



New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the
2015 Charter School Performance Framework
2020-2021***

Collegiate Academy of Mathematics and Personal Awareness Charter School

Remote Renewal Site Visit: January 11-12, 2021

Dates of Report: March 15, 2021

[Charter School Office](#)

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SCHOOL DESCRIPTION

Charter School Summary¹

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| Name of Charter School | Collegiate Academy of Mathematics and Personal Awareness Charter School |
| Board Chair | Ms. Viola Abbott |
| District of location | NYC CSD 19 |
| Opening Date | September 2016 |
| Charter Terms | Initial Term: September 8, 2016 - June 30, 2021 |
| Current Term Authorized Grades/ Approved Enrollment | Grades 6-8/ 375 students |
| Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment | Grades 6-10/ 200 students |
| Comprehensive Management Service Provider | None |
| Facilities | 1962-84 Linden Boulevard in the East New York neighborhood of Brooklyn - Private Space |
| Mission Statement | <i>The Community of the Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA CS) will work tirelessly to ensure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. We expect that all of our students will not only leave CAMPA CS Charter School with a command of the skills necessary to perform at a high level in college but will also develop the social tools required to thrive in our ever-changing global society.</i> |
| Key Design Elements | <ul style="list-style-type: none"> High School Level Mathematics in Middle School: A study by the College Board, "Changing the Odds," indicates that the two predictors for school success are mastery of Algebra and Geometry in high school, and aspirations of attending college formed by the eighth grade. The mathematics course content in high school, more than any other subject, proves the most accurate predictor of college success. A student who takes a Calculus course in high school is eight times more likely to graduate from college than a student who completed Algebra I, and, every step up the math ladder (Algebra I, Geometry, Trigonometry, Algebra 2, Pre-Calculus, and Calculus) increases the likelihood of earning a Bachelor's degree by |

¹ The information in this section was provided by the NYS Education Department Charter School Office.

roughly 50%. CAMPA CS will purposefully create the supportive environment necessary (strong teachers, high expectations, rigorous curriculum that fosters a love for mathematics, peer tutoring, etc.) to ensure students are on course to complete high school Algebra in middle school.

- Personal Awareness and Wellness: Core to CAMPA CS's mission to address middle school-age student development, CAMPA CS will use the research-based Social Emotional Learning (SEL) programs developed by Morningside Center to address personal awareness, in particular the Reading, Writing, Respect & Resolution (4Rs Program), the Resolving Conflict Creatively Program (RCCP) and Peer Mediation. The CAMPA CS wellness program will consist of physical education, nutrition, and community health and will be paired with CAMPA CS's SEL programs to develop the whole child.
- More instructional time: CAMPA CS's calendar and daily schedule provide for the equivalent of 200 instructional days per year. Additionally, students will have an extended day, with fifth and sixth grade students receiving 90 minutes more per day of instruction and seventh and eighth grade students receiving 135 minutes more per day. Another 60 minutes within the daily schedule will be dedicated to enrichment, which will be determined on an individual student basis. All incoming fifth grade students will attend a 20-day Summer Bridge program to prepare them for CAMPA CS's rigorous middle school program. Students who are struggling academically, particularly those who meet the promotion in doubt criteria, will be required to attend a 20-day Summer Academy before advancing to Grades 6-8.
- Peer tutoring by high school students: Grade 11 and 12 students from partner high schools will serve as peer tutors and mentors to CAMPA CS students. The peer tutors will have completed the Math

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| | <p>Regents, having demonstrated exemplary work, and serve as academic role models. Providing middle school students with high school peer tutors also provides them a mentor who can provide insight and preparation for the high school experience.</p> <ul style="list-style-type: none">• Co-planning instruction and co-teaching with high school in mind: CAMPA CS fifth grade classroom teachers and sixth-eighth grade ELA and math teachers will partner with a content area specialist. The goal is twofold. First, with a high school certified content area specialist co-teacher, the team will remain focused on preparing students for high school level content and rigor through common planning and specialist classroom. Secondly, the co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community expected to serve a large percentage of at-risk students.• SEL to Support Student Achievement: CAMPA CS will use the 4Rs Program, RCCP and Peer Mediation programs from the Morningside Center to integrate literacy.• Partnering with the Community: CAMPA CS seeks to partner with students, parents and the community on its wellness programming. CAMPA CS is in conversations with the Live Light Live Right program at Brookdale University Hospital and the Brownsville Recreation Center about partnering on wellness initiatives.• Organizational Structure and Capacity: CAMPA CS's organizational structure is designed to maximize support for teachers. The School will employ a robust operations team that will allow the instructional leadership to focus entirely on instruction, including observing and coaching teachers, developing curriculum, and planning professional development. |
|--|---|

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| <p>Requested Revisions²</p> | <ul style="list-style-type: none"> • to approve a contract between the school and the Center for Innovation in Education (CEI) whose proposed relationship meets the NYSED criteria for an entity that provides comprehensive management services. • to increase its current grade span to add high school Grades 9 and 10 to the school's currently approved Grade 6 through Grade 8 configuration; and • to decrease its authorized enrollment from the currently approved 375 to 200 to be phased in by year 5 of the renewal charter term. |
|---|--|

Noteworthy: Collegiate Academy of Mathematics and Personal Awareness Charter School (CAMPA CS) serves Grades 6-8. Grade 8 students outperformed the state in the percentage of students passing the Algebra I (93%) and U.S. History and Government Regents (100%) in the 2018-2019 school year. Seventy-seven percent of CAMPA CS Grade 8 students scored proficient on the Living Environment Regents exam in the 2018-2019 school year. Overall, Sixty-seven percent (67%) of the 2019 graduating Grade 8 class passed at least one Regents exam.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

² Material charter revisions are not approved unless expressly done so by the New York State Board of Regents. The revision(s) listed here are only for the purposes of outlining revisions requested by the school. These requested revisions may or may not be recommended by NYSED and may or may not be approved by the Board of Regents.

(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment³

| | Year 1 2016 to 2017 | Year 2 2017 to 2018 | Year 3 2018 to 2019 | Year 4 2019 to 2020 | Year 5 2020 to 2021 |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|
| Grade Configuration | Grade 6 | Grades 6-7 | Grades 6-8 | Grades 6-8 | Grades 6-8 |
| Total Approved Enrollment/ Actual | 60 | 70 | 315 (100) | 375 (100) | 375 (100) |

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School⁴

| | Year 1 2021 to 2022 | Year 2 2022 to 2023 | Year 3 2023 to 2024 | Year 4 2024 to 2025 | Year 5 2025 to 2026 |
|----------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Grade Configuration | Grades 6-9 | Grades 6-10 | Grades 6-10 | Grades 6-10 | Grades 6-10 |
| Total Proposed Enrollment | 140 | 175 | 200 | 200 | 200 |

METHODOLOGY

A two-day remote renewal site visit was conducted at CAMPA CS on January 11-12, 2021. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student support team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to parents.

Each member of the review team conducted ten remote classroom observations in Grades 6-8. The observations were approximately 20 minutes in length. NYSED utilizes the CSO’s remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

³ Due to facility and enrollment concerns, CAMPA CS has never been able to meet enrollment targets which varied each year of the its charter term. To avoid repeated revision requests, the school was generally permitted to target for a maximum enrollment of 100 students per year for the last 3 years without a formal revision.

⁴ This proposed chart was submitted by CAMPA CS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **2019-2020 CSO Parent Survey Results;**
- **2019-2020 CSO Teacher Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2019 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

| Level | Description |
|-----------------|---|
| Exceeds | The school meets the performance benchmark; potential exemplar in this area. |
| Meets | The school generally meets the performance benchmark; few concerns are noted. |
| Approaches | The school does not meet the performance benchmark; a number of concerns are noted. |
| Falls Far Below | The school falls far below the performance benchmark; significant concerns are noted. |

For the site visit conducted from January 11, 2021 to January 12, 2021 at CAMPA CS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Ratings⁵**

| 2015 Performance Benchmark | | Level |
|--|---|-------------------|
| Educational Success | Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). | Approaches |
| | Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. | Meets |
| | Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school. | Meets |
| Organizational Soundness | Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators. | Approaches |
| | Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. | Approaches |
| | Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter. | Approaches |
| | Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations. | Approaches |
| Faithfulness to Charter & Law | Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter. | Approaches |
| | Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. | Approaches |
| | Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter. | Approaches |

⁵ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

CAMPA CS is in year five of operation and serves students in Grades 6-8. During its current charter term, the school is rated in the following manner: meeting two benchmark and approaching eight benchmarks. A summary of those ratings is provided below.

Summary of Areas of Strengths:

- As affirmed through focus groups and surveys, stakeholders are committed to a shared mission of providing a rigorous academic program, paired with social-emotional and health and wellness supports, at CAMPA CS. Leadership, teachers, parents, and students described CAMPA CS as a family- one that goes above and beyond to support students' success.
- Ninety-three percent (93%) of Grade 8 students taking the Algebra I (Common Core) Regents passed in 2018-2019 and 100% passed the US History and Government Regents. Both percentages are above New York State (NYS) averages. Additionally, 77% of Grade 8 students taking the Living Environment Regents scored proficient in 2018-2019.
- The board of trustees and school leadership, in collaboration with a new third-party educational service provider as of spring 2020, improved CAMPA CS's financial condition and management and overall enrollment by fall 2021, as demonstrated by a clean financial audit, positive fund balance, and enrollment of 90 students.

Summary of Areas in Need of Improvement:

- While CAMPA CS's ELA and math outcomes overall and for economically disadvantaged (ED) students surpassed NYC CSD 19, the district of location, across 2016-2017 through 2018-2019, outcomes for students with disabilities (SWDs) were below in both subjects across all years. No SWDs scored proficient in ELA and math in 2016-2017 and 2017-2018. Math outcomes were below NYS averages overall, for ED students, and SWDs across 2016-2017 through 2018-2019.
- CAMPA CS's model for serving ELLs is not clearly defined with direct language instruction currently provided only on Saturdays according to the English as a New Language (ENL) teacher.
- CAMPA CS's enrollment of ELLs and ED students is significantly below its district of residence, NYC CSD 19 (nineteen percentage points in ELL and twenty percentage points in ED in 2019-2020).
- CAMPA CS has remedied legal and charter violations, including deficiencies in the school's fingerprinting process prior to hiring new staff members.
- CAMPA CS has ensured the timely submission of reports, documents and information to NYSED for the last two years
- CAMPA CS has put systems and staff into place to ensure compliance with applicable laws related to financial management and oversight. The board of trustees consistently reviews financial statements at each board meeting.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

Across school years 2016-2017 through 2018-2019, CAMPA CS's NYS testing results in ELA and math surpassed the district of location, NYC CSD 19, overall and for ED students. Results did not surpass NYS averages overall in any year (two percentage points in ELA and seventeen percentage points in math in 2018-2019). Outcomes for ED students did surpass NYS averages in ELA in 2017-2018 and 2018-2019 (seven percentage points in 2018-2019), but not in math (twelve percentage points in 2018-2019). Outcomes for SWDs in ELA and math were below both NYC CSD 19 and NYS across 2016-2017 through 2018-2019.

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

| <i>Element</i> | <i>Indicators</i> |
|---|--|
| 1. <i>Curriculum</i> | <p>a. The school has a documented curriculum that is aligned to the NYSLs.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p> |
| 2. <i>Instruction</i> | <p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p> |
| 3. <i>Assessment and Program Evaluation</i> | <p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p> |
| 4. <i>Supports for Diverse Learners</i> | <p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p> |

Academic Program for Middle School:

- MS:
 - CAMPA CS's academic program focuses on balanced literacy and critical thinking in ELA, application and problem-solving in math, and project-based learning in science and social studies.
 - The school's course sequence and Saturday Academy academic support prepares students to take Regents exams in Algebra I, Living Environment, and US History and Government.
 - The remote learning schedule largely mirrors synchronous in-person learning Monday through Thursday with five 45-minute classes, daily recitation, and end-of-day office hours. On Fridays, students have opportunities for individual and small group remediation, assignment completion, and lesson previewing for the following week.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWDs:
 - CAMPA CS employs a special education coordinator who provides push-in and pull-out special education teacher support services (SETSS). The school also offers an Integrated Co-Teaching (ICT) class at each grade level.
 - CAMPA CS works with the New York City Department of Education to provide speech and occupational therapy services.
- ELLs:
 - CAMPA CS employs a Spanish/ENL teacher who incorporates language literacy strategies during Spanish class and provides direct ELL support during Saturday recitation. The introduction of this Saturday recitation serves as supplemental support and does not replace the use of the pull-out time during the weekday.

Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** As described in the renewal application narrative, CAMPA CS utilizes *EngageNY* curricular modules in ELA and math to support a balanced literacy approach, real-world connections, and critical thinking and problem solving. For science, CAMPA CS also uses *EngageNY* as well as The Living Environment curriculum from the NYS Education Department to support preparation for the aligned Regents exam. In social studies, CAMPA CS draws on *EngageNY* and *Prentice Hall* texts to support an inter-disciplinary, project-based approach to global studies and geography and U.S. history and government. According to the 2019 CSO survey, 100% of teachers agree there is a documented curriculum aligned to NYSLS. While physical education/health and Spanish are offered in addition to the core content classes, CAMPA CS did not offer art or music to its students during remote learning. However, CAMPA CS's educational services provider delivers remote and art social learning opportunities led by artists in residence and CAMPA CS plans to offer these classes to its students beginning in April through the end of the school year.
- **Indicator b:** According to the renewal application narrative, CAMPA CS teachers submit unit plans in advance of each semester and lesson plans two weeks in advance for review and feedback by the principal and director of operations. While the renewal application narrative describes, and school leadership confirmed, embracing instructional strategies that push students to think critically and build conceptual understanding, reviewed lesson plans inconsistently support this focus with some lesson plans remaining in the lowest level of Bloom's Taxonomy with identifying

and recalling facts. However, school leadership described that systems and structures are in place for ongoing assessment of grade level and content area peer review of lesson plans. The school leadership also shared that the assessment of strategies to push critical thinking to build conceptual understanding are embedded into observation protocols.

- **Indicator c:** As described in both the school leadership and teacher focus groups, teachers regularly revise curricula based on student assessment and understanding. Furthermore, the same teacher teaches a particular content area across all student sections and grades, which supports alignment. According to the 2019 CSO survey, nearly 90% of teachers agree the curriculum is aligned horizontally across same grade level classrooms and vertically among grade levels.
- **Indicator d:** The renewal application narrative describes utilizing both *Understanding by Design* and *Differentiated Instruction* in curricular design and lesson plan development; however, most lesson plans that the CSO SV team reviewed did not contain modification and accommodation information. School leadership, teacher, student, and parent focus groups confirmed that differentiation is supported through co-teaching, recitation classes, peer tutoring, weekend small group support, anchor charts, and other tactile aids.
- **Indicator e:** As described in the renewal application narrative and school leadership focus group, time is utilized during teacher orientation for curricula mapping and unit planning with monthly principal and teacher meetings utilized thereafter to review student assessment data and make unit plan and curricular adjustments.

2. Element: ***Instruction:***

- **Indicator a:** The renewal application narrative describes high-quality instruction as use of direct instruction to model conceptual understanding and explanation with a gradual transition to student ownership through higher order questioning and project-based learning. The school leadership focus group affirmed this description, while also emphasizing the importance of assessment for lesson mastery to inform future lessons. Across remote observations, while CSO team members observed teacher modeling and student questioning, a deeper, more conceptual approach to direct instruction and effective questioning and engagement techniques that involve the full class, including less-participatory students, were observed less often. Furthermore, end of lesson exit tickets or assessments were rarely observed.
- **Indicator b:** As described in the school leadership and teacher focus groups, student engagement is fostered through higher order questioning, calling on and checking in with students who are less participatory, and small group work, predominantly in ELA during remote learning. During observed remote lessons, while student questioning, including some cold calling, was used, the strategy typically did not reach higher levels of Bloom's Taxonomy (more recall) and did not promote class participation and voice across a majority of students. According to the 2020 COVID-19 parent survey, 58% rate the school excellent as and an additional 28% rate the school as good in providing instruction during the COVID-19 pandemic.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** CAMPA CS utilizes a mix of diagnostic, formative, interim, and summative assessments to inform professional development for staff and re-teaching for students, including Summer Bridge assessments, daily quizzes or exit tickets, NYS practice tests, interim and end of unit assessments, and NYS exams. While daily exit tickets were rarely observed across remote observations, during the school leadership focus group, school leaders confirmed that benchmark tests and mock Regents exams are still occurring during remote learning.

- **Indicator b:** The renewal application narrative describes how teachers review available assessment data during monthly professional developments to inform differentiation, remediation, student groupings, concepts for re-teaching, and standards for student-level intervention. According to the 2019 CSO survey, teachers use assessment data to identify standards requiring re-teaching and individual students' strengths and weaknesses to target instruction. Teachers provided specific examples of how data are used during the focus group, such as assigning Friday peer tutors based on performance data from the week.
- **Indicator c:** As described in the renewal application narrative and school leadership focus group, the principal uses assessment data to tailor teacher feedback and supports and assess efficacy of professional development. Furthermore, qualitative data received from teachers and parents informs new investments, such as starting new social-emotional small groups on Fridays with an external partner after hearing and recognizing the challenges associated with the COVID-19 pandemic. According to the 2019 CSO survey, 100% of teachers agree the administration uses data from assessments to make school-wide decisions.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** For students struggling academically, CAMPA CS provides individual and small group tutoring through daily recitation class, peer mentoring, as well as weekend recitation opportunities. To meet the needs of SWDs, CAMPA CS employs a special education coordinator and full-time counselor, offers an ICT class at each grade level, and push-in and pull-out SETSS. While school leadership and staff emphasized implementing a program that best supports each SWD's individual success during focus groups, the CSO SV team noted instances of misalignment between provided Individualized Education Programs (IEPs) and observed classes and programs currently available. English as a Second Language instruction was not clearly and consistently described across focus groups with leadership and staff citing different days for small group, direct ELL instruction and how English language acquisition is supported. For example, the ESL teacher placed significant focus on the instruction and services delivered on Saturdays. School Leadership acknowledged the meaningfulness of Saturday instruction to ELL/MLL students and their families during COVID; however, Saturday instruction does not supplant the daily instruction and services provided to ELL/MLL students during the weekday. According to the 2019 CSO survey, 100% of teachers find the special education program and program for ELLs to be strong and effective.
- The NYCDOE Committee on Special Education reports a positive relationship with CAMPA CS. The school generally submits teacher reports to the CSE early enough so the CSE can review and properly prepare for IEP meetings. Last school year, the school submitted Appendix B forms to the CSEs in a timely manner. CAMPA CS had two students referred for initial special education evaluations during the 2019/2020 school year. The school uses an ICT model in which a special education teacher floats between classes to work with students within their classrooms. The school also has a counselor who provides both mandated and at-risk supports to students with social-emotional needs. Last school year, some students also had behavior intervention plans in place, and special education staff was working with other school personnel to ensure they were implemented appropriately. The CSE works with the school staff members who have substantive knowledge of specially designed instruction and discuss with the CSE the academic strategies and interventions in place at the school. The school did not have any students require a manifestation determination review during the 2019-2020 school year.
- **Indicator b:** According to the renewal application narrative and teacher focus group, assessment data are tracked at the student-level to identify which students should receive additional support during recitation and how to assign peer mentors. Furthermore, according to the student support team and teacher focus groups, the special education coordinator regularly collaborates with

general education teachers to discuss individual students' needs through email, texting, phone calls, Slack, and before and after school conversations; a similar collaboration was not described to support ELLs. According to the 2019 CSO survey, 100% of teachers affirm the availability of a special education teacher/coordinator to help create modifications and accommodations for individual students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|---|--|
| 1. <i>Behavior Management and Safety</i> | a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption. |
| 2. <i>Family Engagement and Communication</i> | a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents. |
| 3. <i>Social-Emotional Supports</i> | a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health. |

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** CAMPA CS has an established student discipline policy and code of conduct, which outlines a commitment to creating an environment that is orderly, safe, and conducive to learning and the set of actionable offenses and progressively more serious consequences. According to the

2019 CSO survey, 100% of teachers find a uniform expectation for classroom management and the school-wide discipline policy to be consistently applied.

- **Indicator b:** The renewal application describes maintaining a safe environment through the use of social-emotional learning as a prevention strategy, consistency in practice, parent and community involvement, and conflict resolution activities. During the March 2019 mid-term site visit, students were on task and following teachers' respectful directions across observations. According to the 2019 CSO survey, 93% of parents find the school provides a safe environment.
- **Indicator c:** As described in the renewal application narrative, school-wide activities on peacefulness and tolerance support a climate of respect for diversity with students expected to report any concerns related to bullying and harassment to a trusted adult immediately. According to the 2019 CSO survey, 100% of teacher find the school generally free of bullying, discrimination, and harassment for students with a no tolerance policy for these issues and immediate communication with the dean of student and parent meetings as needed. While roughly 80% of staff received a copy of the DASA policy and DASA training within the past two years, a majority of survey respondents could not identify the DASA coordinator.
- **Indicator d:** According to the 2019 CSO survey, 100% of teachers describe teacher-student interactions as supportive and respectful. Furthermore, 90% of parents find classroom environments support learning and are generally free from disruption. The CSO SV team observed during remote learning that staff was respectful of students and no major disruptions to teaching and learning were noted.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The renewal application narrative describes a variety of ways in which the school staff communicates with families and activities in which they are engaged. Examples include phone and email communication, scheduled meetings and conferences, Saturday parent meetings, PupilPath, and the Parent Teacher Association. During the parent focus group, parents emphasized how the school goes above and beyond to keep families informed and supported, highlighting Saturday parent meetings, weekly progress reports and parent-teacher office hours, and consistent responsiveness to emails and phone calls. According to the 2019 CSO survey, 90% of parents agree there is regular communication and 85% of parents agree the school provides opportunities for participation in school activities.
- **Indicator b:** According to the renewal application narrative, and confirmed during the parent focus group, teachers communicate strengths and needs through regular phone, email, and PupilPath communication, as well as through progress reports, report cards, and conferences. In the 2020 COVID-19 parent survey, 90% of respondents report at least weekly contact by the teacher and strongly agree that they have a clear idea of how the school is educating their children. Furthermore, according to the 2019 CSO survey, 95% of parents agreed they receive regular and timely information related to their child/children's academic progress.
- **Indicator c:** According to the renewal application narrative, CAMPA CS assesses family and student satisfaction through the use of mid- and end-of-year surveys, as well as through feedback solicitation at open forums, family events, and parent-teacher conferences. According to the 2019 CSO survey, nearly 90% of parents agree the school seeks their feedback through surveys, meetings, or other forums. During the parent focus group, parents described how Saturday parent meetings are particularly helpful for sharing, discussing, and soliciting feedback on important schoolwide matters.
- **Indicator d:** The renewal application narrative describes an open-door policy for discussing and addressing immediate concerns with a more formal complaint policy outlined in the CAMPA CS

Family Handbook. This policy and CAMPA CS Family Handbook, available on the school website, contains procedural information for submission and addressing of complaints to the board of trustees. According to the 2019 CSO survey, 95% of parents agree the school has a clear complaint policy.

- **Indicator e:** According to the renewal application narrative, academic data are shared by directing interested parties to annual reports posted on the NYSED CSO website, reviewing results at board meetings, and posting results in articles of community news outlets. According to the 2019 CSO survey, 100% of teachers agree administrators regularly communicate with families and the community on issues related to academics and 80% of parents agree that they are informed of how the school performs in relation to other schools in the district and NYS.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** CAMPA CS employs a full-time counselor and dean of students who provide classroom guidance, individual and group counseling, workshops, and community outreach to support students' social-emotional needs. According to the 2019 CSO survey, 100% of teachers agree the school has systems in place to support students' social-emotional needs, citing individual and small group support from the counselor, dean, and special education coordinator and providing workshops and other self-care supports. The 2019 CSO parent survey confirms their awareness of social and emotional programs with 85% agreeing they are available when needed and 44% stating their child has participated in social-emotional counseling. School leader, student support team, and teacher focus groups also noted a partnership with Tomorrow's Leaders NYC to provide small group support on Fridays on topics such as grief, trauma, and character building.
- **Indicator b:** The renewal application narrative describes school staff collecting social-emotional data through student behavior records, weekly progress reports, disciplinary referrals, attendance and suspension records, staff meetings, and classroom observations. During the school leadership, student support team, and teacher focus groups, leaders and staff described utilizing a Google form to refer students with social-emotional concerns with notes and data reviewed weekly for referred students during Academic Intervention Services (AIS) meetings. In the 2019 CSO survey, 100% of teachers agreed the school collects and uses data to track the social-emotional needs of all students
- **Indicator c:** According to the renewal application narrative, the social-emotional data sources cited in indicator b are used to modify interventions and programs as needed. During the student support team focus group, the team described utilizing AIS meetings, other team meetings, and classroom observations to assess whether interventions are working and make adjustments as needed.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Approaches

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

CAMPA CS’s financial condition declined between 2016-2017 and 2018-2019 as evidenced by performance on key indicators derived from the school’s independently audited financial statements. CAMPA CS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. CAMPA CS’s 2019-2020 composite score is 1.62.

**Composite Scores
2016-2017 to 2019-2020**

| <i>Year</i> | <i>Composite Score</i> |
|-------------|------------------------|
| 2016-2017 | 1.58 |
| 2017-2018 | .14 |
| 2018-2019 | .01 |
| 2019-2020 | 1.62 |

The CAMPA Board of Trustees reports that the school is no longer running a deficit as of the 2020-2021 school years.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Approaches

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed CAMPA CS's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify or find deficiencies in internal controls that could be considered material weaknesses. The board is to be credited for its work to ensure that its internal controls are implemented and followed including putting into place a new financial management system and bill paying software (which the education services provider and outside financial consultant at Charter School Business Management will monitor).. This work has placed the school in better financial position as of the 2019-2020 school year and going forward.

NYSED CSO also reviewed CAMPA CS's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting and the absence of a going concern disclosure. The auditor identified the going concern and significant deficiency outlined below.

- **Prior Substantial Doubt about CAMPA CS's Ability to Continue as a Going Concern**
CAMPA CS suffered recurring operating losses of approximately \$67,000 and \$108,000 during the years ended June 30, 2019 and 2018. In addition, current liabilities exceeded current assets by approximately \$270,000 and \$120,000 at June 30, 2019 and 2018. To address this issue, CAMPA CS has implemented cost cutting strategies to reduce expenses to maintain financial stability while preserving a high level of academic instruction to its students. These cost cutting strategies have included reduction in cost from outside professional services, reduction in staff, and close monitoring of weekly cash flow.
- **Prior Significant Deficiency Related to Bank Reconciliations**

CAMPA CS had engaged a fiscal consultant to perform bank reconciliations on a quarterly basis. Upon NYSED recommendation has consultants perform bank reconciliations on a monthly basis. The board chair and Finance Committee reviews the reconciliations to ensure the task done in a timely fashion.

The CAMPA CS Board of Trustee's Finance Committee meets monthly to review financial statements prepared via the new financial management system and reports out to the full board at its monthly public BOT meetings. A part time business manager has been hired to work with the School Leadership Team and Director of Operations to ensure all policies and procedures are adhered to and to ensure that all instructional supplies, equipment and text books are purchased and available to all staff and students in a timely manner. In addition, the business manager will continue to monitor the continued implementation of Corrective Action Plan with the Principal, Director of Operations, educational service providers with over site from the Board Finance Committee.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The CAMPA CS Board of Trustees consists of seven members, which aligns with the by-laws expectation for between five and 15 board members. According to the board membership table, five of seven board members have served since the school's inception and planning years and two additional members joined in 2017 and 2020 respectively. As noted in the board roster, board members have expertise in instruction, school leadership, community relations, school start up and transformation, non-profit and financial management, and diversity, equity, and inclusion. During the board of trustees focus group, board members noted that they are actively seeking to expand the board to increase size and the diversity of expertise with resumes for prospective candidates circulated.
- **Indicator b:** While the renewal application narrative describes utilizing an accountability dashboard to track and report on academic, operational, and financial goals, evidence of such a dashboard or discussions of outcomes in relation to goals is not present in board minutes reviewed from June 2019 through October 2020. During the board of trustees focus group, board members noted plans to undertake goal setting during the upcoming April 2021 board retreat. The board of trustees will engage in Strategic Planning and Goal Development as per the charter renewal.
- **Indicator c:** As described in the renewal application narrative and affirmed during the board focus group, the board largely undertakes oversight responsibilities through its committee structure with three standing and two ad-hoc committees: Executive, Finance, Education, Enrollment and Compliance. Each committee, which now includes an education service provider representative,

meets monthly and reports back to full board. However, the board minutes reviewed from June 2019 through December 2020 do not demonstrate a regular sharing and discussion of financial metrics and health. Furthermore, there is no evidence in the minutes that the Education Committee reports out at full board meetings or that the board reviews academic benchmark results.

- **Indicator d:** According to the renewal narrative, financial, employment, and student and family policies are reviewed and approved annually by the board with advisement from legal counsel and consultants as needed. However, reviewed board minutes between June 2019 and December 2020 do not illustrate approval of any policy outside of a financial plan in October 2020.
- **Indicator e:** As described in the renewal application attachments, with templates provided, each board member completes an annual self-evaluation with satisfaction scale questions related to understanding and supporting the mission, knowledge and actions aligned to responsibilities, and enhancing the school. The Executive Committee presents results at the annual retreat and utilizes the results to inform board development. Additionally, an annual summative evaluation of the principal, led by the board chair, is completed across seven performance standards: instructional leadership, school climate, human resources management, organizational management, communications and community relations, professionalism, and student academic progress. The board of trustees has adopted a self-evaluation tool with a Spring 2021 timeline for implementation.
- **Indicator f:** According to the renewal application narrative, and confirmed in the board focus group, the board receives ongoing training on responsibilities and compliance from its proposed third party educational service provider. A board training summary confirms 12 sessions occurred between September 2020 and January 2021 related to roles and responsibilities, charter performance goals and monitoring, personnel planning, and renewal site visit preparation.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

| <u>Element</u> | <u>Indicators</u> |
|---|---|
| <p>1. <i>School Leadership</i></p> | <p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensures effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p> |
| <p>2. <i>Professional Climate</i></p> | <p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p> |
| <p>3. <i>Contractual Relationships</i> □N/A</p> | <p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p> |

Summative Evidence for Benchmark 7:

1. Element: *School Leadership*:

- **Indicator a:** According to the renewal application narrative, school leadership shares accountability goals with staff during the Summer Institute and ongoing professional development to build commitment to the mission and school goals. However, across the school leader, student support team, and teacher focus groups, schoolwide goals were described differently and lacked measurable targets. As reported in the 2019 CSO survey, 90% of teachers

agree the mission is clear and shared by all stakeholders and 95% of parents agree they are familiar with the mission.

- **Indicator b:** The organizational chart, and position descriptions in the renewal application narrative, demonstrates defined roles and responsibilities. The principal serves as the centralized leader and is supported by a director of operations, dean of students, special education coordinator, and school counselor. During the school leadership focus group, participants articulated roles and responsibilities aligned with the organizational chart.
- **Indicator c:** The renewal application narrative describes multiple avenues for communication to families and staff. Weekly meetings between the principal and director of operations with staff as well as monthly schoolwide professional development support ongoing, open communication. During student support team and teacher focus groups, staff described ongoing and open communication with school leadership through ongoing observations, one-on-one meetings, staff meetings, and other means and an openness to questions, dialogue, and feedback.
- **Indicator d:** As described in the renewal application narrative, CAMPA CS's recruitment and hiring practices focus on past record and likelihood of success and includes resume and cover letter review, interviews, demonstration lesson and debrief, and reference checks. The staff roster and school leadership focus group confirmed the need to fill one of seven teaching positions this school year with five of seven teaching staff remaining at CAMPA CS for three or more school years. According to the 2019 CSO survey, 100% of teachers find CAMPA CS to be a long-term, sustainable option as a place to work. When asked to further explain, teachers cited the close knit, positive work environment and the school's focus on empowering its students to make a difference in their lives.

2. Element: ***Professional Climate:***

- **Indicator a:** The organizational chart demonstrates adequate staffing in needed areas, including full-time positions in academics, operations, counseling, and family outreach and supports from the third-party service provider in development, human resources, accounting, and enrollment. As noted previously, CAMPA CS did not have teaching staff available during the pandemic to offer art and music. However, CAMPA CS in partnership with its educational service provider will offer art and music from April to June 2021.
- **Indicator b:** According to the renewal application narrative, teacher collaboration is fostered through professional development, staff meetings, and team-building activities. These collaborative structures are confirmed in the 2019 CSO survey with 100% of teachers also citing frequent collaboration on matters of curriculum and instruction.
- **Indicator c:** Teachers participate in ongoing professional development throughout the year through weekly observations and feedback on instruction, a one-week Summer Institute prior to the start of the school year, and monthly schoolwide professional development sessions. As described in the renewal application narrative and school leadership focus group, observation and student data is used to develop personalized goals for each teacher and inform targeted support from leadership. While the CAMPA CS self-evaluation describes working with the school's third party educational service provider to enhance professional development, these efforts were not described across focus groups.
- **Indicator d:** According to the 2019 CSO survey, 100% of teachers agree a system is in place to monitor and evaluate teacher instruction, citing informal and formal observations, including pre- and post-observation meetings. The renewal application and school leadership focus group further confirm this, noting that the Danielson Framework for Teaching is used for individual teacher coaching and identifying individual and schoolwide professional development.

- **Indicator e:** Teacher feedback is solicited formally through annual surveys, and informally through an open door policy, weekly staff meetings, and monthly professional development. According to the 2019 CSO survey, 100% of teacher agree school leadership has systems in place to solicit staff feedback. Examples cited include scheduled one-on-one meetings, weekly faculty meetings, and an open door policy.

3. Element: ***Contractual Relationships:***

- **Indicator a:** According to the renewal application narrative, the CAMPA CS Board of Trustees, school leadership, and educational service provider established a clear segregation of duties to foster an effective working relationship. Board minutes from the 2020-2021 school year demonstrate leadership from the educational service provider is present at each board meeting and shares information related to governance support and student recruitment.
- **Indicator b:** The CAMPA CS Board of Trustees submitted a material charter amendment request to work with its current educational service provider in August 2020 with its renewal application per guidance from the CSO.
- **Indicator c:** As described in the renewal application narrative, the board intends to develop a set of annual measurable goals to evaluate the efficacy of the partnership. At the time of the remote renewal site visit, the board and the educational partner had established and written into contract the following annual measurable goals:

GOAL 1: CEI will develop a robust and enhanced student recruitment plan and over-see effective implementation of such plan, maximizing the use of innovative strategies, including the use of social media, enhancement of the School’s website and strengthening use of targeted mailings and other strategies to recruit and retain the maximum number of students for the Renewal Term.

GOAL 2: CEI will update the school facilities plan, facilitate Board conversations and decision making around the School’s Facility to determine if a NYCDOE co-location or another private facility is more feasible for the School to enable growth and reduce expense. In addition, CEI will investigate potential sources of funding that may be utilized for renovation.

GOAL 3: CEI will facilitate the implementation of the Financial Corrective Action Plan which resulted from the NYS Financial Audit. CEI will review and evaluate the School’s finances to make recommendations to the Board to develop systems and structures for maintaining the School’s financial position, including making recommendations to update internal financial policies and procedures and ensure the functioning of the Board Finance Subcommittee.

GOAL 4: CEI will assist in the recruitment of instructional and non-instructional personnel and provide professional development, mentoring and coaching for the school administrator and all instructional personnel.

GOAL 5: CEI will assist in identifying and preparing competitive grant funding opportunities as well as create opportunities for fundraising.

GOAL 6: CEI will provide Board training in all areas of compliance; recommend, and develop updated policies for adoption; support the submission of all NYSED CSO compliance requirements and reports, as well as Board expectations for strategic planning, evaluation and mission and leadership development.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

| <u>Element</u> | <u>Indicators</u> |
|---|---|
| 1. <i>Mission and Key Design Elements</i> | <ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions. |

Summative Evidence for Benchmark 8:

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** CAMPA CS's mission statement is to: *ensure that students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Students will not only leave CAMPA CS with a command of the skills necessary to perform at a high level in high school and college but will also develop the social tools required to thrive in our ever-changing global society.* Across focus groups and the CSO teacher survey, stakeholders emphasized preparing students for the academic rigor of high school and college while also taking time to identify the holistic needs of every child and provide tailored physical and social-emotional supports to support their wellbeing. According to the 2019 CSO survey, 90% of teachers agree the mission is clear and shared by all stakeholders and 95% of parents are familiar with the mission.
- **Indicator b:** While CAMPA CS has implemented aspects of each key design, implementation is not fully aligned with each element as articulated. For instance, while CAMPA CS is not partnering with the Morningside Center to deliver social-emotional programming, including the 4Rs Program and peer mediation, the counselor and health teacher, with support from school leadership, implement related programming during health class and other small group offerings and CAMPA CS works with Tomorrow's Leaders NYC on Fridays. Furthermore, while high school peer tutors are not currently being utilized, high-achieving CAMPA CS students provide peer tutoring. Lastly, while co-planning and co-teaching with math and ELA specialists is articulated as a key design element, such positions are not on staff due to budgetary constraints. While school leadership utilized personal connections and had two individuals with math and ELA expertise work with staff last year, CAMPA CS was not able to utilize these specialists due to the pandemic.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

| <u>Element</u> | <u>Indicators</u> |
|-------------------------------|---|
| 1. <i>Targets are met</i> | a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter. |
| 2. <i>Targets are not met</i> | <p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p> |

Summative Evidence for Benchmark 9:

1. Element: **Target are met:**
 - **Indicator a:** CAMPA CS enrolled a comparable number of SWDs with its district of location, NYC CSD 19 (differentials of 0 in 2016-2017, 0 in 2017-2018, -2 percentage points in 2018-2019, and -3 percentage points in 2019-2020).
2. Element: **Targets are not met:**
 - **Indicator a:** CAMPA CS has been below 85% of initial maximized authorized enrollment throughout the charter term, including 46% in 2016-2017 (enrolled 58 students of authorized 125), 26% in 2017-2018 (enrolled 66 students of authorized 250), and 35% in 2018-2019 (enrolled 109 of authorized 315). In recent years, the CSO reduced authorized enrollment to 100, given the school’s challenges in meeting anticipated enrollment levels. Across the 2016-2017 through 2019-2020 school years, CAMPA CS did not enroll a comparable number of ELLs (-19 percentage points in 2019-2020) and ED students (-20 percentage points in 2019-2020) with NYC CSD 19.
 - **Indicator b:** The 2019-2020 annual report and renewal application narrative describe multiple recruitment efforts, which include:
 - Hosting monthly open houses;
 - Forming relationships with area elementary schools, community-based organizations, and tenant associations;

- Holding public meetings at local recreation centers; and
 - Publicizing flyers and articles in printed newspapers, advertisements, and on social media.
- During the board focus group, board members described implementing a marketing campaign, using both social and traditional media, and working with former NYC CSD 19 principals to assist with recruitment.
- **Indicator c:** As described in the renewal application narrative and confirmed in board minutes and the board focus group, the Enrollment Committee reports out on recruitment efforts, successes, and challenges at every board meeting. Furthermore, enrollment figures are reviewed, and benchmarks are set at the annual board meeting.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element

Indicators

1. *Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
- b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: **Legal Compliance:**

- **Indicator a:** The school lacked compliance with applicable laws related to financial management and oversight during the charter term. Notices of Deficiency from November 2017 and December 2019 and a February 2020 audit report from the Office of Audit Services outlined a host of financial compliance issues concerning purchasing, documentation, escrow funds, and internal controls.
 - The school was required to repay certain grant funds, and owed the NYCDOE in excess of \$130,000. The school has repaid all amounts owed.
 - The school has been under-enrolled throughout the charter term.
 - The school had been consistently tardy in submitting required documents to SED, including annual report documents, and audited financial statements. However, the school has begun to correct this trend of 2020.
 - The school has conducted board business without a quorum of members present at the meeting and has exceeded the legal number of uncertified teachers. The board understands now how a quorum is defined under the law and will submit a request to revise its by-laws accordingly. Additionally, the board has begun the process of reviewing all school policies and legal documents with its counsel during the 2021 school year and as needed throughout the next charter term to ensure compliance with all legal and regulatory requirements.
 - School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school has undertaken measures to comply with fingerprinting and clearance requirements as of December 2020. This will include the must adoption of a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.

- **Indicator b:** The CSO issued CAMPA CS a Notice of Deficiency in December 2019 related to academic performance in relation to NYS, fiscal deficiencies, and under-enrollment overall and of ELLs and ED students in relation to the district of location. The notice and associated Corrective Action Plan (CAP) are described further in applicable benchmarks.
- **Indicator c:** The school is requesting a material revision to its enrollment and grades served as well as to execute a formal partnership with a comprehensive educational service provider.

Attachment 1: 2020-2021 Renewal Site Visit

Collegiate Academy for Mathematics and Personal Awareness Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This schools outperforms schools with similar grades and subgroup demographics in ELA but does not outperform similar schools in math and science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

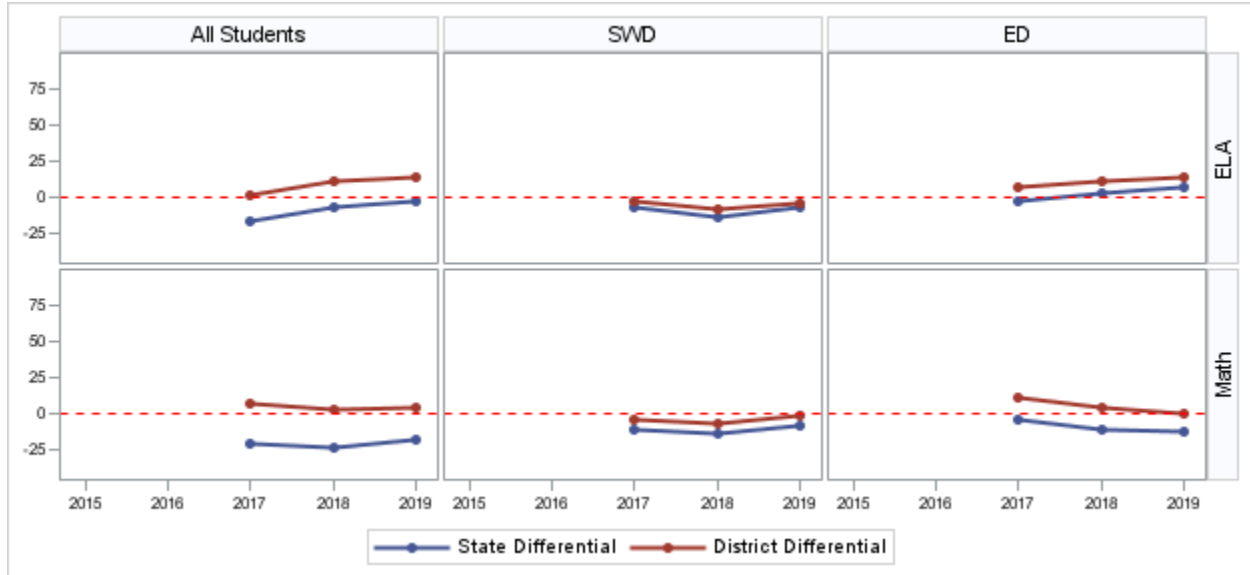
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

| | | All Students | SWD | ED |
|------|-----------|--------------|-----|-----|
| ELA | 2016-2017 | 24% | 0% | 29% |
| | 2017-2018 | 56% | 23% | 60% |
| | 2018-2019 | 53% | 17% | 54% |
| Math | 2016-2017 | 24% | 0% | 29% |
| | 2017-2018 | 36% | 0% | 41% |
| | 2018-2019 | 30% | 15% | 30% |

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

| | | ELA | | | | | Math | | | | |
|--------------|-----------|--|------------|--------------------------|-----|---------------------|--|------------|--------------------------|-----|---------------------|
| | | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | NYS | Differential to NYS | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | NYS | Differential to NYS |
| All Students | 2016-2017 | 16% | 14% | +2 | 32% | -16 | 20% | 12% | +8 | 40% | -20 |
| | 2017-2018 | 38% | 26% | +12 | 45% | -7 | 20% | 17% | +3 | 43% | -23 |
| | 2018-2019 | 43% | 28% | +15 | 45% | -2 | 25% | 21% | +4 | 42% | -17 |
| SWD | 2016-2017 | 0% | 2% | -2 | 7% | -7 | 0% | 4% | -4 | 11% | -11 |
| | 2017-2018 | 0% | 8% | -8 | 14% | -14 | 0% | 6% | -6 | 13% | -13 |
| | 2018-2019 | 6% | 10% | -4 | 13% | -7 | 5% | 6% | -1 | 13% | -8 |
| ED | 2016-2017 | 21% | 14% | +7 | 23% | -2 | 24% | 13% | +11 | 28% | -4 |
| | 2017-2018 | 38% | 26% | +12 | 35% | +3 | 21% | 16% | +5 | 31% | -10 |
| | 2018-2019 | 42% | 28% | +14 | 35% | +7 | 21% | 20% | +1 | 33% | -12 |

*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

| | | ELA | | | | | Math | | | | |
|---------|-----------|--|------------|--------------------------|-----|---------------------|--|------------|--------------------------|-----|---------------------|
| | | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | NYS | Differential to NYS | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | NYS | Differential to NYS |
| Grade 6 | 2016-2017 | 16% | 14% | +2 | 32% | -16 | 20% | 12% | +8 | 40% | -20 |
| | 2017-2018 | 56% | 30% | +26 | 49% | +7 | 22% | 18% | +4 | 44% | -22 |
| | 2018-2019 | 56% | 28% | +28 | 47% | +9 | 39% | 22% | +17 | 47% | -8 |
| Grade 7 | 2017-2018 | 32% | 22% | +10 | 40% | -8 | 19% | 15% | +4 | 41% | -22 |
| | 2018-2019 | 23% | 24% | -1 | 40% | -17 | 16% | 20% | -4 | 43% | -27 |
| Grade 8 | 2018-2019 | 50% | 33% | +17 | 48% | +2 | 21% | 20% | +1 | 33% | -12 |

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes: Pre-High School

| | | All Students | | | | SWD | | | | ED | | | |
|---------------------------|-----------|----------------------|--|-----|-----------------------|----------------------|--|-----|-----------------------|----------------------|--|-----|-----------------------|
| | | Charter Total Tested | Collegiate Academy for Mathematics and Personal Awareness Charter School | NYS | Differential to State | Charter Total Tested | Collegiate Academy for Mathematics and Personal Awareness Charter School | NYS | Differential to State | Charter Total Tested | Collegiate Academy for Mathematics and Personal Awareness Charter School | NYS | Differential to State |
| Algebra I (Common Core) | 2017-2018 | 12 | 83% | 90% | -7 | . | . | . | . | 9 | 89% | 81% | +8 |
| | 2018-2019 | 14 | 93% | 89% | +4 | . | . | . | . | 10 | 90% | 80% | +10 |
| Living Environment | 2017-2018 | 18 | 100% | 86% | +14 | . | . | . | . | 15 | 100% | 77% | +23 |
| | 2018-2019 | 48 | 77% | 85% | -8 | 9 | 56% | 50% | +6 | 39 | 72% | 76% | -4 |
| US History and Government | 2018-2019 | 20 | 100% | 71% | +29 | . | . | . | . | 14 | 100% | 67% | +33 |

*See NOTES (2), (3), (4), and (7) below.

Benchmark 9:

Table 5: Student Demographics

| | SWD | | | ELL | | | ED | | |
|-----------|--|------------|--------------------------|--|------------|--------------------------|--|------------|--------------------------|
| | Collegiate Academy for Mathematics And Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics And Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics And Personal Awareness CS | NYC CSD 19 | Differential to District |
| 2016-2017 | 26% | 26% | 0 | 7% | 14% | -7 | 69% | 92% | -23 |
| 2017-2018 | 26% | 26% | 0 | 5% | 17% | -12 | 80% | 93% | -13 |
| 2018-2019 | 23% | 25% | -2 | 4% | 18% | -14 | 75% | 92% | -17 |
| 2019-2020 | 22% | 25% | -3 | 0% | 19% | -19 | 73% | 93% | -20 |

*See NOTES (2) and (6) below.

Table 6: Retention – Aggregate and Subgroups

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|--|------------|--------------------------|--|------------|--------------------------|--|------------|--------------------------|--|------------|--------------------------|
| | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District |
| 2017-2018 | 72% | 89% | -17 | 80% | 86% | -6 | 75% | 85% | -10 | 75% | 88% | -13 |
| 2018-2019 | 82% | 88% | -6 | 76% | 86% | -10 | 67% | 87% | -20 | 81% | 88% | -7 |
| 2019-2020 | 82% | 89% | -7 | 91% | 89% | +2 | 100% | 89% | +11 | 84% | 90% | -6 |

*See NOTES (2) and (6) below.

***NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*

Charter School Fiscal Accountability Summary

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------|----------|---------|---------|---------|---------|
| Grades Served | planning | 6-7 | 6-8 | 6-8 | 6-8 |
| Maximum Chartered Grades Served | - | 6-8 | 6-8 | 6-8 | 6-8 |
| Chartered Enrollment | - | 125 | 250 | 375 | 375 |
| Maximum Chartered Enrollment | - | 375 | 375 | 375 | 375 |
| Actual Enrollment | - | 58 | 66 | 109 | 86 |

ASSETS

Current Assets

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------|---------|----------------|----------------|---------------|----------------|
| Cash and Cash Equivalents | - | 8,816 | - | 5,467 | 195,743 |
| Grants and Contracts Receivable | - | 22,880 | 209,217 | 48,761 | 141,186 |
| Prepaid Expenses | - | 120,000 | 13,893 | 18,250 | 18,250 |
| Other Current Assets | - | 188,465 | - | - | - |
| Total Current Assets | - | 340,162 | 223,110 | 72,478 | 355,179 |

Non-Current Assets

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|---------|----------------|----------------|----------------|----------------|
| Property, Building and Equipment, net | - | 315,485 | 248,948 | 257,658 | 182,473 |
| Restricted Cash | - | 25,000 | - | 74,979 | 79,029 |
| Security Deposits | - | 9,965 | - | - | - |
| Other Non-Current Assets | - | - | - | - | - |
| Total Non - Current Assets | - | 350,450 | 248,948 | 332,637 | 261,502 |
| Total Assets | - | 690,611 | 472,058 | 405,115 | 616,681 |

LIABILITIES and NET ASSETS

Current Liabilities

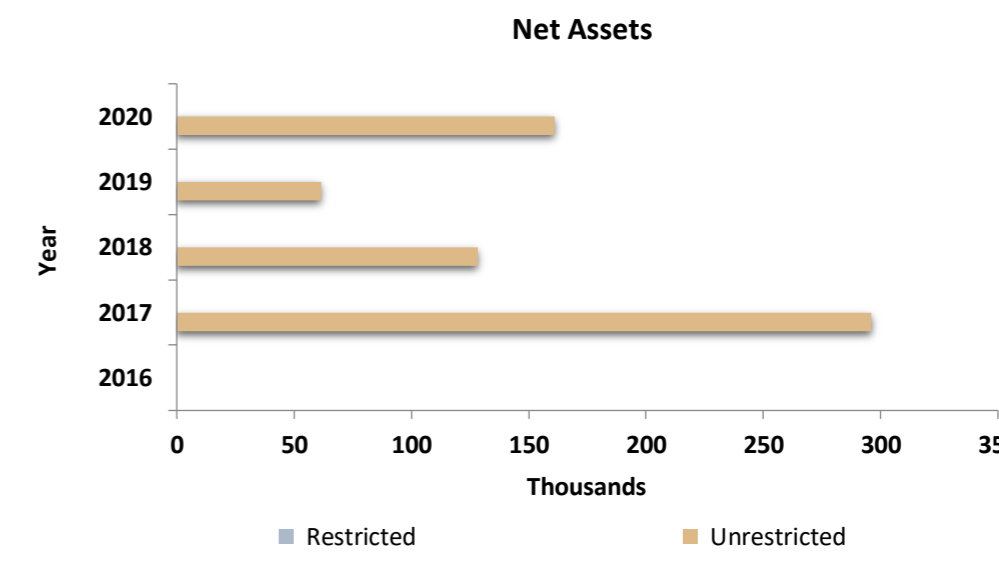
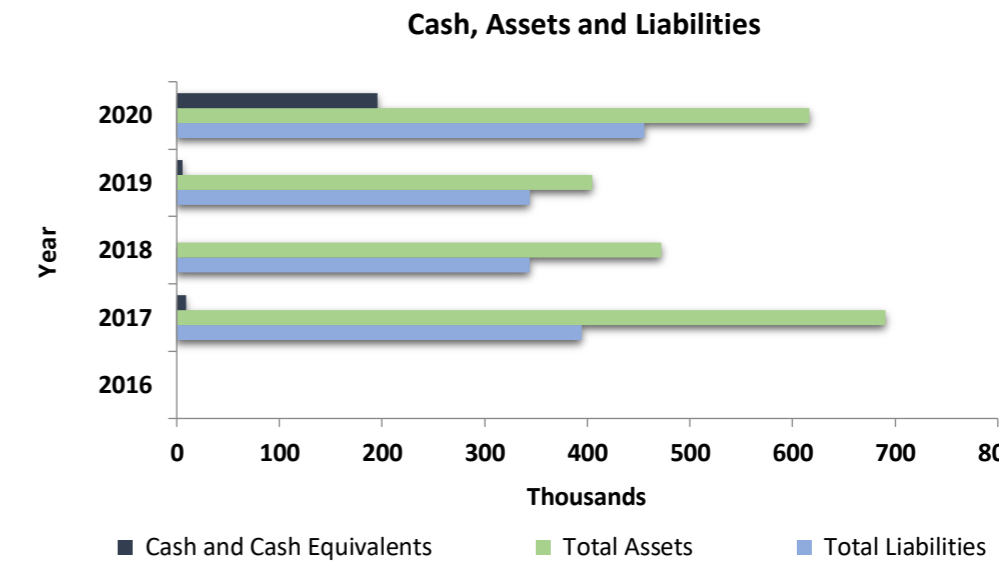
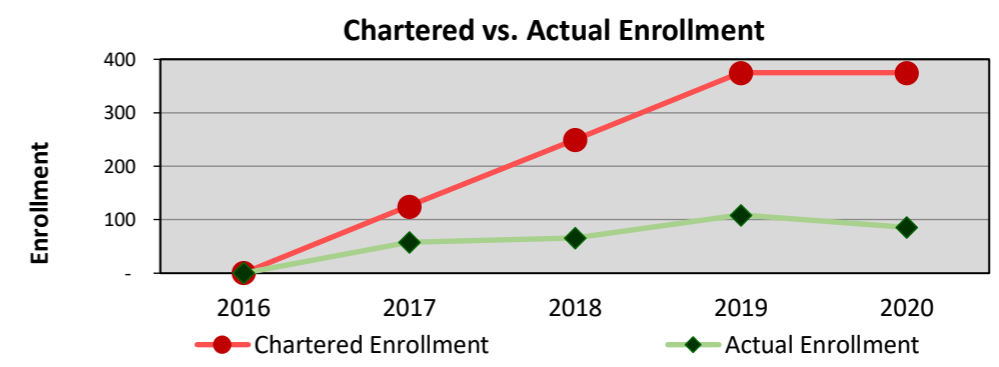
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|---------|----------------|----------------|----------------|----------------|
| Accounts Payable and Accrued Expenses | - | 194,071 | 127,461 | 123,158 | 152,566 |
| Accrued Payroll and Payroll Taxes | - | 74,771 | 75,582 | 105,657 | 74,650 |
| Due to Related Parties | - | - | - | - | - |
| Refundable Advances | - | - | - | - | - |
| Other Current Liabilities | - | 125,672 | 140,561 | 114,792 | 88,073 |
| Total Current Liabilities | - | 394,514 | 343,604 | 343,607 | 315,289 |

Long-Term Liabilities

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|---------|----------------|----------------|----------------|----------------|
| Deferred Rent | - | - | - | - | - |
| Other Long-Term Liabilities | - | - | - | - | 140,263 |
| Total Long-Term Liabilities | - | - | - | - | 140,263 |
| Total Liabilities | - | 394,514 | 343,604 | 343,607 | 455,552 |

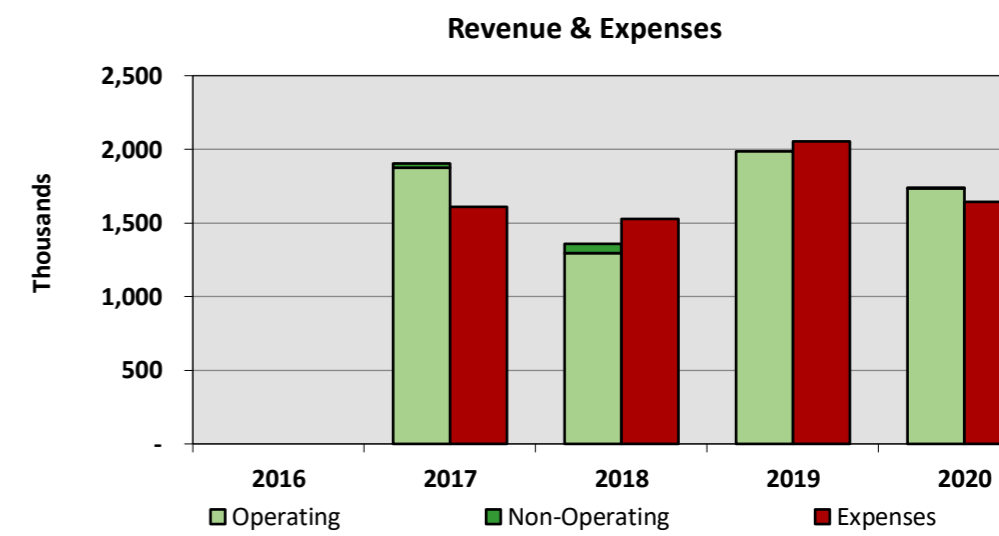
NET ASSETS

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---------|----------------|----------------|----------------|----------------|
| Unrestricted | - | 296,097 | 128,454 | 61,508 | 161,129 |
| Restricted | - | - | - | - | - |
| Total Net Assets | - | 296,097 | 128,454 | 61,508 | 161,129 |
| Total Liabilities and Net Assets | - | 690,611 | 472,058 | 405,115 | 616,681 |



OPERATING REVENUE

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|------------------|------------------|------------------|------------------|
| State and Local Per Pupil Revenue - Reg. Ed | - | 791,992 | 981,502 | 1,604,635 | 1,369,003 |
| State and Local Per Pupil Revenue - SPED | - | 83,650 | 61,259 | 82,621 | 152,610 |
| State and Local Per Pupil Facilities Revenue | - | 158,252 | 180,000 | 180,000 | 99,103 |
| Federal Grants | - | 626,527 | - | - | 64,056 |
| State and City Grants | - | 194,487 | 74,257 | 119,120 | 51,843 |
| Other Operating Income | - | 21,354 | - | - | - |
| Total Operating Revenue | - | 1,876,262 | 1,297,018 | 1,986,376 | 1,736,615 |



EXPENSES

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|---------|------------------|------------------|------------------|------------------|
| Program Services | - | 909,751 | 949,426 | 1,387,641 | 1,021,901 |
| Regular Education | - | 909,751 | 949,426 | 1,387,641 | 1,021,901 |
| Special Education | - | 260,859 | 210,045 | 249,967 | 222,735 |
| Other Expenses | - | - | - | - | - |
| Total Program Services | - | 1,170,610 | 1,159,471 | 1,637,608 | 1,244,636 |

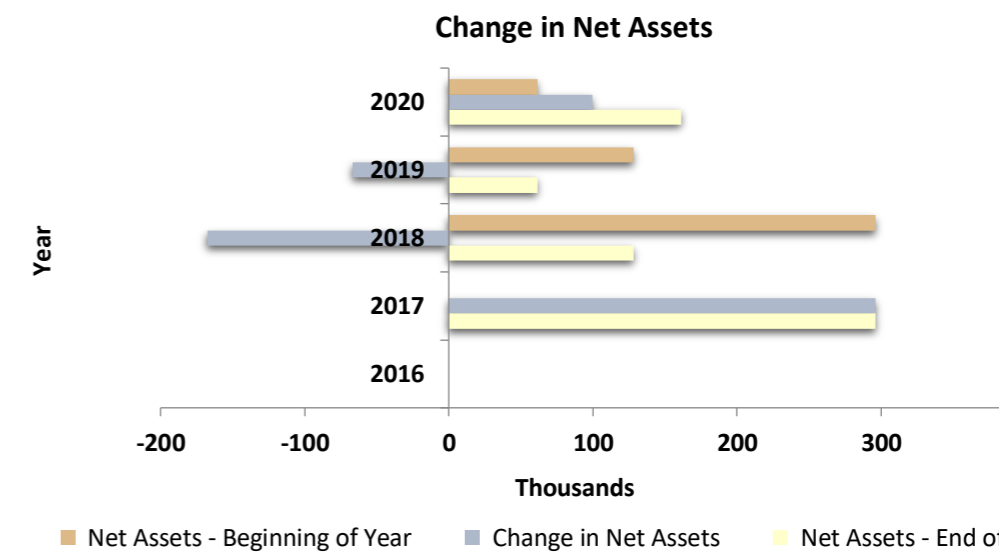
Supporting Services

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|---------|----------------|----------------|----------------|----------------|
| Management and General | - | 438,426 | 366,487 | 415,714 | 396,758 |
| Fundraising | - | - | - | - | - |
| Total Support Services | - | 438,426 | 366,487 | 415,714 | 396,758 |

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------|---------|------------------|------------------|------------------|------------------|
| Total Expenses | - | 1,609,036 | 1,525,958 | 2,053,322 | 1,641,394 |
| Surplus/Deficit from Operations | - | 267,226 | (228,940) | (66,946) | 95,221 |

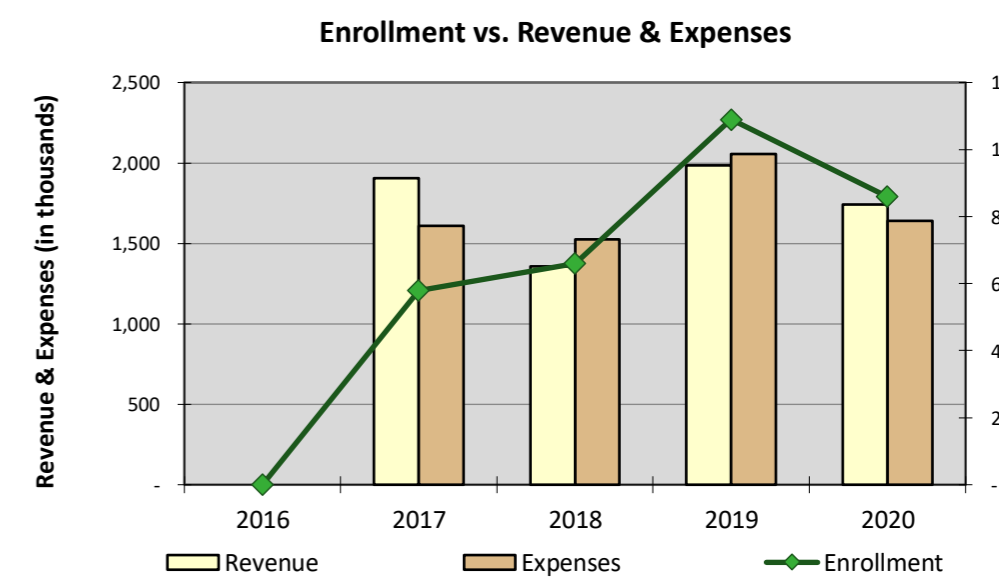
SUPPORT AND OTHER REVENUE

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------------|---------------|----------|--------------|
| Interest and Other Income | - | - | - | - | - |
| Contributions and Grants | - | 28,870 | 1,298 | - | 4,400 |
| Fundraising Support | - | - | - | - | - |
| Other Support and Revenue | - | - | 60,000 | - | - |
| Total Support and Other Revenue | - | 28,870 | 61,298 | - | 4,400 |
| Change in Net Assets | - | 296,096 | (167,642) | (66,946) | 99,621 |
| Net Assets - Beginning of Year | - | - | 296,096 | 128,454 | 61,508 |
| Net Assets - End of Year | - | 296,096 | 128,454 | 61,508 | 161,129 |



REVENUE & EXPENSE BREAKDOWN

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|---------|---------------|---------------|---------------|---------------|
| Revenue - Per Pupil | - | 32,349 | 19,652 | 18,224 | 20,193 |
| Operating | - | 32,349 | 19,652 | 18,224 | 20,193 |
| Support and Other Revenue | - | 498 | 929 | - | 51 |
| Total Revenue | - | 32,847 | 20,581 | 18,224 | 20,244 |
| Expenses - Per Pupil | - | 20,183 | 17,568 | 15,024 | 14,473 |
| Program Services | - | 20,183 | 17,568 | 15,024 | 14,473 |
| Management and General, Fundraising | - | 7,559 | 5,553 | 3,814 | 4,613 |
| Total Expenses | - | 27,742 | 23,121 | 18,838 | 19,086 |
| % of Program Services | 0.0% | 72.8% | 76.0% | 79.8% | 75.8% |
| % of Management and Other | 0.0% | 27.2% | 24.0% | 20.2% | 24.2% |
| % of Revenue Exceeding Expenses | 0.0% | 18.4% | -11.0% | -3.3% | 6.1% |



FINANCIAL COMPOSITE SCORE

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|------------------|------------------|---------|
| Composite Score | - | 1.58 | 0.14 | 0.01 | 1.62 |
| BENCHMARK and FINDING: | - | Strong | Needs Monitoring | Needs Monitoring | Strong |
| Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9 | | | | | |

WORKING CAPITAL

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|------------------------|------------------------|------------------------|------------------------|
| Net Working Capital | - | (54,353) | (120,494) | (271,129) | 39,890 |
| Working Capital (Current) Ratio | - | 0.9 | 0.6 | 0.2 | 1.1 |
| BENCHMARK and FINDING: | - | Does Not Meet Standard | Does Not Meet Standard | Does Not Meet Standard | Does Not Meet Standard |
| Ratio should be equal to or greater than 1.2 | | | | | |

DEBT TO ASSET

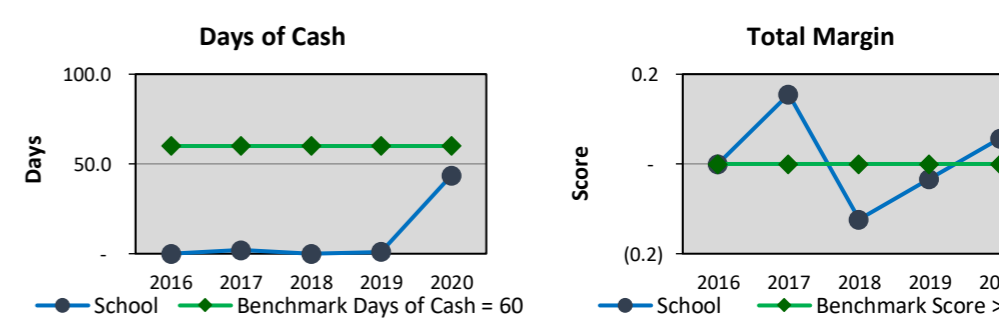
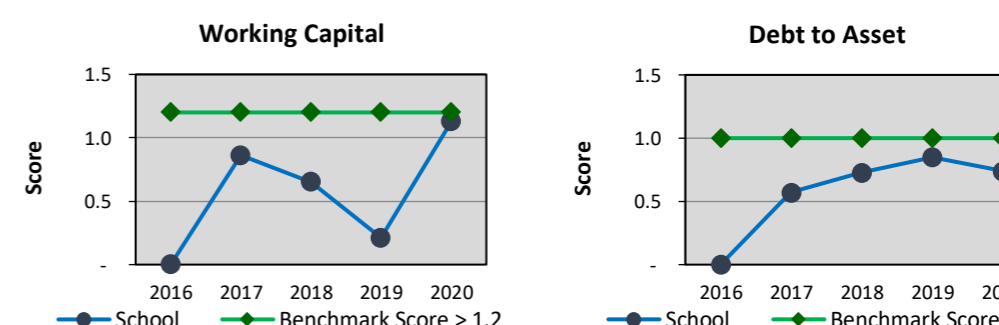
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---------|----------------|----------------|----------------|----------------|
| Debt to Asset Ratio | - | 0.6 | 0.7 | 0.8 | 0.7 |
| BENCHMARK and FINDING: | - | Meets Standard | Meets Standard | Meets Standard | Meets Standard |
| Ratio should be equal to or less than 1.0 | | | | | |

CASH POSITION

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|------------------------|---------|------------------------|------------------------|
| Days of Cash | - | 2.0 | - | 1.0 | 43.5 |
| BENCHMARK and FINDING: | - | Does Not Meet Standard | - | Does Not Meet Standard | Does Not Meet Standard |
| Ratio should be equal to or greater than 60 days | | | | | |

TOTAL MARGIN

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|----------------|------------------------|------------------------|----------------|
| Total Margin Ratio | - | 0.2 | (0.1) | (0.0) | 0.1 |
| BENCHMARK and FINDING: | - | Meets Standard | Does Not Meet Standard | Does Not Meet Standard | Meets Standard |
| Ratio should be equal to or greater than 0.0 | | | | | |



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS