instruction) 1 day a week
 - 2nd through 5th grade students received in-person instruction 3 days a week and synchronous (45 minute morning meeting check-in) and asynchronous (60-120 minutes of ELA and 60-120 minutes of math) remote instruction 2 days a week

Blended Instruction K-5						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Kindergarten	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction	
1st Grade	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction	
2nd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	
3rd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	
4th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person	
5th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person	

- A 100% virtual/remote instruction option was offered five days a week.
 - O Kindergarten through 5th grade students received 60 minutes of ELA instruction daily, 60-120 minutes of synchronous small group ELA instruction per week, 60 minutes of synchronous small group writing instruction per week, 90 minutes of asynchronous writing instruction per week, and 30-60 minutes of asynchronous ELA instruction per week.
 - Kindergarten through 5th grade students received 60 minutes of math instruction daily,
 60-190 minutes of synchronous small group math instruction per week, and 30-60 minutes of asynchronous math instruction per week.

100% Remote Instruction ELA 100% Remote Instruction Math 60 minutes synchronous ELA whole-group instruction 60 minutes synchronous Math whole-group instruction dailv Kindergarten-1st Grade ELA Block: 5 minutes Do Now o 25 minutes Phonics 5 minutes Mental Math o 20 minutes Skill/Strategy 15 minutes Skill/Strategy Whole-Whole-Group Lesson Group Lesson Model o 15 minutes Independent • 5 minutes Guided Practice Practice with Teacher 10 minutes Independent Practice with Feedback and Small Group Teacher Feedback Instruction 20 minutes Small Group Instruction 2nd-5th Grade ELA Block: with Differentiated Center Activities o 30 minutes Skill/Strategy 60-180 minutes synchronous Math small group instruction weekly Whole-Group Lesson o 30 minutes Independent Each scholar received at least one Practice with Teacher office hour block per week for Feedback, Small Group additional math small group Instruction, and Revision of instruction. Groups were split up by Previous Day's Work level using data collected into an enrichment group (above-level), on-60-120 minutes synchronous ELA small level group (on-level), and reteach group instruction weekly group (below-level). Each scholar received one office hour 30-60 minutes asynchronous Math block per week for additional ELA instruction weekly through online learning small group instruction. Groups were platforms including, i-ready and Khan split up by level using data collected Academy into an enrichment group (abovelevel), on-level group (on-level), and reteach group (below-level). 90 minutes asynchronous Writing instruction weekly

 Scholars were assigned two writing assignments to complete per week utilizing Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing

60 minutes synchronous Writing small group instruction weekly

 Teachers utilized two office hours blocks for ELA to provide scholars with small group synchronous writing instruction. Teachers used scholar work from the two asynchronous lessons to plan a responsive writing small group lesson for scholars or engaged scholars in a writing conference

30-60 minutes asynchronous ELA instruction weekly through online learning platforms including i-ready, Raz-Kids, Epic!, Readworks, and NewsELA

- Parents could opt-in to in-person instruction once a month. Parents could opt-in to virtual/remote instruction at any point
- Instruction in the ELA and Math blocks followed the same school-wide procedures and instructional expectations to maintain academic consistency amongst the different learning models.
- Teachers teaching virtually and in-person had weekly grade-level common planning meetings to ensure consistency of instruction and to analyze student work and data to plan future instruction.
- Learning materials were provided to students to ensure students were equipped with necessary supplies for academic success. These materials included:
 - Technology (laptop, ipad, tablet, hot spot, etc.)
 - Books/novels, curriculum work books, printed materials, math manipulatives (unifix cubes, fraction tiles, rulers, protractors, etc.) and general school supplies (composition notebooks, dry erase board, dry erase markers, index cards, crayons, pencils, etc.).
 - All learning materials were available for parent pick-up at the school site throughout the year and materials were dropped off to families who were unable to pick up materials.
- In-Person students received a double-dose of guided reading instruction 3 times per week to hone in on each child's individual reading skills and areas of development.

- Continuation of Saturday Academy remotely ensured that our students in grades 3-5 received additional support in ELA and math for 2 hours per subject area for 15 weeks
- Continuation of Saturday Academy remotely for Science ensured our students in 4th grade received additional support for 4 hours for 4 weeks
- Special classes continued to be offered to students in-person and remotely for enrichment.
 Students learning in-person students received Character Education, Science and Physical Education, and students learning remotely received art and music.
- Special Education services continued both in-person in small groups and remotely through zoom in break-out rooms and individual zoom sessions.
- Teachers closely tracked the progress of at-risk students and met with parents of at-risk students twice a month to update parents on student academic progress, attendance, and assignment completion.

Attendance Support at CPCS Lower

- Daily attendance calls were made by our operations team to the families of absent students to
 provide awareness of the absence and inquire about the absence and any support needed to
 prevent future absences.
- Individualized support was provided by our social worker to problem solve attendance barriers with families of students with high absenteeism rates
- Personalized support for students of essentials workers were provided by school staff through wake-up phone calls and reminders to get online for class, and through assignment extensions that accommodated the work schedules of families with students who needed assistance with assignment submission

Enrichment

- Afterschool programming continued virtually for all students
 - Times for various clubs were shifted to allow for all students to participate regardless of learning model.
 - Programming in the Arts, Physical Education, and Science were offered as after school clubs to allow students to participate in specialty classes not offered in their learning modality.
 - Clubs that transitioned well to virtual were selected to continue and new clubs were added. Enrichment clubs included: Bilingual Birdies, chess, cooking, physical education, science, art, poetry, and Kids Who Care.

Student Social-Emotional Supports

• School social worker continued to offer counseling services to the general student population either in-person or via Zoom.

Community Partnership Charter School 2020-21 Accountability Plan Progress Report Page 7 of 38

- Students with counseling services (mandated and general) continued to receive individual and group support.
- School community events continued virtually to allow for all students, staff, and families to attend including community circle, Black History Show, Women's History Show, and community read alouds.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Technology workshops and individual technology assistance were provided for families to assist them with zoom, navigating google classroom, uploading assignments, and general computer skills.
- Family engagement workshops continued with a focus on the stresses of COVID through a series called Quarantine Cafe. Workshops included:
 - Roar Into It (vision boards and SMART goal setting), Money Matters (money management, job hunting during COVID, debt and credit card repair), Stress and Stigmas (advocacy and self care for parents of special needs children), and The Parenting Journey (a 12 week parent developmental program designed to help build stronger families by fostering inner strength, life skills, and networks of resources).
- Family academic workshops in literacy and math continued to ensure families had academic resources and tips
- Monthly Principal's Roundtables continued virtually to provide an open-line of communication between school leadership and families
- Financial support: Beginning With Children Community Fund
 - o Application-based community fund
 - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.

Health & Safety of Staff and Students

- Beginning with Children schools phased in in-person instruction in October 2020.
- Starting in December 2020, Beginning with Children schools provided the lower school campus with weekly saliva-based PCR testing to all staff and students who provided consent.
- Each classroom was equipped with an air purifier with a HEPA filter, sanitizers, desk shields, and face masks. Windows remained open to improve ventilation.

During a year of COVID, CPCS Middle School offered a number of instructional and social-emotional supports for students and for families.

Instruction During COVID

- In-person instruction offered five days a week for full days to 100% of students.
- Virtual instruction offered five days a week for full days to 100% of students.
 - o 100% of our virtual instruction was synchronous.
 - o Hours of instruction remained the same, no matter the learning environment.
- Parents could opt-in to in-person instruction once a month. Parents could go back to virtual instruction at any point.
- Middle school students kept the same schedule, same class size and same teachers no matter if they were virtual or in-person so as to limit interruption to learning and to maximize academic and social-emotional consistency.
- All learning materials were hand-delivered to students' homes through the year by the school team.
 - This ensured that a malfunctioning laptop could be swapped out in an expeditious manner and there was no loss to learning time.
 - Additional learning materials (novels, printed reading materials, math manipulatives such as protractors, science lab kits, etc.) were shipped to students via USPS two weeks before the unit began.
- Closely tracked student progress through multiple measures (i-Ready, classroom assessments, Grade Point Averages) and used comparative analysis to ensure that our at-risk students were not falling behind amid hybrid learning.
 - Levels of intervention shifted on both micro and macro levels to support our at-risk learners.
 - Our mid-year i-Ready progress median scores evidence that our at-risk students were performing at higher rates of growth than their peers this year.
 - i-Ready Progress Median (January 2021) for Populations at Particular Risk During COVID:
 - Special Education: 197% (6th grade), 251% (7th grade), 174% (8th grade)
 - Students In Transitional Housing: 259% (all grades)
- Continuation of weekly, school-wide Community Circle for virtual and in-person students to expand upon their learning together.
 - With the opportunity of virtual learning, we were able to expand our learning beyond our geographic location. We hosted guest speakers and performing artists from all over the country and world.
 - Guest speakers included: Kenza Martin (Senior Product Manager for American Heart Association), Katherine Reeves (Animal Care Centers of NYC), Ms. DuEwa Frazier (Author), Ms. Lita Lewis (Health Coach), Christell Ghattas (Discovery+)

- Guest performing artists included: Harold "Fyütch" Simmons (Social Justice performer), Mr. Ben Chavez (Broadway performer),
- We took school-wide virtual field trips to supplement our classroom learning. Trips were inclusive of: Ghostlight Tour with Broadway Inbound, Oko Farms & Aquaponics and Sweet Farm Foundation.

Attendance Interventions Amid COVID:

- December 2020, added in weekend supplemental instruction to mitigate any learning loss due to attendance concerns.
- Saturday school teachers were tasked with building an individualized relationship with the child and family with the attendance concerns.
- Individual support for students and families in problem-solving barriers to equitable education, such as stable internet access, changes to housing status or a parental work schedule that did not allow for necessary at-home support to be consistently logged onto class during the week.
 The teacher was tasked with creative problem-solving through a social-work lens to get the child to Saturday learning.
- Personalized support for students of essential workers who needed a wake-up call in the morning or after their lunch break to ensure that they were to class on time.
- In recognition of the complexities of pandemic parenting, shifted more attendance responsibilities onto the school team in scaffolding our adolescents to independence.
- Home visits were made frequently, and non-threatening, for students to ensure that they
 remained connected to the adults in the school. The staff of CPCS Middle School hand-delivered
 learning supplies (such as calculators, protractors, books, science lab kits, etc.), novels, games
 and after-school supplies (such as ballet slippers, cones for basketballs, culinary ingredients,
 etc.) This frequent contact allowed students to remain connected to the school in a COVID-safe
 manner.
- Considerations given for individual students who needed temporary flexibility in their learning schedule. For example, if a child went to stay with a family member in a different time zone, we made temporary shifts to the child's schedule to ensure that they would not miss any core class instruction.

Enrichment During COVID

- CPCS Middle School continued to offer virtual and after-school programming every day from 3:45 5:30 pm. After-school was available to all students, regardless of their day-school learning environment. In Spring 2021, we were able to provide in-person after-school offerings in addition to virtual classes.
- Enrichment classes were strategically-planned to fit a virtual environment.

- New classes implemented to maximize the virtual classroom include: vocal lessons, debate team and YouTube production.
- Classes that shifted over to the virtual classroom include: culinary arts, visual arts, chess,
 Pretty Brown Girls empowerment, tap dance and ballet.
- All supplies needed for enrichment classes (tap shoes, arts materials, culinary ingredients) were hand-delivered to students' homes.
- Delivering to the students provided further health safety, as families did not have to leave their homes unnecessarily during the pandemic, and it also provided opportunity for wellness checks and visiting with the students.
- The quality of enrichment offerings remained unwavering amid COVID.
 - Continued partnerships with the Mark Morris Dance Company, Global Arts to Go and Get Empowered! and Run 4 Fun.

Student Social-Emotional Supports

- Continuation of full advisory program for 30 minutes, at least three times per week.
 - Averaging a 1:5 teacher to student ratio for advisory.
 - Consistency in advisory groups from school year-to-year to maximize relationships and trust between the group.
 - Advisory content and lesson plans provided weekly by the social worker with individualized, supplemental support for advisors. Activities centered around CASEL's 5 SEL Competencies (self-exploration, self-management, social awareness, relationship skills, and responsible decision making).
- Additional professional development for all staff (teachers, leaders, operations & support staff)
 in trauma-informed practice, responding to grief, and wellness/self-care
 - Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
 - Powertools for Progress
 - o Rebby Kern, Race & Equity Educator
- Continued implementation of a social work internship program that provides additional student support. This year, we partnered with Columbia University and New York University.
 - o Social work interns were coached and overseen by our school social worker.
 - Social work interns were responsible for individual and group weekly check-ins with students, clubs, and family outreach.
- A Day to Pause & Reflect on one-year anniversary of COVID shutdown
 - Regular classes were cancelled for the day & the schedule was shifted for all students to pause in reflect through the following guided activities: Mindfulness & Meditation, Expression Space, Visual Space, Storytelling Space, Advisory
 - Pause & Reflect Day was planned & led by our social work team. Our planning was informed by research and expertise of mental health professionals.

- Home visits & wellness checks
- Increase in partnering with outside mental health professionals
- Social worker sent school wide quarterly wellness surveys to identify and respond to individual student needs.
- Social worker conducted gchat check-ins with 100% of students as well as provided opportunities to meet on Zoom individually.
- Social worker provided Zoom lunch drop in hours for all students.
- Social worker hosted virtual evening and weekend movie nights to create additional opportunities for students to connect.
- Continued to offer general counseling services to general student population via Zoom
- Students with counseling services (mandated and general) received increased individual and group supports.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Emailed weekly Wellness newsletter to parents/guardians that included outside community based resources.
- Creation of Parent Hour- Parent/Guardian Group Support (twice per week), provided by school social worker.
- Individual Parent/Guardian counseling provided by school social worker to support internet needs, transitional housing, additional housing needs, food support, grants, mental health needs, etc.
 - Increase in partnering with community organizations: food banks, food giveaways, job postings, NYCHA rent adjustments, outside community funds
- Financial support: Beginning With Children Community Fund
 - Application-based community fund
 - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.
- Partnered with Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC) & Rutgers University to run "Parenting Through the Lens of a Pandemic" parent workshop in December 2020.
 - o Pamela J. (PJ) Wenger, LPC, NBCC, MFT, Ed.S., MA, M.Ed.

Health & Safety of Staff and Students

- Beginning with Children schools phased in in-person instruction in October 2020.
 - The Middle School campus remained virtual in the weeks between Thanksgiving and December holidays for safety reasons.

- The Middle School campus remained virtual in the days following all other school breaks and holidays to allow extra time for staff and students to obtain COVID tests before returning to the building.
- The Middle School campus participated in New York City's outdoor learning program. Outdoor spaces were maximized as much as possible.
 - Every day, staff and students ate lunch outside to ensure that no one was unmasking within the school building.
- Starting in January 2021, Beginning with Children schools provided saliva-based PCR testing.
 - Each indoor classroom was equipped with two air purifiers with HEPA filters, sanitizers, desk shields, face masks. Windows were kept open to maximize ventilation.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

SCHOOL YEAR	К	1	2	3	4	5	6	7	8	TOTAL
2016-17	34	33	45	43	43	38	54	52	38	380
2017-18	30	37	44	39	39	53	46	46	49	383
2018-19	44	39	42	45	43	47	54	45	44	406
2019-20	39	46	43	45	41	40	32	42	41	369
2020-21	34	41	52	46	49	43	31	36	47	379

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

LOWER SCHOOL BACKGROUND

During the 2020-21 school year, we were determined to ensure our ELA instruction, regardless of learning modality, remained rigorous, and consistent in school-wide instructional curriculum, systems and expectations. The Lower School continued to utilize Journeys by Houghton Mifflin for English Language Arts, Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing for Writing, and Success for All KinderPhonics and Fast-Track Phonics programs for Phonics both inperson and virtually/remotely. All teachers continued to receive training and coaching for these programs during our virtual Summer Institute days in July and August, and throughout the school year to deepen their understanding of the core curricula. Our core curricula continues to be supplemented with authentic texts in a variety of instructional formats, including office hours, readalouds, shared reading, guided reading, independent reading, and novel studies. These supplemental texts connect to the curriculum, support instructional objectives, and develop a love for reading.

The schedules developed at the Lower School continue to devote between 100-200 minutes of literacy instruction per day regardless of learning model. For virtual/remote learning this includes one 60 minute block of synchronous English Language Arts (ELA) daily, at least one 60 minute block of synchronous ELA office hours (small group instruction) per week, at least one 60-minute block of synchronous writing office hours (small group instruction) per week, two 45-minute asynchronous writing instruction blocks per week, and 30-60 minutes of asynchronous ELA instruction per week utilizing online learning platforms including I-Ready, Raz-Kids, Epic!, Readworks, and NewsELA. For in-person learning this includes one 50-minute block of English Language Arts (ELA), one 50-minute block of guided reading, one 50-minute block to Writing, and one 50-minute block of Phonics for scholars in kindergarten and first grade. Teachers, in-person and virtual, use a workshop approach in literacy that gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of ELA instruction is whole group instruction that focuses on developing a main idea using thinking frames for each new text read, and comprehension skills and strategies outlined by Journeys. Through Journeys, teachers engage scholars in reading texts from a variety of genres while utilizing thinking frames. Thinking frames are a series of questions that scholars should be

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asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars text-dependent questions to lead scholars to establish a big idea, or deeper understanding of the text using thinking frames. For kindergarten and 1st grade the first block of virtual ELA instruction includes 35 minutes of whole group reading instruction as described above and 25 minutes of phonics instruction.

Scholars in kindergarten and first grade engage in phonics instruction everyday. Virtually, 25 minutes of the 60-minute ELA block is devoted to phonics instruction, while in-person an entire 50-minute block is utilized for phonics instruction. During this block teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. This program was also used as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation.

Regardless of learning modality, scholars also received small group instruction in ELA. Virtually, this instruction occurred during ELA office hours for 60-120 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours once or twice per week on a rotating basis. These small groups were based around a close reading of a text using a reading strategy or skill, text discussion, and writing responses. The texts used during small groups increased in complexity throughout the school year. In kindergarten, and first grade these small groups often also included some phonics instruction to reinforce the phonics concept being taught that week or a phonics topic not yet mastered. In-person, small group ELA instruction occurred during the second 50-minute block of ELA instruction and focused on guided reading. Guided reading as an instructional approach allows our scholars to receive differentiated instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in indepth text discussions, and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers in-person also implemented a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to combat learning loss and address areas of development for scholars.

Teachers continued to utilize *Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing*, and the writing workshop model in grades K-5 both virtually and in-person. Through this curriculum, scholars explore the writing process by writing in different genres. Virtually scholars engaged in a combination of synchronous and asynchronous instruction for 150 minutes of writing instruction weekly. Scholars were assigned two writing assignments to complete per week utilizing *Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing* for 90 minutes of asynchronous instruction in writing. Teachers then used scholar work from the two asynchronous

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lessons to plan a responsive 60 minute synchronous writing small group lesson or engaged scholars in a writing conference once per week. In-person, scholars engaged in a combination of synchronous and asynchronous instruction from Lucy Calkins' Virtual Units of Study for a total of 225 minutes of writing instruction weekly. Scholars learning in-person in kindergarten and first grade engaged in genre writing for 45 minutes per day for four days a week and were given one asynchronous writing assignment to complete per week for an additional 45 minutes of writing instruction. Scholars learning in-person in grades 2-5 engaged in genre writing 3 times a week and response to literature 2 times a week. Teachers engaged in-person scholars in genre writing for 45 minutes in-person one day per week and assigned two asynchronous writing assignments to complete per week for a total of 135 minutes of genre writing instruction. The other 90 minutes of writing instruction for grades 2-5 was in response to literature, in which scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. This response to literature period continues to support scholar preparation for the type of writing required on the New York State English Language Arts test. Virtually, response to literature writing was incorporated into ELA office hours.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-ready reading diagnostic assessment in the fall, winter and spring. Kindergarten and 1st grade students in-person and remote were assessed using the phonics curriculum assessments throughout the school year and a sight word assessment at the beginning of the year. In-person students continued to be assessed using the Fountas & Pinnell Benchmark Assessment System in the fall (or first entry week of in-person learning), winter and spring. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction for guided reading instruction on a scholar's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, and use background information to interpret texts. Teachers also continued to assess scholars utilizing the curriculum lesson assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the literacy needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous ELA instruction for 75 minutes daily. All scholars received 75 minutes of whole-group ELA instruction each day and each scholar received an additional 45 minutes of instruction in office hours once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-1 scholars engaged in rich, authentic texts for 75 minutes of instruction, which was broken up into 30 minutes of phonics instruction, 20 minutes of skill or strategy based whole-group instruction, and 25 minutes of independent practice with teacher feedback and small group instruction. For grades 2-5, scholars engaged in novel studies utilizing a challenging text selected for their grade level. In 2nd grade, the 75 minutes was broken up into 30 minutes of phonics instruction, 10 minutes of skill or strategy based whole-group instruction, 20 minutes of whole-group close reading of the text, and 15 minutes of independent practice with teacher feedback on constructed response and multiple choice questions, small group instruction, and revision work from the previous day's learning. In grades 3-5, the 75 minutes was broken up into 10 minutes of skill or strategy based whole-group instruction, 30 minutes of whole-group close reading of the text, and 20 minutes of independent practice with teacher feedback on constructed response and multiple choice questions, small group instruction, and revision work from the previous day's learning. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback. In addition to the 75 minutes of ELA instruction, select scholars received an additional 30 minutes of one-on-one phonics instruction daily utilizing the Orton-GIllingham approach to reading.

A main focus for CPCS Lower School this year was teacher professional development and continuing to build teacher content knowledge. We formed a literacy committee of teachers this year to discuss topics pertaining to literacy, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We continued utilizing our consultant Jaime White from Capacity Rise LLC, to engage teachers in continued professional development and coaching in big idea, transferable takeaways, and questioning strategies for literacy instruction. As we began to plan the transition of our ELA curriculum from Journeys to Fishtank Learning, teachers on our Literacy team attended a workshop with Fishtank Learning to begin learning about the components of the curriculum and how to implement it. Our Special Education coordinators also attended professional development through the Institute for Multi-Sensory Education in the Orton-Gillingham approach to reading and writing instruction. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling. Orton-Gillingham is now utilized by three members of our staff as a reading intervention approach for struggling readers in grades K-5.

MIDDLE SCHOOL BACKGROUND

During the 2020-2021 school we were determined to maintain as much consistency for students no matter what instructional mode they were learning in. We achieved this instructional consistency through the universal use of Google Classroom for both remote and in-person learners. In-person and remote learners shared the same classrooms, completed the same tasks and participated in the same lessons. In Google Classroom teachers viewed and commented on student work in real-time, providing feedback similar to that received in a traditional classroom.

Teachers also fully-implemented the Match Fishtank curriculum this school year for grades 6-8. Teachers used the curriculum as the core of their ELA instruction. During ELA lessons, students are taught using a diverse set of texts, and are assessed through short and frequent assessments. Novels were used to help improve literacy, following Match Fishtank pacing promoting well-rounded students that understand their own voice and how to use their voices. Students were also instructed in latin-roots to help improve critical thinking skills, decoding, and literacy. Lastly, supplemental support, such as i-Ready and Lightsail, was used to help fill learning gaps, while pushing students who are below grade level into achieving grade level mastery.

Our Response to Intervention for the 2020-2021 school year was very targeted. Teachers regularly assessed and grouped scholars accordingly, creating virtual small groups to target instruction of specific students similarly to the classroom environment. They created plans to address student weaknesses and to build on students' areas of strength. As a team, we collectively shared that data and strategized on how to address trends across grade levels. Student data was also used to create focused action plans based on individual student learning paths that allowed for individual interventions throughout the week based on individual deficits or strengths. For our students with disabilities, in addition to in-class supports, they also received small group pull-out supports informed by their individualized education plans. For at-risk students, early morning interventions using I-Ready texts, i-ready online platforms, and data were put in place to support growth.

With regards to assessment, we used I-Ready, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

Finally, with regards to professional development, teachers consistently participate in PD activities to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers

are supported in facilitated meetings with their coach and co-teacher every two weeks. Teacher's also engage in one on one meetings with their coach every week. Lastly, teachers meet as an ELA department every two weeks. During meetings teachers work on individual and team goals. An example of an individual goal may include identifying and implementing methods of teaching a particular standard. Meetings as an ELA department typically involve strategy to enhance pedagogy, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses.

METHOD

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

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for CPCS 3rd through 8th grade students End of Year is 156.5%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculates to 163% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 116.5% to 151%, therefore not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade* level or above scale score for the year-end assessment. 36% of students in this group scored at **mid** ongrade level or above with grades 6 and 8 scoring highest with 56% and 54% respectively.

I-READY

2020-21 i-Ready ELA Assessment End of Year Results						
Measure	Subgroup	Target	Tested	Results	Met?	
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	208	156.5	Yes	
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the	Low initial achievers	110%	86	163%	Yes	

fall will be equal to or greater than 110% by the spring assessment administration.					
•					
Measure 3: Each year, the median percent					
progress to Annual Typical Growth of					
3 rd through 8 th grade students with disabilities	Students				
at the school will be equal to or greater than	with	151%	50	116.5%	No
the median percent progress to Annual Typical	disabilities ¹				
Growth of 3 rd through 8 th grade general					
education students at the school.					
Measure 4: Each year, 75% of 3 rd through					
8 th grade students enrolled in at least their					
second year at the school will score at the mid	2+ students	75%	193	36%	No
on-grade level or above scale score for the					
year-end assessment.					

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

	All Stud	dents	Enrolled in at least their Second Year		
Grades	Percent Mid- On Grade Level or Above	Number Tested	Percent Mid- On Grade Level or Above	Number Tested	
3	33%	33	35%	31	
4	22%	37	24%	33	
5	21%	38	22%	36	
6	47%	32	56%	27	
7	30%	33	26%	31	
8	54%	35	54%	35	
All	34%	208	36%	193	

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	41%	33
4	89%	37
5	34%	38

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

6	353%	32
7	294%	33
8	300%	35
All	156.5%	208

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

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

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Continue implementation of *Journeys* across all grade levels in a structured block format following the curriculum map
- Phase in the Fishtank Learning ELA curriculum during novel studies periods for grades 2-5 and social studies periods for grades K-1 to allow for a smooth transition for both teachers and students to a new curriculum
- Continue execution of Success for All's KinderPhonics and Fast-Track Phonics programs for grades K and 1
- Continue utilizing the close reading strategy of thinking frames and big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue usage of transferable takeaways across literacy, so scholars have an understanding of what they are learning today and how it applies to their reading and writing in the future
- Responding to the 2020-21 I-Ready Reading Assessment by:

- o Bringing greater focus to the following domains in all grade levels K-5:
 - Comprehension of Informational Text
 - Comprehension of Literature
 - Vocabulary
- Increasing instruction in the Phonics domain for scholars in grades 2-5 who do not have scores in the "Maxed Out" category
- Continue implementation of guided reading (K-5), novel studies (3-5), ELA Academic After school (3-5), and Saturday Academy (3-5)
- Implement a double dose of guided reading (2-3 times per week) to allow for increased literacy intervention, and push in additional teaching staff to support these periods when possible
- Provide high dosage tutoring in after school and/or during the school day
- Continue to implement daily on-the-spot assessments and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (for in-person instruction), weekly adapted *Journeys* assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures and literacy committee to promote vertical alignment of literacy skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to
 promote literacy goals during Professional Learning Communities (PLCs), individualized teacher
 coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Increase the number of staff members able to provide multisensory reading instruction to struggling readers by providing additional teaching staff with professional development to learn the Orton-Gillingham approach to reading and writing

MIDDLE SCHOOL ACTION PLAN

- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state.
- In addition, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely.

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- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. Teachers will continue to instruct students in a 4-tiered approach that targets vocabulary, grade level standards, literacy, and academic deficiency as identified through assessments.
 - Vocabulary instruction through the use of latin roots and decoding strategies to help improve literacy and critical thinking.
 - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
 - Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
 - Targeted academic deficiencies through the use of review activities and i-Ready to allow students to gain support based on their level and pacing.
- Maintaining an everyone reads approach with whole school novel and guest author speakers to increase student engagement in literacy
- Providing 7th and 8th grade students with additional content-rich ELA instruction, through the introduction of a history block
- Enhancing ENL supports through the addition of an experienced Spanish/ENL instructor
- The use of online platforms such as I-ready and Lightsail will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

LOWER SCHOOL BACKGROUND

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2020-2021 school year marked our 8th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of math through hands-on learning and visuals, which allow for each scholar's understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our virtual Summer Institute days in July and August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources such as *Eureka Math*, that connect to the curriculum, support instructional objectives, and develop a love for mathematics. *Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

The schedules developed at the lower school devote 90-150 minutes of mathematics instruction per day regardless of learning modality. For virtual/remote learning this includes one 60 minute block of synchronous math daily, at least two 60 minute blocks of synchronous math office hours (small group instruction) per week, and 30-60 minutes of asynchronous math instruction per week utilizing online learning platforms including i-Ready, and Khan Academy. For in-person learning this includes two 50-minute blocks of math for grades K-5 daily, and one 50-minute block of math constructed response once a week for scholars in grades 1-5. Teachers, in-person and virtual, use the gradual release of responsibility model of instruction, which gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a "do now" activity that is a spiral review, and a mental math activity. The block then flows into a whole

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group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

Regardless of learning modality, scholars also received small group instruction in math focused on differentiating instruction. Virtually, this instruction occurred during math office hours for 120-180 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours twice or three times per week on a rotating basis. These small groups were based around a math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to combat learning loss and address areas of development for scholars. Teachers in-person also implemented a 50-minute math extended/constructed response block once a week in grades 1-5. During which scholars explore math constructed response questions, and learned the attributes of effective responses. This is an opportunity for scholars to engage in responses that are revealed in complete thoughts/sentences, make sense, can stand alone with question reference, and include the solve, diagram, and explain components.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous mathematics instruction for 75 minutes daily. All scholars received 75 minutes of whole-group math instruction each day and each scholar received an additional 45 minutes of instruction in office hours at least once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 75 minutes were broken up into 10 minutes of pre-lesson math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided

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practice), 20 minutes for independent practice with teacher feedback, and 25 minutes of small group instruction with differentiated math center activities. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback.

A main focus for CPCS Lower School this year was teacher professional development and continuing to deepen teacher content knowledge. We formed a math committee of teachers this year to discuss topics pertaining to mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We started utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development in two identified topics that teachers wanted to build their content knowledge in. Kindergarten and first grade teachers increased their knowledge of counting and cardinality and adding and subtracting to 20. Teachers in grades 2-3 increased their knowledge of fractions and word problems. Finally, teachers in grades 4-5 increased their content knowledge in angles and area of a triangle and other geometric figures. All teachers received approximately 12 hours of professional development in math this school year.

MIDDLE SCHOOL BACKGROUND

In the Middle School for the 2020-21 school year, the math department taught using a revised pacing calendar that developed foundational grade level skills. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank in grade 6, and both Engage NY and Ready NY curriculum resources in grade 7 and 8 middle school staff effectively supported scholars in mastering grade level standards. CPCMS also used the I-Ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and end of the school year to measure growth.

In Grade 6, instructional time focused on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) retention of fifth grade aligned standards with sixth grade.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional

shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using Match Fishtank/EngageNY materials and 30 minutes of differentiation that ranged from gamification instruction or i-Ready supplemental resources.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

METHOD

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

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for CPCS 3rd through 8th grade students End of Year is 115%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 173% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities exceeded that of all general education students with a median percent progress of 115%. The i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade level* or above scale score for the year-end assessment. 26% of students in this group scored at **mid** ongrade level based on the year-end administration.

I-READY

2020-21 i-Ready Mathematics Assessment End of Year Results						
Measure	Subgroup	Target	Tested	Results	Met?	
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	210	115%	Yes	
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	83	173%	Yes	
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	115%	49	121%	Yes	
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	196	26%	No	

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

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

	All Stu	dents	Enrolled in at least their Second Year		
Grades	Percent Mid- On Grade Level or Above	Number Tested	Percent Mid- On Grade Level or Above	Number Tested	
3	27%	30	29%	28	
4	30%	37	32%	34	
5	20%	41	21%	39	
6	19%	32	19%	27	
7	14%	35	15%	33	
8	40%	35	40%	35	
All	25%	210	26%	196	

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	45%	30
4	64%	37
5	100%	41
6	170%	32
7	250%	35
8	156%	35
All	115%	210

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of

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

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Continue implementation of *Math in Focus* during the 21/22 school year across all grade levels in a structured block format following the curriculum map
- Continue to incorporate the Eureka Math curriculum to allow for a smooth transition for both teachers and students during the 22/23 school year
- Continue the implementation of operations chants, mental math, and math in movement into each mathematics lesson school-wide
- Continue the implementation of math constructed response instruction for every scholar across each grade level (Math Extended Response for Grades 3-5, and Number Stories for Grades K-2)
- Continue Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- Continue utilizing C.U.B.E.S. and solve, diagram, explain as a school-wide problem-solving norms and implement new school-wide constructed response rubrics
- Formalize the implementation of math fluency activities for 15-20 minutes per day in all grades K-5
- Implement a color-coded number-line school-wide that will enhance student number sense and increase vertical alignment
- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Responding to the 2020-21 I-Ready Mathematics Assessment by:
 - o Bringing greater focus to the following domains in all grade levels K-5:
 - Geometry

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- Measurement and Data
- Create a math intervention block at least once per week in all grades to allow for increased mathematics intervention, and push in additional teaching staff to support these periods when possible
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready Math assessments (3-5), i-Ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, chapter assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of mathematics skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Continue math professional development with Kim Sutton from Creative Mathematics to continue to build and deepen teacher content knowledge in the subject of mathematics

MIDDLE SCHOOL PLANS:

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90 minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.

- In 7th and 8th grade, continuing to use EngageNY and Math In Focus as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Expansion of Teach to One (TTO) math pilot from use in just 6th grade math instruction to now also include 7th and 8th grade.
- Provide high dosage tutoring in after school and/or during the school day
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopting gamification programs such as Prodigy, Nearpod for differentiation purposes in all math classes.
- Continuing to use Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily.
- Continuing Kami, jamboard and BrainPOP for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2020-21 i-Ready and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:

o 6th Grade

- Expressions and Equations
- 6.EE.A Write expressions, evaluate expressions
- Ratios and Proportional Relationships
- 6.RP.A Rate and Ratio, solve unit rate problems
- Number System
- 6.NS.A Quotient of Fractions
- 6.NS.B Greatest Common Factor, Least Common Factor

o 7th Grade

- Ratios and Proportional Relationships
- 7.RP.A Multistep ratio and percent problems
- 7.RP.A Proportional relationships

o 8th Grade

- Expressions and Equations
- 8.EE.A Scientific Notation
- 8.EE.B Equation of a line
- 8.EE.C Linear equation example
- Functions
- 8.F.A Definition of a function
- 8.F.B Use functions to model relationships

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

LOWER SCHOOL BACKGROUND

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 learning inperson had science class once a week. Scholars in grade 4 learning remotely also received two asynchronous science assignments per week. We continue to implement the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, scholars in fourth grade receive additional support and instruction in preparation for demonstrating mastery of science standards. Scholars in 4th grade attended Science Saturday Academy in May, which consisted of four 240-minute sessions. Additional science class sessions and teachers were also added to the fourth grade schedule throughout the week, beginning in May, to further support scholars. As a science enrichment option, science club was added to after school allowing all scholars to participate and explore additional science concepts throughout the year. During the summer, we also added a STEM enrichment program through Hand and Mind LLC for a select group of 4th grade students to engage in coding, circuits, and engineering.

MIDDLE SCHOOL BACKGROUND

CPCS Middle School continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's hands. This curriculum bridges research, tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. In

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addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within the curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as
 patterns; cause and effect; scale, proportion, and quantity; systems and system models;
 energy and matter—flows, cycles, and conservation; structure and function; and stability
 and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

METHOD

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

RESULTS AND EVALUATION

49% of 4th grade students and 72 percent of 8th grade students scored at proficiency levels 3 & 4 on the NYS Science exams in spring 2021 after 12 months of remote and/or hybrid learning.

NYSTP Spring 2021 Science Assessment By All Students

Grade s	Number of students in grade	Number Tested	Number of students proficient at Level 3 and Level 4	Percent Proficient
4	47	23	20	86.9%
8	42	18	13	72.2%
All	89	41	33	80.48%

ADDITIONAL CONTEXT AND EVIDENCE

The remote learning environment presented challenges for both our elementary and middle school students. Despite best efforts to replicate the traditional science classroom virtually, the remote and hybrid learning environment did not allow for the consistent and robust hands-on science learning experiences that our community is accustomed to in the physical classroom.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The hybrid and/or fully remote nature of schooling this past year meant that only some of our students had the opportunity to fully demonstrate mastery of grade level science standards. Of those who attempted both parts of NYSTP science assessment, more than 80% of our students demonstrated mastery, exceeding our goal of having 75 percent of students achieve grade-level proficiency on the NYS Science exam. This science assessment data has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- Continue science instruction in all grade levels utilizing a full-time science teacher at least once per week
- Provide on-going professional development opportunities with Science Dimensions
- Continue hands-on learning opportunities for scholars in a remote learning environment
- Continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Continue to offer science and STEM enrichment options to scholars

MIDDLE SCHOOL ACTION PLAN

Continue implementation of FOSS materials across all grade levels

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- Science teachers develop project based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplementing the FOSS curriculum with Regents-based materials
- Offering an Earth Science Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school continues to be in good standing.

ADDITIONAL EVIDENCE

CPCS has been in good standing since it opened.

Accounta	bility St	atus by	y Year

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

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COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEARS ENDED JUNE 30, 2021 AND 2020

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

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees Community Partnership Charter School Education Corporation

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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



Opinion

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

Adoption of New Accounting Pronouncement

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

Report on Supplementary Information

Other Matters

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

Other Information

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



Other Reporting Required by Government Auditing Standards

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

ERTIFIED PUBLIC ACCOUNTAN

Melville, New York October 28, 2021

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

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

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

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

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

	F	Program Service	es	S	ices		
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:	Eddeadon	Eddeation	<u> </u>	and General	1 dildiaionig	<u> </u>	Total
Administrative staff personnel	\$ 763,507	\$ 209,056	\$ 972,563	\$ 573,105	\$ -	\$ 573,105	\$ 1,545,668
Instructional personnel	5,569,213	3,798,429	9,367,642	ψ 373,103 -	Ψ _	ψ 575,105 -	9,367,642
Non-instructional personnel	191,660	52,483	244,143	_	_	-	244,143
-						F72 10F	
Total personnel services	6,524,380	4,059,968	10,584,348	573,105	-	573,105	11,157,453
Fringe benefits and payroll taxes	1,776,586	475,800	2,252,386	58,502	-	58,502	2,310,888
Retirement	136,244	36,372	172,616	4,538	-	4,538	177,154
Central service fees	940,130	253,353	1,193,483	340,994	170,498	511,492	1,704,975
Legal service	_	-	-	34,187	-	34,187	34,187
Accounting and audit services	_	-	-	57,000	-	57,000	57,000
Consulting services	169,834	49,967	219,801	56,166	-	56,166	275,967
Rent and leasing costs	760,601	253,399	1,014,000	-	-	-	1,014,000
Repairs and maintenance	144,827	38,386	183,213	-	-	-	183,213
Insurance	98,130	27,770	125,900	20,168	-	20,168	146,068
Utilities	65,382	17,642	83,024	-	-	-	83,024
Supplies and materials	260,311	77,078	337,389	163,150	-	163,150	500,539
Equipment and furnishings	42,267	13,043	55,310	513	-	513	55,823
Staff development	95,329	22,328	117,657	-	-	-	117,657
Marketing and recruitment	140,118	38,626	178,744	-	-	-	178,744
Technology	254,884	70,855	325,739	-	-	-	325,739
Student services	189,309	47,762	237,071	-	-	-	237,071
Office expense	12,678	2,879	15,557	40,104	-	40,104	55,661
Depreciation	18,328	5,644	23,972	-	-	-	23,972
Other expense				149		149	149
TOTAL	\$ <u>11,629,338</u>	\$ <u>5,490,872</u>	\$ <u>17,120,210</u>	\$ <u>1,348,576</u>	\$ <u>170,498</u>	\$ <u>1,519,074</u>	\$ <u>18,639,284</u>

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

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

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

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

NOTE 1. ORGANIZATION AND NATURE OF OPERATIONS

Principal Business Activity

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

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

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

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

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

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u>

Financial Statements Presentation

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

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

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)</u>

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the dates of the financial statements, and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

Cash and Cash Equivalents

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

Restricted Cash

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

Revenue Recognition

Year ended June 30, 2021

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

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)</u>

Revenue Recognition (Continued)

Year ended June 30, 2021 (Continued)

Grants and Contributions

Grants and contributions of cash and other assets are presented as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

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

A portion of CPCSEC's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when CPCSEC has incurred expenditures or provided the related services in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures or providing the related services are reported as refundable advances in the statement of financial position.

Year ended June 30, 2020

Contributions

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)</u>

Revenue Recognition (Continued)

Year ended June 30, 2020 (Continued)

Per-Pupil Revenue, Grants and Refundable Advances

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

Grants, Accounts and Other Receivables

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

Contributed Services and Space

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

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

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

Investments

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

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

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

Functional Allocation of Expenses

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

Expenses that are allocated include the following:

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

Income Taxes

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

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

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)</u>

Recently Adopted Accounting Pronouncements

Revenue Recognition

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

Recently Issued but Not Yet Effective Accounting Standards

Leases

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

NOTE 2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)</u>

Recently Issued but Not Yet Effective Accounting Standards (Continued)

In-kind Contributions

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

Fair Value Measurements

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

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

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

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

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

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

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

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

NOTE 3. <u>LIQUIDITY AND AVAILABILITY</u>

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

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

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

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

NOTE 4. GOVERNMENT LOAN PROCEEDS

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

NOTE 4. GOVERNMENT LOAN PROCEEDS (CONTINUED)

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

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

NOTE 5. <u>RELATED-PARTY TRANSACTIONS</u>

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

Central Service Fees

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

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

NOTE 5. RELATED-PARTY TRANSACTIONS (CONTINUED)

Deferred Rental Costs

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

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

NOTE 6. PROPERTY AND EQUIPMENT

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

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

NOTE 7. <u>SCHOOL FACILITIES</u>

Donated Space

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

School Facility Lease

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

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

NOTE 7. <u>SCHOOL FACILITIES (CONTINUED)</u>

School Facility Lease (Continued)

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

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

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

Rental Assistance

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

NOTE 8. <u>EMPLOYEE BENEFIT PLAN</u>

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

NOTE 9. <u>CONTINGENCIES</u>

Grants and Contracts

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

Litigation

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

NOTE 10. <u>CONCENTRATIONS</u>

Grants Receivable

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

Accounts, Interest and Other Receivables

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

Revenue

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

Investments

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

NOTE 11. FAIR VALUE MEASUREMENTS

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

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

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

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

NOTE 11. FAIR VALUE MEASUREMENTS (CONTINUED)

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

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

The certificates of deposit are stated at quoted market prices.

NOTE 12. COVID-19

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



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

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

See independent auditor's report.

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

	Beginning with Children Charter School 2			Community artnership Charter School Pre- Kindergarten	Community Partnership Charter School		Total	
Operating revenue: State and local per pupil operating revenue Government grants Federal IDEA revenue	\$	8,408,784 252,968 56,344	\$ 	164,987 - -	\$ 	7,145,332 509,324 56,601	\$ 15,719,103 762,292 112,945	
Total operating revenue		8,718,096	_	164,987	_	7,711,257	16,594,340	
Operating expenses: Program services: Regular education Special education		5,721,318 2,907,761	_	192,771	_	4,956,384 2,460,589	10,870,473 _5,368,350	
Total program services		8,629,079	_	192,771	_	7,416,973	16,238,823	
Supporting services: Management and general Fundraising		572,899 82,548	_	210	_	624,340 86,760	1,197,449 169,308	
Total supporting services		655,447	_	210	_	711,100	1,366,757	
Total operating expenses		9,284,526	_	192,981	_	8,128,073	<u>17,605,580</u>	
Deficit from government-funded school operations		(566,430)	_	(27,994)	_	(416,816)	(1,011,240)	
Other revenue: Contributions and grants - private Investment earnings, net Donated space and rental assistance		29,775 62,471 1,014,000		- - -	_	24,791 62,692	54,566 125,163 1,014,000	
Total other revenue		1,106,246	_	<u> </u>		87,483	1,193,729	
Change in net assets without donor restrictions		539,816		(27,994)		(329,333)	182,489	
Net assets without donor restrictions - beginning		493,020	_	(54,249)	_	2,570,039	3,008,810	
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	\$ <u></u>	1,032,836	\$	(82,243)	\$ <u></u>	2,240,706	\$ <u>3,191,299</u>	

See independent auditor's report.

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

		Program Services					Supporting Services							
		egular ucation		pecial ucation	То	otal Program Services		nagement l General	Fu	ndraising		Total apporting Services		Total
Personnel services:			'			_								
Administrative staff personnel	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Instructional personnel	_1	149,611			_	149,611	_				_		_	149,611
Total personnel services	1	149,611		-		149,611		-		-		-		149,611
Fringe benefits and payroll taxes		35,275		_		35,275		-		-		_		35,275
Retirement		5,251		-		5,251		-		-		-		5,251
Consulting services		210		-		210		-		-		-		210
Supplies and materials		5,393	_		_	5,393					_		_	5,393
TOTAL	\$ <u> 1</u>	195,740	\$		\$_	195,740	\$		\$		\$		\$	195,740

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

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

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

]	Program Serv	ices	Sı				
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total	
Personnel services:	¢ 202.700	Ф 7F 024	\$ 270.621	Ф 267.002	ď	¢ 267.002	¢ (46 522	
Administrative staff personnel	\$ 302,700	" /	\$ 378,631	\$ 267,892	\$ -	\$ 267,892	\$ 646,523	
Instructional personnel	2,733,340	1,740,117	4,473,457	-	-	-	4,473,457	
Non-instructional personnel	91,642	<u>24,689</u>	116,331				116,331	
Total personnel services	3,127,682	1,840,737	4,968,419	267,892	-	267,892	5,236,311	
Fringe benefits and payroll taxes	931,583	259,372	1,190,955	29,355	-	29,355	1,220,310	
Retirement	63,174	18,033	81,207	3,767	-	3,767	84,974	
Central service fees	471,282	125,459	596,741	170,497	85,249	255,746	852,487	
Legal service	-	-	<u>-</u>	17,517	-	17,517	17,517	
Accounting and audit services	-	_	_	28,500	-	28,500	28,500	
Consulting services	94,654	30,356	125,010	9,955	-	9,955	134,965	
Insurance	49,045	13,905	62,950	10,084	-	10,084	73,034	
Supplies and materials	114,054	28,941	142,995	75,223	-	75,223	218,218	
Equipment and furnishings	27,342	8,921	36,263	513	-	513	36,776	
Staff development	64,022	14,023	78,045	-	-	-	78,045	
Marketing and recruitment	57,214	15,404	72,618	-	-	-	72,618	
Technology	69,227	18,984	88,211	-	-	-	88,211	
Student services	86,895	20,787	107,682	-	-	-	107,682	
Office expense	10,371	2,279	12,650	6,99 0	-	6,990	19,640	
Depreciation	6,673	2,351	9,024	-	-	-	9,024	
Other expense				30		30	30	
TOTAL	\$ <u>5,173,218</u>	\$ <u>2,399,552</u>	\$ <u>7,572,770</u>	\$ 620,323	\$ <u>85,249</u>	\$ <u>705,572</u>	\$ <u>8,278,342</u>	

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

	Program Services					Supporting Services								
		gular cation		pecial ucation		tal Program Services		nagement l General	Fu	ndraising	Suj	Total pporting ervices		Total
Personnel services:	•													_
Administrative staff personnel	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Instructional personnel	_14	4 , 610			_	144 , 610				<u> </u>		<u>-</u>	_	144,610
Total personnel services	14	4,610		-		144,610		-		-		-		144,610
Fringe benefits and payroll taxes	3	33,286		-		33,286		-		-		-		33,286
Retirement		4,726		-		4,726		-		-		-		4,726
Consulting services		1,225		_		1,225		_		_		_		1,225
Utilities		-		-		-		210		-		210		210
Supplies and materials		8,874		-		8,874		-		-		-		8,874
Office expense		50				50							_	50
TOTAL	\$ 19	2,771	\$	_	\$	192,771	\$	210	\$	_	\$	210	\$	192,981

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

	I	Program Servi	ces		Supporting Services					
	Regular Education	Special Education	Total Program		nagement General	Fundraising	Total Supporting Services	Total		
Personnel services: Administrative staff personnel Instructional personnel Non-instructional personnel	\$ 454,679 2,304,242 77,277	\$ 116,731 2,012,430 18,773	\$ 571,410 4,316,672 96,050	"	277,124 - -	\$ - - -	\$ 277,124	\$ 848,534 4,316,672 96,050		
Total personnel services	2,836,198	2,147,934	4,984,132		277,124	-	277,124	5,261,256		
Fringe benefits and payroll taxes	735,834	180,237	916,071		51,401	-	51,401	967,472		
Retirement Central service fees	54,836 467,161	13,920 110,672	68,750 577,833		- 165,095	- 82,548	247,643	68,756 825,476		
Legal service	-	-	-		5,181	-	5,181	5,181		
Accounting and audit services Consulting services	61,962	17,082	- 79 , 044		27,562 8,025	-	27,562 8,025	27,562 87,069		
Rent and leasing costs	838,450	250,870	1,089,320		-	-	-	1,089,320		
Repairs and maintenance Insurance	115,386 42,773	34,161 10,697	149,547 53,470		83 8,988	-	83 8,988	149,630 62,458		
Utilities	55,127	16,494	71,621		-	-	-	71,621		
Supplies and materials Equipment and furnishings	132,548 14,875	32,945 3,631	165,493 18,50 <i>6</i>		-	-	-	165,493 18,506		
Staff development	39,939	9,045	48,984		-	-	-	48,984		
Marketing and recruitment	37,803	9,527	47,330		- 4. 2 07	-	- 1.207	47,330		
Technology Student services	195,040 71,872	49,901 15,280	244,941 87,152		1,207 -	-	1 , 207	246,148 87,152		
Office expense Depreciation	6,295 <u>15,219</u>	1,560 3,805	7,855 19,024		28,233	<u> </u>	28,233	36,088 19,024		
TOTAL	\$ <u>5,721,318</u>	\$ <u>2,907,761</u>	\$ 8,629,079	\$	572,899	\$ <u>82,548</u>	\$ <u>655,447</u>	\$ <u>9,284,526</u>		

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

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

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

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

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

NOTE 1. GENERAL

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

NOTE 2. BASIS OF ACCOUNTING

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

NOTE 3. INDIRECT COST RATE

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



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

To the Board of Trustees Community Partnership Charter School Education Corporation

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal Control Over Financial Reporting

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

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

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



Compliance and Other Matters

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

Purpose of this Report

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

CERTIFIED PUBLIC ACCOUNTAN

Melville, New York October 28, 2021



Citrin Cooperman & Company, LLP Certified Public Accountants

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

To the Board of Trustees Community Partnership Charter School Education Corporation

Report on Compliance for Each Major Federal Program

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

Management's Responsibility

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

Auditor's Responsibility

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

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



Opinion on Compliance for Each Major Federal Program

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

Report on Internal Control over Compliance

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

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

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

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

ERTIFIED PUBLIC ACCOUNTANT

Melville, New York October 28, 2021

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

Section I - Summary of Auditor's Results:

Financial Statements				
Type of auditor's report issued:				<u>Unmodified</u>
Internal control over financial repor	rting:			
Material weakness identified?		Yes	X	No
Reportable conditions identified material weaknesses?	not considered to be	Yes	X	None reported
Noncompliance material to financia	l statements noted?	Yes	<u>X</u>	. No
<u>Federal Awards</u>				
Internal control over major federal	programs:			
Material weakness identified?		Yes	X	. No
Reportable conditions identified material weaknesses?	not considered to be	Yes	X	None reported
Type of auditor's report issued on c	compliance for major p	programs:		<u>Unmodified</u>
Any audit findings disclosed that are reported in accordance with 2 C 200.516(a)?	-	Yes	X	. No
Identification of major federal progr	rams:			
<u>CFDA Number</u> 84.010A 84.424	Name of Fed Title I-A: Approving Title IV-SSAE Alloc	; Academic A		
Dollar threshold to distinguish betwand type B programs	reen type A			\$750,000
Auditee qualified as low-risk audited	e?	_ Yes	<u>X</u>	No
Section II - Financial statement audi None	it - reported findings t	ander <i>Governm</i>	vent Audi	iting Standards:
Section III - Federal awards findings	s and questioned costs	s:		
None				



Transmittal Form Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

Charter School Name:	Community Partnership Charter School	,	
Audit Period:	2020-21		
Prior Period:	2019-20	,	
Report Due Date:	Monday, November 1, 2021		
School Fiscal Contact Name:	Brian Stemmer		
School Fiscal Contact Email:			
School Fiscal Contact Phone:			
School Audit Firm Name:	Citrin Cooperman and Company		
School Audit Contact Name:	Marc Sonnenberg		
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."

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

COMMUNITY PARTNERSHIP CHARTER SCHOOL Statement of Financial Position as of June 30, 2021

<u>ASSETS</u>			2020-21	2019-20
CURRENT ASSETS				
Cash and cash equivalents		\$	3,382,922	\$ 3,724,007
Grants and contracts receivable			644,667	511,738
Accounts receivables			11,979	21,373
Prepaid expenses			23,344	15,693
Contributions and other receivables	TOTAL CURRENT ASSETS		4,062,912	4,272,811
PROPERTY, BUILDING AND EQUIPMENT, net			19,256	 36,953
OTHER ASSETS			2,615,656	 2,746,733
	TOTAL ASSETS		6,697,824	7,056,497
			· ·	. ,
LIABILITIES AND NE	T ASSETS			
CURRENT LIABILITIES				
Accounts payable and accrued expenses		\$	22,997	\$ 25,891
Accrued payroll and benefits			1,199,634	1,185,558
Deferred Revenue			2 215 000	1 024 700
Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable			2,315,000	1,024,700
Other			228,424	338,749
	TOTAL CURRENT LIABILITIES		3,766,055	 2,574,898
LONG-TERM LIABILITIES				
Deferred Rent			-	-
All other long-term debt and notes payable, ne			<u>-</u>	 1,290,300
	TOTAL LONG-TERM LIABILITIES	-	-	 1,290,300
	TOTAL LIABILITIES		3,766,055	 3,865,198
NET ASSETS				
Without Donor Restrictions With Donor Ristrictions			2,931,769 -	3,191,299 -
	TOTAL NET ASSETS		2,931,769	 3,191,299
	TOTAL LIABILITIES AND NET			
	ASSETS		6,697,824	7,056,497

CK - Should be zero

COMMUNITY PARTNERSHIP CHARTER SCHOOL Statement of Activities as of June 30, 2021

	2020-21			2019-20				
		thout Donor estrictions		ith Donor strictions		Total		Total
REVENUE, GAINS AND OTHER SUPPORT								
Public School District								
Resident Student Enrollment	\$	6,094,826	\$	-	\$	6,094,826	\$	6,210,716
Students with disabilities		1,067,534		-		1,067,534		1,099,603
Grants and Contracts								
State and local		269,791		-		269,791		311,099
Federal - Title and IDEA		255,723		-		255,723		254,826
Federal - Other		148,900		-		148,900		
Other		-		-		-		
NYC DoE Rental Assistance		-		-		-		
Food Service/Child Nutrition Program		-		-		-		
TOTAL REVENUE, GAINS AND OTHER SUPPORT		7,836,774		-		7,836,774		7,876,244
EXPENSES								
Program Services								
Regular Education	\$	5,368,958	\$	-	\$	5,368,958	\$	5,149,155
Special Education	·	2,399,552	·	_	ľ	2,399,552	·	2,460,589
Other Programs		-		_		-		
Total Program Services		7,768,510		-		7,768,510		7,609,744
Management and general		620,323		-		620,323		624,550
Fundraising		85,249		-		85,249		86,760
TOTAL OPERATING EXPENSES		8,474,082		-	_	8,474,082		8,321,054
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS		(637,308)		-		(637,308)		(444,810
SUPPORT AND OTHER REVENUE								
Contributions								
Foundations	\$	100,500	\$	-	\$	100,500	\$	24,791
Individuals		-		-		-		
Corporations		-		-		-		
Fundraising		-		-		-		
Interest income		911		-		911		62,692
Miscellaneous income		-		-		-		
Net assets released from restriction		-		-		-		
TOTAL SUPPORT AND OTHER REVENUE		101,411		-	_	101,411		87,483
CHANGE IN NET ASSETS		(535,897)		-		(535,897)		(357,327
NET ASSETS BEGINNING OF YEAR		2,158,463				2,158,463		2,515,790
PRIOR YEAR/PERIOD ADJUSTMENTS				-				2,313,790
NET ASSETS END OF YEAR	ć	1,622,566	Ċ		\$	1,622,566	\$	2,158,463

COMMUNITY PARTNERSHIP CHARTER SCHOOL Statement of Cash Flows as of June 30, 2021

		2020-21		2019-20
CASH FLOWS - OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$	(259,530)	\$	182,487
Revenues from School Districts		-		-
Accounts Receivable		9,394		(4,563)
Due from School Districts		-		-
Depreciation		99,290		104,726
Grants Receivable		(132,929)		(202,073)
Due from NYS		-		-
Grant revenues		-		-
Prepaid Expenses		(7,651)		(3,290)
Accounts Payable		(2,894)		(7,637)
Accrued Expenses		14,076		97,010
Accrued Liabilities		-		-
Contributions and fund-raising activities		-		-
Miscellaneous sources		-		-
Deferred Revenue		-		-
Interest payments		-		-
Unrealized Gain (loss)		55 <i>,</i> 757		(53,521)
Deferred Asset, Due to BwCF, Due to DOE, Bad debt expense	<u> </u>	(110,325)		(287,774)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$	(334,812)	\$	(174,635)
CASH FLOWS - INVESTING ACTIVITIES				
Purchase of equipment		(6,274)		(10,504)
Other	<u> </u>	1		900,000
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$	(6,273)	\$	889,496
CASH FLOWS - FINANCING ACTIVITIES				
Principal payments on long-term debt		-		-
Other		-		2,315,000
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$	-	\$	2,315,000
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$	(341,085)	\$	3,029,861
Cash at beginning of year		3,874,007		844,146
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$	3,532,922	\$	3,874,007

COMMUNITY PARTNERSHIP CHARTER SCHOOL Statement of Functional Expenses as of June 30, 2021

		2020-21							2019-20	
			Program	Services		Sup	porting Services			
	No of Dooitions	Regular	Regular			Management and				
	No. of Positions	Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$ \$	\$		\$	\$
Administrative Staff Personnel	10.00	302,700	75,931	-	378,631	-	267,892	267,892	646,523	579,759
Instructional Personnel	62.00	2,882,950	1,740,117	-	4,623,067	-	-	-	4,623,067	4,461,361
Non-Instructional Personnel	2.00	91,642	24,689	-	116,331	-	-	-	116,331	129,094
Total Salaries and Staff	74.00	3,277,292	1,840,737	-	5,118,029	-	267,892	267,892	5,385,921	5,170,214
Fringe Benefits & Payroll Taxes		966,858	259,372	-	1,226,230	-	29,355	29,355	1,255,585	1,309,226
Retirement		68,425	18,033	-	86,458	-	3,767	3,767	90,225	78,940
Management Company Fees		471,282	125,459	-	596,741	85,249	170,497	255,746	852,487	867,597
Legal Service		-	-	-	-	-	17,517	17,517	17,517	6,494
Accounting / Audit Services		-	-	-	-	-	28,500	28,500	28,500	27,562
Other Purchased / Professional / Const	ulting Services	94,864	30,356	-	125,220	-	9,955	9,955	135,175	208,138
Building and Land Rent / Lease / Facilit	ty Finance Interest	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	2,564
Insurance		49,045	13,905	-	62,950	-	10,084	10,084	73,034	62,459
Utilities		-	-	-	-	-	-	-	-	210
Supplies / Materials		119,448	28,941	-	148,389	-	75,223	75,223	223,612	168,975
Equipment / Furnishings		27,342	8,921	-	36,263	-	513	513	36,776	44,218
Staff Development		64,022	14,023	-	78,045	-	-	-	78,045	49,956
Marketing / Recruitment		57,214	15,404	-	72,618	-	-	-	72,618	57,257
Technology		69,227	18,984	-	88,211	-	-	-	88,211	98,996
Food Service		-	-	-	-	-	-	-	-	-
Student Services		86,895	20,787	-	107,682	-	-	-	107,682	126,203
Office Expense		10,371	2,279	-	12,650	-	6,990	6,990	19,640	24,976
Depreciation		6,673	2,351	-	9,024	-	-	-	9,024	10,381
OTHER		-	-	-	-	-	30	30	30	6,687
Total Expenses		\$ 5,368,958	\$ 2,399,552	\$ -	\$ 7,768,510	\$ 85,249 \$	620,323 \$	705,572	\$ 8,474,082	\$ 8,321,055



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Community Partnership Charter School

SCHOOL

Name: Community Partnership Charter School	
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CONTACT INFORMATION

Contact Name:	Brian Stemmer
Contact Title:	Director of Finance
Contact Email:	
Contact Phone:	

REPORT PERIOD

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

COMMUNITY PARTNERSHIP CHARTER SCHOOL 2021-22

						ENROLI	LMENT BY G	RADES					
GRADES	К	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	34	34	42	49	43	48	37	34	34				
TOTAL ENROLLMENT = 355	-								<u> </u>				,

TOTAL ENROLLMENT =	355													
							ENROLI	MENT BY D	ISTRICT					
		PRIOR YEAR			TOTAL D		L BUDGET ROLLMENT BY	QUARTER			тс		UARTERLY S/ENROLLMEN	NT
		ACTUAL	QUAI	RTER 1	QUAI	RTER 2	QUAI	RTER 3	QUAF	RTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL D	ISTRICTS ENROLLED:	0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS	S ENROLLED:	0	355	0	355	0	355	0	355	0	0	0	0	0
					ted on tabs 2, 3	and 4.	entire "REVISEI							
		PRIOR YEAR				ENROLLMEN'	T BY QUARTER	R			ACT	UAL ENROLLM	IENT BY QUAR	₹TER
		2020-21	QUAI	RTER 1	QUAI	RTER 2	QUAI	RTER 3		RTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised				1
		Actual	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Actual	Actual	Actual	Actual
PRIMARY/OTHER	DISTRICT NAME(S)	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
PRIMARY District	NYC CHANCELLOR'S OFFICE		355		355		355		355					
SECONDARY District	(Select from drop-down list) →													

		PRIOR YEAR
		2020-21
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment

			ANNUAL ENROLLMENT	BUDGET BY QUARTER			
QUAR	RTER 1	QUAR	TER 2	QUAR	TER 3	QUAR	TER 4
Original	Revised	Original	Revised	Original	Revised	Original	Revised
Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted
Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
,	-						

АСТ	UAL ENROLLM	IENT BY QUAR	RTER
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

COMMUNITY PARTNERSHIP CHARTER SCHOOL 2021-22

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE") *NOTE: Enter the number of FTE positions *NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. *NOTE: Each quarter, the actual FTE should be input. *NOTE: State the assumptions that are being If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4. made for personnel FTE levels. in the "blue" cells. ADMINISTRATIVE PERSONNEL FTE PRIOR YEAR ANNUAL BUDGETED FTE **ACTUAL QUARTERLY FTE Description of Assumptions** 2020-21 Q1 Q4 Q1 Q2 Q3 Q4 Q2 Q3 ACTUAL Original Original Revised Original Revised Original Revised Revised Actual Actual Actual Actual **Executive Management** Instructional Management 3.0 3.0 3.0 3.0 Deans, Directors & Coordinators 1.0 1.0 1.0 1.0 CFO / Director of Finance Operation / Business Manager 2.0 2.0 2.0 2.0 Administrative Staff 4.0 4.0 4.0 4.0 TOTAL ADMINISTRATIVE STAFF 0.0 0.0 10.0 10.0 0.0 10.0 0.0 10.0 0.0 0.0 0.0 0.0 0.0 INSTRUCTIONAL PERSONNEL FTE PRIOR YEAR ANNUAL BUDGETED FTE **ACTUAL QUARTERLY FTE Description of Assumptions** 2020-21 Q2 Q4 Q1 Q2 Q3 Q4 Q1 Q3 **ACTUAL** Original Revised Original Revised Original Revised Original Revised Actual **Actual** Actual Actual Teachers - Regular 26.0 26.0 26.0 26.0 Teachers - SPED 14.0 14.0 14.0 14.0 Substitute Teachers Teaching Assistants 5.0 5.0 5.0 5.0 Specialty Teachers 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 Aides Therapists & Counselors 2.0 2.0 2.0 2.0 1.0 1.0 1.0 Other 1.0 TOTAL INSTRUCTIONAL 0.0 60.0 0.0 60.0 0.0 60.0 0.0 60.0 0.0 0.0 0.0 0.0 0.0 NON-INSTRUCTIONAL PERSONNEL FTE PRIOR YEAR ANNUAL BUDGETED FTE **ACTUAL QUARTERLY FTE Description of Assumptions** 2020-21 Q1 Q2 Q3 Q4 **ACTUAL** Original Revised Original Revised Original Revised Original Revised Actual Actual Actual Actual Nurse Librarian Custodian Security Other

0.0

0.0

0.0

70.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

TOTAL NON-INSTRUCTIONAL

TOTAL PERSONNEL SERVICE FTE

0.0

0.0

0.0

70.0

0.0

0.0

0.0

70.0

0.0

0.0

0.0

70.0

						СОММ		TNERSHIP CH / Operating 2021-22		OOL				
Total Revenue		-	2,018,633	-	-	2,018,633	1.5	-	2,018,633		-	2,018,633		-
Total Expenses		-	2,076,089	=	-	2,076,090	1=	-	2,076,089	(=)	-	2,076,089	L	-
Net Income		-	(57,456)	-	*	(57,457)	:=	-	(57,456)	-		(57,456)		-
Actual Student Enrollment			355	•	=	355	55	t-	355	150		355	54	-
		Prior Year Actual	1st 0	uarter - 7/1 -	9/30	2nd Q	uarter - 10/1 -	- 12/31	3rd C	Quarter - 1/1 -	3/31	4th C	Quarter - 4/1 -	6/30
		2020-21			,,,,,			,	5.4.		-,		,	-,
		Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE REVENUES FROM STATE SOURCES	2021-22	Allocate Per Pupil Revenue by Quarter			A Thomas are not as a second	and the PS 1		100 PM 100 1			ELECTION	OMPLETELY BLA ted on tabs 2, 3		
Per Pupil Revenue		PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%	
NYC CHANCELLOR'S OFFICE	16,844		1,494,905	-	-	1,494,905	-	-	1,494,905	-	-	1,494,905	-	=
-	-		-	=	-	-		1.5	- [-		-	-	-
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-			-	14		-		-	-	-	-	-	-	-
-	-		-	1-	-	-		-	-	-	(=.	-	-	-
ALL OTHER School Districts: (Weighted Avg) TOTAL Per Pupil Revenue (Weighted Average Per	-		-				-	-		-	-	-	-	-
Pupil Funding)	16,844	-	1,494,905	1-	-	1,494,905	-	-	1,494,905	-	(= .	1,494,905	-	-
Special Education Revenue			214,344		-	214,344		-	214,344		-	214,344		-
Grants														
Stimulus					-		1				150			
DYCD (Department of Youth and Community Develo	opment)		67,500		-	67,500		12	67,500		-	67,500		-
Other					-			-			(= .)			-
NYC DoE Rental Assistance														
Other			89			89		-	89			89		-
TOTAL REVENUE FROM STATE SOURCES			1,776,838	-	_	1,776,838	-	~	1,776,838	-	-	1,776,838	-	_
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs			14,150			14,150		- 1	14,150		· ·	14,150		120
Title I			40,000			40,000			40,000		-	40,000		-
Title Funding - Other			6,000		-	6,000		-	6,000		-	6,000		-
School Food Service (Free Lunch)					-			1-						-
Grants Charter School Program (CSP) Planning & Implemen	tation				-			-			-			-
Other			162.005		-	162.005		-	162.005		-	162.005		-
Other			162,895			162,895		-	162,895			162,895		
TOTAL REVENUE FROM FEDERAL SOURCES		-1	223,045		-	223,045	-	i-	223,045	-	-	223,045	-	
LOCAL and OTHER REVENUE														
Contributions and Donations			12,500		-	12,500			12,500			12,500		-
Fundraising					-	22,300		12			-			-
Erate Reimbursement					-			-						-
Earnings on Investments														
Interest Income			6,250		-	6,250		-	6,250		-	6,250		-
Food Service (Income from meals)								1-						
Text Book					-			12			-			-
OTHER TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	-	-
TOTAL DEVENUE		<u> </u>	2.019.632			2 010 622			2 010 622			2 010 622	ı	
TOTAL REVENUE			2,018,633	<u> </u>		2,018,633			2,018,633		<u>.</u> 10-14	2,018,633		-

						COMM		TNERSHIP CH / Operating 2021-22		OOL				
Total Revenue		-	2,018,633	-	-	2,018,633	15	-	2,018,633		h=1	2,018,633	-	
Total Expenses			2,076,089	=	-	2,076,090	-		2,076,089	-	-	2,076,089	-	
Net Income		-	(57,456)	-	-	(57,457)	:=:	-	(57,456)	-	C#	(57,456)	-	
Actual Student Enrollment		-	355	=	= ,	355	65.	-	355	150	-	355	-	
													200	
		Prior Year Actual	1st O	uarter - 7/1 -	9/30	2nd Q	uarter - 10/1 -	- 12/31	3rd C	(uarter - 1/1 -	3/31	4th 0	Quarter - 4/1 -	6/30
		2020-21												
		Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES	Aug No of													
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions													
Executive Management	Positions				_									1
Instructional Management	3.00		107,100		-	107,100		-	107,100			107,100		
Deans, Directors & Coordinators	1.00		25,935		-	25,935		-	25,935			25,935		
CFO / Director of Finance			25,555		-	25,555			25,555		-	23,333		
Operation / Business Manager	2.00		42,375		-	42,375		-	42,375		120	42,375		
Administrative Staff	4.00		34,211		-	34,211		-	34,211		-	34,211		
TOTAL ADMINISTRATIVE STAFF	10.00	-	209,621	-	-	209,621	-	-	209,621	-	-	209,621	-	
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	26.00		531,295		-	531,296			531,296		-	531,296		
Teachers - SPED	14.00		287,874		-	287,875			287,875		(5)	287,875		
Substitute Teachers	-				-			-			-			
Teaching Assistants	5.00		66,297		-	66,298		-	66,298		(-	66,298		
Specialty Teachers	6.00		108,724		-	108,725		-	108,725		-	108,725		
Aides	6.00		45,163		-	45,163		-	45,163		-	45,163		
Therapists & Counselors Other	2.00		46,699 6,000		-	46,699		1	46,699 6,000		(=)	46,699 6,000		
TOTAL INSTRUCTIONAL	60.00	-	1,092,052	-	-	1,092,056	-	-	1,092,056	-		1,092,056	-	
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	<u> </u>				-			-			-			
Librarian Custodian	<u> </u>				-			-			-			
Security	-							-						
Other			-					-			-			
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	70.00	_	1,301,673		_	1,301,677	-	-	1,301,677			1,301,677	_	
	70.00		1,301,073			1,301,077			1,301,077			1,301,077		
PAYROLL TAXES AND BENEFITS									Total Control of the		-			
Payroll Taxes			104,134		-	104,134		1-	104,134		-	104,134		
Fringe / Employee Benefits			176,307		-	176,307			176,307		<u></u>	176,307		
Retirement / Pension			20,437			20,436		-	20,436		-	20,436		
TOTAL PAYROLL TAXES AND BENEFITS		-1	300,878			300,877	150)		300,877	-		300,877		
TOTAL PERSONNEL SERVICE COSTS	70.00	-	1,602,551	1-	-	1,602,554	-	-	1,602,554		(m.	1,602,554	-	
CONTRACTED SERVICES														
Accounting / Audit			8,125		-	8,125		1-	8,125		-	8,125		
Legal			2,500		-	2,500		-	2,500		120	2,500		
Management Company Fee			238,860		-	238,860		-	238,861		-	238,860		
Nurse Services					-									
Food Services			2.500		-	3.500		-	2.500		-	2.500		
Payroll Services Special Ed Services			2,500		-	2,500		- II-	2,500		-	2,500		
Titlement Services (i.e. Title I)								-			-			
			3,250		-	3,250		-	3,250			3,250		-
Other Purchased / Professional / Consulting						3,230		1.7	3,230		10	3,230		27

					сомм	UNITY PART	TNERSHIP CH	IARTER SCHO	OOL				
							/ Operating						
								riali					
							2021-22						
Total Revenue	-	2,018,633	-	-	2,018,633		i-	2,018,633	-	(=)	2,018,633	- 9	
Total Expenses	-	2,076,089	=	-	2,076,090			2,076,089	-	-	2,076,089	-	
Net Income		(57,456)	_		(57,457)	::-	-	(57,456)	-	(i -	(57,456)	-	
Actual Student Enrollment		355	-	-	355	6.76	1-	355	150	-	355	 6	ı.
	D. V. A. I. I	1	2/1	0/20	2-10	10/1	12/21	2-16	1/1	2/21	ALL C	2 4/1	c /20
	Prior Year Actual	1st C	Quarter - 7/1 -	9/30	Zna Q	uarter - 10/1 -	- 12/31	3ra C	Quarter - 1/1 -	3/31	4th C	Quarter - 4/1 -	6/30
	2020-21												
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
	Pupii	buuget	buuget	Variance	Buuget	buuget	variance	buuget	buuget	variance	Buuget	buuget	Variance
SCHOOL OPERATIONS													
Board Expenses		312		-	313		1-	312			313		-
Classroom / Teaching Supplies & Materials		73,848		-	73,847		12	73,847			73,847		-
Special Ed Supplies & Materials		1,250		-	1,250		-	1,250		-	1,250		-
Textbooks / Workbooks				-			1.5						-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		10,000		-	10,000		-	10,000			10,000		-
Telephone		1,875		-	1,875		-	1,875		-	1,875		
Technology		12,313		-	12,312		-	12,312		-	12,312		
Student Testing & Assessment		5,000		-	5,000		1. 	5,000			5,000		
Field Trips		12,084		-	12,083			12,083		-	12,083		-
Transportation (student)		21,250		-	21,250			21,250		-	21,250		,
Student Services - other		1,250		-	1,250		1.5	1,250			1,250		-
Office Expense		8,125			8,125		-	8,125		-	8,125		-
Staff Development		16,583	r E	-	16,583		-	16,583		-	16,583		-
Staff Recruitment		13,750		-	13,750		-	13,750			13,750		-
Student Recruitment / Marketing		6,250		-	6,250		-	6,250		-	6,250		
School Meals / Lunch		200		-	200		1. -	200		I-0,	200		
Travel (Staff)		300		-	300		-	300		-	300		
Fundraising		550		_	550		-	EEO		-	550		
Other							1.5	550		-			-
TOTAL SCHOOL OPERATIONS	-	184,740	1.5	-	184,738	(=)		184,737	-	:= ;	184,738	-	
FACILITY OPERATION & MAINTENANCE													
Insurance		18,125		-	18,125			18,125		159	18,125		
Janitorial		750		-	750		n=	750		(2)	750		-
Building and Land Rent / Lease / Facility Finance Interest				-			-			-			
Repairs & Maintenance		3,750		-	3,750		-	3,750		-	3,750		
Equipment / Furniture				-			-			(4)			
Security				-			1.5						
Utilities		-			27			2		12	- 2		
TOTAL FACILITY OPERATION & MAINTENANCE	-	22,625	-	-	22,625			22,625	-	120	22,625	-	
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY	<u>.</u>	10,938			10,938		226	10,937			10,937		
DEFERRED RENT		10,538		-	10,556		-	10,557		-	10,557		
TOTAL EXPENSES	<u> </u>	2,076,089	E	-	2,076,090		-	2,076,089	-	-	2,076,089	H	-
NET INCOME		(57,456)	-		(57,457)		122	(57,456)		121	(57,456)		

	Т				сомм	UNITY PART	NERSHIP CH	IARTER SCH	OOL				
						Budget	/ Operating	Plan					
							2021-22						
							5 C 10 C 20						
Total Revenue	-	2,018,633	-	-	2,018,633	-	-	2,018,633		(-)	2,018,633	:=0	-
Total Expenses	-	2,076,089	=	-	2,076,090	-		2,076,089	(=)	-	2,076,089	-	
Net Income	-	(57,456)	-		(57,457)	-	-	(57,456)	-	C#	(57,456)		
Actual Student Enrollment		355	=	= ,	355	-		355	-	-	355	-	
	Prior Year Actual	1st (Quarter - 7/1 -	9/30	2nd Q	uarter - 10/1 -	12/31	3rd (Quarter - 1/1 -	3/31	4th (Quarter - 4/1 -	6/30
	2020-21			5800			200			185C-1			
	Revenue Per	Original	Revised		Original	Revised		Original	Revised		Original	Revised	
	Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance
			<i>375</i>		V-10	1974/04/0		5-10-40	7,67		24 TVA		
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	1-		1	-1	(=)	1	-	
NYC CHANCELLOR'S OFFICE	-	355	-	8	355	12	-	355	-	-	355	-	
-	-	:-	-	-	-	(=	1-	-	-1	(=)	1=	-	
-	-		-	-	-		1.5	-	-	-	-	=	2
~	-	-	-	-	-	-	12	-	-	12	- 2	=	
•	-	-	-	-	-			-	-	-	-		
	-	-		-	-	-	1.5	-	=				
-	-	-	-	-	-	-	12	-	-	(=)	-		-
	_	-	_	_	-	-	-	-	-	(-	-		
_				-	-		-	-	-	-	-	=	
-		-	-		-		1-	-		-	-	_	
	-				-		1.7	-	-			-	
_					-	_	-		-				
2	_	-	_	_	-	-	-	_	-	_	-	_	
	-	-	-		-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	1	1-	-1	8,54	1-1	_	-	
TOTAL ENROLLMENT	_	355	-		355	. :-		355	-		355		0
	<u> </u>		L 	l 				l 					
REVENUE PER PUPIL		5,686			5,686		-	5,686			5,686		
EXPENSES PER PUPIL		5,848		-	5,848		-	5,848			5,848	-	2

				COM	MUNITY PAR	KINERSHIP CHA	ARTER SCHOOL
			Budget	/ Operatin	g Plan		
			11 -1 2	70		2021-22	
otal Revenue		8,074,532	8,074,532		8,074,532	8,074,532	
		12362 86		-	100 100	26.7	
Total Expenses		8,304,357	8,304,357	-	(8,304,357)		
Net Income		(229,825)	(229,825)	-	(229,825)	(229,825)	
Actual Student Enrollment					I .		
			Total Year		VADI	ANCE	
			Total Teal			i	
					Original	Revised	DESCRIPTION OF ACCUMENTIONS
		Original Budget	Revised Budget	Variance	Budget vs. PY Budget	Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
						- Lunger	
REVENUE							
REVENUES FROM STATE SOURCES	2021-22						
Per Pupil Revenue	Per Pupil Rate		70				
NYC CHANCELLOR'S OFFICE	16,844	5,979,620	5,979,620	-	5,979,620	5,979,620	
			-		-	-	
-	12	==	-	-	-	1-2	
	-	-	-	-	-	-	
			-		-	-	
-	-	-	-		-	-	
-		-	-	-	-	-	
H	H	-	H .	-	-	-	
-	1.2	-	-	-	-	-	
-		-	-		-		
-		-	-	-	-		
-	-	-	-	-	-	-	
		-	=		-		
-	-	-	-	-	-		
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-		
TOTAL Per Pupil Revenue (Weighted Average Per	-	-		-	-		
Pupil Funding)	16,844	5,979,620	5,979,620	-	5,979,620	5,979,620	
Special Education Revenue		857,376	857,376	-	857,376	857,376	
Grants		037,370	037,370		037,370	337,370	
Stimulus			_ [-	_		
DYCD (Department of Youth and Community Deve	elopment)	270,000	270,000		270,000	270,000	
Other				-		-	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		356	356	-	356	356	
TOTAL REVENUE FROM STATE SOURCES		7,107,352	7,107,352	-	7,107,352	7,107,352	
REVENUE FROM FEDERAL FUNDING			200				
IDEA Special Needs		56,600	56,600	=	56,600	56,600	
Title I		160,000	160,000	-	160,000	160,000	
Title Funding - Other		24,000	24,000	-	24,000	24,000	
School Food Service (Free Lunch)			-	-	-	-	
Grants	1.10		1				
Charter School Program (CSP) Planning & Impleme	entation	-	-	=	-	-	
Other		-	-	-	-	-	
Other		651,580	651,580	-	651,580	651,580	
TOTAL REVENUE FROM FEDERAL SOURCES		892,180	892,180	-	892,180	892,180	
LOCAL and OTHER REVENUE							
LOCAL and OTHER REVENUE	ì	E0 000	E0 000		E0.000	E0.000	
Contributions and Donations		50,000	50,000	<u></u>	50,000	50,000	
Fundraising Erate Reimbursement		-	-				
		-	-		-		
Earnings on Investments Interest Income		35,000	25.000	-	25,000	25,000	
Food Service (Income from meals)		25,000	25,000	-	25,000	25,000	
Text Book					-		
OTHER		-	-				
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		75,000	75,000		75,000	75,000	
NETERIOR EDGNE UNIT OTTEN SOUNCES		, 3,000	, 3,000		73,000	73,000	
TOTAL REVENUE		8,074,532	8,074,532	-	8,074,532	8,074,532	

				COM	MUNITY PAR	RTNERSHIP C	HARTER SCHOOL
			Budget	/ Operatin	g Plan		
						2021-22	
otal Revenue		8,074,532	8,074,532		8,074,532	8,074,532	
otal Expenses		8,304,357	8,304,357	-	(8,304,357)	26.7	
let Income		(229,825)	(229,825)		(229,825)		
ctual Student Enrollment		(1,,		(====)	(===,===)	
			Total Year			ANCE	
					Original	Revised	
		Original	Revised			Budget vs. PY	DESCRIPTION OF ASSUMPTIONS
		Budget	Budget	Variance	Budget	Budget	
XPENSES	2						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of						
	Positions	ļ	1				
Executive Management	3.00	429 400	420 400	-	(420,400)	//20 //00	
Instructional Management Deans, Directors & Coordinators	1.00	428,400 103,740	428,400 103,740	-	(428,400)	(428,400)	
CFO / Directors & Coordinators	1.00	103,740	105,740		(103,740)	(103,740)	
Operation / Business Manager	2.00	169,500	169,500	-	(169,500)	(169,500)	
Administrative Staff	4.00	136,844	136,844		(136,844)	(136,844)	
TOTAL ADMINISTRATIVE STAFF	10.00	838,484	838,484	-	(838,484)	and the same of th	
TO THE ADMINISTRATIVE STAFF	10.00	030,404	030,404		(030,404)	(030,404)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	26.00	2,125,183	2,125,183	-	(2,125,183)	(2,125,183)	
Teachers - SPED	14.00	1,151,499	1,151,499	-	(1,151,499)		
Substitute Teachers	F=		-	-	-	-	
Teaching Assistants	5.00	265,191	265,191		(265,191)	(265,191)	
Specialty Teachers	6.00	434,899	434,899	-	(434,899)	(434,899)	
Aides	6.00	180,652	180,652	-	(180,652)	(180,652)	
Therapists & Counselors	2.00	186,796	186,796	-	(186,796)	(186,796)	
Other	1.00	24,000	24,000	-	(24,000)	(24,000)	
TOTAL INSTRUCTIONAL	60.00	4,368,220	4,368,220	-	(4,368,220)	(4,368,220)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	12		-	-		-	
Librarian		-	- 1	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1-	-			120	-	
Other			-	-		1-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	70.00	5,206,704	5,206,704	<u> </u>	(5,206,704)	(5,206,704)	
	70.00	5,200,704	3,200,704		(5,200,704)	(3,200,704)	
PAYROLL TAXES AND BENEFITS		Bridge count Act of Sections	Augustin materials		l. Maria Carana		
Payroll Taxes		416,536	416,536		(416,536)	(416,536)	
Fringe / Employee Benefits		705,228	705,228		(705,228)	(705,228)	
Retirement / Pension		81,745 1,203,509	81,745	-	(81,745)	(81,745)	
TOTAL PAYROLL TAXES AND BENEFITS		1,203,309	1,203,509	-	(1,203,509)	(1,203,509)	
TOTAL PERSONNEL SERVICE COSTS	70.00	6,410,213	6,410,213	-	(6,410,213)	(6,410,213)	
CONTRACTED SERVICES							
Accounting / Audit		32,500	32,500	-	(32,500)	(32,500)	
Legal		10,000	10,000	-	(10,000)	(10,000)	
Management Company Fee		955,441	955,441	-	(955,441)	(955,441)	
Nurse Services			-	-		-	
Food Service / School Lunch			-	=	120	1-	
Payroll Services		10,000	10,000		(10,000)	(10,000)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		45.55.5	-	-	140.500	740.000	
Other Purchased / Professional / Consulting		13,000	13,000		(13,000)	(13,000)	
TOTAL CONTRACTED SERVICES		1,020,941	1,020,941	-	(1,020,941)	(1,020,941)	

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 8,074,532 8,074,532 8,074,532 Total Revenue 8,074,532 Total Expenses 8,304,357 8,304,357 (8,304,357) (8,304,357) Net Income (229,825)(229,825) (229,825)(229,825)**Actual Student Enrollment Total Year** VARIANCE Original Revised Original Revised Budget vs. PY Budget vs. PY **Budget** Budget Variance Budget Budget SCHOOL OPERATIONS 1,250 1,250 (1,250)(1,250)**Board Expenses** 295,389 295,389 (295,389)(295,389)Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials 5,000 5,000 (5,000)(5,000)Textbooks / Workbooks Supplies & Materials other Equipment / Furniture 40,000 40,000 (40,000)(40,000)Telephone 7,500 7,500 (7,500)(7,500)49,249 49,249 Technology (49, 249)(49, 249)Student Testing & Assessment 20,000 20,000 (20,000)(20,000)48,333 48,333 (48,333)(48,333)Field Trips 85,000 85,000 (85,000)(85,000)Transportation (student) Student Services - other 5,000 5,000 (5,000)(5,000)Office Expense 32,500 32,500 (32,500)(32,500)Staff Development 66,332 66,332 (66,332)(66,332)Staff Recruitment 55,000 55,000 (55,000)(55,000)25,000 25,000 Student Recruitment / Marketing (25,000)(25,000)School Meals / Lunch Travel (Staff) 1,200 1,200 (1,200)(1,200)**Fundraising** 2,200 2,200 (2,200)(2,200)Other 738,953 738,953 (738,953)(738,953)TOTAL SCHOOL OPERATIONS **FACILITY OPERATION & MAINTENANCE** 72,500 72,500 (72,500)(72,500)Insurance 3,000 3,000 (3,000)(3,000)**Janitorial** Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance 15,000 15,000 (15,000)(15,000)**Equipment / Furniture** Security Utilities TOTAL FACILITY OPERATION & MAINTENANCE 90,500 (90,500)90,500 (90,500)**DEPRECIATION & AMORTIZATION** COVID-19 / CONTINGENCY 43,750 43,750 (43,750)(43,750)**DEFERRED RENT** TOTAL EXPENSES 8,304,357 8,304,357 (8,304,357) (8,304,357)

(229,825)

NET INCOME

DESCRIPTION OF ASSUMPTIONS

(229,825)

(229,825)

(229,825)

			COM	MUNITY PAR	RTNERSHIP C	CHARTER SCHOOL
	- 1	Budget	/ Operatin	g Plan	1	
	- 1		-	90000	2021-22	
Total Revenue	8,074,532	8,074,532		8,074,532	8,074,532	
Total Expenses	8,304,357	8,304,357	-	(8,304,357)	(8,304,357)	
Net Income	(229,825)	(229,825)	-	(229,825)	(229,825)	
Actual Student Enrollment				1 1		
		Total Year		VADI	ANCE	
	1	TOTAL LEGI		1	i	
	Original	Revised		Original Budget vs. PY	Revised	DESCRIPTION OF ASSUMPTIONS
	Budget	Budget	Variance	Budget vs. P1	Budget vs. P1	DESCRIPTIONS
	Suuget	Dauget	- Carrance	Duaget	Dauget	
ENDOLLMENT *C-L Districts Ass. 12-L T Al F *						
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
¥						
•						
e.						
8						
-						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

	Т				сомм	UNITY PART	NERSHIP CH	ARTER SCH	OOL					
	Budget / Operating Plan													1
	2021-22													1
														1
Total Revenue	-	2,018,633	-	- 1	2,018,633	i.e.	-	2,018,633		-	2,018,633		-	8,074,532
Total Expenses		2,076,089	-	-	2,076,090	-	-	2,076,089		-	2,076,089	-	-	8,304,357
Net Income	_	(57,456)	-	-	(57,457)	-	-	(57.456)		-	(57,456)	-	-	(229,825)
Actual Student Enrollment	-	355	-	-	355		-	355	-	-	355	-	-	
				- /								Quarter - 4/1 -	-1	ļ
	Prior Year Actual	1st C	Quarter - 7/1 -	9/30	2nd Q	uarter - 10/1 -	12/31	3rd (Quarter - 1/1 -	3/31	4th C	1		
	2020-21													
	Revenue Per	Original	Revised		Original	Revised		Original	Revised		Original	Revised		Original
	Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	-		-	-	-	7. 4 0	1-	-	-	-	-	18 00	-	
Other		:-	-	-	-	250			-		-	=	-	
Total Operating Activities		- 1	-	-	-]	1-	-	- 1	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below }			i con				-			-			2324	-
Example - Subtract Property and Equipment Expenditures Other	-	-		-	-	15			-	-	-		-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	2-	_
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit		:-	-	- 1		3 ×		(-)	-	-	-	= (-	-
Other	5.70	-	-	-		0.5	-	-	-		-	-	-	_
Total Financing Activities	-	7-2	-	-	re-	12	-	-	-	-	-	120	-	-
										-				
Total Cash Flow Adjustments		-	-	(-		9.5		-	(-	-		-	15	
NET WOODE		(57.456)			/F7 4F7\			/57 A56)			(57.456)			(222 225)
NET INCOME	-	(57,456)	-	-	(57,457)	E=	-	(57,456)	-	-	(57,456)	ie.	1.5	(229,825)
Beginning Cash Balance				_	(57,456)	2000	-	/11/ 012\	,	,,,,,,	(172,369)			-
Deginning Cash Dalance	-	-	-	-	(37,430)	-	-	(114,913)	-	-	(172,369)	-		-
ENDING CASH BALANCE	-	(57,456)	_	-	(114,913)	5 <u>2</u>	=	(172,369)	-	72	(229,825)	20		(229,825)

		COM	MUNITY PAR	TNERSHIP C	HARTER SCHOOL
	Budget	/ Operatin	g Plan		
				2021-22	
otal Revenue	8,074,532		8,074,532	8,074,532	
otal Expenses	8,304,357	-	(8,304,357)	(8,304,357)	
let Income	(229,825)	-	(229,825)	(229,825)	
Actual Student Enrollment			l .		
	Total Year		VARIA	MICE	
	Total fear		l i		
	Revised		Original	Revised	DESCRIPTION OF ASSUMPTIONS
	Budget	Variance	Budget vs. PY Budget	Budget vs. P1	DESCRIPTION OF ASSOCIATIONS
ASH FLOW ADJUSTMENTS	Duuget	variance	Buuget	buuget	
OPERATING ACTIVITIES {enter descriptions below }					
Example - Add Back Depreciation	-1	-	1-	1-	
Other	-	50	1.5	-	
Total Operating Activities	-	-	7-	-	
INVESTMENT ACTIVITIES {enter descriptions below }					
Example - Subtract Property and Equipment Expenditures	-	-		IE.	
Other	-	-	-	1-	
Total Investment Activities	-		1	-	
FINANCING ACTIVITIES {enter descriptions below }					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other Total Financing Activities	-	5.0			
Total Financing Activities					
otal Cash Flow Adjustments	-			-	
IET INCOME	(229,825)	-	(229,825)	(229,825)	
Beginning Cash Balance		-0	-	-	
NDING CASH BALANCE	(229,825)	120	(229,825)	(229,825)	

COMMUNITY PARTNERSHIP CHARTER SCHOOL

BALANCE SHEET 2021-22

Please enter balance sheet data for the Ed Corp
Community Partnership Charter School
only on this template

•	eising Charter School					
	nis template. Should include data for	Prior Year	Q1	Q2	Q3	Q4
	perated by the Ed Corp.	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
	<u>ASSETS</u>					
CURRENT ASSETS						
Cash and cash equivalents		-	-	-	-	-
Grants and contracts receivable		-	-	-	-	-
Accounts receivables		-	-	-	-	-
Prepaid Expenses		-	-	-	-	-
Contributions and other receivables		-	-		-	-
	TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMEN	T net	_	_	_	_	_
PROFERTI, BOILDING AND EQUIPMEN	1, net		_	<u>-</u>	-	
OTHER ASSETS		-	-	-	-	-
	TOTAL ASSETS			-	-	-
LIABILITI	ES AND NET ASSETS					
CURRENT LIABILITIES						
Accounts payable and accrued expe	nses	-	-	-	-	-
Accrued payroll and benefits		-	-	-	-	-
Deferred Revenue		-	-	-	-	-
Current maturities of long-term deb		-	-	-	-	-
Short Term Debt - Bonds, Notes Pay	able	-	-	-	-	-
Other	TOTAL CUIDDENT LIABILITIES			-		
	TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG TERM DERT and MOTES DAVABLE	C a.k	_	_	_	_	
LONG-TERM DEBT and NOTES PAYABLE	e, net current maturities					
	TOTAL LIABILITIES	_	_	_	_	_
NET ASSETS						
Unrestricted		_	_	_	_	_
Temporarily restricted		_	_	_	_	_
remporarily restricted	TOTAL NET ASSETS	-	-		-	
	TOTAL LIABILITIES AND NET ASSETS	-	_	_	_	_

		COMMUNITY PARTNERSHIP CHARTER SCHOOL Budget / Operating Plan											
							2021	1-2-4					
otal Revenue otal Expenses let Income Actual Student Enrollment		-	2,018,633 2,076,089 (57,456) 355	-	-	- 2,018,633 - - 2,076,090 - - (57,457) -			- 2,018,633 - - 2,076,089 - - (57,456) -			- 2,018,633 - 2,076,089 - (57,456) - 355	
			Quarter - 7/1 - 9	9/30	2nd C	Quarter - 10/1 -	12/31	3rd	Quarter - 1/1 - 3	3/31	4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and \ Section is Based on LAST ACTUAL Quarter Complete		Current				Current			Current			Current	
		Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
REVENUE REVENUES FROM STATE SOURCES	2021-22 Per Pupil Rate												
Per Pupil Revenue NYC CHANCELLOR'S OFFICE	16,844		1,494,905			1,494,905	-		1,494,905			1,494,905	
-	10,844		1,434,303			1,434,303	-		1,434,303	_		1,434,303	
-	-		-	-		-	-		-	-		-	
-	-		-	-		-	-		-	-		-	
	-		-	-		-	-		-	-		-	
- 1	-		-	-		-	-		-			-	
=	-		-	19		-	-		-	-		=	
=	-		-	-		-	-		-	-		-	
<u>-</u>	-		-	-		-	-		-	-		-	
	-		-	12		-			-	12		-	
-	-		-	1-		-	1-		-	-		-	
E			-			-	-		-			-	
=	-		-	-		-	-		-	-		-	
-	-		-	-		-	-		-	-		-	
E	-		-	15		=	-		-	-		=	
ALL OTHER School Districts: (Count = 0)	10.011			-			-		-	-		-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844		1,494,905		-	1,494,905	-	-	1,494,905		-	1,494,905	
Special Education Revenue Grants			214,344	-		214,344	-		214,344			214,344	
Stimulus				_		2	-			_			
DYCD (Department of Youth and Community Development)			67,500	-		67,500	-		67,500	-		67,500	
Other				-			-			-			
NYC DoE Rental Assistance			-	-		-	-		-	-		-	
Other			89	-		89	-		89	-		89	
TOTAL REVENUE FROM STATE SOURCES		-	1,776,838		-	1,776,838	-	-	1,776,838	-	-	1,776,838	1
DEVENUE FROM FEDERAL FUNDING							•						×
REVENUE FROM FEDERAL FUNDING IDEA Special Needs			14,150	-		14,150	-		14,150			14,150	
Title I			40,000	-		40,000	-		40,000			40,000	
Title Funding - Other			6,000	-		6,000	-		6,000	-		6,000	
School Food Service (Free Lunch)			-			-	-			-		-	
Grants													
Charter School Program (CSP) Planning & Implementation			-	-		-	=		-	12		=	
Other			-	-		-	-			-		-	
Other			162,895	-		162,895	-		162,895			162,895	
TOTAL REVENUE FROM FEDERAL SOURCES		-	223,045	-	-	223,045	-	-	223,045			223,045	8
LOCAL and OTHER REVENUE													
Contributions and Donations			12,500	-		12,500	-		12,500	-		12,500	
Fundraising				1-		-	-		,	-		,	
Erate Reimbursement			-	1-		-	-		-	1-		-	
Earnings on Investments				-			-						
Interest Income			6,250	12		6,250	=		6,250	TO TO		6,250	
Food Service (Income from meals)			-	:=		-	-			-		-	
Text Book			-			-			-	-		-	
OTHER				f=1			S=2		-	5=1		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	
							-				7		
OTAL REVENUE			2,018,633			2,018,633	-	-	2,018,633		-	2,018,633	

							TY PARTNER Budget / Op						
							202	1-5-4					
Total Revenue		1 -	2,018,633	1	-	2,018,633	202.		2,018,633		_	2,018,633	
Total Expenses				157.				2007		1.5	****		
Net Income			2,076,089		-	2,076,090	-		2,076,089	-		2,076,089	
Actual Student Enrollment		-	(57,456) 355	.=		(57,457) 355	1 - 0	-	(57,456) 355	(=)		(57,456) 355	
Actual Staucht Emonment			333	- 1		333	-		333			333	
		1st	Quarter - 7/1 - 9	9/30	2nd Q	uarter - 10/1 -	12/31	3rd	Quarter - 1/1 - :	3/31	4th Qu	arter - 4/1 - (6/30
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and	A SECURE AND ADMINISTRATION OF THE PROPERTY OF												
Section is Based on LAST ACTUAL Quarter Complet	ed		C			C						C1	
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES	Quarter 0												
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	72											
Executive Management	-		-	-		-	-		-	-		-	
Instructional Management			107,100	1=1		107,100	1=1		107,100	1=1		107,100	9
Deans, Directors & Coordinators	-		25,935			25,935	-		25,935			25,935	8
CFO / Director of Finance	-		-			120000	~		-	12			10
Operation / Business Manager	-		42,375	-		42,375	-		42,375	-		42,375	
Administrative Staff			34,211			34,211			34,211	1.5	_	34,211	
TOTAL ADMINISTRATIVE STAFF	-	-	209,621	. .	-	209,621	-	-	209,621	-	-	209,621	2:
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-		531,295			531,296	1-		531,296	1-		531,296	8
Teachers - SPED			287,874	-		287,875	-		287,875	-		287,875	9
Substitute Teachers	-		-	1-		-	1-		-	1-		-	9-
Teaching Assistants	-		66,297	1.5		66,298	-		66,298	-		66,298	1.0
Specialty Teachers	-		108,724	-		108,725	-		108,725	-		108,725	10
Aides	-		45,163	-		45,163	-		45,163			45,163	
Therapists & Counselors Other			46,699 6,000	(Z)		46,699 6,000	-		46,699 6,000	-		46,699 6,000	
TOTAL INSTRUCTIONAL	-	_	1,092,052			1,092,056		_	1,092,056			1,092,056	-
			1,032,032			1,032,030			1,032,030			1,032,030	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-		-	-		-	-		-	-		-	0
Librarian	-	1	-	-	7	-	-		-	-	7	-	9
Custodian	-		-			-			-				2
Security Other	-		-	-		-	-		-				
TOTAL NON-INSTRUCTIONAL	-	_	-		-			-	-				-
SUBTOTAL PERSONNEL SERVICE COSTS			1,301,673			1,301,677			1,301,677		-	1,301,677	
			1,301,073			1,301,077	N. A.		1,301,077		-	1,301,077	
PAYROLL TAXES AND BENEFITS			104,134			104,134			104,134			104,134	
Payroll Taxes Fringe / Employee Benefits			176,307	120		176,307	-		176,307			176,307	
Retirement / Pension			20,437			20,436	-		20,436	-		20,436	
TOTAL PAYROLL TAXES AND BENEFITS		-	300,878	-	-	300,877	-	-	300,877		-	300,877	
TOTAL PERSONNEL SERVICE COSTS			1,602,551	16.		1,602,554	-	-	1,602,554	-		1,602,554	
CONTRACTED SERVICES											-		
Accounting / Audit			8,125	-		8,125	-		8,125	-		8,125	6
Legal			2,500	l=		2,500	1=1		2,500	-		2,500	9
Management Company Fee			238,860			238,860			238,861			238,860	
Nurse Services			-	-		=	-		-	7-		=	
Food Service / School Lunch			-	1-1		-	1-		-	1-		-	
Payroll Services			2,500			2,500	-		2,500	15		2,500	U
Special Ed Services			-	-		-	-		-	-		-	S
Titlement Services (i.e. Title I)			-	-		-	-		-			-	
Other Purchased / Professional / Consulting			3,250	-		3,250	-		3,250	-	_	3,250	
TOTAL CONTRACTED SERVICES		-	255,235		-	255,235	-	-	255,236	-	-	255,235	

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 **Total Revenue** 2,018,633 2,018,633 2,018,633 2,018,633 **Total Expenses** 2,076,089 2,076,090 2,076,089 2,076,089 Net Income (57,456)(57,457)(57,456)(57,456)**Actual Student Enrollment** 355 355 355 355 3rd Quarter - 1/1 - 3/31 1st Quarter - 7/1 - 9/30 2nd Quarter - 10/1 - 12/31 4th Quarter - 4/1 - 6/30 *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Current Current Current Current Actual Budget Variance Actual Budget Variance Actual Budget Variance Actual Budget Variance **SCHOOL OPERATIONS Board Expenses** 312 313 312 313 73,847 Classroom / Teaching Supplies & Materials 73,848 73,847 73,847 Special Ed Supplies & Materials 1,250 1,250 1,250 1,250 Textbooks / Workbooks Supplies & Materials other Equipment / Furniture 10,000 10,000 10,000 10,000 1,875 Telephone 1,875 1,875 1,875 Technology 12,313 12,312 12,312 12,312 5,000 **Student Testing & Assessment** 5,000 5,000 5,000 Field Trips 12,084 12,083 12,083 12,083 21,250 21,250 Transportation (student) 21,250 21,250 Student Services - other 1,250 1,250 1,250 1,250 Office Expense 8,125 8,125 8,125 8,125 Staff Development 16,583 16,583 16,583 16,583 13,750 13,750 13,750 13,750 Staff Recruitment Student Recruitment / Marketing 6,250 6,250 6,250 6,250 School Meals / Lunch Travel (Staff) 300 300 300 300 **Fundraising** 550 550 550 550 Other 184,740 184,738 184,737 184,738 **TOTAL SCHOOL OPERATIONS FACILITY OPERATION & MAINTENANCE** 18,125 18,125 18,125 18,125 Insurance Janitorial 750 750 750 750 Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance 3,750 3,750 3,750 3,750 Equipment / Furniture Security **Utilities** 22,625 22,625 22,625 22,625 TOTAL FACILITY OPERATION & MAINTENANCE **DEPRECIATION & AMORTIZATION** 10,938 10,938 10,937 COVID-19 / CONTINGENCY 10,937 **DEFERRED RENT** 2,076,089 2,076,090 2,076,089 2,076,089 TOTAL EXPENSES

(57,457)

(57,456)

NET INCOME

(57,456)

(57,456)

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 **Total Revenue** 2,018,633 2,018,633 2,018,633 2,018,633 2,076,089 2,076,089 2,076,089 Total Expenses 2,076,090 Net Income (57,456)(57,457)(57,456)(57,456)Actual Student Enrollment 355 355 355 355 1st Quarter - 7/1 - 9/30 4th Quarter - 4/1 - 6/30 2nd Quarter - 10/1 - 12/31 3rd Quarter - 1/1 - 3/31 *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Current Current Current Current Actual Budget Variance Actual Budget Variance Actual **Budget** Variance Actual **Budget** Variance ENROLLMENT - *School Districts Are Linked To Above Entries* NYC CHANCELLOR'S OFFICE 355 355 355 355 ALL OTHER School Districts: (Count = 0) 355 TOTAL ENROLLMENT 355 355 355 5,686 5,686 5,686 5,686 REVENUE PER PUPIL 5,848 5,848 5,848 5,848 **EXPENSES PER PUPIL**

		COMMUNITY PARTNERSHIP CHARTER SCHOOL Budget / Operating Plan												
							2021-22	1 - 1 - 1						
otal Revenue		-		_	8,074,532	(8,074,532)	-	-	8,074,532	(8,074,532)	- 1			
otal Expenses			× 1	953	8,304,357	8,304,357			8,304,357	8,304,357				
let Income		_	^	-	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	100.0	-	-	100 E200					
ctual Student Enrollment				, -	(229,825)	229,825	-	-	(229,825)	229,825				
ictual Student Enrollment			- [- 1	_			-			
	1					ΤΟΤΔΙ	S AND VARIAN	CF ΔΝΔΙ V SIS						
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and V	/ariance Analysis'		Current	Actual		Actual	Original	Actual		Actual				
Section is Based on LAST ACTUAL Quarter Completed		l	Budget	vs.		vs.	Budget	vs.		vs.	PY Actual (PY TY /	Actual C		
Section is based on EAST ACTUAL Quarter completed	"	l	(Current	Current	Current	Current	(Current	Original	Original	Original	No. of COMPLETED	vs.		
		Actual	Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY		Actual CY Quarters)	Actual PY		
EVENUE REVENUES FROM STATE SOURCES Per Pupil Revenue	2021-22 Per Pupil Rate													
•		—			E 070 620	/E 070 620\			E 070 620	(F 070 C20)				
NYC CHANCELLOR'S OFFICE	16,844	<u> </u>	-	-	5,979,620	(5,979,620)	-	_	5,979,620	(5,979,620)	-			
-	-	<u> </u>	-	-	-	-	-	-	-	9-	-			
-	-	_	-	-	-	-	-	-	-	-	-			
<u>.</u>	-	-	-	:	_	-	-	-	-	15				
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-	-	-	-	·	-	-	-	-	-	-	-			
	-	-	-		-	-	-	-	-	E-				
	-	-	-	_	-	-	-	_	-		12			
-	-		-	-	-	-	-	-	-		-			
■	-		-	15.	-	-	-	-	-	15.	1.5			
-	-	-	-	S=	-	-	5 <u>-</u>	-	-	9=	12			
-	-	-	-	1-	-	-	-	-	-	!= .	-			
+:	-		=	-	-		-	-	=	=	-			
ALL OTHER School Districts: (Count = 0)		-	-	-	-	-	1=	-	-	9=	-			
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844		-	-	5,979,620		2.		5,979,620	(5,979,620)	1.7			
Special Education Revenue		-	-	9-2	857,376	(857,376)	9-	-	857,376	(857,376)	12			
Grants														
Stimulus			=	(E)	-	=	-		=		-			
DYCD (Department of Youth and Community Development)		-	-	-	270,000	(270,000)	-	-	270,000	(270,000)	-			
Other		-	-	35	-	-	2.5	-	-	2-	N.T.			
NYC DoE Rental Assistance		20	-	12	-	-	=	-	-	n=r	12			
Other				3 -	356	(356)	>-	-	356	(356)	(=			
TOTAL REVENUE FROM STATE SOURCES	,	-	-	3=	7,107,352	(7,107,352)	-	-	7,107,352	(7,107,352)	1-			
REVENUE FROM FEDERAL FUNDING			200				-		200		91			
IDEA Special Needs			-	=	56,600	(56,600)	3 -	-	56,600	(56,600)	F=			
Title I		-	-		160,000	(160,000)	-	-	160,000	(160,000)	-			
Title Funding - Other		-	-	-	24,000	(24,000)	-	-	24,000	(24,000)	-			
School Food Service (Free Lunch)		-	-	(-	-	-	1=	-	-	; =	14			
Grants														
Charter School Program (CSP) Planning & Implementation		-	=	-	-	-	-	_	-	-	12			
Other		-	-	-	-	-	-	-	-					
Other		-	-		651,580	(651,580)	-	-	651,580	(651,580)	1.5			
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	892,180	(892,180)	-	-	892,180	(892,180)	-			
LOCAL and OTHER REVENUE														
Contributions and Donations	1				E0.000	(EQ 000)	1		E0.000	(EQ 000)				
			-	1.E.	50,000	(50,000)	-	-	50,000	(50,000)	-			
Fundraising Erate Reimbursement				1.5	-		-	-			-			
		<u> </u>	-	·-	-	-	-		-	S-	-			
Earnings on Investments		-		· ·	35.000	/25 000	-	-	35,000	(25,000)	1.7			
Interest Income			-	_	25,000	(25,000)	-		25,000	(25,000)	-			
Food Service (Income from meals)		<u> </u>	-	-	-	-	-	-	-	;; -	-			
Text Book			-		-	-	-	-	-	0.5-	1.5			
OTHER			-	-			9-	-	-	5 - S	1-			
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-		-	75,000	(75,000)	-	-	75,000	(75,000)				
TOTAL REVENUE FROM LOCAL and OTHER SOURCES										70 3 70	925			

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 **Total Revenue** 8,074,532 (8,074,532)8,074,532 (8,074,532)Total Expenses 8,304,357 8,304,357 8,304,357 8,304,357 Net Income (229,825)229,825 (229,825) 229,825 Actual Student Enrollment TOTALS AND VARIANCE ANALYSIS Current Actual Actual Original Actual Actual *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' **Budget Budget** PY Actual (PY TY / **Actual CY** VS. VS. VS. VS. Section is Based on LAST ACTUAL Quarter Completed (Current Current Current Current (Current Original Original Original No. of COMPLETED VS. Actual Budget Budget - TY Budget TY Budget Budget - TY Budget TY Actual CY Quarters) Actual PY Quarter) Quarter) **EXPENSES** Quarter 0 No. of Positions ADMINISTRATIVE STAFF PERSONNEL COSTS **Executive Management** 428,400 428,400 428,400 428,400 Instructional Management Deans, Directors & Coordinators 103,740 103,740 103,740 103,740 CFO / Director of Finance 169,500 169,500 169,500 169,500 Operation / Business Manager Administrative Staff 136,844 136,844 136,844 136,844 838,484 838,484 838,484 838,484 TOTAL ADMINISTRATIVE STAFF INSTRUCTIONAL PERSONNEL COSTS Teachers - Regular 2,125,183 2,125,183 2,125,183 2,125,183 Teachers - SPED 1,151,499 1,151,499 1,151,499 1,151,499 **Substitute Teachers** 265,191 265,191 265,191 265,191 Teaching Assistants 434,899 **Specialty Teachers** 434,899 434,899 434,899 180,652 180,652 180,652 180,652 Aides Therapists & Counselors 186,796 186,796 186,796 186,796 24,000 24,000 24,000 24,000 Other 4,368,220 4,368,220 4,368,220 4,368,220 TOTAL INSTRUCTIONAL NON-INSTRUCTIONAL PERSONNEL COSTS Nurse Librarian Custodian Security Other TOTAL NON-INSTRUCTIONAL SUBTOTAL PERSONNEL SERVICE COSTS 5,206,704 5,206,704 5,206,704 5,206,704 **PAYROLL TAXES AND BENEFITS** 416,536 416,536 416,536 416,536 Payroll Taxes 705,228 705,228 705,228 705,228 Fringe / Employee Benefits 81,745 81,745 Retirement / Pension 81,745 81,745 1,203,509 1,203,509 1,203,509 TOTAL PAYROLL TAXES AND BENEFITS 1,203,509 TOTAL PERSONNEL SERVICE COSTS 6,410,213 6,410,213 6,410,213 6,410,213 CONTRACTED SERVICES 32,500 32,500 32,500 32,500 Accounting / Audit 10,000 10,000 10,000 10,000 Legal 955,441 955,441 955,441 955,441 Management Company Fee Nurse Services Food Service / School Lunch 10,000 10,000 10,000 10,000 Payroll Services Special Ed Services Titlement Services (i.e. Title I) 13,000 13,000 13,000 13,000 Other Purchased / Professional / Consulting

1,020,941

1,020,941

1,020,941

1,020,941

TOTAL CONTRACTED SERVICES

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 **Total Revenue** 8,074,532 (8,074,532) 8,074,532 (8,074,532)8,304,357 **Total Expenses** 8,304,357 8,304,357 8,304,357 Net Income (229,825)229,825 (229,825) 229,825 **Actual Student Enrollment** TOTALS AND VARIANCE ANALYSIS *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Current Actual Actual Original Actual Actual **Budget** Budget VS. PY Actual (PY TY / **Actual CY** VS. VS. VS. Section is Based on LAST ACTUAL Quarter Completed (Current Current Current Current (Current Original Original Original No. of COMPLETED VS. Actual Quarter) Budget Budget - TY Budget TY Quarter) Budget Budget - TY Budget TY Actual CY Quarters) Actual PY **SCHOOL OPERATIONS** 1,250 1,250 1,250 1,250 **Board Expenses** 295,389 295,389 Classroom / Teaching Supplies & Materials 295,389 295,389 Special Ed Supplies & Materials 5,000 5,000 5,000 5,000 Textbooks / Workbooks Supplies & Materials other 40,000 Equipment / Furniture 40,000 40,000 40,000 7,500 7,500 7,500 Telephone 7,500 Technology 49,249 49,249 49,249 49,249 20,000 20,000 **Student Testing & Assessment** 20,000 20,000 **Field Trips** 48,333 48,333 48,333 48,333 85,000 85,000 Transportation (student) 85,000 85,000 Student Services - other 5,000 5,000 5,000 5,000 Office Expense 32,500 32,500 32,500 32,500 Staff Development 66,332 66,332 66,332 66,332 55,000 55,000 55,000 55,000 Staff Recruitment Student Recruitment / Marketing 25,000 25,000 25,000 25,000 School Meals / Lunch Travel (Staff) 1,200 1,200 1,200 1,200 **Fundraising** 2,200 2,200 2,200 2,200 Other 738,953 738,953 738,953 738,953 **TOTAL SCHOOL OPERATIONS FACILITY OPERATION & MAINTENANCE** 72,500 72,500 72,500 72,500 Insurance 3,000 Janitorial 3,000 3,000 3,000 Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance 15,000 15,000 15,000 15,000 Equipment / Furniture Security **Utilities** 90,500 90,500 90,500 90,500 TOTAL FACILITY OPERATION & MAINTENANCE **DEPRECIATION & AMORTIZATION** 43,750 43,750 43,750 43,750 COVID-19 / CONTINGENCY **DEFERRED RENT**

TOTAL EXPENSES

NET INCOME

8,304,357

(229,825)

8,304,357

229,825

8,304,357

(229,825)

8,304,357

229,825

COMMUNITY PARTNERSHIP CHARTER SCHOOL **Budget / Operating Plan** 2021-22 **Total Revenue** 8,074,532 (8,074,532) 8,074,532 (8,074,532) 8,304,357 8,304,357 8,304,357 8,304,357 Total Expenses Net Income (229,825) 229,825 (229,825) 229,825 Actual Student Enrollment **TOTALS AND VARIANCE ANALYSIS** *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Current Actual Actual Original **Actual** Actual **Budget Budget** PY Actual (PY TY / **Actual CY** VS. VS. VS. VS. Section is Based on LAST ACTUAL Quarter Completed No. of COMPLETED (Current Current (Current Original Original Original Current Current VS. Budget - TY Actual Quarter) Budget **Budget TY** Quarter) Budget Budget - TY Budget TY Actual CY Quarters) Actual PY ENROLLMENT - *School Districts Are Linked To Above Entries* * Enrollment Data Based on Last Actual Quarter Completed NYC CHANCELLOR'S OFFICE ALL OTHER School Districts: (Count = 0) TOTAL ENROLLMENT REVENUE PER PUPIL

EXPENSES PER PUPIL



Annual Report Requirement

for SUNY Authorized Charter Schools

COMMUNITY PARTNERSHIP CHARTER SCHOOL

2021-22

Administrative

expenditures per pupil:

\$0.00

Per NYS Statute

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

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



Education Co	orporation, Trustee Name and Position(s)
Name of education corporation:	CPEC
Name of trustee (print):	Travis Baird
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice-Chair,
Email Address:	
Home Address	Business Address
Please complete with <i>changes</i> on	nly: Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:
	Questions
 Are you, or have you been during the last education corporation? [If you checkyes 	ts chool year (July 1-June 30), an employee of the O Yes O No O Yes O No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
the foregoing being an "interested perso education corporation, or who could oth	egal adoption/guardianship, to, or do you cohabitate with, any person (any of on") who is, or, during the last school year (July 1-June 30), was employed by the terwise benefit from your being a trustee? If yes, please identify each interest/information) that you ("self") or any interested persons have held or engaged in the prior school year.

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

■ None

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

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Signature:





Education Co	orporation, Trustee Name and Position(s)
Name of education corporation:	Community Partnership Charter School Education Corporation
Name of trustee (print):	Rebecca Baneman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	
Home Address	Business Address
Please complete with <i>changes</i> or	nly: Please complete with <i>changes</i> only:
Street:	Business Na me
City, State Zip:	Street:
Phone:	City, State Zip:
Filone.	
	Phone:
	Questions
1) Are you, or have you been during the las education corporation? [If you check yes	t school year (July 1-June 30), an employee of the $oldsymbol{O}$ Yes $oldsymbol{O}$ No $oldsymbol{S}$, answer $oldsymbol{1}$ $oldsymbol{O}$ No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
the foregoing being an "interested perse education corporation, or who could oth	legal adoption/guardianship, to, or do you cohabitate with, any person (any of on") who is, or, during the last school year (July 1-June 30), was employed by the herwise benefit from your being a trustee? If yes, please identify each interest/information) that you ("self") or any interested persons have held or engaged in the prior school year.
■ None	

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

■ None

250		Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	Business with the Education	Education in the Entity	Business with the Person's Interest Education Person's Interest Conducted	Business with the Education Person's Interest Education Entity Conducted Business Value of the Education Education Person's Interest Education Edu	Business with the Education Person's Interest Business Value of the Education Value of the Business Interest

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Signature:





Educatio	n Corporation, T	rustee Name and Position	on(s)				
Name of education corporation:	Community	Community Partnership Charter School Education Corporati					
Name of trustee (print):	Sonia Gula	Sonia Gulardo					
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member						
Email Address:							
Home Address		Busir	ness Addro	ess			
Please complete with <i>chang</i>	es only:	Please comp	lete with <i>cha</i>	anges only:			
Street:		Business Name:					
City, State Zip:		Street:					
Phone:		City, State Zip:					
		Phone:					
		%					
		estions					
 Are you, or have you been during the education corporation? [If you check 			the	O Yes ⊙ No			
1a) Description of the position:							
1b) Salary:							
1c) Start date:							
2) Are you related, by blood, marriage the foregoing being an "interested education corporation, or who coul transaction (and provide the reques with the education corporation dur	person") who is, or, od dotherwise benefit sted information) that	during the last school year (Ju from your being a trustee? If at you ("self") or any interested	ıly 1-June 30 yes, please i), was employed by the dentify each interest/			

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

■ None

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

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Signature:

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



Education C	orporation, Tr	ustee Name and Position(s)			
Name of education corporation:	Community	Partnership Charter School Ed	ucation Corporation		
Name of trustee (print):	Amy Kolz				
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Executive C	committee member			
Email Address:					
Home Address		Business Addr	ess		
Please complete with <i>changes</i> or	nly:	Please complete with <i>cha</i>	anges only:		
Street:		Business Name:			
City, State Zip:		Street:			
Phone:		City, State Zip:			
		Phone:			
	Оце	stions			
Are you, or have you been during the last education corporation? [If you check yes.]	t school year (July	/1-June 30), an employee of the	O Yes ⊚ No		
1a) Description of the position:	•				
1b) Salary:					
1c) Start date:					
2) Are you related, by blood, marriage, or the foregoing being an "interested perseducation corporation, or who could other transaction (and provide the requested with the education corporation during to the second seco	on") who is, or, do nerwise benefit fr information) that	uring the last school year (July 1-June 30 rom your being a trustee? If yes, please you ("self") or any interested persons ha)), was employed by the identify each interest/		

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

■ None

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

Trustee Signature

Signature:





Education (Corporation, Trustee Name and Position(s)				
Name of education corporation:	CPEC				
Name of trustee (print):	Sharon Madison				
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member				
Email Address:					
Home Address	Business Address				
Please complete with <i>changes</i> of	only: Please complete with <i>changes</i> only:				
Street:	Business Name:				
City, State Zip:	Street:				
Phone:	City, State Zip:				
	Phone:				
	Questions				
 Are you, or have you been during the la education corporation? [If you check ye 	st school year (July 1-June 30), an employee of the \odot Ses, answer $1a$, $1b$, and $1c$].				
1a) Description of the position:					
1b) Salary:					
1c) Start date:					
the foregoing being an "interested per education corporation, or who could of	legal adoption/guardianship, to, or do you cohabitate with, any person (any of son") who is, or, during the last school year (July 1-June 30), was employed by the therwise benefit from your being a trustee? If yes, please identify each interest/linformation) that you ("self") or any interested persons have held or engaged in the prior school year.				

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

■ None

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

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Signature:





Education (Corporation, Trustee Name and Position(s)				
Name of education corporation:	Community Partnership Charter School				
Name of trustee (print):	Gunnar Millier				
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer				
Email Address:					
Home Address	Business Address				
Please complete with <i>changes</i> of	only: Please complete with <i>changes</i> only:				
Street:	Business Name:				
City, State Zip:	Street:				
Phone:	City, State Zip:				
Priorie.					
	Phone:				
	Questions				
1) Are you, or have you been during the la education corporation? [If you check you	st school year (July 1-June 30), an employee of the O Yes O No es, answer 1a), 1b), and 1c)].				
1a) Description of the position:					
1b) Salary:					
1c) Start date:					
the foregoing being an "interested per education corporation, or who could o	legal adoption/guardianship, to, or do you cohabitate with, any person (any of son") who is, or, during the last school year (July 1-June 30), was employed by the therwise benefit from your being a trustee? If yes, please identify each interest/linformation) that you ("self") or any interested persons have held or engaged in the prior school year.				

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

■ None

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

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Signature:





	Education	corporation, trustee Name and Position(s)
Na	ame of education corporation:	Community Partnership Education Corp. (CPEC)
Na	ame of trustee (print):	Mitchell Protass
	osition(s) on board, if any (e.g., chair, easurer, committee chair, etc.):	Trustee
En	nail Address:	
	Home Address	Business Address
	Please complete with <i>changes</i> o	only: Please complete with <i>changes</i> only:
Str	eet:	Business Name:
Cit	y, State Zip:	Street:
Phone:		City, State Zip:
		Phone:
7.5		
		Questions
1)	Are you, or have you been during the lase education corporation? [If you check ye	st school year (July 1-June 30), an employee of the \odot Yes \odot No \odot No
	1a) Description of the position:	
	1b) Salary:	
	1c) Start date:	
2)	the foregoing being an "interested perseducation corporation, or who could ot	legal adoption/guardianship, to, or do you cohabitate with, any person (any of son") who is, or, during the last school year (July 1-June 30), was employed by the therwise benefit from your being a trustee? If yes, please identify each interest/linformation) that you ("self") or any interested persons have held or engaged in the prior school year.

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

■ None

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

Trustee Signature

Signature:

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



Education Co	orporation, Tr	ustee Name and Po	sition(s)			
Name of education corporation:	CPEC	CPEC				
Name of trustee (print):	Rebecca Sp	ootts				
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member					
Email Address:						
Home Address		В	usiness Addre	ess		
Please complete with <i>changes</i> or	nly:	Please co	omplete with <i>cha</i>	nges only:		
Street:	·	Business Name:	•			
City, State Zip:		Street:				
Phone:		City, State Zip:				
		Phone:				
		1.1101101				
	Que	stions	AT p			
1) Are you, or have you been during the last education corporation? [If you check yes			e of the	O Yes © No		
1a) Description of the position:						
1b) Salary:						
1c) Start date:						
2) Are you related, by blood, marriage, or I the foregoing being an "interested perse education corporation, or who could oth transaction (and provide the requested i with the education corporation during to	on") who is, or, do nerwise benefit fo nformation) that	uring the last school year om your being a trustee you ("self") or any intere	r (July 1-June 30) e? If yes, please id	, was employed by the dentify each interest/		

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

■ None

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

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Signature:





Education Corporation, Trustee Name and Position(s)

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Name of education corporation:	Community Partnership Education Corporation
Name of trustee (print):	Patricia Stallings
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	
Home Address	Business Address
Please complete with <i>changes</i> o	nly: Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
_	Phone:
	Questions
 Are you, or have you been during the last education corporation? [If you checkye 	ast school year (July 1-June 30), an employee of the \circ s, answer $1a$), $1b$), and $1c$).
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
the foregoing being an "interested pers education corporation, or who could ot	legal adoption/guardianship, to, or do you cohabitate with, any person (any of son") who is, or, during the last school year (July 1-June 30), was employed by the therwise benefit from your being a trustee? If yes, please identify each interest/information) that you ("self") or any interested persons have held or engaged in the prior school year.

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

■ None

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

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Signature:

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



Education C	orporation, Trustee Name and Position(s)					
Name of education corporation:	Community Partnership Charter School Education Corporation					
Name of trustee (print):	Tomomi Uetani					
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member					
Email Address:						
Home Address	Business Address					
Please complete with <i>changes</i> o	nly: Please complete with <i>changes</i> only:					
Street:	Business Name:					
City, State Zip:	Street:					
Phone:	City, State Zip:					
	Phone:					
	is the controls.					
	Questions					
 Are you, or have you been during the las education corporation? [If you checkye 	st school year (July 1-June 30), an employee of the $oldsymbol{o}$ S (S) No $oldsymbol{o}$ O Yes $oldsymbol{o}$ No $oldsymbol{o}$					
1a) Description of the position:						
1b) Salary:						
1c) Start date:						
the foregoing being an "interested pers education corporation, or who could ot	legal adoption/guardianship, to, or do you cohabitate with, any person (any of son") who is, or, during the last school year (July 1-June 30), was employed by the herwise benefit from your being a trustee? If yes, please identify each interest/information) that you ("self") or any interested persons have held or engaged in the prior school year.					
■ None						

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

■ None

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

MANAGE			122.0				
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Signature:





Education Co	orporation, Trustee Name and Position(s)	
Name of education corporation:	Community Partnership Charter School	Educational Corp.
Name of trustee (print):	Joan Walrond	
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair	
Email Address:		
Home Address	Business Ac	ldress
Please complete with <i>changes</i> or	nly: Plea <u>se complete with</u>	changes only:
Street:	Business Name:	
City, State Zip:	Street:	
Phone:	City, State Zip:	
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	Thoric.	
	Questions	
1) Are you, or have you been during the las education corporation? [If you check yes	tschool year (July 1-June 30), an employee of the s , answer $1a$), $1b$), and $1c$)].	O Yes © No
1a) Description of the position:		
1b) Salary:		
1c) Start date:		
the foregoing being an "interested pers education corporation, or who could otl	egal adoption/guardianship, to, or do you cohabitate on") who is, or, during the last school year (July 1-Juno nerwise benefit from your being a trustee? If yes, plea information) that you ("self") or any interested person he prior school year.	e 30), was employed by the ase identify each interest/

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

■ None

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

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Signature:





Community Partnership Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By

By Beginning with Children, Derrick Dunlap &

Janna Tsimprea

Lower School: 241 Emerson Pl, Brooklyn, NY 11205

Phone: (718) 399-3824

Middle School: 114 Kosciuszko St, Brooklyn, NY

Phone: (718) 636-3904

The Beginning with Children Foundation (BwC), Derrick Dunlap (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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

Derrick Dunlap has served as the Lower School Principal since 2018.

Janna Tsimprea has served as Middle School Principal since July 2019.

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SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task that NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community

In an effort to accelerate the academic turnaround of CPCS, the Board of Trustees hired Derrick Dunlap in June 2018 to be principal of the Lower School. Mr. Dunlap has 20 years of experience in education and achieved a remarkable turnaround as principal of Rochdale Early Advantage, a pre-K- 5^{th} grade charter school in Queens. In his first year at CPCS Lower School, Mr. Dunlap and his team achieved significant progress in the ELA and Math proficiency rates of our Lower School students, with all students in grades 3-5 demonstrating an average proficiency of 60% in ELA and 63% in Math on the 2018-19 NYS Exam.

In July 2019, the Board appointed Janna Tsimprea, a six-year veteran of Community Partnership, as principal of the Middle School. Our turnaround work at CPCS continued during the 2019-20 academic year, with a particular focus on the academic growth and social-emotional health of our Lower and Middle School students.

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During the 2020-21 school year, CPCS Lower School adjusted instructional and social-emotional supports for students and families to maintain as consistent an educational experience as possible.

Instruction at CPCS Lower

- In-person instruction (full day 7:45am-4:00pm) was offered in a blended learning model, in accordance with the schedule below.
 - Kindergarten and first grade students received in-person instruction 4 days a week and synchronous remote instruction (60-120 minutes of ELA instruction and 60-120 minutes of math instruction) 1 day a week
 - 2nd through 5th grade students received in-person instruction 3 days a week and synchronous (45 minute morning meeting check-in) and asynchronous (60-120 minutes of ELA and 60-120 minutes of math) remote instruction 2 days a week

Blended Instruct	Blended Instruction K-5								
	Monday	Tuesday	Wednesday	Thursday	Friday				
Kindergarten	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction				
1st Grade	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction				
2nd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person				
3rd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person				
4th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person				
5th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person				

- A 100% virtual/remote instruction option was offered five days a week.
 - O Kindergarten through 5th grade students received 60 minutes of ELA instruction daily, 60-120 minutes of synchronous small group ELA instruction per week, 60 minutes of synchronous small group writing instruction per week, 90 minutes of asynchronous writing instruction per week, and 30-60 minutes of asynchronous ELA instruction per week.
 - Kindergarten through 5th grade students received 60 minutes of math instruction daily,
 60-190 minutes of synchronous small group math instruction per week, and 30-60 minutes of asynchronous math instruction per week.

100% Remote Instruction ELA 100% Remote Instruction Math 60 minutes synchronous ELA whole-group instruction 60 minutes synchronous Math whole-group instruction dailv Kindergarten-1st Grade ELA Block: 5 minutes Do Now o 25 minutes Phonics 5 minutes Mental Math o 20 minutes Skill/Strategy 15 minutes Skill/Strategy Whole-Whole-Group Lesson Group Lesson Model o 15 minutes Independent • 5 minutes Guided Practice Practice with Teacher 10 minutes Independent Practice with Feedback and Small Group Teacher Feedback Instruction 20 minutes Small Group Instruction 2nd-5th Grade ELA Block: with Differentiated Center Activities o 30 minutes Skill/Strategy 60-180 minutes synchronous Math small group instruction weekly Whole-Group Lesson o 30 minutes Independent Each scholar received at least one Practice with Teacher office hour block per week for Feedback, Small Group additional math small group Instruction, and Revision of instruction. Groups were split up by Previous Day's Work level using data collected into an enrichment group (above-level), on-60-120 minutes synchronous ELA small level group (on-level), and reteach group instruction weekly group (below-level). Each scholar received one office hour 30-60 minutes asynchronous Math block per week for additional ELA instruction weekly through online learning small group instruction. Groups were platforms including, i-ready and Khan split up by level using data collected Academy into an enrichment group (abovelevel), on-level group (on-level), and reteach group (below-level). 90 minutes asynchronous Writing instruction weekly

 Scholars were assigned two writing assignments to complete per week utilizing Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing

60 minutes synchronous Writing small group instruction weekly

 Teachers utilized two office hours blocks for ELA to provide scholars with small group synchronous writing instruction. Teachers used scholar work from the two asynchronous lessons to plan a responsive writing small group lesson for scholars or engaged scholars in a writing conference

30-60 minutes asynchronous ELA instruction weekly through online learning platforms including i-ready, Raz-Kids, Epic!, Readworks, and NewsELA

- Parents could opt-in to in-person instruction once a month. Parents could opt-in to virtual/remote instruction at any point
- Instruction in the ELA and Math blocks followed the same school-wide procedures and instructional expectations to maintain academic consistency amongst the different learning models.
- Teachers teaching virtually and in-person had weekly grade-level common planning meetings to ensure consistency of instruction and to analyze student work and data to plan future instruction.
- Learning materials were provided to students to ensure students were equipped with necessary supplies for academic success. These materials included:
 - Technology (laptop, ipad, tablet, hot spot, etc.)
 - Books/novels, curriculum work books, printed materials, math manipulatives (unifix cubes, fraction tiles, rulers, protractors, etc.) and general school supplies (composition notebooks, dry erase board, dry erase markers, index cards, crayons, pencils, etc.).
 - All learning materials were available for parent pick-up at the school site throughout the year and materials were dropped off to families who were unable to pick up materials.
- In-Person students received a double-dose of guided reading instruction 3 times per week to hone in on each child's individual reading skills and areas of development.

- Continuation of Saturday Academy remotely ensured that our students in grades 3-5 received additional support in ELA and math for 2 hours per subject area for 15 weeks
- Continuation of Saturday Academy remotely for Science ensured our students in 4th grade received additional support for 4 hours for 4 weeks
- Special classes continued to be offered to students in-person and remotely for enrichment.
 Students learning in-person students received Character Education, Science and Physical Education, and students learning remotely received art and music.
- Special Education services continued both in-person in small groups and remotely through zoom in break-out rooms and individual zoom sessions.
- Teachers closely tracked the progress of at-risk students and met with parents of at-risk students twice a month to update parents on student academic progress, attendance, and assignment completion.

Attendance Support at CPCS Lower

- Daily attendance calls were made by our operations team to the families of absent students to
 provide awareness of the absence and inquire about the absence and any support needed to
 prevent future absences.
- Individualized support was provided by our social worker to problem solve attendance barriers with families of students with high absenteeism rates
- Personalized support for students of essentials workers were provided by school staff through wake-up phone calls and reminders to get online for class, and through assignment extensions that accommodated the work schedules of families with students who needed assistance with assignment submission

Enrichment

- Afterschool programming continued virtually for all students
 - Times for various clubs were shifted to allow for all students to participate regardless of learning model.
 - Programming in the Arts, Physical Education, and Science were offered as after school clubs to allow students to participate in specialty classes not offered in their learning modality.
 - Clubs that transitioned well to virtual were selected to continue and new clubs were added. Enrichment clubs included: Bilingual Birdies, chess, cooking, physical education, science, art, poetry, and Kids Who Care.

Student Social-Emotional Supports

• School social worker continued to offer counseling services to the general student population either in-person or via Zoom.

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- Students with counseling services (mandated and general) continued to receive individual and group support.
- School community events continued virtually to allow for all students, staff, and families to attend including community circle, Black History Show, Women's History Show, and community read alouds.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Technology workshops and individual technology assistance were provided for families to assist them with zoom, navigating google classroom, uploading assignments, and general computer skills.
- Family engagement workshops continued with a focus on the stresses of COVID through a series called Quarantine Cafe. Workshops included:
 - Roar Into It (vision boards and SMART goal setting), Money Matters (money management, job hunting during COVID, debt and credit card repair), Stress and Stigmas (advocacy and self care for parents of special needs children), and The Parenting Journey (a 12 week parent developmental program designed to help build stronger families by fostering inner strength, life skills, and networks of resources).
- Family academic workshops in literacy and math continued to ensure families had academic resources and tips
- Monthly Principal's Roundtables continued virtually to provide an open-line of communication between school leadership and families
- Financial support: Beginning With Children Community Fund
 - o Application-based community fund
 - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.

Health & Safety of Staff and Students

- Beginning with Children schools phased in in-person instruction in October 2020.
- Starting in December 2020, Beginning with Children schools provided the lower school campus with weekly saliva-based PCR testing to all staff and students who provided consent.
- Each classroom was equipped with an air purifier with a HEPA filter, sanitizers, desk shields, and face masks. Windows remained open to improve ventilation.

During a year of COVID, CPCS Middle School offered a number of instructional and social-emotional supports for students and for families.

Instruction During COVID

- In-person instruction offered five days a week for full days to 100% of students.
- Virtual instruction offered five days a week for full days to 100% of students.
 - o 100% of our virtual instruction was synchronous.
 - o Hours of instruction remained the same, no matter the learning environment.
- Parents could opt-in to in-person instruction once a month. Parents could go back to virtual instruction at any point.
- Middle school students kept the same schedule, same class size and same teachers no matter if they were virtual or in-person so as to limit interruption to learning and to maximize academic and social-emotional consistency.
- All learning materials were hand-delivered to students' homes through the year by the school team.
 - This ensured that a malfunctioning laptop could be swapped out in an expeditious manner and there was no loss to learning time.
 - Additional learning materials (novels, printed reading materials, math manipulatives such as protractors, science lab kits, etc.) were shipped to students via USPS two weeks before the unit began.
- Closely tracked student progress through multiple measures (i-Ready, classroom assessments, Grade Point Averages) and used comparative analysis to ensure that our at-risk students were not falling behind amid hybrid learning.
 - Levels of intervention shifted on both micro and macro levels to support our at-risk learners.
 - Our mid-year i-Ready progress median scores evidence that our at-risk students were performing at higher rates of growth than their peers this year.
 - i-Ready Progress Median (January 2021) for Populations at Particular Risk During COVID:
 - Special Education: 197% (6th grade), 251% (7th grade), 174% (8th grade)
 - Students In Transitional Housing: 259% (all grades)
- Continuation of weekly, school-wide Community Circle for virtual and in-person students to expand upon their learning together.
 - With the opportunity of virtual learning, we were able to expand our learning beyond our geographic location. We hosted guest speakers and performing artists from all over the country and world.
 - Guest speakers included: Kenza Martin (Senior Product Manager for American Heart Association), Katherine Reeves (Animal Care Centers of NYC), Ms. DuEwa Frazier (Author), Ms. Lita Lewis (Health Coach), Christell Ghattas (Discovery+)

- Guest performing artists included: Harold "Fyütch" Simmons (Social Justice performer), Mr. Ben Chavez (Broadway performer),
- We took school-wide virtual field trips to supplement our classroom learning. Trips were inclusive of: Ghostlight Tour with Broadway Inbound, Oko Farms & Aquaponics and Sweet Farm Foundation.

Attendance Interventions Amid COVID:

- December 2020, added in weekend supplemental instruction to mitigate any learning loss due to attendance concerns.
- Saturday school teachers were tasked with building an individualized relationship with the child and family with the attendance concerns.
- Individual support for students and families in problem-solving barriers to equitable education, such as stable internet access, changes to housing status or a parental work schedule that did not allow for necessary at-home support to be consistently logged onto class during the week.
 The teacher was tasked with creative problem-solving through a social-work lens to get the child to Saturday learning.
- Personalized support for students of essential workers who needed a wake-up call in the morning or after their lunch break to ensure that they were to class on time.
- In recognition of the complexities of pandemic parenting, shifted more attendance responsibilities onto the school team in scaffolding our adolescents to independence.
- Home visits were made frequently, and non-threatening, for students to ensure that they
 remained connected to the adults in the school. The staff of CPCS Middle School hand-delivered
 learning supplies (such as calculators, protractors, books, science lab kits, etc.), novels, games
 and after-school supplies (such as ballet slippers, cones for basketballs, culinary ingredients,
 etc.) This frequent contact allowed students to remain connected to the school in a COVID-safe
 manner.
- Considerations given for individual students who needed temporary flexibility in their learning schedule. For example, if a child went to stay with a family member in a different time zone, we made temporary shifts to the child's schedule to ensure that they would not miss any core class instruction.

Enrichment During COVID

- CPCS Middle School continued to offer virtual and after-school programming every day from 3:45 5:30 pm. After-school was available to all students, regardless of their day-school learning environment. In Spring 2021, we were able to provide in-person after-school offerings in addition to virtual classes.
- Enrichment classes were strategically-planned to fit a virtual environment.

- New classes implemented to maximize the virtual classroom include: vocal lessons, debate team and YouTube production.
- Classes that shifted over to the virtual classroom include: culinary arts, visual arts, chess,
 Pretty Brown Girls empowerment, tap dance and ballet.
- All supplies needed for enrichment classes (tap shoes, arts materials, culinary ingredients) were hand-delivered to students' homes.
- Delivering to the students provided further health safety, as families did not have to leave their homes unnecessarily during the pandemic, and it also provided opportunity for wellness checks and visiting with the students.
- The quality of enrichment offerings remained unwavering amid COVID.
 - Continued partnerships with the Mark Morris Dance Company, Global Arts to Go and Get Empowered! and Run 4 Fun.

Student Social-Emotional Supports

- Continuation of full advisory program for 30 minutes, at least three times per week.
 - Averaging a 1:5 teacher to student ratio for advisory.
 - Consistency in advisory groups from school year-to-year to maximize relationships and trust between the group.
 - Advisory content and lesson plans provided weekly by the social worker with individualized, supplemental support for advisors. Activities centered around CASEL's 5 SEL Competencies (self-exploration, self-management, social awareness, relationship skills, and responsible decision making).
- Additional professional development for all staff (teachers, leaders, operations & support staff)
 in trauma-informed practice, responding to grief, and wellness/self-care
 - Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
 - Powertools for Progress
 - o Rebby Kern, Race & Equity Educator
- Continued implementation of a social work internship program that provides additional student support. This year, we partnered with Columbia University and New York University.
 - o Social work interns were coached and overseen by our school social worker.
 - Social work interns were responsible for individual and group weekly check-ins with students, clubs, and family outreach.
- A Day to Pause & Reflect on one-year anniversary of COVID shutdown
 - Regular classes were cancelled for the day & the schedule was shifted for all students to pause in reflect through the following guided activities: Mindfulness & Meditation, Expression Space, Visual Space, Storytelling Space, Advisory
 - Pause & Reflect Day was planned & led by our social work team. Our planning was informed by research and expertise of mental health professionals.

- Home visits & wellness checks
- Increase in partnering with outside mental health professionals
- Social worker sent school wide quarterly wellness surveys to identify and respond to individual student needs.
- Social worker conducted gchat check-ins with 100% of students as well as provided opportunities to meet on Zoom individually.
- Social worker provided Zoom lunch drop in hours for all students.
- Social worker hosted virtual evening and weekend movie nights to create additional opportunities for students to connect.
- Continued to offer general counseling services to general student population via Zoom
- Students with counseling services (mandated and general) received increased individual and group supports.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Emailed weekly Wellness newsletter to parents/guardians that included outside community based resources.
- Creation of Parent Hour- Parent/Guardian Group Support (twice per week), provided by school social worker.
- Individual Parent/Guardian counseling provided by school social worker to support internet needs, transitional housing, additional housing needs, food support, grants, mental health needs, etc.
 - Increase in partnering with community organizations: food banks, food giveaways, job postings, NYCHA rent adjustments, outside community funds
- Financial support: Beginning With Children Community Fund
 - Application-based community fund
 - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.
- Partnered with Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC) & Rutgers University to run "Parenting Through the Lens of a Pandemic" parent workshop in December 2020.
 - o Pamela J. (PJ) Wenger, LPC, NBCC, MFT, Ed.S., MA, M.Ed.

Health & Safety of Staff and Students

- Beginning with Children schools phased in in-person instruction in October 2020.
 - The Middle School campus remained virtual in the weeks between Thanksgiving and December holidays for safety reasons.

- The Middle School campus remained virtual in the days following all other school breaks and holidays to allow extra time for staff and students to obtain COVID tests before returning to the building.
- The Middle School campus participated in New York City's outdoor learning program. Outdoor spaces were maximized as much as possible.
 - Every day, staff and students ate lunch outside to ensure that no one was unmasking within the school building.
- Starting in January 2021, Beginning with Children schools provided saliva-based PCR testing.
 - Each indoor classroom was equipped with two air purifiers with HEPA filters, sanitizers, desk shields, face masks. Windows were kept open to maximize ventilation.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

SCHOOL YEAR	К	1	2	3	4	5	6	7	8	TOTAL
2016-17	34	33	45	43	43	38	54	52	38	380
2017-18	30	37	44	39	39	53	46	46	49	383
2018-19	44	39	42	45	43	47	54	45	44	406
2019-20	39	46	43	45	41	40	32	42	41	369
2020-21	34	41	52	46	49	43	31	36	47	379

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

LOWER SCHOOL BACKGROUND

During the 2020-21 school year, we were determined to ensure our ELA instruction, regardless of learning modality, remained rigorous, and consistent in school-wide instructional curriculum, systems and expectations. The Lower School continued to utilize Journeys by Houghton Mifflin for English Language Arts, Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing for Writing, and Success for All KinderPhonics and Fast-Track Phonics programs for Phonics both inperson and virtually/remotely. All teachers continued to receive training and coaching for these programs during our virtual Summer Institute days in July and August, and throughout the school year to deepen their understanding of the core curricula. Our core curricula continues to be supplemented with authentic texts in a variety of instructional formats, including office hours, readalouds, shared reading, guided reading, independent reading, and novel studies. These supplemental texts connect to the curriculum, support instructional objectives, and develop a love for reading.

The schedules developed at the Lower School continue to devote between 100-200 minutes of literacy instruction per day regardless of learning model. For virtual/remote learning this includes one 60 minute block of synchronous English Language Arts (ELA) daily, at least one 60 minute block of synchronous ELA office hours (small group instruction) per week, at least one 60-minute block of synchronous writing office hours (small group instruction) per week, two 45-minute asynchronous writing instruction blocks per week, and 30-60 minutes of asynchronous ELA instruction per week utilizing online learning platforms including I-Ready, Raz-Kids, Epic!, Readworks, and NewsELA. For in-person learning this includes one 50-minute block of English Language Arts (ELA), one 50-minute block of guided reading, one 50-minute block to Writing, and one 50-minute block of Phonics for scholars in kindergarten and first grade. Teachers, in-person and virtual, use a workshop approach in literacy that gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of ELA instruction is whole group instruction that focuses on developing a main idea using thinking frames for each new text read, and comprehension skills and strategies outlined by Journeys. Through Journeys, teachers engage scholars in reading texts from a variety of genres while utilizing thinking frames. Thinking frames are a series of questions that scholars should be

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asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars text-dependent questions to lead scholars to establish a big idea, or deeper understanding of the text using thinking frames. For kindergarten and 1st grade the first block of virtual ELA instruction includes 35 minutes of whole group reading instruction as described above and 25 minutes of phonics instruction.

Scholars in kindergarten and first grade engage in phonics instruction everyday. Virtually, 25 minutes of the 60-minute ELA block is devoted to phonics instruction, while in-person an entire 50-minute block is utilized for phonics instruction. During this block teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. This program was also used as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation.

Regardless of learning modality, scholars also received small group instruction in ELA. Virtually, this instruction occurred during ELA office hours for 60-120 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours once or twice per week on a rotating basis. These small groups were based around a close reading of a text using a reading strategy or skill, text discussion, and writing responses. The texts used during small groups increased in complexity throughout the school year. In kindergarten, and first grade these small groups often also included some phonics instruction to reinforce the phonics concept being taught that week or a phonics topic not yet mastered. In-person, small group ELA instruction occurred during the second 50-minute block of ELA instruction and focused on guided reading. Guided reading as an instructional approach allows our scholars to receive differentiated instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in indepth text discussions, and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers in-person also implemented a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to combat learning loss and address areas of development for scholars.

Teachers continued to utilize *Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing*, and the writing workshop model in grades K-5 both virtually and in-person. Through this curriculum, scholars explore the writing process by writing in different genres. Virtually scholars engaged in a combination of synchronous and asynchronous instruction for 150 minutes of writing instruction weekly. Scholars were assigned two writing assignments to complete per week utilizing *Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing* for 90 minutes of asynchronous instruction in writing. Teachers then used scholar work from the two asynchronous

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lessons to plan a responsive 60 minute synchronous writing small group lesson or engaged scholars in a writing conference once per week. In-person, scholars engaged in a combination of synchronous and asynchronous instruction from Lucy Calkins' Virtual Units of Study for a total of 225 minutes of writing instruction weekly. Scholars learning in-person in kindergarten and first grade engaged in genre writing for 45 minutes per day for four days a week and were given one asynchronous writing assignment to complete per week for an additional 45 minutes of writing instruction. Scholars learning in-person in grades 2-5 engaged in genre writing 3 times a week and response to literature 2 times a week. Teachers engaged in-person scholars in genre writing for 45 minutes in-person one day per week and assigned two asynchronous writing assignments to complete per week for a total of 135 minutes of genre writing instruction. The other 90 minutes of writing instruction for grades 2-5 was in response to literature, in which scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. This response to literature period continues to support scholar preparation for the type of writing required on the New York State English Language Arts test. Virtually, response to literature writing was incorporated into ELA office hours.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-ready reading diagnostic assessment in the fall, winter and spring. Kindergarten and 1st grade students in-person and remote were assessed using the phonics curriculum assessments throughout the school year and a sight word assessment at the beginning of the year. In-person students continued to be assessed using the Fountas & Pinnell Benchmark Assessment System in the fall (or first entry week of in-person learning), winter and spring. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction for guided reading instruction on a scholar's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, and use background information to interpret texts. Teachers also continued to assess scholars utilizing the curriculum lesson assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the literacy needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous ELA instruction for 75 minutes daily. All scholars received 75 minutes of whole-group ELA instruction each day and each scholar received an additional 45 minutes of instruction in office hours once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-1 scholars engaged in rich, authentic texts for 75 minutes of instruction, which was broken up into 30 minutes of phonics instruction, 20 minutes of skill or strategy based whole-group instruction, and 25 minutes of independent practice with teacher feedback and small group instruction. For grades 2-5, scholars engaged in novel studies utilizing a challenging text selected for their grade level. In 2nd grade, the 75 minutes was broken up into 30 minutes of phonics instruction, 10 minutes of skill or strategy based whole-group instruction, 20 minutes of whole-group close reading of the text, and 15 minutes of independent practice with teacher feedback on constructed response and multiple choice questions, small group instruction, and revision work from the previous day's learning. In grades 3-5, the 75 minutes was broken up into 10 minutes of skill or strategy based whole-group instruction, 30 minutes of whole-group close reading of the text, and 20 minutes of independent practice with teacher feedback on constructed response and multiple choice questions, small group instruction, and revision work from the previous day's learning. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback. In addition to the 75 minutes of ELA instruction, select scholars received an additional 30 minutes of one-on-one phonics instruction daily utilizing the Orton-GIllingham approach to reading.

A main focus for CPCS Lower School this year was teacher professional development and continuing to build teacher content knowledge. We formed a literacy committee of teachers this year to discuss topics pertaining to literacy, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We continued utilizing our consultant Jaime White from Capacity Rise LLC, to engage teachers in continued professional development and coaching in big idea, transferable takeaways, and questioning strategies for literacy instruction. As we began to plan the transition of our ELA curriculum from Journeys to Fishtank Learning, teachers on our Literacy team attended a workshop with Fishtank Learning to begin learning about the components of the curriculum and how to implement it. Our Special Education coordinators also attended professional development through the Institute for Multi-Sensory Education in the Orton-Gillingham approach to reading and writing instruction. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling. Orton-Gillingham is now utilized by three members of our staff as a reading intervention approach for struggling readers in grades K-5.

MIDDLE SCHOOL BACKGROUND

During the 2020-2021 school we were determined to maintain as much consistency for students no matter what instructional mode they were learning in. We achieved this instructional consistency through the universal use of Google Classroom for both remote and in-person learners. In-person and remote learners shared the same classrooms, completed the same tasks and participated in the same lessons. In Google Classroom teachers viewed and commented on student work in real-time, providing feedback similar to that received in a traditional classroom.

Teachers also fully-implemented the Match Fishtank curriculum this school year for grades 6-8. Teachers used the curriculum as the core of their ELA instruction. During ELA lessons, students are taught using a diverse set of texts, and are assessed through short and frequent assessments. Novels were used to help improve literacy, following Match Fishtank pacing promoting well-rounded students that understand their own voice and how to use their voices. Students were also instructed in latin-roots to help improve critical thinking skills, decoding, and literacy. Lastly, supplemental support, such as i-Ready and Lightsail, was used to help fill learning gaps, while pushing students who are below grade level into achieving grade level mastery.

Our Response to Intervention for the 2020-2021 school year was very targeted. Teachers regularly assessed and grouped scholars accordingly, creating virtual small groups to target instruction of specific students similarly to the classroom environment. They created plans to address student weaknesses and to build on students' areas of strength. As a team, we collectively shared that data and strategized on how to address trends across grade levels. Student data was also used to create focused action plans based on individual student learning paths that allowed for individual interventions throughout the week based on individual deficits or strengths. For our students with disabilities, in addition to in-class supports, they also received small group pull-out supports informed by their individualized education plans. For at-risk students, early morning interventions using I-Ready texts, i-ready online platforms, and data were put in place to support growth.

With regards to assessment, we used I-Ready, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

Finally, with regards to professional development, teachers consistently participate in PD activities to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers

are supported in facilitated meetings with their coach and co-teacher every two weeks. Teacher's also engage in one on one meetings with their coach every week. Lastly, teachers meet as an ELA department every two weeks. During meetings teachers work on individual and team goals. An example of an individual goal may include identifying and implementing methods of teaching a particular standard. Meetings as an ELA department typically involve strategy to enhance pedagogy, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses.

METHOD

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

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for CPCS 3rd through 8th grade students End of Year is 156.5%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculates to 163% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 116.5% to 151%, therefore not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade* level or above scale score for the year-end assessment. 36% of students in this group scored at **mid** ongrade level or above with grades 6 and 8 scoring highest with 56% and 54% respectively.

I-READY

2020-21 i-Ready ELA Assessment End of Year Results						
Measure	Subgroup	Target	Tested	Results	Met?	
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	208	156.5	Yes	
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the	Low initial achievers	110%	86	163%	Yes	

fall will be equal to or greater than 110% by the spring assessment administration.					
•					
Measure 3: Each year, the median percent					
progress to Annual Typical Growth of					
3 rd through 8 th grade students with disabilities	Students				
at the school will be equal to or greater than	with	151%	50	116.5%	No
the median percent progress to Annual Typical	disabilities ¹				
Growth of 3 rd through 8 th grade general					
education students at the school.					
Measure 4: Each year, 75% of 3 rd through					
8 th grade students enrolled in at least their					
second year at the school will score at the mid	2+ students	75%	193	36%	No
on-grade level or above scale score for the					
year-end assessment.					

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

	All Students		Enrolled in at least their Second Year		
Grades	Percent Mid- On Grade Level or Above	Number Tested	Percent Mid- On Grade Level or Above	Number Tested	
3	33%	33	35%	31	
4	22%	37	24%	33	
5	21%	38	22%	36	
6	47%	32	56%	27	
7	30%	33	26%	31	
8	54%	35	54%	35	
All	34%	208	36%	193	

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	41%	33
4	89%	37
5	34%	38

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

6	353%	32
7	294%	33
8	300%	35
All	156.5%	208

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

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

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Continue implementation of *Journeys* across all grade levels in a structured block format following the curriculum map
- Phase in the Fishtank Learning ELA curriculum during novel studies periods for grades 2-5 and social studies periods for grades K-1 to allow for a smooth transition for both teachers and students to a new curriculum
- Continue execution of Success for All's KinderPhonics and Fast-Track Phonics programs for grades K and 1
- Continue utilizing the close reading strategy of thinking frames and big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue usage of transferable takeaways across literacy, so scholars have an understanding of what they are learning today and how it applies to their reading and writing in the future
- Responding to the 2020-21 I-Ready Reading Assessment by:

- o Bringing greater focus to the following domains in all grade levels K-5:
 - Comprehension of Informational Text
 - Comprehension of Literature
 - Vocabulary
- Increasing instruction in the Phonics domain for scholars in grades 2-5 who do not have scores in the "Maxed Out" category
- Continue implementation of guided reading (K-5), novel studies (3-5), ELA Academic After school (3-5), and Saturday Academy (3-5)
- Implement a double dose of guided reading (2-3 times per week) to allow for increased literacy intervention, and push in additional teaching staff to support these periods when possible
- Provide high dosage tutoring in after school and/or during the school day
- Continue to implement daily on-the-spot assessments and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (for in-person instruction), weekly adapted *Journeys* assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures and literacy committee to promote vertical alignment of literacy skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to
 promote literacy goals during Professional Learning Communities (PLCs), individualized teacher
 coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Increase the number of staff members able to provide multisensory reading instruction to struggling readers by providing additional teaching staff with professional development to learn the Orton-Gillingham approach to reading and writing

MIDDLE SCHOOL ACTION PLAN

- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state.
- In addition, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely.

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- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. Teachers will continue to instruct students in a 4-tiered approach that targets vocabulary, grade level standards, literacy, and academic deficiency as identified through assessments.
 - Vocabulary instruction through the use of latin roots and decoding strategies to help improve literacy and critical thinking.
 - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
 - Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
 - Targeted academic deficiencies through the use of review activities and i-Ready to allow students to gain support based on their level and pacing.
- Maintaining an everyone reads approach with whole school novel and guest author speakers to increase student engagement in literacy
- Providing 7th and 8th grade students with additional content-rich ELA instruction, through the introduction of a history block
- Enhancing ENL supports through the addition of an experienced Spanish/ENL instructor
- The use of online platforms such as I-ready and Lightsail will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

LOWER SCHOOL BACKGROUND

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2020-2021 school year marked our 8th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of math through hands-on learning and visuals, which allow for each scholar's understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our virtual Summer Institute days in July and August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources such as *Eureka Math*, that connect to the curriculum, support instructional objectives, and develop a love for mathematics. *Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

The schedules developed at the lower school devote 90-150 minutes of mathematics instruction per day regardless of learning modality. For virtual/remote learning this includes one 60 minute block of synchronous math daily, at least two 60 minute blocks of synchronous math office hours (small group instruction) per week, and 30-60 minutes of asynchronous math instruction per week utilizing online learning platforms including i-Ready, and Khan Academy. For in-person learning this includes two 50-minute blocks of math for grades K-5 daily, and one 50-minute block of math constructed response once a week for scholars in grades 1-5. Teachers, in-person and virtual, use the gradual release of responsibility model of instruction, which gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a "do now" activity that is a spiral review, and a mental math activity. The block then flows into a whole

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group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

Regardless of learning modality, scholars also received small group instruction in math focused on differentiating instruction. Virtually, this instruction occurred during math office hours for 120-180 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours twice or three times per week on a rotating basis. These small groups were based around a math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to combat learning loss and address areas of development for scholars. Teachers in-person also implemented a 50-minute math extended/constructed response block once a week in grades 1-5. During which scholars explore math constructed response questions, and learned the attributes of effective responses. This is an opportunity for scholars to engage in responses that are revealed in complete thoughts/sentences, make sense, can stand alone with question reference, and include the solve, diagram, and explain components.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous mathematics instruction for 75 minutes daily. All scholars received 75 minutes of whole-group math instruction each day and each scholar received an additional 45 minutes of instruction in office hours at least once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 75 minutes were broken up into 10 minutes of pre-lesson math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided

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practice), 20 minutes for independent practice with teacher feedback, and 25 minutes of small group instruction with differentiated math center activities. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback.

A main focus for CPCS Lower School this year was teacher professional development and continuing to deepen teacher content knowledge. We formed a math committee of teachers this year to discuss topics pertaining to mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We started utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development in two identified topics that teachers wanted to build their content knowledge in. Kindergarten and first grade teachers increased their knowledge of counting and cardinality and adding and subtracting to 20. Teachers in grades 2-3 increased their knowledge of fractions and word problems. Finally, teachers in grades 4-5 increased their content knowledge in angles and area of a triangle and other geometric figures. All teachers received approximately 12 hours of professional development in math this school year.

MIDDLE SCHOOL BACKGROUND

In the Middle School for the 2020-21 school year, the math department taught using a revised pacing calendar that developed foundational grade level skills. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank in grade 6, and both Engage NY and Ready NY curriculum resources in grade 7 and 8 middle school staff effectively supported scholars in mastering grade level standards. CPCMS also used the I-Ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and end of the school year to measure growth.

In Grade 6, instructional time focused on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) retention of fifth grade aligned standards with sixth grade.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional

shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using Match Fishtank/EngageNY materials and 30 minutes of differentiation that ranged from gamification instruction or i-Ready supplemental resources.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

METHOD

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

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for CPCS 3rd through 8th grade students End of Year is 115%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 173% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities exceeded that of all general education students with a median percent progress of 115%. The i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade level* or above scale score for the year-end assessment. 26% of students in this group scored at **mid** ongrade level based on the year-end administration.

I-READY

2020-21 i-Ready Mathematic	s Assessment I	nd of Ye	ar Result	:S	
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	210	115%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	83	173%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	115%	49	121%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	196	26%	No

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

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

	All Students		Enrolled in at least their Second Year		
Grades	Percent Mid- On Grade Level or Above	Number Tested	Percent Mid- On Grade Level or Above	Number Tested	
3	27%	30	29%	28	
4	30%	37	32%	34	
5	20%	41	21%	39	
6	19%	32	19%	27	
7	14%	35	15%	33	
8	40%	35	40%	35	
All	25%	210	26%	196	

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	45%	30
4	64%	37
5	100%	41
6	170%	32
7	250%	35
8	156%	35
All	115%	210

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of

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

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap
 Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Continue implementation of *Math in Focus* during the 21/22 school year across all grade levels in a structured block format following the curriculum map
- Continue to incorporate the Eureka Math curriculum to allow for a smooth transition for both teachers and students during the 22/23 school year
- Continue the implementation of operations chants, mental math, and math in movement into each mathematics lesson school-wide
- Continue the implementation of math constructed response instruction for every scholar across each grade level (Math Extended Response for Grades 3-5, and Number Stories for Grades K-2)
- Continue Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- Continue utilizing C.U.B.E.S. and solve, diagram, explain as a school-wide problem-solving norms and implement new school-wide constructed response rubrics
- Formalize the implementation of math fluency activities for 15-20 minutes per day in all grades K-5
- Implement a color-coded number-line school-wide that will enhance student number sense and increase vertical alignment
- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Responding to the 2020-21 I-Ready Mathematics Assessment by:
 - o Bringing greater focus to the following domains in all grade levels K-5:
 - Geometry

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- Measurement and Data
- Create a math intervention block at least once per week in all grades to allow for increased mathematics intervention, and push in additional teaching staff to support these periods when possible
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready Math assessments (3-5), i-Ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, chapter assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of mathematics skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Continue math professional development with Kim Sutton from Creative Mathematics to continue to build and deepen teacher content knowledge in the subject of mathematics

MIDDLE SCHOOL PLANS:

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90 minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.

- In 7th and 8th grade, continuing to use EngageNY and Math In Focus as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Expansion of Teach to One (TTO) math pilot from use in just 6th grade math instruction to now also include 7th and 8th grade.
- Provide high dosage tutoring in after school and/or during the school day
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopting gamification programs such as Prodigy, Nearpod for differentiation purposes in all math classes.
- Continuing to use Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily.
- Continuing Kami, jamboard and BrainPOP for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2020-21 i-Ready and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:

o 6th Grade

- Expressions and Equations
- 6.EE.A Write expressions, evaluate expressions
- Ratios and Proportional Relationships
- 6.RP.A Rate and Ratio, solve unit rate problems
- Number System
- 6.NS.A Quotient of Fractions
- 6.NS.B Greatest Common Factor, Least Common Factor

o 7th Grade

- Ratios and Proportional Relationships
- 7.RP.A Multistep ratio and percent problems
- 7.RP.A Proportional relationships

o 8th Grade

- Expressions and Equations
- 8.EE.A Scientific Notation
- 8.EE.B Equation of a line
- 8.EE.C Linear equation example
- Functions
- 8.F.A Definition of a function
- 8.F.B Use functions to model relationships

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

LOWER SCHOOL BACKGROUND

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 learning inperson had science class once a week. Scholars in grade 4 learning remotely also received two asynchronous science assignments per week. We continue to implement the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, scholars in fourth grade receive additional support and instruction in preparation for demonstrating mastery of science standards. Scholars in 4th grade attended Science Saturday Academy in May, which consisted of four 240-minute sessions. Additional science class sessions and teachers were also added to the fourth grade schedule throughout the week, beginning in May, to further support scholars. As a science enrichment option, science club was added to after school allowing all scholars to participate and explore additional science concepts throughout the year. During the summer, we also added a STEM enrichment program through Hand and Mind LLC for a select group of 4th grade students to engage in coding, circuits, and engineering.

MIDDLE SCHOOL BACKGROUND

CPCS Middle School continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's hands. This curriculum bridges research, tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. In

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addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within the curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as
 patterns; cause and effect; scale, proportion, and quantity; systems and system models;
 energy and matter—flows, cycles, and conservation; structure and function; and stability
 and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

METHOD

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

RESULTS AND EVALUATION

49% of 4th grade students and 72 percent of 8th grade students scored at proficiency levels 3 & 4 on the NYS Science exams in spring 2021 after 12 months of remote and/or hybrid learning.

NYSTP Spring 2021 Science Assessment By All Students

Grade s	Number of students in grade	Number Tested	Number of students proficient at Level 3 and Level 4	Percent Proficient
4	47	23	20	86.9%
8	42	18	13	72.2%
All	89	41	33	80.48%

ADDITIONAL CONTEXT AND EVIDENCE

The remote learning environment presented challenges for both our elementary and middle school students. Despite best efforts to replicate the traditional science classroom virtually, the remote and hybrid learning environment did not allow for the consistent and robust hands-on science learning experiences that our community is accustomed to in the physical classroom.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The hybrid and/or fully remote nature of schooling this past year meant that only some of our students had the opportunity to fully demonstrate mastery of grade level science standards. Of those who attempted both parts of NYSTP science assessment, more than 80% of our students demonstrated mastery, exceeding our goal of having 75 percent of students achieve grade-level proficiency on the NYS Science exam. This science assessment data has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- Continue science instruction in all grade levels utilizing a full-time science teacher at least once per week
- Provide on-going professional development opportunities with Science Dimensions
- Continue hands-on learning opportunities for scholars in a remote learning environment
- Continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Continue to offer science and STEM enrichment options to scholars

MIDDLE SCHOOL ACTION PLAN

Continue implementation of FOSS materials across all grade levels

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- Science teachers develop project based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplementing the FOSS curriculum with Regents-based materials
- Offering an Earth Science Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school continues to be in good standing.

ADDITIONAL EVIDENCE

CPCS has been in good standing since it opened.

Accounta	bility St	atus by	y Year

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

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Beginning with Children 2021-22

School Days: 179





August 21								
Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7	0	
8	9	10	11	12	13	14	0	
15	16	17	18	19	20	21	0	
22	23	24	25	26	27	28	5	
29	30	31					2	
							0	

December 21

Su M Tu W Th F Sa

12 13 14 15 16 17 18

April 22

Su M Tu W Th F Sa

10 11 12 13 14 15 16 17 18 19 20 21 22 23 5

24 25 26 27 28 29 30 5



		00	cto	beı	21	l .	
Su	M	Tu	W	Th	F	Sa	
					1	2	1
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	4
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	5
							0

February 22

Su M Tu W Th F Sa

	1	Jai	nua	ıry	22	ļ.	
Su	M	Tu	W	Th	F	Sa	
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	4
23	24	25	26	27	28	29	5
30	31						0

		1	Iay	7 22	2		
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	0
8	9	10	11	12	13	14	5
15	16	17			20	21	5
22	23	24	25	26	27	28	5
29	30	31					1
							0

			Jur	ie 2	22		
Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	3
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	4
19	20	21	22	23	24	25	0
28	29	30					0
							0

		J	ul	7 2	1		
Su	M	Tu	W	Th	F	Sa	
				1	2	3	0
4	5	6	7	8	9	10	0
11	12	13	14	15	16	17	0
18	19	20	21	22	23	24	0
25	26	27	28	29	30	31	0

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

Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	5
27	28	29	30	31			4
							0

		J	July	7 2	2		
Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	0
5	6	7	8	9	10	11	0
12	13	14	15	16	17	18	0
19	20	21	22	23	24	25	0
26	27	28	29	30	31		0
							0

Legend

Summer Institute

First and Last Day LS: PreK & K only; MS: Grades 6-8 **End of Term Dates**

School Closed School Closed - PD Day Remote School Day / Early Dismissal for PD Remote School Day

I al Dates
Sept 13 - Oct 1 : Grades 1-5
Nov. 1 - 12th : Kindergarten
Jan 3 - 21 : K - Grade 2

May 9 - 23: K - Grade 5

F&P Dates

Online Interim Assessment Dates (3-8) **ELA Ready Mock (3-8)** Math Ready Mock (3-8)

NYS ELA Exam (3-8)

NYS Math Exam (3-8)

Science Performance Test (4,8)

Science Written (4,8)