

Application: BEGINNING WITH CHILDREN CHARTER SCHOOL II

Jen Pasek -
2023-2024 Annual Report

Summary

ID: 0000000232
Last submitted: Nov 1 2024 04:56 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Nov 1 2024

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2023-2024 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2024**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

BEGINNING WITH CHILDREN CHARTER SCHOOL II 800000071156

b. Unofficial or Popular School Name

B2

c. CHARTER AUTHORIZER (As of June 30th, 2024)

Please select the correct authorizer as of June 30, 2024 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

CSD #14 - BROOKLYN

e. Date of Approved Initial Charter

Jun 15 2011

f. Date School First Opened for Instruction

Sep 5 2012

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

bwccs2.org

i. Total Approved Charter Enrollment for 2023-2024 School Year

690

j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment

687

k. Grades Served

Grades served during the 2023-2024 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8
9
10
Ungraded

I. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Include contact information (name, email address, telephone number)

Beginning with Children Foundation, Amy Kolz
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I2. Charter Management Organization Email Address

info@bwcf.org

I3. Charter Management Organization Phone Number

212-750-9320

FACILITIES INFORMATION

m. FACILITIES: Owned, rented, leased to educate students

Will the school maintain or operate multiple sites in 2024-2025?

	Yes, 3 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	215 Heyward Street Brooklyn, NY 11206	718-302-7700	NYC CSD 14	K-5	K-5	None

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Mike Ferrara & Yvette Ferrara	Co-Principals	718-302-7700		<div></div> <div></div>
Operational Leader	Michael Copeland	Director of Operations	718-302-7700		<div></div> <div></div>
Compliance Contact	Brian Stemmer	Director of Finance, BwCF	718-302-7700		<div></div> <div></div>
Complaint Contact	Amy Kolz	Chief Schools Officer, BwCF	212-318-9112		<div></div>
DASA Coordinator	Kathy Rodriguez	Social Worker	718-599-2924		<div></div> <div></div>
Phone Contact for After Hours Emergencies	Esosa Ogbahon	Superintendent	917-697-9092		<div></div> <div></div>

m1b. Is site 1 in public space or in private space?

Public Space

m1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

m1d. Please list the terms of your current co-location.

	Date school will leave current co- location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A					







School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	11 Bartlett St Brooklyn, NY 11206	718-599-2924	NYC CSD 14	6-8	6-8	6-8

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Edwind Santiago MS, Eloise Cummings	Principal	718-599-2924		
Operational Leader	Lauren Hernandez	Director of Operations	718-599-2924		
Compliance Contact	Brian Stemmer	Director of Finance, BwCF	212-318-9120		
Complaint Contact	Amy Kolz	Chief Schools Officer, BwCF	212-318-9113		
DASA Coordinator	Karla Espinoza	Social Worker	718-599-2924		
Phone Contact for After Hours Emergencies	Esosa Ogbahon	Superintendent	917-697-9092		

m2b. Is site 2 in public space or in private space?

Private Space

m2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

No Co-Located

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

m2e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC.

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 2 Certificate of Occupancy (COO)

[B2 MS CO - Bartlett.pdf](#)

Filename: B2 MS CO - Bartlett.pdf **Size:** 423.7 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

[2024-08-05_Beginning-with-Children-11-Bartl_FireScan.pdf](#)

Filename: 2024-08-05_Beginning-with-Children-11-Bartl_FireScan.pdf **Size:** 814.8 kB

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	250 Jay Street Brooklyn, NY 11201	917-893-3999	NYC CSD 14	9-10	9-11	9-11

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Esosa Ogbahon	Superintendent	917-893-3999		<div></div> <div></div>
Operational Leader	Palmyre Dominique Artamin	Director of Operations	917-893-3999		<div></div> <div></div> <div></div>
Compliance Contact	Brian Stemmer	Director of Finance, BwCF	212-318-9120		<div></div> <div></div>
Complaint Contact	Amy Kolz	Chief Schools Officer, BwCF	212-318-9112		<div></div>
DASA Coordinator	Elisha Dixon	Social Worker	718-909-0633		<div></div> <div></div>
Phone Contact for After Hours Emergencies	Esosa Ogbahon	Superintendent	917-697-9092		<div></div> <div></div>

m3b. Is site 3 in public space or in private space?

Private Space

m3c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

m3e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC.

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 3 Certificate of Occupancy (COO)

[B2 HS Jay ST 2024-04-22 Certificate of Occupancy \(COO or TCO\).pdf](#)

Filename: B2 HS Jay ST 2024-04-22 Certificate of Occupancy (COO or TCO).pdf **Size:** 70.4 kB

Site 3 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 5

m5. SCHOOL SITES

Please provide information on Site 5 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 5						

m5a. Please provide the contact information for Site 5.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader					
Operational Leader					
Compliance Contact					
Complaint Contact					
DASA Coordinator					
Phone Contact for After Hours Emergencies					

m5b. Is site 5 in public space or in private space?

(No response)

m5c. Is site 5 in a co-located or not in a co-located facility?

No Responses Selected

m5d. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 5						

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

m5e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 5 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 5 Certificate of Occupancy (COO)

Site 5 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

o1. Total Number of School Calendar Days

196

o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

January 2024	126
February 2024	96
March 2024	120
April 2024	96
May 2024	132
June 2024	78
July 2023	60
August 2023	84
September 2023	84
October 2023	126
November 2023	108
December 2023	66

CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR

p. Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school's board of trustees' bylaws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revisions approved or pending?

No

ATTESTATIONS

q. Name/Position of Person Completing/Submitting the 2023-2024 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

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

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click [YES](#) to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Amey K. G.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Joan Walcott

Date

Nov 1 2024

Thank you.



Entry 2 – Links to Critical Documents on School Website

Completed - Nov 1 2024

[Instructions](#)

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

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

1. Current Annual Report (i.e., 2023-2024 Annual Report);^[1]
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law;^[2] (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

^[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

^[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: BEGINNING WITH CHILDREN CHARTER SCHOOL II

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	<u>https://bwccs2.org/about/board-and-governance/</u>
2. Board meeting notices, agendas and documents	<u>https://bwccs2.org/about/board-and-governance/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	<u>https://data.nysed.gov/essa.php?year=2023&instid=8000000071156</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<u>https://bwccs2.org/about/board-and-governance/</u>
6. Authorizer-approved FOIL Policy	<u>https://bwccs2.org/about/board-and-governance/</u>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<u>https://bwccs2.org/about/board-and-governance/</u>

Thank you.



Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Nov 1 2024

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2023-2024 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

[CPCSEC Amy Kolz 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCSEC_Amy_Kolz_2023-24_Charter_Sc_BK6MIXy.pdf Size: 561.5 kB

[CPCSEC Tomomi Uetani 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCSEC_Tomomi_Uetani_2023-24_Chart_h2EUyQ4.pdf Size: 559.3 kB

[CPCSEC Rebecca Baneman 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCSEC_Rebecca_Baneman_2023-24_Cha_0zdjia6.pdf Size: 562.7 kB

[CPCSEC Joan Walrond 2023-24 Charter School Disclosure of Financial Interest Form \(2\)](#)

Filename: CPCSEC_Joan_Walrond_2023-24_Charte_7pTgy7V.pdf Size: 558.9 kB

[CPCSEC Mitchell Protass 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCSEC_Mitchell_Protass_2023-24_Ch_XSiHHyy.pdf Size: 557.3 kB

[CPCSEC Sharon Madison 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCSEC_Sharon_Madison_2023-24_Char_XgH3aku.pdf Size: 558.9 kB

[CPCSEC Gunnar Millier 2023-24 Charter School Disclosure of Financial Interest Form \(2\)](#)

Filename: CPCSEC_Gunnar_Millier_2023-24_Char_oUOGfOb.pdf Size: 557.3 kB

[CPCS Sonia Gulardo 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: CPCS_Sonia_Gulardo_2023-24_Charter_1FSXdsd.pdf Size: 563.8 kB

Filename: CPCSEC_Patricia_Stallings_2023-24__Nre3LoO.pdf Size: 559.9 kB

Entry 4 – Board of Trustees Membership Table

Completed - Nov 1 2024

Instructions

Required of ALL charter schools

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

Entry 4 – Board of Trustees Membership Table

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

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2023-2024 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By- Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/ YYYY)	End Date of Current Term (MM/DD/ YYYY)	Board Meetings Attended During 2023- 2024
1	Joan Walrond		Chair	Executive, Nominating, Legal, Academic	Yes	4	7/9/2024	7/8/2027	10
2	Rebecca Baneman		Vice Chair	Executive, Legal, Finance	Yes	4	7/9/2024	7/8/2027	7
3	Amy Kolz		Secretary	Executive, Finance, Academic	Yes	5	7/9/2024	7/8/2027	12
4	Sonia Gulardo-Ortiz		Trustee/ Member	Legal; Academic	Yes	5	7/9/2024	7/8/2027	10
5	Sharon Madison		Other	Nominating; Finance	Yes	3	7/9/2024	7/8/2027	9
6	Tonomi Uetani		Trustee/ Member	Academic; Nominating; Strategic Planning	Yes	3	7/9/2024	7/8/2027	10
7	Mitch Protass		Trustee/ Member	Finance; Strategic	Yes	3	7/9/2023	7/8/2026	9

				Planning					
8	Gunnar Millier		Treasurer	Executive, Nominating, Finance	Yes	3	7/9/2023	7/8/2026	12
9	Patricia Stallings		Trustee/Member	Legal	Yes	3	2/13/2019	7/8/2023	5 or less

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

No

2. Number of board meetings conducted in 2023-2024

12

3. Number of board meetings scheduled for the 2024-2025 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2024	8
b. Total number of Voting Members added during the 2023-2024 school year	0
c. Total number of Voting Members who left the board during 2023-2024 school year	1
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	8

Thank you.

Entry 6 – Enrollment & Retention

Completed - Nov 1 2024

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2024-2025.

*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	<p>During the fall, winter and early spring recruiting season, our SPED Coordinators continued to lead outreach efforts to prospective SPED students. Our SPED Coordinators attend SPED Collaborative-sponsored events, and they recruit at pre-schools that provide special education services. We communicated how our special education programs and services support students with disabilities at school open houses.</p> <p>We continue working towards meeting the district in numbers of SWD. Additionally, we have dedicated resource tools and videos providing information on our special education program, including videos permanently available on our website and social media channels. Our Lower School Special Education Coordinator is fluent in both English and Spanish and supports our efforts to recruit students with disabilities.</p>	<p>In 2023-24, 28% of our enrollment had an Individual Education Plan. The local district, CSD 14, enrolled 24% students with disabilities in comparable grades. Going forward we will continue with the strategies outlined to the left.</p>
English Language Learners	<p>During the fall, winter and early spring lottery recruitment season, our SPED Coordinators and bilingual members of our teaching and office staff continued to support outreach to prospective ELL students. We continued to provide prospective families with translated versions of all recruitment materials and translators at school meetings, tours and open houses. We also continued to hold community meetings tailored specifically to ELL populations and to recruit at pre-</p>	<p>In 2023-24, 13% of our enrollment were English Language Learners along with 4% former ELLs. The local district enrolled 12% ELL students in comparable grades. Going forward we will continue with the strategies outlined to the left.</p>

	<p>schools that provide supports for ENL students. We will also continue to offer a Kindergarten English-Spanish music program.</p> <p>Our School Leadership Teams continues to recruit and employ staff who primarily support English Language Learners through classroom instruction, additional tools and resources, and using information learned from home language surveys, NYSITELL, and NYSESLAT tests. We provide current and prospective families with translated recruitment and school materials, as well as having translators at school meetings, tours, and open houses. We will continue to hold community meetings tailored specifically to ELL populations and to recruit at pre-schools that provide supports for ENL students. Additionally, we offer our music program in English and Spanish, while highlighting and planning school cultural events that celebrate our ELL families and unique cultural backgrounds.</p>	
Economically Disadvantaged	<p>This past year we continued outreach to families who may qualify for Free and Reduced Priced Lunch through canvassing and application drop offs at neighboring HRA employment centers, local daycares, businesses and and places of dwelling. Our methods have consistently been effective in enrolling ED students. We are always adding new outreach sites throughout our community, to invite prospective families and community members to our school events, and to offer flexible scheduling of tours to accommodate working parents during the school year and</p>	<p>In 2023-24, 90% of our enrollment qualified as economically disadvantaged. The local district, CSD 14, enrolled 76% ED students in comparable grades. Going forward we will continue with the strategies outlined to the left.</p>

throughout the summer.

In addition to the hard copy recruitment materials we distribute during community canvassing efforts, we will also continue targeted social media, digital ads and bus shelter ads to outreach to our school communities. Throughout all of our recruitment outreach we emphasize the social and programming supports offered to students and promote an open school environment for all families. Moreover, we offer and advertise free busing transportation to support families in Queens that wish to attend our school but would otherwise face logistical and cost challenges to do so. We also utilized parents in shelters and other high-needs areas to serve as ambassadors for the school, deepening our outreach into areas traditionally more difficult to effectively advertise.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
Students with Disabilities	<p>Students with Disabilities at BWCCS 2 learn with both special and general education students in an inclusive learning environment. Our special education staff includes our Deans of Academics and culture, SETSS (Special Education Teacher Support Services) and ICT (Integrated Co-Teaching) Classroom Teachers, and SPED Coordinators. Our school seeks the least restrictive program and services for the child while maintaining high expectations for learning. BWCCS 2 special education students receive services from occupational, physical, and speech and language therapists from the Department of Education. Our school staff collaborates with those providers to meet with students during school hours, to integrate these strategies into their classroom. With the support of our Licensed Clinical Social Worker and emotionally intelligent staff members, we provide students with a nurturing environment, allowing them to develop into healthy, confident, well-adjusted children across all school environments. We also provide training, professional development and collaborative support to identify at-risk students and help teachers meet students' needs. Special education professionals meet and plan with teachers on a weekly basis during all grade level meetings. The instructional leaders ensure that all students' needs are met through</p>	<p>In the fall of 2023-24, we retained 85% of SWD students who were eligible to return from 2022-23. Going forward we will continue with the strategies outlined to the left to meet student with disabilities enrollment targets for 2024-25.</p>

weekly observations and follow-up meetings. The special education coordinator provides additional training to instructional staff. Special education coordinators are actively engaged with the CSE and with our families to ensure that students receive all mandated services. We prioritize additional testing for students that currently receive services and those without mandated services when we identify areas where students are struggling under their current academic programs.

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

Further, our special education coordinators align their work with the focus of the School Leadership Team to ensure opportunity to meet with all grade teams to discuss students with mandated services and ensure services are being effectively provided. Our special education coordinators continue to receive professional development through the NYC Charter Center Collaborative for Inclusion and other

	<p>means, and will continue to provide professional development to other staff members in the school. We also utilize our licensed social workers and special education staff to communicate and work closely with students with disabilities, their families, and their classroom teachers to ensure all individuals are aligned and in agreement with employed strategies for teaching efficacy.</p>	
English Language Learners	<p>We have a robust ELL program that will continue in the 2023-24 school year in order to support the retention of this group. BWCCS 2 will continue to plan and offer a free-standing ESL program with a combination of push in and pull out instruction to service our ELL students population. With the ongoing support of many bilingual staff members and our ESL teachers, BWCCS 2 provides essential language support while preserving the diverse cultural background of our students. We monitor the progress and success of at-risk students, including progress toward meeting English proficiency goals. The special education coordinator, special education teacher support services (SETSS) teachers, and general education teachers monitor the IEP progress of all students via regularly administered assessments in ELA and mathematics. Based on student performance and progress on assessments, general education and special education teachers collaborate to adjust services to fit students' needs.</p>	<p>In the fall of 2023-24, we retained 85% of ELL/former ELL students who were eligible to return from 2022-23. Going forward we will continue with the strategies outlined to the left to meet ELL enrollment targets for 2024-25.</p>

Economically Disadvantaged	<p>Given that we have a significant population of ED students, we have well-developed supports for this group that we will continue to implement in the upcoming school year. We continue to support learners in all subgroups by adjusting classroom instruction, grouping students and identifying students for special intervention. We continued to analyze and discuss data during grade level team meetings to formulate classroom strategies, address gaps and build understanding among all students. Lessons will continue to include a variety of differentiation techniques, including stations and small group instruction.</p> <p>We continue to be responsive to families still recovering from pandemic related challenges. We offer social and emotional services for our students and families and will continue to offer support to families in need of additional support in terms of their child's academic, social, or emotional needs due to challenges presented from economically disadvantaged circumstances.</p>	<p>In the fall of 2023-24, we retained 78% of ED students who were eligible to return from 2022-23. Going forward we will continue with the strategies outlined to the left to meet economically disadvantaged enrollment targets for 2024-25.</p>
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Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Nov 1 2024

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Nov 1 2024

[Instructions for submitting School Calendar](#)

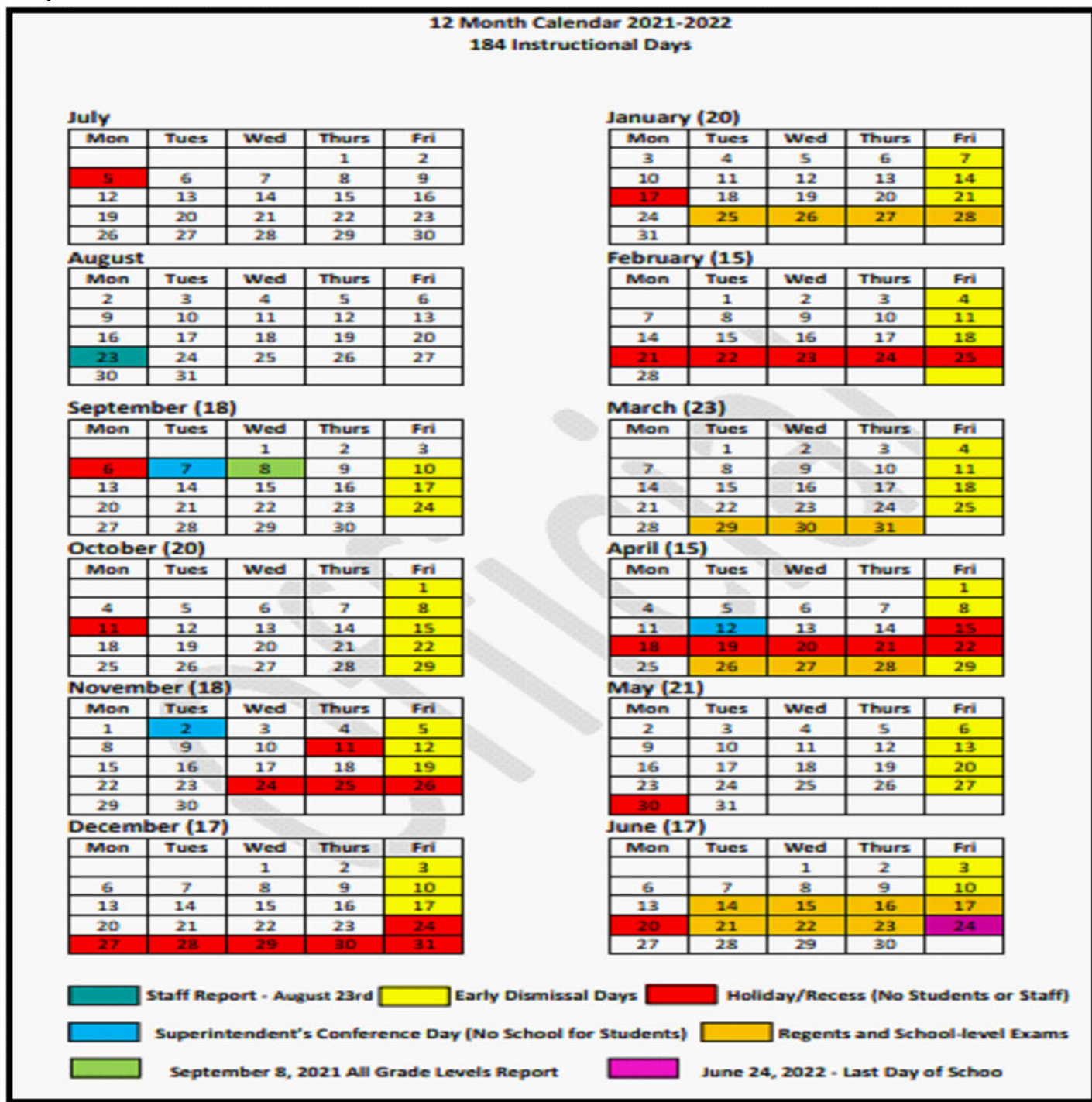
Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

Sample Calendar:



[B2 CHS-School-Year-2024-2025-Calendar-3](#)

Filename: B2_CHS-School-Year-2024-2025-Calendar-3.pdf Size: 62.0 kB

[B2 CPEC- MS School-Year-2024-2025-Calendar-7](#)

Filename: B2_CPEC-_MS_School-Year-2024-2025-_fa4RMyb.pdf Size: 96.5 kB

[B2-ES-School-Year-Calendar-2024-2025](#)

Filename: B2-ES-School-Year-Calendar-2024-2025.pdf Size: 99.0 kB

Entry 11 – Progress Toward Goals

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system **no later than 11:59 PM on September 16, 2024**.

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 1, 2024**.

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

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2024.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2024**.

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
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Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Completed - Nov 1 2024

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2024.

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

[B2_2023-24-APPR-final](#)

Filename: B2_2023-24-APPR-final.pdf Size: 1.7 MB

Entry 12 – Audited Financial Statements

Completed - Nov 1 2024

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal **no later than 11:59 PM on November 1, 2024**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.

[Community Partnership Charter School Education Corporation Final Financial Statements 6](#)

Filename: Community_Partnership_Charter_Scho_uJxMgWE.pdf Size: 1.1 MB

Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

[Instructions - SUNY-Authorized Charter Schools ONLY](#)

The Audited Financial Statement Template is no longer required by the SUNY Charter Schools Institute for school year 2023-24 annual reporting. This section is marked optional and no response is required for this section.

Entry 13 – Fiscal Year 2024-2025 Budget

Completed - Nov 1 2024

SUNY-authorized charter schools should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due no later than 11:59 PM on November 1, 2024.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due**

no later than 11:59 PM on November 1, 2024.

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

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

[2024-2025 Annual Budget\(H3FXA\)\(BeginnwithChildrCharteSchoolll\)](#)

Filename: 2024-2025_Annual_BudgetH3FXABegin_Ajl9lvh.xlsx **Size:** 531.2 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Amy Kolz

Name of Charter School Education Corporation:

Community Partnership Charter School Education Corporation

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I am the Chief Schools Officer at Beginning with Children Foundation, which provides the CMNO services for CPCSEC. My start date was November 2017, and my current salary is \$231,000.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☐ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Beginning with Children Foundation	CMO services	Central Service Fee	Chief School Officer	Recusal of all trustee votes concerning relationship between Beginning with Children and CPCSEC

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:


[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

6295C919079E163...

7/15/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Tomomi Uetani

Name of Charter School Education Corporation:

Community Partnership Charter School Education Corporation

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

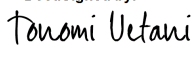
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

000000C40CBA466...

6/27/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Rebecca Baneman

Name of Charter School Education Corporation:

Community Partnership Charter School Education Corporation

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
REBECCA BANEMAN
F135534345C8490...

7/2/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Joan Walrond

Name of Charter School Education Corporation:

Community Partnership

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Joan Walrond
CA9D7B83F542428...

6/25/2024

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Mitchell Protass

Name of Charter School Education Corporation:

CPEC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

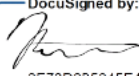
Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:



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7/7/2024

Signature

Date

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Sharon Madison

Name of Charter School Education Corporation:

CPCSEC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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7/3/2024

Signature

Date

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Gunnar Millier

Name of Charter School Education Corporation:

Community Partnership Charter School Education Corp

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

Executive Committee - Member

Nominating Committee - Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Gunnar Millier
EBC6F849D73D463...

6/25/2024

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Sonia Gulardo

Name of Charter School Education Corporation:

Community Partnership Education Corp

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

NA

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I am currently employed by the Beginning with Children Foundation that provides central management services to the schools as articulated by the MOU.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Sonia Gulardo-Ortiz
2599949995641403

7/31/2024

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Patricia Stallings

Name of Charter School Education Corporation:

Community Partnership

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

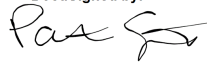
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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8/1/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Community High School

School Year Calendar: 2024-2025

Total days in session: 187

Student Attendance Days (Aug-July): 184

Professional Development Days: 3



2024

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

AUG

7-9 for New Staff; August 12-16 for all staff
7-16 - Summer Professional Development (Teachers)
19 - Algebra I, ELA Regents Exams
20 - US History, Earth Science, Living Environment Regents Exams
21 - First Day of School; Grading Cycle 1 begins
26-27 - Launch Fall Goals + Growth Plans
30 - Labor Day weekend

Instructional Days: 7

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

SEP

2 - Labor Day (No School)
Sept 30- Oct 2 - Fall Break (No School)

Instructional Days: 19

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

OCT

3-4 - Rosh Hashanah (No School)
9-11 - Midterm Exams
16 - End Grading Cycle 1
14 - Indigenous People's Day (No School)
15 - Fall Social
17 - Student-led conferences (remote asynchronous)
18 - Professional Development Day (No School, Students)
21 - Grading Cycle 2 Begins

Instructional Days: 16

2025

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

JAN

6-17 - Winter Exploration
20 - Dr. Martin Luther King, Jr. Day (No School)
21 - Grading Cycle 3 begins
21-24 - Regents Exams; 360 Feedback days
29 - Lunar New Year (No School)

Instructional Days: 18

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

FEB

3-5 - Launch Spring Goal + Growth Plans
7 - Spring Performance Festival (evening)
12-13 - Launch Capstones for 9th Grade
17-21 - Presidents Week (No School)

Instructional Days: 15

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

MAR

11-12 - Midterm Exams
13 - End Grading Cycle 3
14 - Student-led conferences (remote asynchronous)
17 - Grading Cycle 4 Begins
21 - Spring Social
31 - Eid al-Fitr (No School)

Instructional Days: 19

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

APR

14-18 - Spring Break (No School)

Instructional Days: 17

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

NOV

1 - Diwali (No School)
5 - Election Day (No School)
27-29 - Thanksgiving Day (No School)

Instructional Days: 16

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

DEC

16-17 - Semester Finals
17 - Winter Social
18 - End Grading Cycle 2
19 - Student-led conferences (remote asynchronous)
20 - Professional Development Day (No School, Students)
Dec 23-Jan 3 - Winter Break (No School)

Instructional Days: 13

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

MAY

26 - Memorial Day (No School)
28-30 - Final Exams
30 - End Grading Cycle 4

Instructional Days: 21

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

JUN

4 - End Grading Cycle 4
5 - Eid al-Adha (No School)
10 - Regents Administration (*Geometry)
12 - Student-led conferences (remote asynchronous)
13 - Professional Development Day (No School, Students)
19 - Juneteenth (No School)
17-25 - Regents Administration
25 - Last Day of School*

Instructional Days: 14

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

JULY

Individualized Summer Programming
7 - No School, Students
8-11 - Summer Exploration (required)
14-18 - Summer Exploration (required)
Rising 10th, 11th, 12th Graders
Paid Internship opportunities available for interested students

Instructional Days: 9

Beginning with Children Charter Schools / CPEC

School Year Calendar: 2024-2025

Total days in session: 178

Student Attendance Days: 173

Professional Development Days: 5



2024

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

JUL

8-31 Summer Boost

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

OCT

3-4 No school; Rosh Hashanah
14 No school; Indigenous People's Day
16 CHS Collaborative Walkthrough
28-31 F&P Assessments: Grade K
31 End of Term Q1
Instructional Days: 20

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

AUG

1-2 Summer Boost
19-29 Summer Institute
30 Labor Day weekend

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

NOV

1 No School; Diwali
4-14 F&P Assessments: Grade K
5 No students; Professional Development
11 No School; Veterans Day
13-14 Parent/Teacher Conferences
27-29 No school; Thanksgiving Holiday
Instructional Days: 15

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

SEP

2 No school; Labor Day
3 Summer Institute
4 First Day of School (PreK, K, Gr 6-8)
5 All Grades in Attendance - LS & MS
6-11 I-Ready Interim Assessment (3-8)
9-27 F&P Assessments: Grades 1-5
Instructional Days: 19

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

DEC

11 B2MS Collaborative Walkthrough
17-19 Mid-term I-Ready Interim Assessment (3-8)
20 No students; Professional Development
23-31 No school; Winter Break
Instructional Days: 12

2025

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

JAN

1 No school; Winter Break
3-17 F&P Assessments: Grade K-5
8-9 ELA Ready Mock Assessment (3-8)
13-24 NYS Exam CBT Simulation Window (TBD)
20 No school; Martin Luther King, Jr. Day
29 No students; Professional Development
31 End of Term Q2
Instructional Days: 20

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

APR

4/7-5/16 NYS ELA, Math, Science Exams [CBT - Grades 3-8]
11 End of Term Q3
4/14-4/18 No school; Spring Break
4/29-5/1 NYS ELA Exams [PBT - Optional for Gr. 3&7 only]
Instructional Days: 17

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

FEB

5-6 Math Ready Mock Assessment (3-8)
12 B2LS Collaborative Walkthrough
13-14 Parent/Teacher Conferences
17-21 No school; February Break
Instructional Days: 15

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

MAY

1 NYS ELA Exams [PBT - Optional for Gr. 3&7 only]
7-9 NYS Math Exams [PBT - Optional for Gr. 3&7 only]
19-30 F&P Assessments: Grade K-5
21 CPLS Collaborative Walkthrough
26 No school; Memorial Day
28-29 Parent/Teacher Conferences
Instructional Days: 21

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

MAR

14 No students; Professional Development
19 CPMS Collaborative Walkthrough
31 No school; Eid al-Fitr
Instructional Days: 19

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

JUN

2-4 & 9 I-Ready Interim Assessment (3-8)
5 No school; Eid al-Adha
6 No students; Professional Development
19 No school; Juneteenth
25 End of Term Q4; Last Day of School
Instructional Days: 15



Beginning with Children Charter School 2

School Year Calendar 2024-2025

September 4 September 5 September 6-11	First Day of School - K only All Students Return - K-5 iReady Interim Assessment Dates (1-8)	February 5-6 February 13 February 17-21	Math Ready Mock Assessment (3-8) Half-Day–Parent/Teacher Conferences No School: February Break
October 3-4 October 14	No School: Rosh Hashanah No School: Indigenous People’s Day	March 14 March 31	No School: Professional Development No School: Eid al-Fitr
November 1 November 5 November 11 November 14 November 27-29	No School: Diwali No School: Election Day/Professional Development No School: Veterans Day Half-Day–Parent/Teacher Conferences No School: Thanksgiving Holiday	April 7-May 16 April 14-18 April 30-May 1	NYS ELA, Math, Science Exams (Grade 4-5) Computer Based Testing Window No School: Spring Break NYS ELA Exams (Grade 3)
December 17-19 December 20 December 23-31	iReady Interim Assessment (K-8) No School: Professional Development No School: Winter Break	May 7-8 May 26 May 29	NYS Math Exam (Grade 3) No School: Memorial Day Half-Day–Parent/Teacher Conferences
January 1 January 8-9 January 20 January 29	No School: New Year’s Day ELA Ready Mock Assessment (3-8) No School: Martin Luther King, Jr. Day No School: Lunar New Year/Professional Development	June 2-4 June 5 June 6 June 19 June 25	iReady Interim Assessment Dates (K-8) No School: Eid al-Adha No School: Professional Development No School: Juneteenth Half-Day–Last Day of School



Beginning with Children Charter School 2

School Year Calendar 2024-2025

4 de septiembre
5 de septiembre
6-11 de septiembre

Primer Dia de Escolar Grade K solamente
Regreso de Todos los Estudiantes
Fechas de Evaluaciones Intermedia iReady (K-8)

5-6 febrero
13 de febrero
17-21 de febrero

Evaluaciones Simuladas de Mat. (3-8)
Medio Dia-Conf. de Padres/Maestros
Escuela Cerrada: Receso de febrero

3-4 de octubre
14 de octubre

Escuela Cerrada: Rosh Hashanah
Escuela Cerrada: Día de los Pueblos Indígenas

14 de marzo
31 de marzo

Escuela Cerrada: Desarrollo Profesional
Escuela Cerrada: Eid al-Fitr

1 de noviembre
5 de noviembre
11 de noviembre
14 de noviembre
27-29 de noviembre

Escuela Cerrada: Diwali
Escuela Cerrada: Día Electoral/Desarrollo Profesional
Escuela Cerrada: Día de los Veteranos
Medio Dia-Conferencias de Padres/Maestro
Escuela Cerrada: Celebracion de Accion de Gracia

7 de abril-16 de mayo Pruebas Estatales ELA, Mat y Ciencia (G 4-5)
Ventana de pruebas basada en computadora
14-18 de abril Escuela Cerrada: Receso de Primavera
30 de abril-1 de mayo Prueba NYS ELA (G 3rd)

17-19 de diciembre
20 de diciembre
23-31 de diciembre

Fechas de Evaluaciones Intermedia iReady (K-8)
Escuela Cerrada: Desarrollo Profesional
Escuela Cerrada: Receso de Invierno

7-8 de mayo
26 de mayo
29 de mayo

Pruebas Estatales de Mat. (G 3rd)
Escuela Cerrada: Dia Conmemorativo
Medio Dia-Conf. de Padres/Maestros

1ro de enero
8-9 de enero
20 de enero
29 de enero

Escuela Cerrada: Día de Año Nuevo
Evaluaciones Simuladas de ELA (3-8)
Escuela Cerrada: Día de Martin Luther King, Jr.
Escuela Cerrada: Año Nuevo Lunar/Desarrolla Professional

2-4 de junio
5 de junio
6 de junio
19 de junio
25 de junio

Evaluaciones Intermedia iReady (K-8)
Escuela Cerrada: Eid al-Adha
Escuela Cerrada: Desarrollo Profesional
Escuela Cerrada: Juneteenth
Medio Dia-Ultimo Dia Escolar



**BwC Charter
School 2**



**Community
High School**

Beginning with Children Charter School 2 and Community High School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Beginning with Children, Mike Ferrara, Yvette
Ferrara, Edwin Santiago, Eloise Cummings & Esosa
Ogbahon

Lower School: 215 Heyward St, Brooklyn, NY 11206
Phone: (718) 302-7700

Middle School: 11 Bartlett St, Brooklyn, NY 11206
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High School: 250 Jay St, Brooklyn, NY 11201
Phone: 917-893-3999

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette Ferrara (Lower School Co- Principal), Edwin Santiago (Middle School Co-Principal), Eloise Cummings (Middle School Co-Principal), and Esosa Ogbahon (High School Principal) prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position During 2023-24	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Rebecca Baneman	Vice Chair	Executive, Legal, Finance
Amy Kolz	Secretary	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Legal; Academic
Sharon Madison	Executive Committee Member at Large	Nominating; Finance
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance

Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became Co-Principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2's Middle School after completing a Principal in residence period. In July 2022, Eloise Cummings became Co-Principal of BwCCS 2's Middle School. Mr. Ogbahon became the Superintendent of BwC Foundation and the founding principal of BwCCS 2's High School (Community High School) in July 2022.

SCHOOL OVERVIEW

Opened in September 2012, Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students from kindergarten through high school. BwCCS 2 students achieve academic excellence and develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

In August 2022, BwCCS 2 launched the inaugural 9th grade of Community High School. Community High School was designed to provide our students with a rich and high quality academic and enrichment program through the 12th grade, ensuring that our students are prepared to succeed and thrive in college and the 21st century workplace. Our academic curriculum is based in Brooklyn and New York City history, culture and politics, with a rich array of learning opportunities inside and outside the classroom. Our students explore and develop their own special talents through immersive academic work and projects, work-based learning opportunities, and a four-year career and advisory program.

Key design elements include:

- In our K-8 grades, an extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- In our K-8 grades, a comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success; and a robust 20-day summer academic and enrichment through the Summer Boost partnership with Bloomberg Philanthropies.
- In our high school grades, an innovative year-round academic and enrichment curriculum that includes a Summer Explorations college and career readiness program.
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service-learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	54	51	52	50	50	51	52	58	51					469
2022-23	58	53	54	52	49	51	66	60	61	93				597
2023-24	58	56	54	49	52	50	80	77	67	77	92			713

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Community High School is in its third year of operation so we did not have a fourth-year cohort this year.

PROMOTION POLICY

State Commissioner's Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. Community High School calculates credits towards graduation using a year-based model with the State's requirement of 22 units of credit.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In accordance with Part 100 Regulations, students must earn 22 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma CHS students must earn 4 credits in English Language Arts, 3 credits in Math, 4 credits in Social Studies (2 in Global History, 1 in U.S. History, $\frac{1}{2}$ in Government and $\frac{1}{2}$ in Economics), 3 credits in Science (1 in Life Science, 1 in Physical Science, and 1 in Life Science or Physical Science), 1 credits in Languages Other Than English (LOTE), 1 credits in Visual Art or Performing Art, 2 credits in Physical Education, $\frac{1}{2}$ credit in Health, and 3 $\frac{1}{2}$ Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e., commencement-level) learning standards and meet instructional time requirements.

CHS also has a Promotion in Doubt (“PID”) process to provide parents/guardians and students with early warning that a child may be at risk for failure to enable the school and family to work together to prevent academic failure and retention. While informal discussions happen frequently when a teacher identifies children at risk and interventions are put in place to support the students’ growth and success, the formal process, if necessary, begins after the students’ reports cards are distributed in the winter. Families are notified in writing and then meet with the Principal and appropriate staff members. The purpose of this meeting is to discuss the concerns related to the student’s performance and to involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID conference form is then completed and submitted to the Principal. In May, your child’s advisor will schedule another meeting with the parents/guardians/caregivers if there is still a concern about a student’s ability to meet the grade level goals by the end of the school year. In June after the administration and grading of the Regents tests, parents/caregivers will be notified of their child’s scores. Students not achieving passing scores (65 for most students) will be required to retake failed exams the following August and may be retained in the same grade should they not pass.

GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: BwCCS2 High School ("Community High School") students will make continual progress towards meeting graduation requirements.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Number of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	84	87%
2023	77 ¹	86%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2022	2023-24	84	51%

Graduation Goal Measures 3 & 4 - Absolute

¹ 79 students listed in 2023 total cohort in L2RPT, but pursuing confirmation of enrollment in out of state schools

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

Community High School did not have students in their fourth year of high school in 2023-24.

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Community High School did not have students in their fourth year of high school in 2023-24.

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Because BwCCS2 High School ("Community High School") is only in its second year of operation, just two of the graduation metrics apply to BwCCS2 High School ("Community High School") in 2023-24. Students in the first and second year of high school at CHS are making adequate progress toward graduation by earning at least five credits in 2023-24. Fewer than 75 percent of the students in the 2022 cohort passed three or more Regents by the end of their second year in high school.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Applicable
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Applicable

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable
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EVALUATION OF THE GRADUATION GOAL

The school achieved one of the two graduation metrics that we can report on after two years in operation.

1. Many first- and second-year students (86% and 87% respectively) earned the required number of credits to advance to the next grade level.
2. 51 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars will take longer than two years to pass three exams. The 2022 Cohort were in the US History course in 2022-23 and received an exemption from the Regents in January 2023 because the exam was canceled. We did not include the exemptions in the percent passing three Regents as we plan to seek confirmation from NYSED.

ACTION PLAN

A credit recovery program will be introduced in the 2024-2025 school year for students who may need to recover credits and remain on track to graduate at the end of their fourth year. Students will complete coursework through the Edgenuity platform and attend the teacher's office hours. In service of supporting our most at-risk students including students who have IEP's, but not limited to, CHS will provide daily targeted small group instruction during the Advisory block. During this time students will focus on foundational skills to support students in accessing grade level content.

GOAL 2: COLLEGE PREPARATION

Goal 2: BwCCS2 High School ("Community High School") students will graduate prepared to succeed in college.

College and career readiness is at the core of Community High School's programming. CHS students are exposed to college level academic experiences as early as 9th grade. In the 2023-24 school year, 9th and 10th grade students had the opportunity to participate in the Pre ACT 8/9 to assess the skills and knowledge they need to focus on in preparation for college. In the 2024-25 school year, CHS will continue to offer advanced coursework through participation in College Now at CUNY, City Technical College. CHS is also affiliated with the National Education Equity Lab. The partnership allows our students to participate in courses such as *Intro to Programming* a credit-bearing course through Wesleyan University. Finally, our students have access to Advanced Placement Human Geography and Advanced Placement Environmental Science.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition to college level academic exposure, all CHS students are exposed to a wide range of colleges and careers and engage with network alumni and industry professionals to learn more about potential postsecondary pathways through an advisory program. In the 2023-24 school year, 9th and 10th grade students had the chance to visit more than 15 local and out of state colleges, empowering them to think critically about their future from the onset of their high school years.

Community High School also seeks to prepare students for college success that extends beyond the classroom. Through a winter Exploration series, 9th grade students engaged with financial literacy topics, such as financial planning, budgeting, bank accounts, and taxes. Tenth grade students engaged in the arts during intensives focused on musical performance, dance performance and media production. Through a summer Exploration series, 9th and 10th grade students participated in a paid internship program to gain durable skills, such as writing professional emails, completing hiring paperwork, and public speaking. As CHS expands to serve 11th grade students in the 2024-25 school year, exposing students to rigorous academic opportunities, a variety of college campuses, and a diverse set of industry professionals, along with providing opportunities to develop life and workforce readiness skills will continue to be a priority.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

CHS did not have a graduating class in 2023-24.

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The College Preparatory metrics did not apply to BwCCS2 High School ("Community High School") during 2023-24 as it was the second year enrolling high school students.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Applicable
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Not Applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Applicable

GOAL 3: ENGLISH LANGUAGE ARTS

ES/MS Goal: Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

ELEMENTARY SCHOOL BACKGROUND

At BwCCS 2 we believe that all children can succeed.

The 2023-2024 School Year was our third year implementing the Fishtank Learning curriculum. BwCCS2 leaders and staff were able to build upon the success of the launch / pilot year and better instruct Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum.

The Fishtank ELA curriculum aims to develop students into critical readers, writers, and thinkers. Fishtank hopes to widen student perspectives so that they can better understand themselves and the world around them.

The curriculum is designed around the following guiding principles for ELA: building knowledge to nurture critical thinking and agency; centering diverse, relevant, and rigorous texts; prioritizing student voices & ideas; learning to write, writing to learn; preparing teachers to support students. The program is grounded in a love of rich, authentic, complete texts.

BwCCS 2 Teachers have received four training sessions from the designers of the curriculum (Structuring a Writing Lesson, Leveraging Target Task Writing, Supporting Multilingual Learners, and Monitoring Student Progress) as well as frequent coaching support from the Co-Principals, Deans, and Director of Special Needs Supports. A portion of teacher coaching was dedicated to collaborative grading and review of Fishtank Learning's daily Target Tasks.

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

The writing portion of Fishtank Learning is taught using a multidisciplinary approach. Through the incorporation of Science and Social Studies, students have the opportunity to build background knowledge, deepen their understanding of the content, and explore the structures of informational text. Writing units strengthen their ability to critically think about and craft narrative, opinion, and persuasive writing.

Our core reading program is supplemented by Foundations phonics, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

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

To ensure an additional formal academic assessment checkpoint, students used the iReady computerized diagnostic tool. All children in grades K-5 participated in the Formal Diagnostic Assessment 3 times (Fall, Winter, Spring) and worked on their individual Learning Pathways during station learning rotations. 1-1 Student Technology has been achieved in order to facilitate this process and aid in student computer

literacy.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create next steps for their students. In this way, we are best able to prepare our students for future success.

Staff used Fishtank Learning and NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Next Generation standards.

BwCCS 2 continued its Summer School, Afterschool, and Saturday School programming. Summer School & Afterschool, available to all children, offered differentiated support to meet students at every level. Each day of Afterschool Programming began with academic support and concluded with choice-based well-rounded programming (sports, drama, culinary, etc.) Saturday School was available for grades 3-5 and focused entirely on ELA & Math standards. All Summer School, Afterschool, and Saturday School programming was taught by 100% fulltime BwCCS 2 teachers and leaders.

All children have access to our modern schoolwide library. A full checkout system was implemented to give students another opportunity to check out school books in addition to the books available in their classroom lending libraries. Our school co-librarians offered promotions, contests, and National Library Week programming to further develop a student love of reading.

Throughout the 2023-2024 school year, we introduced several skills to support 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Target Tasks and assignments through Google Classroom and Pear Assessment. This work further supported our students' ability to access a modern educational landscape.

Finally, BwCCS 2 staff participated in ELA Professional Development centered around "Supporting Struggling Readers" through a three-part series presented by Heinemann consultants. BwCCS 2 leaders formalized data meeting protocols to enhance teachers' understanding of their individual students and vertically norm the way we discuss student progress. And BwCCS 2 leaders revised K-5 Pacing Calendars to support student learning following our first two years of implementation with the Fishtank curriculum

MIDDLE SCHOOL BACKGROUND

BwCCS2 Middle Teachers in 6-8 continued to use Fishtank Learning as the core curriculum along with teacher created materials to support our vertical alignment. All core ELA Teachers were able to build upon their experience with the Fishtank learning curriculum from the prior year, as our team remained consistent between the 22-23 and 23-24 school years. They also maintained frequent ongoing ELA coaching sessions with the Co-Principal.

We assessed students using various tools, including the iReady diagnostic, which is administered triannually, quarterly writing assessments, quarterly vocabulary assessments, and F&P reading assessments for students performing below grade level. The Fishtank curriculum also provides standards aligned assessments, which students completed quarterly. Daily independent reading time was added to the school schedule across all grade levels, in order to promote increased literacy and provide opportunities for student choice.

We continued to offer our Summer School, Afterschool, and Saturday School programming. We offered 4 weeks of summer school taught by our own school year teachers. We expanded our afterschool program to include subject specific tutoring & homework help, and we also offered Saturday School to support students' preparation for Regents exams. For the first time we were able to offer three Regents Exams to

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our 8th grade students: Living Environment, U.S. History & Government, and Algebra I. We look forward to adding the English Language Arts Regents as an option for our students in the upcoming school year.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	40	0	8				1	49
4	47	0	3				0	50
5	42	2	6				0	50
6	71	1	0				1	73
7	71	6	0				2	79
8	65	0	1				1	67
All	336	9	18	0	0	0	5	368

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	40	29	72.5%	37	27	73.0%

² Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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4	47	39	83.0%	45	37	82.2%
5	42	24	57.1%	38	24	63.2%
6	71	21	29.6%	48	17	35.4%
7	71	24	33.8%	58	18	33.9%
8	65	40	61.5%	60	38	63.2%
All	336	177	52.7%	286	161	56.3%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of 113. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.³

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
336	18.8	28.6	39.6	13.1

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29 & + & 40 & + & 13 & = & 81 \\
 & & & & 40 & + & 13 & = & 53 \\
 & & & & & + & (.5)*13 & = & 6.5 \\
 & & & & & & \text{PI} & = & 140.5
 \end{array}$$

ELA Measure 3 - Comparative

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students Preliminary	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73.0%	37	48.8%	760
4	82.2%	45	53.4%	784
5	63.2%	38	45.9%	750
6	35.4%	48	48.1%	757
7	33.9%	58	62.0%	700
8	63.2%	60	50.1%	617
All	56.3%	286	51.3%	4368

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁵

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.3	461.0	438.1	2.21
4	87.8	466.0	442.0	2.34
5	96.1	455.0	438.9	1.76
6	87.9	443.0	439.8	0.37
7	93.3	454.0	442.2	1.37
8	93.4	451.0	446.2	0.52
All	91.7	453.8	441.4	1.30

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.8	50.0
5	63.4	50.0
6	57.0	50.0
7	61.1	50.0
8	48.5	50.0
All	58.8	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 133%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 124% on the spring i-Ready in ELA.

The Annual Typical Growth of 3rd through 8th grade students with disabilities did not exceed the ATG in ELA of all students with a median percent progress of 121.5% to 142%, thus falling short on this measure. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 25% of students in this group scored at Mid or Above Grade Level.

I-READY ENGLISH LANGUAGE ARTS

2023-24 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	337	133%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	157	124%	Yes

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	142%	86	121.5%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	25%	No

End of Year Performance on 2023-24 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	25.0%	48	24.39%	41
4	32.0%	50	33.33%	48
5	12.0%	32	14.81%	27
6	13.6%	59	17.95%	39
7	18.1%	72	27.50%	40
8	22.4%	76	27.08%	48
All	20.8%	337	25.10%	243

End of Year Growth on 2023-24 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
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⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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3	150%	48
4	175%	50
5	75%	32
6	131%	59
7	129%	72
8	114%	76
All	133%	337

SUMMARY OF THE ELA GOAL

The charter school met four of the five English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2023-24. The statewide, NYC and CSD grade 3-8 assessment results have been posted, however they are still preliminary at the time of this report. The authorizer has advised that we refer to the 2022-23 district results.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 57% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 73% and 82% scoring at levels 3 and 4 respectively. 7th grade performed below our average with 34%.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 140.5, exceeding the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 56.3% proficiency compared to the district's 51.3% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 1.3 in 2022-23, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 58.8
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ELA LOWER SCHOOL ACTION PLAN

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

- Make a curricular shift from the Foundations phonics program to *From Phonics to Reading*, a highly reviewed program based on the Science of Reading that provides everything needed for efficient Tier 1 and Tier 2 instruction
- Participate in *From Phonics to Reading* Professional Development from Sadlier Consultants to support staff implementation of the program
- Participate in a two-part Pear Assessment PD series to further support CBT strategies
- Formalize Unit Launch Protocol with all grade teams
- Differentiate *new staff* and *returning staff* Professional Development
- Further revise K-5 Pacing Calendars to support student learning following our first three years of implementation with the Fishtank curriculum
- Formally score & track students' Fishtank "Target Task" written responses two - three times / unit in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine supports provided by SETSS & ENL teachers
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Embed Writing instruction into all other discipline areas (Reading, Math, Social Studies, and Science, Music, Art, & PE)
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test confidently online.
- Provide K-5 high dosage tutoring in Afterschool and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - For the third year in a row, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block. This will also be a focus of Professional Development.
- Maintain our focus on giving frequent opportunities to write about reading using text dependent prompts

MIDDLE SCHOOL ACTION PLAN

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

- BwCCS2 Middle Teachers in 6-8 will continue to use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Maintain frequent ongoing ELA coaching with Co-Principals and Assistant Principal
- Improve upon online tools for ELA comprehension and success that were used during the 23/24 school year
 - Edulastic and Google Classroom will continue to be utilized in independent literacy stations while other children are meeting with one of their teachers.

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- We will add the use of IXL for student independent practice aligned to specific state standards.
- These tools, as well as Zoom/GoogleMeet tools (e.g., polls, breakout rooms, Read Al Notetaker), will also be used in the event of a school closure.
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Continue to utilize and improve upon the analysis of the iReady Online Assessment.
 - Refine standards-based grading practices, as well as utilizing standardized rubrics to measure student achievement and growth.
 - Bringing increased consistency to the analysis of exit tickets, quizzes and end of unit assessments via regular data analysis conferences with grade level teams.
 - Utilize Rally Next Generation NY Rehearsal Online to administer ELA interim assessments twice a year to measure student progress towards NY State standards.
- Literacy Intervention
 - Providing Professional Development for Teachers:
 - MaxScholar Orton Gillingham training for Phonics and Science of Reading with ongoing coaching throughout the year.
 - 5 Part Special Education & Differentiation series with BetterEd Solutions
 - Using the Rally “Becoming a Better...” and “Reading in Context” series during daily Intervention periods to support and assess below grade level readers.
 - Using Summit K12 to support ELL/MLL students who are still developing reading, writing, listening and speaking skills in English.

HIGH SCHOOL ELA

HS Goal: BWCHS students will demonstrate college level proficiency in reading, writing and speaking.

HIGH SCHOOL BACKGROUND

Community High School uses the *Riveting Results* curriculum with its 9th and 10th grade students. The curriculum's focus on reading complex text, daily vocabulary instruction, daily fluency practice, paraphrasing and frequent written responses to text supports students' rapid acquisition of English language arts skills. Over the course of the year, students read, analyzed and responded to *The Secret of the Yellow Death* and *The Big Sea* in 9th grade. In 10th grade students read, analyzed and responded to *Homegoing* and *Narrative of the Life of Frederick Douglass, An American Slave*. With regards to assessment, students' scaffolded notes are graded on a near daily basis. Teachers use this data to target and monitor intervention support for our students.

Teachers and administrative staff participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curriculum. PD included an overview of the program, instruction on how to use the digital applications that support fluency and paraphrasing skill development, and onsite coaching/modeling.

CHS will continue to use *Riveting Results* with its 9th and 10th grade students. Students in the 11th grade will be taught using the Fishtank ELA curriculum.

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Not applicable as Community High School does not have a fourth-year cohort in 2023-24 and the English Language Arts Regents has not been administered.

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2023-24.

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High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the

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Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2023-24.

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2023-24.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

None of the high school English Language Arts accountability measures applied to BwCCS2 High School ("Community High School") in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English	N/A

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	language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The 2022 HS Cohort will sit for the NYS English Language Arts exam in the 2024-25 school year.

HS ELA ACTION PLAN

- Continue implementation of and professional development for the *Riveting Results* curriculum in both 9th and 10th grades
- Work with Riveting Results curriculum writers to revise the curriculum to attain even greater alignment with NYS standards/Regents
- Implementation of and professional development for the Fishtank ELA curriculum in 11th grade
- Offer an honors ELA section in all grade for advanced students and those seeking additional challenge
- Visit high performing schools
- Provide additional professional development opportunities to staff to support higher quality integrated co-teaching (ICT) and ENL instruction in the English language arts classroom
- Incorporating Barron's Regents Prep text into weekly practice
- Using Regents-like prompts as a regular part of the weekly instructional routine
- Use Quill.org and typing.com resources to support the development of writing mechanics
- Provide students with weekly opportunities to view and grade other students' anonymized work using NYS Regents rubrics
- Offering the ELA Regents exam in January 2025 for all 10th grade students
- Using released Regents exams as the basis for midterm and final exams
- Offer a mock ELA Regents in April and use the data from that administration to inform Regents prep activities for the spring term

GOAL 4: MATHEMATICS

ES/MS Goal: Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's twelfth year, BwCCS2 Leaders and Staff continued our use of the Eureka Math curriculum. Eureka's aligned & straightforward, yet rigorous, approach supports all children, including students with special needs and English Language Learners.

Eureka Math is a holistic Prekindergarten through Grade 12 curriculum that carefully sequences mathematical progressions in expertly crafted modules. The program is replete with in-depth professional development, learning materials, and a community of support.

Eureka Math is the most widely used Math curriculum in the United States and is very highly rated on EdReports. Thoughtfully constructed and designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year. The print and digital materials are thorough, clear, and well-aligned.

While Eureka allots 60 minutes for a standard lesson, BwCCS 2 offers 70 minutes for K-2 lessons and 90 minutes for 3-5 lessons. The additional time affords teachers & staff the opportunity to incorporate every lesson component without rushing through the rigorous content. BwCCS 2 ensures that every Eureka lesson includes all of the main components: fluency practice, application problem, concept development, exit ticket, and student debrief.

BwCCS 2 teachers scored and tracked exit tickets in grade-wide spreadsheets in order to improve conversations about student learning and the support provided by SETSS & ENL providers. Daily exit tickets worked in concert with Mid-Module Assessments and End-of-Module Assessments to provide a clear picture of student math understanding. Similar to English Language Arts, students completed the iReady computerized diagnostic 3x / year (Fall, Winter, Spring) and worked on individual pathways during station teaching to provide an additional layer of data.

K-5 Pacing Calendars were developed in collaboration with Eureka professionals, utilizing their yearlong K-5 curricular overview that offers pacing recommendations per module and standard.

Professional Development with Eureka representatives, in addition to on-the-ground coaching by the Co-Principals, Deans, and Director of Special Needs Supports, focused on conceptual understanding and supporting English Language Learners. The staff also engaged in frequent vertical alignment conversations and K-5 "walkthroughs" to determine trends and dictate professional development needs. Training started during our August Summer Institute and continued throughout the school year and on Staff Development Days (full professional learning days in which the students remained at home).

Throughout the 2023-2024 school year, we introduced several skills to support 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Exit Tickets and assignments through Google Classroom and Pear Assessment. This work further

supported our students' ability to access a modern educational landscape.

Additional key attributes of BwCCS 2's implementation of the Eureka Math program include the following:

- Consistent terminology
- Consistent fluency practice and mastery
- Hands-on activities
- Embedded ENL supports through the use of consistent language and concrete-pictorial- abstract progression
- A focused, coherent curriculum that emphasizes teaching grade-level content to mastery
- A visual, balanced approach that meets students' needs

MIDDLE SCHOOL BACKGROUND

During the 2023-2024 school year, the B2 middle school grades 6 through 8 implemented the Fishtank Learning math curriculum for the third year, while adding Maneuvering the Middle as a supplemental intervention curriculum and All Things Algebra as our primary curriculum for Algebra I. Fishtank Learning strongly emphasizes promoting deep conceptual understanding among students, encouraging them to explore the reasons behind mathematical concepts and develop the ability to apply these ideas in various contexts and applications. This curriculum has received positive ratings on edreports.com, particularly its rigor, focus, coherence, and usability.

This year we offered two separate courses: 8th Grade Math and Algebra I, so that students could participate in both courses simultaneously from the start of the school year. Students who did not enroll in the Algebra I regents course, benefitted from an additional period of 8th grade math intervention where teachers worked to close foundational gaps in mathematical understanding and reteach grade level standards where students were still working towards proficiency. The school also continued to use Barron's Algebra Regents 1 test prep book to dive deep into Regents content in the weeks leading up to the June administration of the Regents exam. This resource allowed students to engage in targeted review and practice of the specific content areas that would be assessed.

The students who chose to participate in the Regents exam demonstrated high commitment to their academic success. Their dedication, combined with the focused exam preparation using Barron's test prep book and the ongoing support provided through the All Things Algebra curriculum, significantly contributed to their achievement. As a result, an impressive 94% of students who took the Regents math exams passed.

Integrating Barron's test prep book alongside the All Things Algebra curriculum and assessments during the 2023-2024 school year provided students with a comprehensive and targeted approach to exam preparation. This combination of resources allowed students to deepen their understanding of Regents' content and apply their knowledge effectively. The collaborative efforts of teachers, administrators, and students played a crucial role in achieving this notable accomplishment, highlighting the effectiveness of the instructional strategies and resources employed during the Regents exam preparation period.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	41	0	7				1		49
4	45	0	5				0		50
5	42	0	8				0		50
6	70	2	0				1		73
7	73	4	1				1		79
8	66	0	0				1	36 took Both NYS and Alg 1	67
All	337	6	21	0	0	0	4		368

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Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	41	41	100.0%	37	37	100.0%
4	45	45	100.0%	43	43	100.0%
5	42	40	95.2%	38	36	94.7%
6	70	21	30.0%	47	18	38.3%
7	74	30	40.5%	58	26	44.8%
8	66	49	74.2%	62	47	75.8%
All	338	226	66.9%	277	202	72.9%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of 115.3. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

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Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
338	11	22	36	31

$$\begin{array}{rclclclcl}
 \text{PI} & = & 22 & + & 36 & + & 31 & = & 89 \\
 & & & & 36 & + & 31 & = & 67 \\
 & & & & & + & (.5)*31 & = & 16 \\
 & & & & & & \text{PI} & = & 171
 \end{array}$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100.0%	37	58.3%	792
4	100.0%	43	60.1%	801
5	94.7%	38	45.2%	767
6	38.3%	58	49.5%	731
7	44.8%	62	61.1%	674
8	75.8%	277	25.2%	139
All	72.9%	58	53.8%	3904

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.3	481.0	443.5	2.58
4	87.8	478.0	443.8	2.44
5	96.1	469.0	438.8	2.54
6	87.9	440.0	441.7	-0.14
7	93.3	458.0	443.0	1.26
8	93.4	461.0	437.9	1.41
All	91.7	462.1	441.4	1.51

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁸

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.7	50.0
5	55.6	50.0
6	37.1	50.0
7	73.8	50.0
8	54.6	50.0
All	54.5	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady.

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 135%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 142.5% on the spring i-Ready in math, exceeding the 110% target.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in math of all students with a median percent progress of 142%, greater than the 130% target. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 35% of students in this group scored at Mid or Above Grade Level.

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I-READY MATHEMATICS

2023-24 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	340	135%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	134	142.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	130% ¹⁰	86	142.5%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	247	35%	No

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁰ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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End of Year Performance on 2023-24 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	37.50%	48	41.46%	41
4	64.00%	50	66.67%	48
5	31.25%	32	25.00%	28
6	15.00%	60	16.67%	42
7	12.33%	73	20.51%	39
8	27.27%	77	32.65%	49
All	29.12%	340	35.22%	247

End of Year Growth on 2023-24 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	133.5%	48
4	154.5%	50
5	122.5%	32
6	93%	60
7	92%	73
8	222%	77
All	135%	340

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the five mathematics goals in 2023-24. The absolute measure was not met as 73 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 171 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. The 2022-23 Comparative Performance Analysis demonstrates the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools

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statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2023-24. The statewide, NYC and CSD grade 3-8 assessment results have been posted, however they are still preliminary at the time of this report.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - o The charter school fell just short of meeting this measure. Overall, 73% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 100% scoring at levels 3 and 4, while grade 5 also excelled with 95%. 6th grade performed below our average with 38%.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - o The school did meet this measure with an aggregate performance index of 171 exceeding the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.

- The charter school did meet this measure with 73% proficient compared to the district's 53.8% in grades 3-8.
- 4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 1.51 in 2022-23, the most recent data available.
- 5. Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 54.5
- 6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ADDITIONAL CONTEXT AND EVIDENCE

36 students in 8th grade took Algebra 1 as a class and also sat for the NYS Math 8 exam as well. 94 percent earned a score of at least a 65 on the Algebra 1 Regents.

LOWER SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2024-2025 school year at Beginning with Children Charter School 2:

- Further refine our implementation of the Eureka Math curriculum through 4x / year in-person coaching with Eureka curricular consultants
- Formalize Unit Launch protocol with all grade teams
- Differentiate *new staff* and *returning staff* Professional Development
- Continue to emphasize the Read-Draw-Write approach
- Institute K-5 "Math Bowls" to further develop grade level fluency & automaticity
- Revise K-5 Pacing Calendars to improve pacing following our third year of implementation with the Eureka curriculum
- Continue to track students' Eureka "Exit Tickets" daily in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine the supports provided by SETSS & ENL teachers
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Provide K-5 high dosage tutoring in after school and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - For the third year in a row, BwCCS2 will employ two full-time SETSS providers and two full-

time ENL providers

- Maintain our emphasis on the Concrete-Pictorial-Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instruct in guided, small groups, to meet children at their instructional level and support growth across all cohorts

MIDDLE SCHOOL ACTION PLAN

- Conduct a comprehensive assessment: Administer the iReady online assessment three times a year to gather data on student progress and identify areas of strength and improvement.
- Discontinue the use of the Fishtank Learning Math Curriculum for grades 6-8 and All Things Algebra for the Algebra I Regents classes.
- Utilize the chosen curriculum: Eureka Math Squared across grades 6-8, and make use of the built in intervention supports and routines.
- Provide teachers with ongoing professional development on the implementation of the Eureka Math Squared curriculum, including professional development received directly from the curriculum providers.
- Ongoing coaching with Principals: Provide regular coaching and support from the Co-Principals and Assistant Principal to teachers, focusing on implementing effective instructional strategies, utilizing curriculum resources, and analyzing student data to inform instruction.
- Continue to emphasize a questioning mindset: Promote a classroom culture that shifts students' mindset from focusing solely on finding the right answer to asking the right questions. Encourage critical thinking, problem-solving skills, and inquiry-based learning to foster deeper understanding.
- Emphasize number operations and algorithmic computation fluency: Begin the year with a strong emphasis on developing students' proficiency in number operations and computational fluency, providing ample practice and targeted instruction in these areas.
- Implement small group instruction with rotations: Utilize a small group instruction model with rotations, allowing for targeted and differentiated instruction based on student needs. Provide opportunities for collaborative learning and individualized support.
- Use standards-based assessments: Administer assessments that align with the curriculum standards, providing clear criteria for success. Regularly analyze assessment results to identify areas of improvement and inform instructional decisions.
- 6th-grade focus on procedural and conceptual mastery: Focus heavily on developing both procedural and conceptual mastery in mathematics for 6th-grade students. Provide opportunities for hands-on learning, problem-solving, and real-world applications.
- 7th Grade equation writing and real-world scenarios: In 7th grade, provide opportunities for students to write equations to represent real-world scenarios, shifting the focus from solely finding the answer to understanding the process and application of algebraic concepts.
- Expand Algebra I Regents access: Set a goal to increase the number of students taking and passing

the high school Algebra Regents exam. Provide targeted support, additional resources, and focused instruction to improve pass rates, aiming to ensure success for all students.

- Regularly evaluate and refine the action plan: Conduct regular evaluations of the action plan's effectiveness, gathering feedback from teachers, students, and parents. Make necessary adjustments and refinements to ensure continuous improvement and alignment with student needs.

HIGH SCHOOL MATHEMATICS

HS Goal: BWCHS students will demonstrate readiness in college level math.

HIGH SCHOOL BACKGROUND

Community High School taught Algebra and Geometry to its 9th and 10th graders using Achievement First's (AF) math curricula. The curricula focus on exploring linear functions, quadratic functions, and exponential functions. And then using that exploration to support students' graphical and algebraic understanding of the features of each function in service of creating mathematical models and analyses.

Teachers participated in summer and school year professional development on the curricula. The professional development promoted a successful implementation of the curricula. PD topics included an overview of the program, instruction on digital supports such as Delta Math and onsite coaching modeling.

With regards to assessment, students' exit tickets are graded on a near daily basis. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use AF's Algebra and Geometry curricula in order to prepare students to take the NYS Regents. CHS will also add three new math courses using the following curricula: Algebra II(AF and EMath Instruction), Quantitative Reasoning (CUNY), and Pre-calculus (Edgenuity).

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Not applicable. Community High School does not have a fourth-year cohort in 2023-24. Community High School had only ninth and tenth grade students this year.

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Not applicable. Community High School does not have a fourth-year cohort in 2023-24. Community High School had only ninth and tenth grade students this year.

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

None of the high school mathematics accountability measures applied to BwCCS2 High School ("Community High School") in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

First and second year high school students are making progress toward the math metrics.

ACTION PLAN

- Ensuring students have daily practice on Delta Math
- Pilot *Roadmaps* as an Algebra 1 intervention and remediation tool
- Identify and pilot a new math progress monitoring tool
- Balancing digital work with increased pencil/paper work
- Additional professional development on aligning algebra and geometry instruction to NYS standards
- Visit high performing charters
- Daily “Do Now” practice with released Regents questions
- Creating honors sections to promote a culture of high achievement
- Identifying and mastering key calculator skills
- Midterms/Finals questions pulled from released exams and graded using the regents grading scale
- Creating a checklist of skills pulled from AF daily lessons, in service of creating a study guide per unit of the curriculum

GOAL 5: SCIENCE

ES/MS Goal: All students at BwCCS 2 will demonstrate competency in the understanding and application of scientific reasoning.

ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's twelfth year, BwCCS2 Leaders and Staff continued to build upon our recent transition to *PhD Science*.

PhD Science is a hands-on K-5 science program that builds enduring knowledge of how the scientific world works. *PhD Science* students think and act like real scientists as they ask questions, gather evidence, develop models, and construct explanations while investigating authentic phenomena.

BwCCS 2 Leaders and Staff support the decision to utilize *PhD Science* based on the following three core tenets:

- Activity Based
 - *PhD Science* students acquire deep and lasting comprehension through hands-on activities and evidence-based learning. Students are actively *doing* science to build knowledge, rather than memorizing and quickly forgetting.
- Student Driven
 - Teachers facilitate the learning, but students own it. Like real scientists, they ask questions, synthesize information, and apply their understanding to new contexts.
- Coherent Storyline
 - Each lesson builds upon the lessons before it, so students develop their understanding of science concepts in the context of each module's anchor phenomenon.

In the 2023-2024 School Year, BwCCS 2 had a *PhD Science* consultant spend four entire days onsite to support our implementation of the program. The foci of the sessions were scope & sequence planning, targeted grade-level planning, materials organization, and teacher coaching.

In addition to *PhD Science*, students in all grades at BwCCS 2 enhanced their scientific education through carefully selected Field Trips. For example, 4th Graders enjoyed an overnight trip to the Ashokan Center that prioritized hands-on, science-based, outdoor education.

MIDDLE SCHOOL BACKGROUND

In the 2023-2024 School year, BwCCS2 (Middle) Science teachers continued to be active participants in the Urban Advantage (UA) professional learning community. UA is designed to support the science goals of the public school system and supports grades 3-8. It is founded on six key components designed to support schools, principals, teachers, students, and families. They are:

1. High-quality professional learning courses for teachers and administrators
2. Classroom materials and equipment that promote active engagement with science practices in the classroom.
3. Access to UA Partner institutions through free school and family field trips

4. Family outreach through family events, celebrations of student achievement, and parent-coordinator workshops
5. Capacity-building and sustainability structures, including support for the development of lead teachers
6. Assessment of program goals, student learning, systems of delivery, and outcomes.

As part of UA, vouchers provided by the program supported students and teachers in experiential learning opportunities at various cultural institutions including museums, aquariums, and zoos.

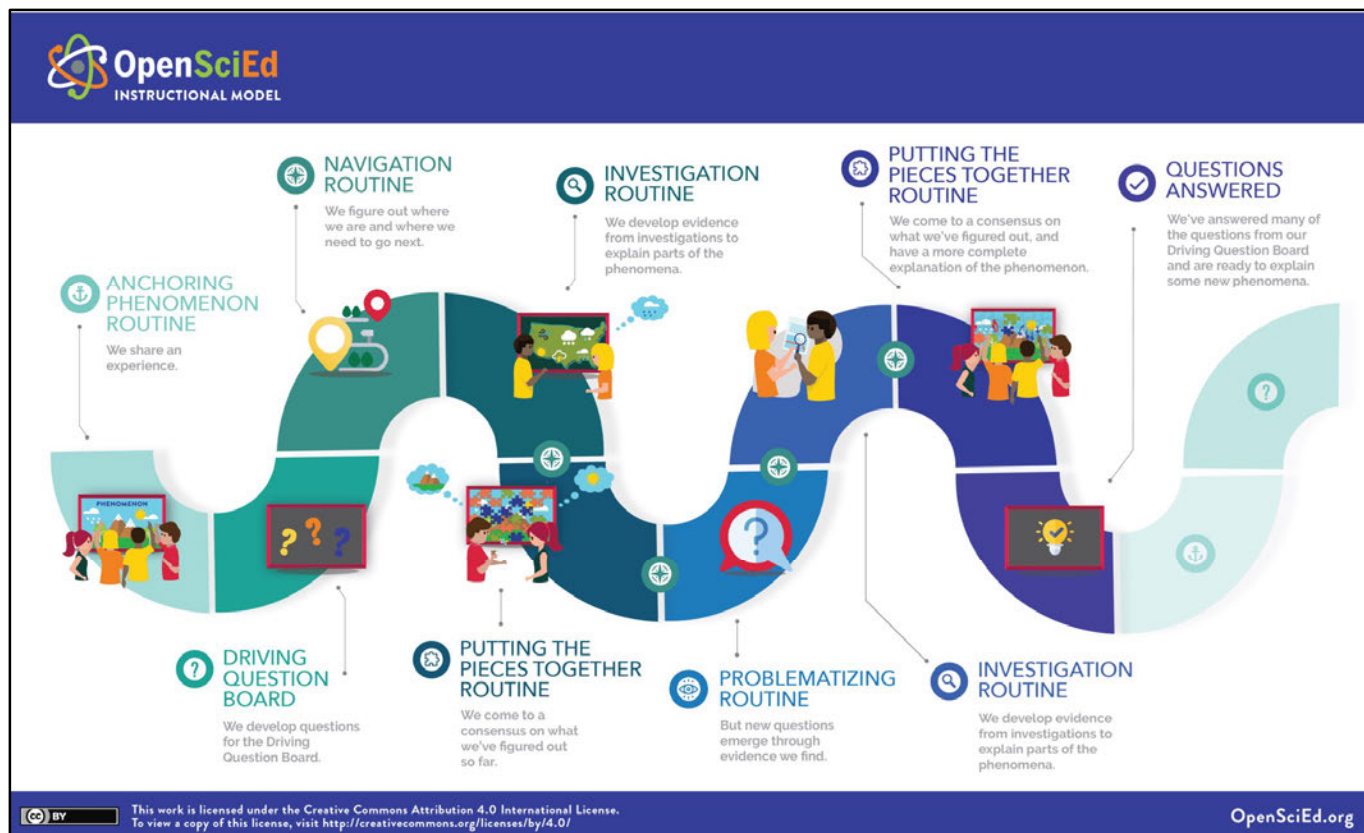
BwCCS 2 (Middle) utilized Open Sci Ed as well as New York State Scope and Sequence as the base curriculum for grades 6 and 7. Additionally, the New Visions Living Environment curriculum was used for the 8th grade, as all students take the regents course. Recognizing the diversity of our student population and courting the complexity of the state assessments, the curriculum is modified by teachers to support all learners. The curriculum provided students with a systematic approach to learning science while developing transferable skills. It also provided direct and explicit instruction for key areas of science. The goals of the curriculum are for students to:

1. Learn through an iterative process building on new understanding and knowledge;
2. Discover, investigate, and construct understanding with their peers;
3. Develop their ability to solve problems, ask questions, interpret data, and argue from evidence;
4. Provide equitable access and opportunities to develop science literacy while also supporting the overall holistic development of every child.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Key Attributes of BwCCS2's science curriculum include:

1. The use of storylines to facilitate learning through a logical sequence of lessons that are motivated by students' questions that arise from students' interactions with phenomena.



2. The use of an instructional model takes advantage of five routines—activities that play specific roles in advancing the storyline with structures to help students achieve the objectives of those activities. The routines typically follow a pattern as students kick off a unit of study, investigate different questions they have, put the pieces together from those investigations, and then problematize the next set of questions to investigate.
3. Differentiated instruction utilizing Universal Design for Learning principles to support a diverse student population including multilingual learners and students with learning disabilities.
4. The use of Research-based multimodal learning (including hands-on inquiry-driven activities regularly, thoughtfully, and throughout the course of a unit.) to support students in developing expertise in all Science and Engineering Practices (SEPs) and a deep understanding of Disciplinary Core Ideas (DCIs) and Crosscutting Concepts (CCCs).
5. Frequent use of various standards-aligned formative assessments, including regular exit tickets, quizzes, and discussions as well as summative assessments.
6. The use of state-provided standards-aligned rubric to review students' work and plan for appropriate supports including scaffolding up and scaffolding down.
7. Student-generated research projects and experiments.

8. Simulations and data visualization tools enable students to create and refine models of their ideas of key scientific phenomena.
9. Embedded engineering in units focused on problem-solving and technology emphasizes that there is not always one right answer, as students balance competing constraints to design the best justifiable solutions.
10. Frequent opportunities to deepen understanding of content while supporting literacy goals, including vocabulary acquisition, through the intentional incorporation of frequent reading, writing, and discussion.
11. Vertical alignment from 6th to 8th grade of content and skills.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	38	34	89.5%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students Unavailable		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	38	34	89.5%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 89.5 percent of students in 5th grade achieved proficiency while 32 percent of 8th grade did so on the Regents exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Yes
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Available

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report's submission, the science results for the district and state have not been made public so we can only report on our own performance.

- 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.
 - The charter school did meet this measure in grade 5. Overall, 89.5% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. Grade 8 students took the Living Environment Regents with 32% earning at least a performance level 3.
- The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

All students in 8th grade sat for the Living Environment Regents exam in 2023-24 rather than the NYS Science 8.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	25	18	72%
8	2023-24	Living Environment	63	20	32%

SCIENCE LOWER SCHOOL ACTION PLAN

- Support our new science specialist by providing him with four *PhD Science* direct consultations. The foci of the sessions will be scope & sequence planning, targeted grade-level planning, materials organization, and teacher coaching
- Create multiple opportunities for our science specialist to collaborate with the science specialist from our sister elementary school
- Incorporate *PhD Science* logbooks to better document scientific understanding while simultaneously supporting ELA skills
- Infuse the *PhD Science In Sync* program to provide additional learning opportunities for difficult standards while simultaneously increasing computer literacy
- Continue our 4th Grade Overnight Trip to the Ashokan Center to provide a hands-on, science-based outdoor educational experience
 - The science specialist will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life
- Refine our Science Fair protocols to add more potential experiments based on students' wonderings and interests
- Create alignment between the Lower and Middle School science scope and sequence

SCIENCE MIDDLE SCHOOL ACTION PLAN

With a continuous emphasis on data-informed instructional decisions, BwCCS2 (Middle) science teachers have and will continue to utilize the Edulastic platform to track student growth and progression towards mastery of New York State P-12 Science Learning Standards including Science and Engineering Practices as outlined by the Next Generation Science Standards (NGSS). Standards are tagged on assessment questions, which allow teachers to gain insight into individual student progress and collective trends based on individual Performance Expectations, Cross-Cutting Concepts, and Disciplinary Core Ideas. Data collected is then used to create in-class interventions including targeted instruction for small groups, whole class re-teaches, and personalized instruction for individuals. Data is also utilized to curate and implement resources and tools including sentence frames, graphic organizers, process charts, anchor charts, and tier 1, 2, and 3 vocabulary supports as needed.

Additionally, BwCCS2 utilizes the state-issued [performance descriptors](#) as a rubric for examining and assessing student work and designing learning segments. Coupled with the performance descriptors, teachers also use released items of the most recent state exams to practice with students to develop comprehension and metacognitive skills. The use of both has allowed teachers to monitor student progress toward state expectations of learning. This has allowed for data-driven grouping in classes as well as assistance in writing monitorable goals for students with IEPs that require science goals. Additionally, our curriculum is offered in both English and Spanish to support MLLs. In addition to supporting MLLs, this year science courses have had the support of additional teachers to support students with learning disabilities- ranging from the direct support of co-teaching to team-level support of planning, implementing, and evaluating support for students.

In addition to quantitative data, BwCCS2 science teachers also collect qualitative data throughout a learning segment via observations while circulating, during class discussions, and on written scientific explanations (CERs). Through the use of standardized rubrics, teachers and students can utilize shared language when providing or receiving feedback. The language of the rubric is also used to ensure consistency and transparency of academic expectations while providing actionable next steps for students to revise assignments or incorporate into further assignments and tasks.

HIGH SCHOOL SCIENCE

HS Goal: BWCHS students will demonstrate college and career readiness in Science.

HIGH SCHOOL BACKGROUND

Community High School continued to teach Living Environment to its 9th graders using New Visions' curriculum. Instruction focused on answering the following essential questions:

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use energy they need to live and grow?
- How do matter and energy move through ecosystems?
- How do organisms interact with the living and non-living environment to obtain matter and energy?
- How are the characteristics from one generation related to the previous generation?
- How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?
- How does biodiversity affect humans?

Community High School taught Earth Science to its 10th graders using New Visions' curriculum. Instruction focused on answering the following essential questions:

- What is the universe, and what is Earth's place in it?
- How do people reconstruct and date events in Earth's planetary history?
- How and why is Earth constantly changing?
- Why do the continents move, and what causes earthquakes and volcanoes?
- How do the properties and movements of water shape Earth's surface and affect its systems?

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- What regulates weather and climate?
- How do living organisms alter Earth's processes and structures?
- How do Earth's surface processes and human activities affect each other?

Teachers participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curricula. The curriculum was supplemented by using literacy practices from *The Writing Revolution*. In Living Environment courses, teachers implemented teaching practices from the Building Thinking Classrooms approach. CHS also supported the Living Environment teacher in her application and participation in the Math for America program.

With regards to assessment, students' exit tickets and work habits trackers are graded on a near daily basis. In addition, CHS administers curriculum and Regents based assessments at the conclusion of each unit. Teachers use this data to target and monitor intervention support for our students.

CHS will use New Visions' Biology and Earth Science curricula in order to prepare students to take the NYS Regents in June 2025. For the 2024/25 school year, CHS will add two new science courses: general Environmental Science and AP Environmental Science.

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Not applicable. Community High School does not have a fourth year cohort in 2023-24. Community High School had only ninth and tenth grade students this year.

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

None of the high school mathematics accountability measures applied to BwCCS2 High School ("Community High School") in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

HIGH SCHOOL ACTION PLAN

Action Steps in response to data:

- Create honors Living Environment and Earth Science sections and AP Environmental Science courses to promote a culture of high achievement
- Incorporate targeted Living Environment content into general Environmental Science classes
- Continue to include weekly written practice with released Regents questions
- Continue to clarify content that must be memorized/mastered
- Continue to clarify content that requires a more general/cursory understanding of scientific topics
- Incorporate Barron's Test Prep Lessons from the start of the school year
- Incorporate prior year anonymized CHS student Regents' responses into classroom instruction as a means to help students understand the L.E. Regents rubric and Earth Science Regents rubric
- Promote interdisciplinary practices re: graphing in Algebra and Living Environment
- Create midterm and final exams using released Regents exam questions
- Visit high performing schools that are models of high quality science instruction
- Participate in professional development offered by the DNA Learning Center

GOAL 6: SOCIAL STUDIES

BWCHS students will demonstrate college and career readiness in social studies.

BACKGROUND

ELEMENTARY SCHOOL

B2 Lower School weaves social studies into its core ELA instruction. Using the Match Fishtank curriculum, students build background knowledge to support their critical thinking. Each Fishtank unit supports students in developing an understanding of themselves, the world around them and their power to make change. Beginning in kindergarten and extending through 5th grade, students are exposed to and wrestle with social justice issues, environmentalism, international human rights, civil rights and immigration.

MIDDLE SCHOOL

At BwCCS2 Middle the teacher in 6th and in 8th Grade used the TCI Curriculum along with teacher created materials to help support the following years vertical alignment.

We assessed students using various tools, including the TCI created assessments along with teacher created quarterly writing assessments, quarterly vocabulary assessments, and hands-on projects.

We also expanded our Summer School, Afterschool, and Saturday School programming. We offered 4 weeks of summer school taught by our own in-house teachers. We expanded our afterschool program to include tutoring & homework help and we also offered Saturday School to support students' attainment of english language arts goals and preparations for Regents exams.

HIGH SCHOOL

Community High School taught United States History to its 9th graders using New Visions' curriculum. Instruction focused on answering the following essential questions:

- What is the story?
- Why did ____ happen?
- What happened as a result?
- What do different sources tell me about the story?
- Which sources can I/should I trust?
- Is change always good?

Teachers participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curricula. The curriculum was supplemented by using literacy practices from The Writing Revolution. With regards to assessment,

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

students' exit tickets and work habits trackers are graded on a near daily basis. In addition, CHS administers curriculum and Regents based assessments at the conclusion of each unit. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use New Visions' US History curriculum, Savvas' Government/Economics curriculum and also begin implementing the New Visions' Global History curriculum in order to prepare students to take the NYS Regents.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

The school does not have a fourth-year cohort in 2023-24.

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

The school does not have a fourth-year cohort in 2023-24.

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

None of the high school social studies/history accountability measures applied to BwCCS2 High School ("Community High School") in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

MIDDLE SCHOOL ACTION PLAN

- Transition from TCi to New Visions' US History Curriculum
- Provide US History professional development through New Visions

HIGH SCHOOL ACTION PLAN

- More daily practice in short written stimulus-based responses
- Test sophistication practice e.g. start with the essay portion of the test first
- Analyzing the grading rubric with students. Students achieving a passing grade without completing the essay
- Visit high performing charter schools
- Have all 9th grade students take the test in January in order to give students a reality check and practice with what the test will look like in June and to help students give greater focus to their second semester work
- Building student confidence in seeing the difference between mastering the minutiae of American history and understanding the broad arcs of American history in service of passing the US History Regents
- Midterms/Finals questions pulled from released exams

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- Creating honors sections to promote a culture of high achievement
- For 10th grade Government/Economics students, incorporating Document Based Questions and prompts into their instruction
- For 11th grade Global History and Geography students, incorporating Document Based Questions and prompts into their instruction
- Offer AP Global History to advanced students

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Beginning with Children Charter School II continues to be in good standing year to year.

**COMMUNITY PARTNERSHIP CHARTER SCHOOL
EDUCATION CORPORATION**

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEARS ENDED JUNE 30, 2024 AND 2023

**COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Community Partnership Charter School Education Corporation

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Community Partnership Charter School Education Corporation (a nonprofit organization), which comprise the statements of financial position as of June 30, 2024 and 2023, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Community Partnership Charter School Education Corporation as of June 30, 2024 and 2023, and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Community Partnership Charter School Education Corporation and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Partnership Charter School Education Corporation's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Report on the Audit of the Financial Statements (Continued)

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Community Partnership Charter School Education Corporation internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Partnership Charter School Education Corporation's ability to continue as a going concern for a reasonable period of time.

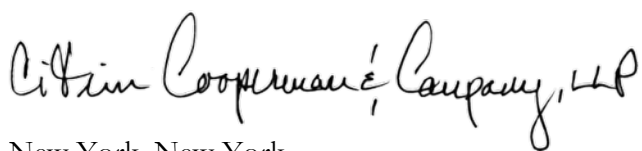
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on the Audit of the Financial Statements (Continued)***Supplementary Information***

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The information contained in the schedules on pages 19 - 28 is presented for purpose of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on pages 29 - 32, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information contained in the schedules on pages 19 - 32 are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2024, on our consideration of Community Partnership Charter School Education Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Community Partnership Charter School Education Corporation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Community Partnership Charter School Education Corporation's internal control over financial reporting and compliance.



New York, New York
October 29, 2024

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2024 AND 2023

	<u>2024</u>	<u>2023</u>
<u>ASSETS</u>		
Cash and cash equivalents	\$ 1,927,453	\$ 641,261
Certificates of deposit	2,865,499	2,761,282
Grants receivable	1,627,177	2,646,721
Accounts and other receivables	12,639	33,678
Prepaid expenses	36,281	51,383
Other assets	263,910	255,945
Property and equipment, net	112,958	146,277
Restricted cash	150,000	150,000
Operating lease right-of-use assets	<u>52,548,549</u>	<u>53,843,171</u>
TOTAL ASSETS	\$ <u>59,544,466</u>	\$ <u>60,529,718</u>
<u>LIABILITIES AND NET ASSETS</u>		
Liabilities:		
Accounts payable and accrued expenses	\$ 2,068,642	\$ 1,590,129
Refundable advances	62,996	42,491
Due to Beginning with Children Foundation, Inc.	701,649	475,436
Operating lease liabilities	<u>56,478,531</u>	<u>56,028,612</u>
Total liabilities	<u>59,311,818</u>	<u>58,136,668</u>
Commitments and contingencies (Notes 4, 7, 9 and 10)		
Net assets without donor restrictions:		
Board-designated for facility and personnel costs	1,200,000	1,200,000
Undesignated	<u>(967,352)</u>	<u>1,189,470</u>
Total net assets without donor restrictions	232,648	2,389,470
Net assets with donor restrictions	<u>-</u>	<u>3,580</u>
Total net assets	<u>232,648</u>	<u>2,393,050</u>
TOTAL LIABILITIES AND NET ASSETS	\$ <u>59,544,466</u>	\$ <u>60,529,718</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

	2024			2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Operating revenue:						
State and local per pupil operating revenue	\$ 24,170,002	\$ -	\$ 24,170,002	\$ 19,862,110	\$ -	\$ 19,862,110
Government grants	2,032,867	-	2,032,867	3,465,454	-	3,465,454
Federal IDEA revenue	<u>288,046</u>	<u>-</u>	<u>288,046</u>	<u>188,126</u>	<u>-</u>	<u>188,126</u>
Total operating revenue	<u>26,490,915</u>	<u>-</u>	<u>26,490,915</u>	<u>23,515,690</u>	<u>-</u>	<u>23,515,690</u>
Operating expenses:						
Program services:						
Regular education	19,947,402	-	19,947,402	18,981,113	-	18,981,113
Special education	<u>9,446,635</u>	<u>-</u>	<u>9,446,635</u>	<u>7,841,726</u>	<u>-</u>	<u>7,841,726</u>
Total program services	<u>29,394,037</u>	<u>-</u>	<u>29,394,037</u>	<u>26,822,839</u>	<u>-</u>	<u>26,822,839</u>
Supporting services:						
Management and general	2,292,328	-	2,292,328	1,978,357	-	1,978,357
Fundraising	<u>273,086</u>	<u>-</u>	<u>273,086</u>	<u>256,271</u>	<u>-</u>	<u>256,271</u>
Total supporting services	<u>2,565,414</u>	<u>-</u>	<u>2,565,414</u>	<u>2,234,628</u>	<u>-</u>	<u>2,234,628</u>
Total operating expenses	<u>31,959,451</u>	<u>-</u>	<u>31,959,451</u>	<u>29,057,467</u>	<u>-</u>	<u>29,057,467</u>
Loss from government-funded school operations	<u>(5,468,536)</u>	<u>-</u>	<u>(5,468,536)</u>	<u>(5,541,777)</u>	<u>-</u>	<u>(5,541,777)</u>
Other income:						
Contributions and grants - private	708,018	-	708,018	929,983	-	929,983
Interest income and realized gains, net	185,429	-	185,429	38,183	-	38,183
Donated space and rental assistance	2,414,687	-	2,414,687	1,796,254	-	1,796,254
Net assets released from restrictions	<u>3,580</u>	<u>(3,580)</u>	<u>-</u>	<u>49,738</u>	<u>(49,738)</u>	<u>-</u>
Other income, net	<u>3,311,714</u>	<u>(3,580)</u>	<u>3,308,134</u>	<u>2,814,158</u>	<u>(49,738)</u>	<u>2,764,420</u>
Change in net assets	(2,156,822)	(3,580)	(2,160,402)	(2,727,619)	(49,738)	(2,777,357)
Net assets - beginning	<u>2,389,470</u>	<u>3,580</u>	<u>2,393,050</u>	<u>5,117,089</u>	<u>53,318</u>	<u>5,170,407</u>
NET ASSETS - ENDING	<u>\$ 232,648</u>	<u>\$ -</u>	<u>\$ 232,648</u>	<u>\$ 2,389,470</u>	<u>\$ 3,580</u>	<u>\$ 2,393,050</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 1,208,149	\$ 349,303	\$ 1,557,452	\$ 1,109,500	\$ -	\$ 1,109,500	\$ 2,666,952
Instructional personnel	7,895,892	5,548,552	13,444,444	-	-	-	13,444,444
Non-instructional personnel	<u>130,740</u>	<u>41,230</u>	<u>171,970</u>	<u>171,526</u>	<u>-</u>	<u>171,526</u>	<u>343,496</u>
Total personnel services	9,234,781	5,939,085	15,173,866	1,281,026	-	1,281,026	16,454,892
Fringe benefits and payroll taxes	2,284,281	839,804	3,124,085	145,601	-	145,601	3,269,686
Retirement	212,502	67,412	279,914	28,218	-	28,218	308,132
Central service fees	1,585,974	325,619	1,911,593	546,169	273,086	819,255	2,730,848
Legal service	-	-	-	23,329	-	23,329	23,329
Accounting and audit services	-	-	-	72,974	-	72,974	72,974
Consulting services	651,051	219,260	870,311	18,336	-	18,336	888,647
Rent and leasing costs	3,200,817	1,119,314	4,320,131	-	-	-	4,320,131
Repairs and maintenance	337,336	115,351	452,687	-	-	-	452,687
Insurance	158,987	50,938	209,925	32,509	-	32,509	242,434
Utilities	160,956	55,636	216,592	-	-	-	216,592
Supplies and materials	609,350	226,026	835,376	791	-	791	836,167
Equipment and furnishings	46,418	14,250	60,668	-	-	-	60,668
Staff development	100,217	30,815	131,032	-	-	-	131,032
Marketing and recruitment	185,844	59,415	245,259	-	-	-	245,259
Technology	409,187	137,113	546,300	-	-	-	546,300
Food service	67,769	24,245	92,014	-	-	-	92,014
Student services	620,336	194,745	815,081	-	-	-	815,081
Office expense	51,857	17,406	69,263	132,772	-	132,772	202,035
Depreciation and amortization	17,367	6,225	23,592	9,727	-	9,727	33,319
Other expense	<u>12,372</u>	<u>3,976</u>	<u>16,348</u>	<u>876</u>	<u>-</u>	<u>876</u>	<u>17,224</u>
TOTAL	<u>\$ 19,947,402</u>	<u>\$ 9,446,635</u>	<u>\$ 29,394,037</u>	<u>\$ 2,292,328</u>	<u>\$ 273,086</u>	<u>\$ 2,565,414</u>	<u>\$ 31,959,451</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 1,077,375	\$ 327,469	\$ 1,404,844	\$ 888,955	\$ -	\$ 888,955	\$ 2,293,799
Instructional personnel	7,375,975	3,967,904	11,343,879	-	-	-	11,343,879
Non-instructional personnel	<u>116,590</u>	<u>31,928</u>	<u>148,518</u>	<u>184,228</u>	<u>-</u>	<u>184,228</u>	<u>332,746</u>
Total personnel services	8,569,940	4,327,301	12,897,241	1,073,183	-	1,073,183	13,970,424
Fringe benefits and payroll taxes	2,098,306	707,147	2,805,453	59,021	-	59,021	2,864,474
Retirement	178,360	49,660	228,020	14,990	-	14,990	243,010
Central service fees	1,421,052	372,839	1,793,891	512,539	256,271	768,810	2,562,701
Legal service	-	-	-	16,105	-	16,105	16,105
Accounting and audit services	-	-	-	68,510	-	68,510	68,510
Consulting services	674,678	218,752	893,430	27,386	-	27,386	920,816
Rent and leasing costs	2,913,656	1,150,444	4,064,100	-	-	-	4,064,100
Repairs and maintenance	133,646	47,291	180,937	30,400	-	30,400	211,337
Insurance	135,272	38,306	173,578	27,098	-	27,098	200,676
Utilities	105,028	38,987	144,015	-	-	-	144,015
Supplies and materials	1,126,319	388,978	1,515,297	1,600	-	1,600	1,516,897
Equipment and furnishings	52,764	16,017	68,781	-	-	-	68,781
Staff development	134,758	32,541	167,299	-	-	-	167,299
Marketing and recruitment	269,773	78,556	348,329	-	-	-	348,329
Technology	415,892	153,031	568,923	-	-	-	568,923
Food service	71,990	21,817	93,807	-	-	-	93,807
Student services	600,824	173,184	774,008	-	-	-	774,008
Office expense	66,639	21,960	88,599	141,554	-	141,554	230,153
Depreciation and amortization	10,920	4,371	15,291	4,864	-	4,864	20,155
Other expense	<u>1,296</u>	<u>544</u>	<u>1,840</u>	<u>1,107</u>	<u>-</u>	<u>1,107</u>	<u>2,947</u>
TOTAL	<u>\$ 18,981,113</u>	<u>\$ 7,841,726</u>	<u>\$ 26,822,839</u>	<u>\$ 1,978,357</u>	<u>\$ 256,271</u>	<u>\$ 2,234,628</u>	<u>\$ 29,057,467</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

	<u>2024</u>	<u>2023</u>
Cash flows from operating activities:		
Change in net assets	\$ (2,160,402)	\$ (2,777,357)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Realized (gains) losses on redemptions of certificates of deposit	(79,215)	25,050
Depreciation	33,319	20,155
Non-cash lease expense	1,744,541	2,185,441
Changes in assets and liabilities:		
Grants receivable	1,019,544	(1,197,556)
Accounts and other receivables	21,039	(22,287)
Prepaid expenses	15,102	83,832
Other assets	(7,965)	(5,945)
Accounts payable and accrued expenses	478,513	269,707
Refundable advances	20,505	23,087
Due to Beginning with Children Foundation, Inc.	<u>226,213</u>	<u>516,466</u>
Net cash provided by (used in) operating activities	<u>1,311,194</u>	<u>(879,407)</u>
Cash flows from investing activities:		
Purchase of property and equipment	-	(161,368)
Proceeds from redemption of certificates of deposit	424,998	225,000
Purchases of certificates of deposit	<u>(450,000)</u>	<u>(900,000)</u>
Net cash used in investing activities	<u>(25,002)</u>	<u>(836,368)</u>
Net increase (decrease) in cash, cash equivalents and restricted cash	1,286,192	(1,715,775)
Cash, cash equivalents and restricted cash - beginning	<u>791,261</u>	<u>2,507,036</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - ENDING	<u>\$ 2,077,453</u>	<u>\$ 791,261</u>
Cash, cash equivalents and restricted cash consist of the following:		
Cash and cash equivalents	\$ 1,927,453	\$ 641,261
Restricted funds	<u>150,000</u>	<u>150,000</u>
Cash, cash equivalents and restricted cash shown in the statements of cash flows	<u>\$ 2,077,453</u>	<u>\$ 791,261</u>
Supplemental schedules for non-cash investing and financing activities:		
Operating lease liability and right-of-use assets recognized in connection with implementation of ASC 842 on July 1, 2022	<u>\$ -</u>	<u>\$ 50,948,411</u>

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 1. ORGANIZATION AND NATURE OF OPERATIONS

Principal Business Activity

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

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

On July 1, 2014, the Board of Regents of the University of the State of New York ("SUNY") granted a fourth provisional charter to CPCS for the merger of BwCCS2 and CPCS to form CPCSEC, expiring on July 31, 2017. On March 8, 2017, the Board of Regents of SUNY renewed the CPCSEC charter for a period of five years, expiring July 31, 2022.

On March 17, 2021, the Board of Regents of the University of the State of New York ("SUNY") granted approval of additional grades in High School as part of the Beginning with Children Charter School 2.

On June 28, 2022, the Board of Regents of SUNY renewed the CPCSEC charter for a period of five years, expiring July 31, 2027.

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

CPCSEC fulfills its mission by focusing its efforts in the following service areas:

Regular Education

Providing educational services to students in pre-kindergarten, lower, middle and high schools tailored to suit the needs of the individual students.

Special Education

Providing specialized educational services to students in pre-kindergarten, lower, middle and high schools tailored to suit the needs of the students with a focus on developmental learning.

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

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

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

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

Net Assets with Donor Restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. CPCSEC reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Use of Estimates

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

Cash and Cash Equivalents

CPCSEC considers all highly liquid instruments purchased with an original maturity of three months or less to be cash equivalents. At June 30, 2024 and 2023, CPCSEC's cash equivalents consisted of money market funds, sweep accounts, and time deposits.

Grants Receivable

CPCSEC records grants receivable at cost less an allowance for doubtful accounts. On a periodic basis, CPCSEC evaluates its grants receivable and establishes an allowance for doubtful accounts, if necessary, based on the history of collections. No allowance for doubtful accounts was deemed necessary as of both June 30, 2024 and 2023.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

CPCSEC capitalizes all purchases of property and equipment in excess of \$2,500 and with a useful life of greater than one year. Property and equipment are carried at cost less accumulated depreciation and amortization. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets. Amortization of leasehold improvements is computed using the straight-line method over the shorter of the estimated useful life of the asset or the remaining life of the lease. Maintenance and repairs are charged to expense and major renewals and betterments are capitalized.

Impairment of Long-lived Assets

CPCSEC evaluates its long-lived assets, including CPCSEC's right-of-use assets, for impairment in accordance with the Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") 360, *Property, Plant and Equipment*. If this evaluation indicates that an impairment loss should be recognized, CPCSEC records the charge to operations for the estimated impairment loss in the period determined. No impairment charges were required for the years ended June 30, 2024 and 2023.

Restricted Cash

Restricted cash reflects \$150,000 in funds maintained in separate accounts as required by the Charter School Institute to have funds available to ensure an orderly liquidation, dissolution or transition process if CPCSEC's charter were to be terminated or CPCSEC was closed for other reasons.

Leases

CPCSEC has operating lease agreements for certain buildings under terms ranging up to 31 years. CPCSEC determines if an arrangement is a lease at the inception of the contract. At the lease commencement date, each lease is evaluated to determine whether it will be classified as an operating or finance lease. For leases with a lease term of 12 months or less (a "short-term" lease), any fixed lease payments are recognized on a straight-line basis over such term, and are not recognized on the accompanying statements of financial position.

Lease terms include the noncancellable portion of the underlying leases along with any reasonably certain lease periods associated with available renewal periods, termination options and purchase options. CPCSEC has lease agreements with lease and non-lease components, which are generally accounted for separately with amounts allocated to the lease and non-lease components based on stand-alone prices. CPCSEC uses the risk-free discount rate when the rate implicit in the lease is not readily determinable at the commencement date in determining the present value of lease payments.

Certain leases contain fixed and determinable escalation clauses for which CPCSEC recognizes rental expense under these leases on the straight-line basis over the lease terms. The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Operating Revenue

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

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

Contributions and Grants - Private

Contributions and grants from private donors, including unconditional promises to give, are recognized at fair value as revenues in the period received. Conditional promises to give are not recognized until they become unconditional; that is, at the time when the conditions on which they depend are substantially met. Contributions to be received after one year are discounted at an appropriate discount rate that is commensurate with the risks involved, if any.

Private grants that are for cost reimbursement are conditioned upon the incurrence of allowable, qualifying expenses. Amounts received are recognized as revenue when CPCSEC has incurred expenditures in compliance with the specific grant. Amounts received prior to incurring qualifying expenditures are reported as "Refundable advances" in the accompanying statements of financial position.

Donations of noncash assets are recorded at their fair values at the date received. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, and are provided by individuals possessing those skills, are recorded at their fair values in the period received.

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

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

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued)

Donated Space and Rental Assistance

CPCSEC was the recipient of donated space which was used for the BwCCS2 middle school and high school campuses. For the years ended June 30, 2024 and 2023, the value of the donated space amounted to \$305,473 and \$336,014, respectively, and is included in "Donated space and rental assistance" in the accompanying statements of activities, and "Rent and leasing costs" in the accompanying statements of functional expenses.

During the years ended June 30, 2024 and 2023, CPCSEC received \$2,109,214 and \$1,460,240, respectively, of rental assistance from the NYCDOE as a direct reimbursement of rental expenses and are included in "Donated space and rental assistance" in the accompanying statements of activities. The fair value of the donated space is based on the rental rates provided in the underlying lease agreements.

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

Functional Allocation of Expenses

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

Expenses that are allocated include the following:

Expense	Method of Allocation
Fringe benefits and payroll taxes	Weighted average/head count
Retirement	Weighted average/head count
Central service fees	Children serviced/personnel supported
Staff development	Weighted average/head count
Marketing and recruitment	Weighted average/head count

Income Taxes

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

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

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

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Adopted Accounting Pronouncements

In June 2016, FASB issued ASU No. 2016-13, *Financial Instruments - Credit Losses (Topic 326)* ("ASU 2016-13"), which requires entities to measure all expected credit losses for financial assets held at the reporting date based on historical experience, current conditions, and reasonable and supportable forecasts. This guidance replaces the existing incurred loss model and is applicable to the measurement of credit losses on financial assets measured at amortized cost.

CPCSEC's financial instruments include accounts and other receivables. The expected credit losses are adjusted each period for changes in expected lifetime credit losses. CPCSEC adopted ASC 326 using the modified retrospective method at July 1, 2022 and it did not have a material impact on the financial statements.

Subsequent Events

In accordance with FASB ASC 855, *Subsequent Events*, CPCSEC has evaluated subsequent events through October 29, 2024, the date that these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

NOTE 3. LIQUIDITY AND AVAILABILITY

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

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

The following table reflects CPCSEC's financial assets as of June 30, 2024 and 2023, reduced by amounts not available for use for general expenditures within one year.

	<u>2024</u>	<u>2023</u>
Financial assets as of June 30:		
Cash and cash equivalents	\$ 1,927,453	\$ 641,261
Certificates of deposit	2,865,499	2,761,282
Grants receivable	1,627,177	2,646,721
Accounts and other receivables	<u>12,639</u>	<u>33,678</u>
Total financial assets as of June 30	<u>6,432,768</u>	<u>6,082,942</u>
Less: assets unavailable for general expenditures within one year:		
Board-designated for facility and personnel costs	1,200,000	1,200,000
Net assets with donor restrictions	<u>-</u>	<u>3,580</u>
Total assets unavailable for general expenditures within one year	<u>1,200,000</u>	<u>1,203,580</u>
Total financial assets as of June 30	<u>\$ 5,232,768</u>	<u>\$ 4,879,362</u>

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 4. RELATED-PARTY TRANSACTIONS

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

Central Service Fees

As an educational manager to charter schools, the Foundation entered into a Memorandum of Understanding ("MOU") agreement with CPCSEC for each of the years ended June 30, 2024 and 2023. Pursuant to the terms of the MOUs, CPCSEC agreed to pay service fees to the Foundation in the amount of \$2,730,848 and \$2,562,701 for the years ended June 30, 2024 and 2023, respectively. The Foundation supported CPCSEC in the areas of leadership and strategy, curriculum and assessment, research and evaluation, teacher development and recruitment, parent and family engagement, business services, compliance, development, technology, communications, board development and evaluation of effectiveness.

At June 30, 2024 and 2023, \$701,649 and \$475,436, respectively, were due to the Foundation. These amounts were comprised of the remaining cost advances net of pass-through contributions made directly to the Foundation for CPCSEC.

Donated Space

The donated space in the amounts of \$305,473 and \$336,014, for the years ended June 30, 2024 and 2023, respectively, was received from the Foundation.

NOTE 5. CERTIFICATES OF DEPOSIT

CPCSEC had certificates of deposit totaling \$2,865,499 and \$2,761,282 at June 30, 2024 and 2023, with fixed interest rates of ranging from 4.895% to 6.273% and maturity dates ranging from July 2024 to May 2027. Certificates of deposit are recorded at cost plus accrued interest, which approximates fair value.

NOTE 6. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>	<u>Estimated Useful Life</u>
Computer equipment	\$ 391,829	\$ 391,829	3 years
Furniture and fixtures	294,970	294,970	7 years
Leasehold improvements	<u>85,087</u>	<u>85,087</u>	5 years
	771,886	771,886	
Less: accumulated depreciation and amortization	<u>658,928</u>	<u>625,609</u>	
Property and equipment, net	<u>\$ 112,958</u>	<u>\$ 146,277</u>	

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 7. COMMITMENTS

CPCSEC is obligated under a five-year lease agreement with the Foundation, commencing July 1, 2016 and originally ending on June 30, 2021. The lease was for the use of school facility space for the BwCCS2 Middle School. In June 2021, CPCSEC extended the lease agreement through June 30, 2026.

CPCSEC is obligated under a 31-year lease with the Foundation, commencing July 1, 2022 and expiring June 30, 2053. The lease is for the use of school facility space for the BwCCS2 High School.

CPCSEC is obligated under a 4.9-year lease with the Foundation, commencing August 14, 2023 and expiring June 29, 2028. The lease is for the use of administrative and office space.

Minimum annual rent amounts required under the lease at June 30, 2024, are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2025	\$ 3,455,240
2026	4,160,275
2027	2,827,349
2028	2,883,195
2029	2,593,094
Thereafter	<u>69,681,145</u>
Net minimum lease payments	85,600,298
Less: interest	<u>(29,121,767)</u>
Present value of lease liabilities	<u>\$ 56,478,531</u>

Supplemental cash flow information related to the lease commitments was as follows:

	<u>2024</u>	<u>2023</u>
Cash paid for amounts included in the measurement of lease liabilities:		
Operating cash flows from operating leases	<u>\$ 2,575,590</u>	<u>\$ 1,878,659</u>
Operating lease liability resulting from obtaining an operating lease right-of-use asset	<u>\$ 1,259,082</u>	<u>\$ -</u>
Weighted-average remaining lease term (in years):		
Operating leases	<u>27.14</u>	<u>28.06</u>
Weighted-average discount rate (%):		
Operating leases	<u>3.13</u>	<u>3.09</u>

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 8. EMPLOYEE BENEFIT PLAN

CPCSEC maintains a defined contribution plan under Section 401(k) of the IRC covering all eligible employees. Under the plan, CPCSEC provides matching contributions. In addition, CPCSEC may elect, on a discretionary basis, to contribute a percentage of all qualified employees' compensation to the profit-sharing component of the plan. The amount charged to operations for contributions to the defined contribution plan was \$264,242 and \$218,172 for the years ended June 30, 2024 and 2023, respectively.

NOTE 9. NET ASSETS WITH DONOR RESTRICTIONS

At June 30, 2023, net assets with donor restrictions totaling \$3,580 were available to support the Beginning with Children 2, all of which were released during the year ended June 30, 2024. During the year ended June 30, 2023, net assets were released from donor restrictions by incurring expenses satisfying certain donor restrictions in the amount of \$49,738.

NOTE 10. CONTINGENCIES

Grants and Contracts

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

Litigation

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

NOTE 11. CONCENTRATIONS

Concentration of Credit Risk

Financial instruments that potentially subject CPCSEC to concentration of credit risk consist primarily of cash and cash equivalents, restricted cash, and certificates of deposit in excess of insured amounts. At times, CPCSEC's cash and cash equivalents, restricted cash, and certificates of deposit, which are placed with major financial institutions, exceed the insurance coverage provided by the Federal Deposit Insurance Corporation ("FDIC") or the Securities Investor Protection Corporation ("SIPC"). The amount in excess of FDIC or SIPC insurance was \$2,126,540 and \$782,606 at June 30, 2024 and 2023, respectively.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024 AND 2023

NOTE 11. CONCENTRATIONS (CONTINUED)

Grants Receivable

As of June 30, 2024 and 2023, one grantor accounted for 98% and 97%, respectively, of CPCSEC's grants receivable balance.

Revenue

State and local per pupil operating revenue from the New York State Education Department accounted for 81% and 76% of total revenue for the years ended June 30, 2024 and June 30, 2023, respectively.

SUPPLEMENTARY INFORMATION

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2024

	Beginning with Children Charter School 2	Beginning with Children Charter School 2 - High School	Community Partnership Charter School Pre- Kindergarten	Community Partnership Charter School	Total
Operating revenue:					
State and local per pupil operating revenue	\$ 11,697,151	\$ 3,724,025	\$ 277,676	\$ 8,471,150	\$ 24,170,002
Government grants	912,795	230,860	-	889,212	2,032,867
Federal IDEA revenue	<u>154,501</u>	<u>39,999</u>	<u>-</u>	<u>93,546</u>	<u>288,046</u>
Total operating revenue	<u>12,764,447</u>	<u>3,994,884</u>	<u>277,676</u>	<u>9,453,908</u>	<u>26,490,915</u>
Operating expenses:					
Program services:					
Regular education	8,554,277	4,550,520	359,996	6,482,609	19,947,402
Special education	<u>4,150,046</u>	<u>2,433,539</u>	<u>-</u>	<u>2,863,050</u>	<u>9,446,635</u>
Total program services	<u>12,704,323</u>	<u>6,984,059</u>	<u>359,996</u>	<u>9,345,659</u>	<u>29,394,037</u>
Supporting services:					
Management and general	1,082,755	395,513	-	814,060	2,292,328
Fundraising	<u>120,994</u>	<u>42,385</u>	<u>-</u>	<u>109,707</u>	<u>273,086</u>
Total supporting services	<u>1,203,749</u>	<u>437,898</u>	<u>-</u>	<u>923,767</u>	<u>2,565,414</u>
Total operating expenses	<u>13,908,072</u>	<u>7,421,957</u>	<u>359,996</u>	<u>10,269,426</u>	<u>31,959,451</u>
Loss from government-funded school operations	<u>(1,143,625)</u>	<u>(3,427,073)</u>	<u>(82,320)</u>	<u>(815,518)</u>	<u>(5,468,536)</u>
Other income:					
Contributions and grants - private	327,312	59,356	-	321,350	708,018
Interest income and realized gains, net	75,077	39,119	-	71,233	185,429
Donated space and rental assistance	<u>1,368,635</u>	<u>1,046,052</u>	<u>-</u>	<u>-</u>	<u>2,414,687</u>
Total other income	<u>1,771,024</u>	<u>1,144,527</u>	<u>-</u>	<u>392,583</u>	<u>3,308,134</u>
Change in net assets	627,399	(2,282,546)	(82,320)	(422,935)	(2,160,402)
Net assets - beginning	<u>3,791,140</u>	<u>(2,635,850)</u>	<u>(305,968)</u>	<u>1,543,728</u>	<u>2,393,050</u>
NET ASSETS - ENDING	<u>\$ 4,418,539</u>	<u>\$ (4,918,396)</u>	<u>\$ (388,288)</u>	<u>\$ 1,120,793</u>	<u>\$ 232,648</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2023

	Beginning with Children Charter School 2	Beginning with Children Charter School 2 - High School	Community Partnership Charter School Pre- Kindergarten	Community Partnership Charter School	Total
Operating revenue:					
State and local per pupil operating revenue	\$ 10,374,361	\$ 1,974,584	\$ 196,267	\$ 7,316,898	\$ 19,862,110
Government grants	1,098,270	1,178,057	-	1,189,127	3,465,454
Federal IDEA revenue	<u>112,743</u>	<u>-</u>	<u>-</u>	<u>75,383</u>	<u>188,126</u>
Total operating revenue	<u>11,585,374</u>	<u>3,152,641</u>	<u>196,267</u>	<u>8,581,408</u>	<u>23,515,690</u>
Operating expenses:					
Program services:					
Regular education	8,253,162	4,059,739	377,710	6,290,502	18,981,113
Special education	<u>3,232,233</u>	<u>1,819,437</u>	<u>-</u>	<u>2,790,056</u>	<u>7,841,726</u>
Total program services	<u>11,485,395</u>	<u>5,879,176</u>	<u>377,710</u>	<u>9,080,558</u>	<u>26,822,839</u>
Supporting services:					
Management and general	938,115	310,829	-	729,413	1,978,357
Fundraising	<u>116,487</u>	<u>23,297</u>	<u>-</u>	<u>116,487</u>	<u>256,271</u>
Total supporting services	<u>1,054,602</u>	<u>334,126</u>	<u>-</u>	<u>845,900</u>	<u>2,234,628</u>
Total operating expenses	<u>12,539,997</u>	<u>6,213,302</u>	<u>377,710</u>	<u>9,926,458</u>	<u>29,057,467</u>
Loss from government-funded school operations	<u>(954,623)</u>	<u>(3,060,661)</u>	<u>(181,443)</u>	<u>(1,345,050)</u>	<u>(5,541,777)</u>
Other income:					
Contributions and grants - private	283,289	382,405	-	264,289	929,983
Interest income and realized gains, net	15,666	3,570	-	18,947	38,183
Donated space and rental assistance	<u>1,479,011</u>	<u>317,243</u>	<u>-</u>	<u>-</u>	<u>1,796,254</u>
Other income, net	<u>1,777,966</u>	<u>703,218</u>	<u>-</u>	<u>283,236</u>	<u>2,764,420</u>
Change in net assets	823,343	(2,357,443)	(181,443)	(1,061,814)	(2,777,357)
Net assets - beginning	<u>2,967,797</u>	<u>(278,407)</u>	<u>(124,525)</u>	<u>2,605,542</u>	<u>5,170,407</u>
NET ASSETS - ENDING	<u>\$ 3,791,140</u>	<u>\$ (2,635,850)</u>	<u>\$ (305,968)</u>	<u>\$ 1,543,728</u>	<u>\$ 2,393,050</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL PRE-KINDERGARTEN
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Instructional personnel	\$ 279,796	\$ -	\$ 279,796	\$ -	\$ -	\$ -	\$ 279,796
Fringe benefits and payroll taxes	68,210	-	68,210	-	-	-	68,210
Retirement	7,665	-	7,665	-	-	-	7,665
Supplies and materials	3,940	-	3,940	-	-	-	3,940
Student services	<u>385</u>	<u>-</u>	<u>385</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>385</u>
TOTAL	<u>\$ 359,996</u>	<u>\$ -</u>	<u>\$ 359,996</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 359,996</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 570,123	\$ 170,802	\$ 740,925	\$ 531,627	\$ -	\$ 531,627	\$ 1,272,552
Instructional personnel	3,518,052	2,463,879	5,981,931	-	-	-	5,981,931
Non-instructional personnel	<u>42,071</u>	<u>15,573</u>	<u>57,644</u>	<u>96,565</u>	<u>-</u>	<u>96,565</u>	<u>154,209</u>
Total personnel services	4,130,246	2,650,254	6,780,500	628,192	-	628,192	7,408,692
Fringe benefits and payroll taxes	989,904	402,532	1,392,436	66,031	-	66,031	1,458,467
Retirement	85,254	38,300	123,554	9,554	-	9,554	133,108
Central service fees	702,458	144,496	846,954	241,987	120,994	362,981	1,209,935
Legal service	-	-	-	3,680	-	3,680	3,680
Accounting and audit services	-	-	-	31,132	-	31,132	31,132
Consulting services	338,473	114,925	453,398	7,324	-	7,324	460,722
Rent and leasing costs	1,041,077	342,230	1,383,307	-	-	-	1,383,307
Repairs and maintenance	206,579	70,148	276,727	-	-	-	276,727
Insurance	72,117	26,539	98,656	13,571	-	13,571	112,227
Utilities	73,274	24,087	97,361	-	-	-	97,361
Supplies and materials	280,450	109,342	389,792	791	-	791	390,583
Equipment and furnishings	7,573	2,759	10,332	-	-	-	10,332
Staff development	47,598	17,811	65,409	-	-	-	65,409
Marketing and recruitment	103,406	37,156	140,562	-	-	-	140,562
Technology	155,455	54,386	209,841	-	-	-	209,841
Student services	283,269	102,224	385,493	-	-	-	385,493
Office expense	30,442	10,425	40,867	80,170	-	80,170	121,037
Depreciation	787	259	1,046	-	-	-	1,046
Other expense	<u>5,915</u>	<u>2,173</u>	<u>8,088</u>	<u>323</u>	<u>-</u>	<u>323</u>	<u>8,411</u>
TOTAL	<u>\$ 8,554,277</u>	<u>\$ 4,150,046</u>	<u>\$ 12,704,323</u>	<u>\$ 1,082,755</u>	<u>\$ 120,994</u>	<u>\$ 1,203,749</u>	<u>\$ 13,908,072</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2 - HIGH SCHOOL
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 222,898	\$ 80,200	\$ 303,098	\$ 160,303	\$ -	\$ 160,303	\$ 463,401
Instructional personnel	613,799	1,075,319	1,689,118	-	-	-	1,689,118
Non-instructional personnel	<u>14,340</u>	<u>5,160</u>	<u>19,500</u>	<u>74,961</u>	<u>-</u>	<u>74,961</u>	<u>94,461</u>
Total personnel services	851,037	1,160,679	2,011,716	235,264	-	235,264	2,246,980
Fringe benefits and payroll taxes	299,536	107,774	407,310	14,812	-	14,812	422,122
Retirement	30,392	7,344	37,736	6,154	-	6,154	43,890
Central service fees	266,297	30,396	296,693	84,769	42,385	127,154	423,847
Legal service	-	-	-	9,152	-	9,152	9,152
Accounting and audit services	-	-	-	10,710	-	10,710	10,710
Consulting services	202,812	74,052	276,864	3,662	-	3,662	280,526
Rent and leasing costs	2,159,740	777,084	2,936,824	-	-	-	2,936,824
Repairs and maintenance	119,230	42,900	162,130	-	-	-	162,130
Insurance	24,789	8,919	33,708	5,459	-	5,459	39,167
Utilities	87,682	31,549	119,231	-	-	-	119,231
Supplies and materials	123,905	58,550	182,455	-	-	-	182,455
Equipment and furnishings	6,407	2,305	8,712	-	-	-	8,712
Staff development	13,192	4,746	17,938	-	-	-	17,938
Marketing and recruitment	23,549	8,473	32,022	-	-	-	32,022
Technology	175,073	62,992	238,065	-	-	-	238,065
Food service	67,384	24,245	91,629	-	-	-	91,629
Student services	68,090	20,231	88,321	-	-	-	88,321
Office expense	12,998	4,677	17,675	15,645	-	15,645	33,320
Depreciation	16,580	5,966	22,546	9,727	-	9,727	32,273
Other expense	<u>1,827</u>	<u>657</u>	<u>2,484</u>	<u>159</u>	<u>-</u>	<u>159</u>	<u>2,643</u>
TOTAL	<u>\$ 4,550,520</u>	<u>\$ 2,433,539</u>	<u>\$ 6,984,059</u>	<u>\$ 395,513</u>	<u>\$ 42,385</u>	<u>\$ 437,898</u>	<u>\$ 7,421,957</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services			Supporting Services			Total
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	
Personnel services:							
Administrative staff personnel	\$ 415,128	\$ 98,301	\$ 513,429	\$ 417,570	\$ -	\$ 417,570	\$ 930,999
Instructional personnel	3,484,245	2,009,354	5,493,599	-	-	-	5,493,599
Non-instructional personnel	<u>74,329</u>	<u>20,497</u>	<u>94,826</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>94,826</u>
Total personnel services	3,973,702	2,128,152	6,101,854	417,570	-	417,570	6,519,424
Fringe benefits and payroll taxes	926,631	329,498	1,256,129	64,758	-	64,758	1,320,887
Retirement	89,191	21,768	110,959	12,510	-	12,510	123,469
Central service fees	617,219	150,727	767,946	219,413	109,707	329,120	1,097,066
Legal service	-	-	-	10,497	-	10,497	10,497
Accounting and audit services	-	-	-	31,132	-	31,132	31,132
Consulting services	109,766	30,283	140,049	7,350	-	7,350	147,399
Repairs and maintenance	11,527	2,303	13,830	-	-	-	13,830
Insurance	62,081	15,480	77,561	13,479	-	13,479	91,040
Supplies and materials	201,055	58,134	259,189	-	-	-	259,189
Equipment and furnishings	32,438	9,186	41,624	-	-	-	41,624
Staff development	39,427	8,258	47,685	-	-	-	47,685
Marketing and recruitment	58,889	13,786	72,675	-	-	-	72,675
Technology	78,659	19,735	98,394	-	-	-	98,394
Student services	268,977	72,290	341,267	-	-	-	341,267
Office expense	8,417	2,304	10,721	36,957	-	36,957	47,678
Other expense	<u>4,630</u>	<u>1,146</u>	<u>5,776</u>	<u>394</u>	<u>-</u>	<u>394</u>	<u>6,170</u>
TOTAL	\$ <u>6,482,609</u>	\$ <u>2,863,050</u>	\$ <u>9,345,659</u>	\$ <u>814,060</u>	\$ <u>109,707</u>	\$ <u>923,767</u>	\$ <u>10,269,426</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL PRE-KINDERGARTEN
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Instructional personnel	\$ 275,792	\$ -	\$ 275,792	\$ -	\$ -	\$ -	\$ 275,792
Fringe benefits and payroll taxes	55,216	-	55,216	-	-	-	55,216
Retirement	5,890	-	5,890	-	-	-	5,890
Supplies and materials	40,413	-	40,413	-	-	-	40,413
Student services	<u>399</u>	<u>-</u>	<u>399</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>399</u>
TOTAL	<u>\$ 377,710</u>	<u>\$ -</u>	<u>\$ 377,710</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 377,710</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 514,030	\$ 166,055	\$ 680,085	\$ 414,149	\$ -	\$ 414,149	\$ 1,094,234
Instructional personnel	3,566,488	1,671,750	5,238,238	-	-	-	5,238,238
Non-instructional personnel	<u>50,186</u>	<u>15,630</u>	<u>65,816</u>	<u>125,701</u>	<u>-</u>	<u>125,701</u>	<u>191,517</u>
Total personnel services	4,130,704	1,853,435	5,984,139	539,850	-	539,850	6,523,989
Fringe benefits and payroll taxes	941,274	318,638	1,259,912	25,648	-	25,648	1,285,560
Retirement	76,138	23,805	99,943	5,351	-	5,351	105,294
Central service fees	621,665	193,740	815,405	232,972	116,487	349,459	1,164,864
Legal service	-	-	-	3,111	-	3,111	3,111
Accounting and audit services	-	-	-	33,950	-	33,950	33,950
Consulting services	326,767	112,319	439,086	7,546	-	7,546	446,632
Rent and leasing costs	1,025,307	358,000	1,383,307	-	-	-	1,383,307
Repairs and maintenance	99,752	33,183	132,935	-	-	-	132,935
Insurance	63,455	19,888	83,343	13,143	-	13,143	96,486
Utilities	72,185	25,205	97,390	-	-	-	97,390
Supplies and materials	320,511	113,181	433,692	800	-	800	434,492
Equipment and furnishings	14,537	4,624	19,161	-	-	-	19,161
Staff development	45,402	14,212	59,614	-	-	-	59,614
Marketing and recruitment	105,883	33,677	139,560	-	-	-	139,560
Technology	72,422	23,382	95,804	-	-	-	95,804
Student services	292,609	89,738	382,347	-	-	-	382,347
Office expense	41,703	14,212	55,915	75,189	-	75,189	131,104
Depreciation	2,848	994	3,842	-	-	-	3,842
Other expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>555</u>	<u>-</u>	<u>555</u>	<u>555</u>
TOTAL	<u>\$ 8,253,162</u>	<u>\$ 3,232,233</u>	<u>\$ 11,485,395</u>	<u>\$ 938,115</u>	<u>\$ 116,487</u>	<u>\$ 1,054,602</u>	<u>\$ 12,539,997</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER
BEGINNING WITH CHILDREN CHARTER SCHOOL 2 - HIGH SCHOOL
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 198,715	\$ 83,390	\$ 282,105	\$ 107,491	\$ -	\$ 107,491	\$ 389,596
Instructional personnel	414,617	318,389	733,006	-	-	-	733,006
Non-instructional personnel	<u>1,796</u>	<u>753</u>	<u>2,549</u>	<u>58,527</u>	<u>-</u>	<u>58,527</u>	<u>61,076</u>
Total personnel services	615,128	402,532	1,017,660	166,018	-	166,018	1,183,678
Fringe benefits and payroll taxes	197,619	82,931	280,550	10,189	-	10,189	290,739
Retirement	17,500	7,344	24,844				24,844
Central service fees	129,124	33,957	163,081	46,595	23,297	69,892	232,973
Legal service	-	-	-	4,443	-	4,443	4,443
Accounting and audit services	-	-	-	420	-	420	420
Consulting services	137,621	57,752	195,373	12,786	-	12,786	208,159
Rent and leasing costs	1,888,349	792,444	2,680,793	-	-	-	2,680,793
Repairs and maintenance	33,442	14,034	47,476	30,400	-	30,400	77,876
Insurance	12,450	5,225	17,675	2,710	-	2,710	20,385
Utilities	32,843	13,782	46,625	-	-	-	46,625
Supplies and materials	510,261	214,130	724,391	-	-	-	724,391
Equipment and furnishings	4,321	1,814	6,135	-	-	-	6,135
Staff development	8,677	3,642	12,319	-	-	-	12,319
Marketing and recruitment	56,006	23,503	79,509	-	-	-	79,509
Technology	253,119	106,221	359,340	-	-	-	359,340
Food service	71,990	21,817	93,807	-	-	-	93,807
Student services	71,709	30,092	101,801	-	-	-	101,801
Office expense	10,343	4,341	14,684	32,404	-	32,404	47,088
Depreciation and amortization	7,941	3,332	11,273	4,864	-	4,864	16,137
Other expense	<u>1,296</u>	<u>544</u>	<u>1,840</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,840</u>
TOTAL	<u>\$ 4,059,739</u>	<u>\$ 1,819,437</u>	<u>\$ 5,879,176</u>	<u>\$ 310,829</u>	<u>\$ 23,297</u>	<u>\$ 334,126</u>	<u>\$ 6,213,302</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF FUNCTIONAL EXPENSES BY CHARTER
COMMUNITY PARTNERSHIP CHARTER SCHOOL
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	\$ 364,630	\$ 78,024	\$ 442,654	\$ 367,315	\$ -	\$ 367,315	\$ 809,969
Instructional personnel	3,119,078	1,977,765	5,096,843	-	-	-	5,096,843
Non-instructional personnel	<u>64,608</u>	<u>15,545</u>	<u>80,153</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>80,153</u>
Total personnel services	3,548,316	2,071,334	5,619,650	367,315	-	367,315	5,986,965
Fringe benefits and payroll taxes	904,197	305,578	1,209,775	23,184	-	23,184	1,232,959
Retirement	78,832	18,511	97,343	9,639	-	9,639	106,982
Central service fees	670,263	145,142	815,405	232,972	116,487	349,459	1,164,864
Legal service	-	-	-	8,551	-	8,551	8,551
Accounting and audit services	-	-	-	34,140	-	34,140	34,140
Consulting services	210,290	48,681	258,971	7,054	-	7,054	266,025
Repairs and maintenance	452	74	526	-	-	-	526
Insurance	59,367	13,193	72,560	11,245	-	11,245	83,805
Supplies and materials	255,134	61,667	316,801	800	-	800	317,601
Equipment and furnishings	33,906	9,579	43,485	-	-	-	43,485
Staff development	80,679	14,687	95,366	-	-	-	95,366
Marketing and recruitment	107,884	21,376	129,260	-	-	-	129,260
Technology	90,351	23,428	113,779	-	-	-	113,779
Student services	236,107	53,354	289,461	-	-	-	289,461
Office expense	14,593	3,407	18,000	33,961	-	33,961	51,961
Depreciation and amortization	131	45	176	-	-	-	176
Other expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>552</u>	<u>-</u>	<u>552</u>	<u>552</u>
TOTAL	\$ <u>6,290,502</u>	\$ <u>2,790,056</u>	\$ <u>9,080,558</u>	\$ <u>729,413</u>	\$ <u>116,487</u>	\$ <u>845,900</u>	\$ <u>9,926,458</u>

See independent auditor's report.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Pass-through to Subrecipients	Total Federal Expenditures
<u>United States Department of Education:</u>				
Passed through New York State Education Department				
Title I Grants to Local Educational Agencies:				
Title I, Part A: Approving Academic Achievement (Beginning with Children Charter School II)	84.010	0021-24-4930	\$ -	\$ 388,148
Title I, Part A: Approving Academic Achievement (Community Partnership Charter School)	84.010	0021-24-4135	<u>-</u>	<u>168,158</u>
Total Title I Grants to Local Educational Agencies			<u>-</u>	<u>556,306</u>
Supporting Effective Instruction State Grants:				
Title II, Part A: Teachers/Principals/Training/Recruitment (Beginning with Children Charter School II)	84.367	0147-24-4930	-	44,530
Title II, Part A: Teachers/Principals/Training/Recruitment (Community Partnership Charter School)	84.367	0147-24-4135	<u>-</u>	<u>21,083</u>
Total Supporting Effective Instruction State Grants			<u>-</u>	<u>65,613</u>
Student Support and Academic Enrichment Program:				
Title IV, Part A: SSAE Allocation (Beginning with Children Charter School II)	84.424	0204-24-4930	-	20,369
Title IV, Part A: SSAE Allocation (Community Partnership Charter School)	84.424	0204-24-4135	<u>-</u>	<u>13,392</u>
Total Student Support and Academic Enrichment Program			<u>-</u>	<u>33,761</u>
Special Education Cluster (IDEA):				
Special Education Grants to States:				
Special Education - Grants to States IDEA, Part B (Beginning with Children Charter School II)	84.027	N/A	-	194,500
Special Education - Grants to States IDEA, Part B (Community Partnership Charter School)	84.027	N/A	<u>-</u>	<u>93,546</u>
Total Special Education Cluster (IDEA)			<u>-</u>	<u>288,046</u>

See accompanying notes to schedule of expenditures of federal awards.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Pass-through to Subrecipients	Total Federal Expenditures
<u>United States Department of Education:</u>				
Education Stabilization Fund:				
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund - (Beginning with Children Charter School II) - COVID-19	84.425U	5880-21-4930	\$ -	\$ 442,643
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund - (Community Partnership Charter School) - COVID-19	84.425U	5880-21-4125	<u>-</u>	<u>391,199</u>
Total American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund			<u>-</u>	<u>833,842</u>
American Rescue Plan - Elementary and Secondary School Emergency Relief - Homeless Children and Youth - (Beginning with Children Charter School II) - COVID-19	84.425W	5218-21-4930	-	4,501
American Rescue Plan - Elementary and Secondary School Emergency Relief - Homeless Children and Youth - (Community Partnership Charter School) - COVID-19	84.425W	5218-21-4135	<u>-</u>	<u>4,014</u>
Total American Rescue Plan - Elementary and Secondary School Emergency Relief - Homeless Children and Youth			<u>-</u>	<u>8,515</u>
Total Education Stabilization Fund			<u>-</u>	<u>842,357</u>
Charter Schools:				
Charter Schools Program - (Beginning with Children Charter School II)	84.282	0089-23-9004	<u>-</u>	<u>198,388</u>
Total United States Department of Education			<u>-</u>	<u>1,984,471</u>
<u>Federal Communications Commission:</u>				
Direct Awards:				
Universal Service Fund - Schools and Libraries:				
Universal Service Fund - Schools and Libraries: E-rate (Beginning with Children Charter School II)	32.004	N/A	-	30,411
Universal Service Fund - Schools and Libraries: E-rate (Community Partnership Charter School)	32.004	N/A	<u>-</u>	<u>3,777</u>
Total Universal Service Fund - Schools and Libraries			<u>-</u>	<u>34,188</u>

See accompanying notes to schedule of expenditures of federal awards.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Pass-through to Subrecipients	Total Federal Expenditures
<u>Federal Communications Commission:</u>				
Emergency Connectivity Fund Program:				
Emergency Connectivity Fund (Beginning with Children Charter School II)	32.009	N/A	\$ -	\$ 14,666
Emergency Connectivity Fund (Community Partnership Charter School)	32.009	N/A	<u>-</u>	<u>13,538</u>
Total Emergency Connectivity Fund Program			<u>-</u>	<u>28,204</u>
Total Federal Communications Commission			<u>-</u>	<u>62,392</u>
Total expenditures of federal awards			<u><u>\$ -</u></u>	<u><u>\$ 2,046,863</u></u>

See accompanying notes to schedule of expenditures of federal awards.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

NOTE 1. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Community Partnership Charter School Education Corporation ("CPCSEC") under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of Community Partnership Charter School Education Corporation, it is not intended to and does not present the financial position, changes in net assets, or cash flows of Community Partnership Charter School Education Corporation.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3. INDIRECT COST RATE

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

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

To the Board of Trustees
Community Partnership Charter School Education Corporation

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2024.

Report on Internal Control over Financial Reporting

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

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

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

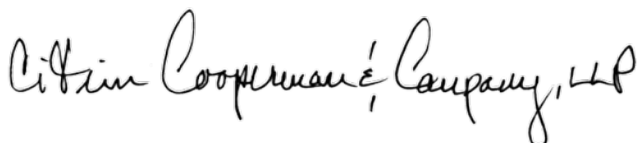
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Report on Compliance and Other Matters

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

Purpose of this Report

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



New York, New York
October 29, 2024

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

To the Board of Trustees
Community Partnership Charter School Education Corporation

Report on Compliance for the Major Federal Program

Opinion on the Major Program

We have audited Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization) compliance with types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on CPCSEC's major federal program for the year ended June 30, 2024. CPCSEC's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, CPCSEC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2024.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of CPCSEC and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of CPCSEC's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to CPCSEC's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on CPCSEC's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about CPCSEC's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding CPCSEC's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of CPCSEC's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of CPCSEC's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

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

Report on Internal Control over Compliance (Continued)

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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



New York, New York
October 29, 2024

**COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024**

Section I - Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness identified? Yes X No

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

Noncompliance material to financial statements noted? Yes X No

Federal Awards

Internal control over major federal programs:

Material weakness identified? Yes X No

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

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

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

Identification of major federal programs:

<u>Federal Listing Number</u>	<u>Name of Federal Program or Cluster</u>
84.425	Education Stabilization Fund:
84.425U	American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund
84.425W	American Rescue Plan - Elementary and Secondary School Emergency Relief - Homeless Children and Youth

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

Auditee qualified as low-risk auditee? X Yes No

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

None

Section III - Federal awards findings and questioned costs:

None



2024

Beginning with Children-11 Bartlett Street

11 Bartlett Street
Brooklyn, New York 11206
718-782-2164

Building Contact: Geri Licurse
Title: Director

Company: Empire Fire Systems
Contact: Joseph Papillo
Title: Technician

Inspection Date: Aug 5, 2024

Tested to NFPA 72 Standards

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



EXECUTIVE SUMMARY

Generated by: BuildingReports.com

Building Information

Beginning with Children-11 Bartlett Street 11 Bartlett Street Brooklyn, New York 11206 United States of America	Contact: Geri Licurse
	Phone: 718-782-2164
	Fax:
	Mobile:
	Email: glicurse@bwcf.org

Inspection Performed By

Empire Fire Systems 49 Sylvester Street Westbury, New York 11590 United States of America	Inspector: Joseph Papillo
	Phone: 5164997464
	Fax:
	Mobile:
	Email: lisaj@empirefiresystems.com

System Control Unit

Manufacturer: EST	Inspection Date: 08/05/2024	IDC Style:
Model Number: 6500	Install Date: 04/26/2016	SLC Style:
Software Version:	Version Date: 05/06/2016	NAC Style:
Location: 1st Floor Main entrance lobby	Disconnect Location:	Disconnect Type:
Current Protection:		

Central Station Signal Verification

Type:	Mfg: Fire-Lite	Model #: MS-5ud
Test Time/Date: 8/5/24 1:41:05 PM	Restore Time:	Note:

Inspection Summary

Category	Total Items		Serviced		Passed		Failed/Other	
	Qty	%	Qty	%	Qty	%	Qty	%
Auxiliary	10	5.85%	10	100.00%	10	100.00%	0	0.00%
Control	6	3.51%	6	100.00%	6	100.00%	0	0.00%
Indicating	75	43.86%	75	100.00%	75	100.00%	0	0.00%
Initiating	80	46.78%	80	100.00%	80	100.00%	0	0.00%
Totals	171	100%	171	100.00%	171	100.00%	0	0.00%

Certification

Company: Empire Fire Systems
Inspector: Joseph Papillo

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

INSPECTION & TESTING

Generated by: BuildingReports.com

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

Building: Beginning with Children-11 Bartlett Street

Control Panel: 1

Device Type	Location	Service	Time	Date
PASSED				
Auxiliary				
Fan Shutdown	roof Roof Elevator machine room	Tested	11:25:50 AM	08/05/2024
Fan Shutdown	roof Roof Elevator machine room	Tested	12:01:29 PM	08/05/2024
Releasing Device	2nd Floor Hallway near elavator	Tested	11:04:33 AM	08/05/2024
Releasing Device	2nd Floor Hallway near elavator	Tested	11:04:57 AM	08/05/2024
Releasing Device	3rd Floor Hallway near elavator	Tested	9:39:52 AM	08/05/2024
Releasing Device	3rd Floor Hallway near elavator	Tested	9:40:53 AM	08/05/2024
Releasing Device	4th Floor Central hallway	Tested	9:10:47 AM	08/05/2024
Releasing Device	4th Floor Central hallway	Tested	9:10:52 AM	08/05/2024
Releasing Device	4th Floor Near elavator	Tested	9:11:30 AM	08/05/2024
Releasing Device	4th Floor Near elavator	Tested	9:17:55 AM	08/05/2024
Indicating				
Bell	1st main entrance	Tested	1:25:39 PM	08/05/2024
Bell	1st Floor Cafeteria	Tested	1:35:16 PM	08/05/2024
Bell	1st Floor Cafeteria	Tested	1:37:50 PM	08/05/2024
Bell	1st Floor Cafeteria Storage area	Tested	1:32:24 PM	08/05/2024
Bell	1st Floor Hallway near a level	Tested	1:48:25 PM	08/05/2024
Bell	1st Floor Hallway near room 102	Tested	1:30:20 PM	08/05/2024
Bell	1st Floor Outside bell	Tested	1:48:30 PM	08/05/2024
Bell	1st Floor hallway by exit door	Tested	1:27:59 PM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Indicating (continued)				
Bell	1st Floor hallway by exit door B exit	Tested	1:31:59 PM	08/05/2024
Bell	1st Floor smoke bell Main facp panel	Tested	1:25:55 PM	08/05/2024
Bell	1st Floor trouble bell Main facp panel	Tested	1:26:04 PM	08/05/2024
Bell	1st Floor waterflow bell Main facp panel	Tested	1:25:59 PM	08/05/2024
Bell	2nd Floor Central hallway	Tested	11:06:56 AM	08/05/2024
Bell	2nd Floor Hallway near elavator	Tested	11:04:41 AM	08/05/2024
Bell	2nd Floor Hallway near stairwell A	Tested	11:14:52 AM	08/05/2024
Bell	2nd Floor Hallway near stairwell B	Tested	11:08:55 AM	08/05/2024
Bell	2nd Floor Room 208	Tested	12:33:39 PM	08/05/2024
Bell	3rd Floor Center hallway	Tested	9:55:03 AM	08/05/2024
Bell	3rd Floor Hallway near elavator	Tested	9:39:57 AM	08/05/2024
Bell	3rd Floor Hallway near stairwell B	Tested	9:52:53 AM	08/05/2024
Bell	3rd Floor Near stairwell A	Tested	9:58:48 AM	08/05/2024
Bell	3rd Floor Room 306	Tested	9:57:06 AM	08/05/2024
Bell	4th 4th floor hallway by room 401	Tested	9:02:35 AM	08/05/2024
Bell	4th 4th floor hallway exit	Tested	9:00:06 AM	08/05/2024
Bell	4th Floor Hall exit stairwell B	Tested	9:16:28 AM	08/05/2024
Bell	4th Floor Hallway exit by elevator	Tested	9:11:09 AM	08/05/2024
Bell	4th Floor Hallway exit by elevator	Tested	9:11:35 AM	08/05/2024
Bell	4th Floor Library	Tested	9:09:56 AM	08/05/2024
Bell	roof Roof	Tested	11:24:19 AM	08/05/2024
Bell	roof roof	Tested	11:42:16 AM	08/05/2024
Strobe	1st main entrance	Tested	1:25:34 PM	08/05/2024
Strobe	1st Floor Boys bathroom	Tested	1:30:05 PM	08/05/2024
Strobe	1st Floor Cafeteria	Tested	1:35:12 PM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Indicating (continued)				
Strobe	1st Floor Cafeteria	Tested	1:37:47 PM	08/05/2024
Strobe	1st Floor Cleaning storage	Tested	1:32:20 PM	08/05/2024
Strobe	1st Floor Girls bathroom	Tested	1:29:53 PM	08/05/2024
Strobe	1st Floor Hallway near a level	Tested	1:46:48 PM	08/05/2024
Strobe	1st Floor Hallway near exit door	Tested	1:27:55 PM	08/05/2024
Strobe	1st Floor Hallway near room 102	Tested	1:30:16 PM	08/05/2024
Strobe	1st Floor Main distribution electrical room	Tested	1:46:59 PM	08/05/2024
Strobe	1st Floor Near b exit	Tested	1:31:50 PM	08/05/2024
Strobe	1st Floor Restroom	Tested	1:30:35 PM	08/05/2024
Strobe	1st Floor Restroom	Tested	1:30:50 PM	08/05/2024
Strobe	2nd Floor Boys bathroom	Tested	11:05:58 AM	08/05/2024
Strobe	2nd Floor Central hallway	Tested	11:06:52 AM	08/05/2024
Strobe	2nd Floor Girls bathroom	Tested	11:05:37 AM	08/05/2024
Strobe	2nd Floor Hallway near elevator	Tested	11:04:37 AM	08/05/2024
Strobe	2nd Floor Hallway near stair b exit	Tested	11:08:49 AM	08/05/2024
Strobe	2nd Floor Hallway near stairwell A	Tested	11:14:39 AM	08/05/2024
Strobe	2nd Floor Room 208	Tested	12:33:48 PM	08/05/2024
Strobe	2nd Floor Room 210 bathroom	Tested	12:39:32 PM	08/05/2024
Strobe	2nd Floor Teachers bathroom	Tested	11:07:08 AM	08/05/2024
Strobe	2nd Floor Teachers bathroom inside room 201	Tested	11:18:25 AM	08/05/2024
Strobe	2nd Floor bathroom inside room 203	Tested	11:15:20 AM	08/05/2024
Strobe	3rd Floor Boys bathroom	Tested	9:49:40 AM	08/05/2024
Strobe	3rd Floor Center hallway	Tested	9:50:02 AM	08/05/2024
Strobe	3rd Floor Girls bathroom	Tested	9:49:34 AM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Indicating (continued)				
Strobe	3rd Floor Hallway near elavator	Tested	9:39:46 AM	08/05/2024
Strobe	3rd Floor Hallway near stairwell B	Tested	9:52:48 AM	08/05/2024
Strobe	3rd Floor Near stairwell A	Tested	9:46:30 AM	08/05/2024
Strobe	3rd Floor Room 306	Tested	9:57:02 AM	08/05/2024
Strobe	4th 4th floor hallway exit	Tested	8:59:58 AM	08/05/2024
Strobe	4th Floor Boys bathroom	Tested	9:12:27 AM	08/05/2024
Strobe	4th Floor Girls bathroom	Tested	9:13:01 AM	08/05/2024
Strobe	4th Floor Hall exit stairwell B	Tested	9:16:19 AM	08/05/2024
Strobe	4th Floor Hallway exit by elevator	Tested	9:11:04 AM	08/05/2024
Strobe	4th Floor Hallway exit by elevator	Tested	9:11:26 AM	08/05/2024
Strobe	4th Floor Library	Tested	9:09:50 AM	08/05/2024
Strobe	4th Floor teachers bathroom	Tested	9:13:36 AM	08/05/2024
Strobe	roof Roof	Tested	11:39:31 AM	08/05/2024
Strobe	roof Roof top of stairs	Tested	11:24:14 AM	08/05/2024
Initiating				
Duct Detector	1st Floor Cafeteria	Tested	1:35:44 PM	08/05/2024
Duct Detector	1st Floor Cafeteria	Tested	1:36:04 PM	08/05/2024
Duct Detector	1st Floor Cafeteria	Tested	1:36:49 PM	08/05/2024
Duct Detector	1st Floor Cafeteria	Tested	1:37:10 PM	08/05/2024
Duct Detector	1st Floor Cafeteria	Tested	1:37:24 PM	08/05/2024
Duct Detector	2nd Floor Hallway near stair b exit	Tested	11:09:11 AM	08/05/2024
Duct Detector	2nd Floor Staff bathroom	Tested	11:07:14 AM	08/05/2024
Duct Detector	3rd Floor Hallway near room 307	Tested	9:51:26 AM	08/05/2024
Duct Detector	4th Floor Hall way near stair b	Tested	9:16:02 AM	08/05/2024
Duct Detector	roof Floor ac room	Tested	12:01:32 PM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Initiating (continued)				
Heat Detector	roof Roof ac room	Tested	12:01:36 PM	08/05/2024
Heat Detector	roof Roof water heater room	Tested	11:25:36 AM	08/05/2024
Pull Station	1st main entrance	Tested	1:06:09 PM	08/05/2024
Pull Station	1st Floor Hallway near exit door	Tested	1:27:51 PM	08/05/2024
Pull Station	1st Floor Near b exit	Tested	1:31:44 PM	08/05/2024
Pull Station	1st cafeteria	Tested	1:35:06 PM	08/05/2024
Pull Station	2nd Floor Hallway near stair b exit	Tested	11:08:46 AM	08/05/2024
Pull Station	2nd Floor Hallway near stairwell A	Tested	11:14:35 AM	08/05/2024
Pull Station	3rd Floor Hallway near stairwell B	Tested	9:52:45 AM	08/05/2024
Pull Station	3rd Floor Near stairwell A	Tested	9:46:27 AM	08/05/2024
Pull Station	4th 4th floor exit door	Tested	8:59:55 AM	08/05/2024
Pull Station	4th Floor Hall exit stairwell B	Tested	9:16:14 AM	08/05/2024
Pull Station	roof Roof	Tested	11:23:38 AM	08/05/2024
Smoke Detector	1st Floor Cafeteria	Tested/Cleaned	1:36:17 PM	08/05/2024
Smoke Detector	1st Floor Hallway area near room 101	Tested/Cleaned	1:45:40 PM	08/05/2024
Smoke Detector	1st Floor Hallway near room 102	Tested/Cleaned	1:31:39 PM	08/05/2024
Smoke Detector	1st Floor Main entrance by elevator	Tested/Cleaned	1:48:00 PM	08/05/2024
Smoke Detector	1st Floor Room 101	Tested/Cleaned	1:45:49 PM	08/05/2024
Smoke Detector	1st Floor Room 102	Tested/Cleaned	1:31:23 PM	08/05/2024
Smoke Detector	1st Floor electrical room	Tested/Cleaned	1:47:16 PM	08/05/2024
Smoke Detector	1st Floor hallway by janitors closet	Tested/Cleaned	1:46:40 PM	08/05/2024
Smoke Detector	1st Floor hallway near Kitchen	Tested/Cleaned	1:34:40 PM	08/05/2024
Smoke Detector	1st floor Kitchen	Tested/Cleaned	1:34:43 PM	08/05/2024
Smoke Detector	2nd Room 202	Tested/Cleaned	11:16:21 AM	08/05/2024
Smoke Detector	2nd room 209 closet	Tested/Cleaned	12:33:54 PM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Initiating (continued)				
Smoke Detector	2nd Floor Hallway near elavator	Tested/Cleaned	10:25:39 AM	08/05/2024
Smoke Detector	2nd Floor Hallway near elavator	Tested/Cleaned	10:25:46 AM	08/05/2024
Smoke Detector	2nd Floor Hallway near elavator	Tested/Cleaned	10:36:04 AM	08/05/2024
Smoke Detector	2nd Floor Hallway near elavator	Tested/Cleaned	10:50:02 AM	08/05/2024
Smoke Detector	2nd Floor Room 201	Tested/Cleaned	11:18:12 AM	08/05/2024
Smoke Detector	2nd Floor Room 203	Tested/Cleaned	11:15:23 AM	08/05/2024
Smoke Detector	2nd Floor Room 204	Tested/Cleaned	11:19:53 AM	08/05/2024
Smoke Detector	2nd Floor Room 205	Tested/Cleaned	11:10:16 AM	08/05/2024
Smoke Detector	2nd Floor Room 206	Tested/Cleaned	11:12:03 AM	08/05/2024
Smoke Detector	2nd Floor Room 207	Tested/Cleaned	11:12:18 AM	08/05/2024
Smoke Detector	2nd Floor Room 208	Tested/Cleaned	12:33:29 PM	08/05/2024
Smoke Detector	2nd Floor Room 209	Tested/Cleaned	11:08:03 AM	08/05/2024
Smoke Detector	2nd Floor Room 210	Tested/Cleaned	11:19:34 AM	08/05/2024
Smoke Detector	2nd Floor Room 211	Tested/Cleaned	12:39:28 PM	08/05/2024
Smoke Detector	3rd Floor Hallway near elavator	Tested/Cleaned	9:40:33 AM	08/05/2024
Smoke Detector	3rd Floor Hallway near elavator	Tested/Cleaned	9:40:40 AM	08/05/2024
Smoke Detector	3rd Floor Hallway near elavator	Tested/Cleaned	9:41:11 AM	08/05/2024
Smoke Detector	3rd Floor Hallway near elavator	Tested/Cleaned	9:58:39 AM	08/05/2024
Smoke Detector	3rd Floor Room 301	Tested/Cleaned	9:47:49 AM	08/05/2024
Smoke Detector	3rd Floor Room 302	Tested/Cleaned	9:47:02 AM	08/05/2024
Smoke Detector	3rd Floor Room 303	Tested/Cleaned	9:46:47 AM	08/05/2024
Smoke Detector	3rd Floor Room 304	Tested/Cleaned	9:41:24 AM	08/05/2024
Smoke Detector	3rd Floor Room 305	Tested/Cleaned	9:57:25 AM	08/05/2024
Smoke Detector	3rd Floor Room 306	Tested/Cleaned	9:56:37 AM	08/05/2024
Smoke Detector	3rd Floor Room 307 nurses room	Tested/Cleaned	9:52:36 AM	08/05/2024

Device Type	Location	Service	Time	Date
PASSED (continued)				
Initiating (continued)				
Smoke Detector	3rd Floor Room 308	Tested/Cleaned	9:58:24 AM	08/05/2024
Smoke Detector	3rd Floor Room 309	Tested/Cleaned	9:51:41 AM	08/05/2024
Smoke Detector	3rd Floor Room 310	Tested/Cleaned	9:58:52 AM	08/05/2024
Smoke Detector	4th 4th floor hallway area	Tested/Cleaned	9:05:09 AM	08/05/2024
Smoke Detector	4th 4th floor hallway area	Tested/Cleaned	9:05:17 AM	08/05/2024
Smoke Detector	4th 4th floor room 404	Tested/Cleaned	9:05:54 AM	08/05/2024
Smoke Detector	4th 4th floor Room 401	Tested/Cleaned	9:02:29 AM	08/05/2024
Smoke Detector	4th 4th floor Room 402	Tested/Cleaned	9:02:54 AM	08/05/2024
Smoke Detector	4th 4th floor room 403	Tested/Cleaned	9:01:49 AM	08/05/2024
Smoke Detector	4th Floor Hallway exit by elevator	Tested/Cleaned	9:17:38 AM	08/05/2024
Smoke Detector	4th Floor Library	Tested/Cleaned	9:07:10 AM	08/05/2024
Smoke Detector	4th Floor Library	Tested/Cleaned	9:08:31 AM	08/05/2024
Smoke Detector	4th Floor Library	Tested/Cleaned	9:09:04 AM	08/05/2024
Smoke Detector	4th Floor Room 406	Tested/Cleaned	9:15:06 AM	08/05/2024
Smoke Detector	4th Floor Room 406	Tested/Cleaned	9:15:47 AM	08/05/2024
Smoke Detector	4th Floor Room 407	Tested/Cleaned	9:14:12 AM	08/05/2024
Smoke Detector	roof Roof Main water room	Tested/Cleaned	11:39:18 AM	08/05/2024
Smoke Detector	roof Roof top of stairs	Tested/Cleaned	11:23:44 AM	08/05/2024
Smoke Detector	roof Roof top of stairwell B	Tested/Cleaned	11:27:52 AM	08/05/2024

Building: Beginning with Children-11 Bartlett Street

Control Panel: 3 - EST 6500

Device Type	Location	Service	Time	Date
PASSED				
Control				
Control Panel	1st Floor Main entrance lobby	Tested	1:48:17 PM	08/05/2024

Building: Beginning with Children-11 Bartlett Street

Control Panel: 4

Device Type	Location	Service	Time	Date
PASSED				
Control				
Battery	1st Floor FACP	Tested	2:29:28 PM	08/05/2024
Battery	1st Floor FACP	Tested	2:29:31 PM	08/05/2024
Battery	1st Floor Main entrance lobby	Tested	1:41:11 PM	08/05/2024
Battery	1st Floor Main entrance lobby	Tested	1:41:15 PM	08/05/2024
Communicator	1st Floor Main entrance lobby	Tested	1:41:05 PM	08/05/2024
Initiating				
Smoke Detector	1st floor hallway by elevator	Tested/Cleaned	1:47:55 PM	08/05/2024

SERVICE SUMMARY

Generated by: BuildingReports.com

The Service Summary section provides an overview of the services performed in this report.

Building: Beginning with Children-11 Bartlett Street

Device Type	Service	Quantity
PASSED		
Battery	Tested	4
Bell	Tested	30
Communicator	Tested	1
Control Panel	Tested	1
Duct Detector	Tested	10
Fan Shutdown	Tested	2
Heat Detector	Tested	2
Pull Station	Tested	11
Releasing Device	Tested	8
Smoke Detector	Tested/Cleaned	57
Strobe	Tested	41
Total		171
Grand Total		171

AUXILIARY FUNCTIONS TESTING

Generated by: BuildingReports.com

The Auxiliary Functions Testing section lists each of the ancillary items, systems, and emergency equipment that are controlled by the system control unit. Items are grouped by Passed or Failed/Other. The items are listed by device type, and a check box is provided to indicate if the test conducted was simulated.

Building: Beginning with Children-11 Bartlett Street

Control Panel: 1

Type	Location	Comment	ScanID	Simulated
PASSED				
Fan Shutdown				
	roof Roof Elevator machine room	Passed	37859554	<input type="checkbox"/>
	roof Roof Elevator machine room	Passed	37859553	<input type="checkbox"/>
Releasing Device				
	2nd Floor Hallway near elavator	Passed	37859603	<input type="checkbox"/>
	2nd Floor Hallway near elavator	Passed	53865060	<input type="checkbox"/>
	3rd Floor Hallway near elavator	Passed	37859571	<input type="checkbox"/>
	3rd Floor Hallway near elavator	Passed	37859572	<input type="checkbox"/>
	4th Floor Central hallway	Passed	37859666	<input type="checkbox"/>
	4th Floor Central hallway	Passed	37859667	<input type="checkbox"/>
	4th Floor Near elavator	Passed	49860868	<input type="checkbox"/>
	4th Floor Near elavator	Passed	37859623	<input type="checkbox"/>

SOUND AND VISUAL TESTING

Generated by: BuildingReports.com

The Sound and Visual Testing section lists various points throughout your building where audible and visual alarm notification devices were tested. Any bar-coded audible and visual devices will appear in the Inspection and Testing section of this report. Items in this section are grouped by Passed or Failed/Other. Where specific decibel readings were recorded, they will appear under the ambient and alarm columns. The Voice column indicates whether the Sound Test Point passed the Voice Intelligibility requirements. The STI or Sound Transmission Index is shown if recorded.

Building: Beginning with Children-11 Bartlett Street

Location	Comment	Ambient	Alarm	Voice Intelligibility	STI	Sound Test
PASSED						
4th Floor	Passed			<input type="checkbox"/>		0001
3rd Floor	Passed			<input type="checkbox"/>		0002
2nd Floor	Passed			<input type="checkbox"/>		0003
1st Floor	Passed			<input type="checkbox"/>		0004

SMOKE MANAGEMENT TESTING

Generated by: BuildingReports.com

The Smoke Management Testing section details the test and inspection of device items that are involved in controlling the spread of smoke in a building. Items are grouped by Passed or Failed/Other.

Building: Beginning with Children-11 Bartlett Street

Control Panel: 1

Location	Description	Comment	ScanID	Simulated
PASSED				
Fan Shutdown				
roof Roof Elevator machine room		Passed	37859554	<input type="checkbox"/>
roof Roof Elevator machine room		Passed	37859553	<input type="checkbox"/>
Releasing Device				
2nd Floor Hallway near elavator		Passed	37859603	<input type="checkbox"/>
2nd Floor Hallway near elavator		Passed	53865060	<input type="checkbox"/>
3rd Floor Hallway near elavator		Passed	37859571	<input type="checkbox"/>
3rd Floor Hallway near elavator		Passed	37859572	<input type="checkbox"/>
4th Floor Central hallway		Passed	37859666	<input type="checkbox"/>
4th Floor Central hallway		Passed	37859667	<input type="checkbox"/>
4th Floor Near elavator		Passed	49860868	<input type="checkbox"/>
4th Floor Near elavator		Passed	37859623	<input type="checkbox"/>

BATTERY & POWER SUPPLY TESTING

Generated by: BuildingReports.com

The Battery & Power Supply Testing section details the readings and measurements of batteries and power supplies used to provide power to the fire alarm and life safety systems. Items are grouped by Passed or Failed/Other.

Building: Beginning with Children-11 Bartlett Street

Control Panel: 4

Battery

Type	Location	Rated Ah	Rated Volts	Pre Test	Post Test	Min Ah	Tested Ah
PASSED							
Sealed Lead Acid	1st Floor FACP	12	12				
Sealed Lead Acid	1st Floor FACP	12	12				
Sealed Lead Acid	1st Floor Main entrance lobby	7	12				
Sealed Lead Acid	1st Floor Main entrance lobby	7	12				

INVENTORY & WARRANTY REPORT

Generated by: BuildingReports.com

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

Building: Beginning with Children-11 Bartlett Street

Device or Type	Category	% of Inventory	Quantity
Battery	Control	2.34%	4
Bell	Indicating	17.54%	30
Communicator	Control	0.58%	1
Control Panel	Control	0.58%	1
Duct Detector	Initiating	5.85%	10
Fan Shutdown	Auxiliary	1.17%	2
Heat Detector	Initiating	1.17%	2
Pull Station	Initiating	6.43%	11
Releasing Device	Auxiliary	4.68%	8
Smoke Detector	Initiating	33.33%	57
Sound Test	Indicating	2.34%	4
Strobe	Indicating	23.98%	41

Building: Beginning with Children-11 Bartlett Street

Control Panel: 1

Type	Qty	Model #	Description	Install Date
IN SERVICE - 5 YEARS TO 10 YEARS				
EST				
Duct Detector	1	6264B		04/26/2016
Releasing Device	6			04/26/2016
Smoke Detector	3			04/26/2016

Type	Qty	Model #	Description	Install Date
IN SERVICE - 5 YEARS TO 10 YEARS (continued)				
Edward				
Duct Detector	2	6264B		04/26/2016
Heat Detector	1	284B-PL		04/26/2016
Edwards				
Bell	1			04/26/2016
Bell	26	323D-10AW		04/26/2016
Bell	1	4390-10AW		04/26/2016
Bell	1	4390-4AW		04/26/2016
Bell	1	4390-8W		04/26/2016
Duct Detector	7	6264B		04/26/2016
Heat Detector	1			04/26/2016
Smoke Detector	3	6152B		04/26/2016
Smoke Detector	46	6251B		04/26/2016
Smoke Detector	1	6251b		04/26/2016
Strobe	1	6251B		04/26/2016
Strobe	40	CS405-7A-T		04/26/2016
Est				
Releasing Device	2			04/26/2016
FCI				
Pull Station	1	FS-2		04/26/2016
Pull Station	1	ms- 2		04/26/2016
Pull Station	9	ms-2		04/26/2016
System Sensor				
Smoke Detector	2	2W-B		04/26/2016
relay SQUAR -D				
Fan Shutdown	2	8501KP12V20		04/26/2016
system sensor				

Type	Qty	Model #	Description	Install Date
IN SERVICE - 5 YEARS TO 10 YEARS (continued)				
system sensor (continued)				
Smoke Detector	1	2w-b		04/26/2016

Building: Beginning with Children-11 Bartlett Street

Control Panel: 3 - EST 6500

Type	Qty	Model #	Description	Install Date
IN SERVICE - 5 YEARS TO 10 YEARS				
EST				
Control Panel	1	6500		04/26/2016

Building: Beginning with Children-11 Bartlett Street

Control Panel: 4

Type	Qty	Model #	Description	Install Date
IN SERVICE - 5 YEARS TO 10 YEARS				
Edwards				
Smoke Detector	1	6251B		07/19/2018
Fire-Lite				
Communicator	1	MS-5ud		04/26/2016
MGC				
Battery	4	BAT-12V12A	Sealed Lead Acid	04/26/2016



Certificate of Occupancy

CO Number:3000176-0000013

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

A.	Borough: BROOKLYN Address: 250 JAY STREET Building Identification Number(BIN): 3000176	Block Number: 86 Lot Number(s): 7501 Additional Lot Number(s): Application Type: Alteration CO	Full Building Certificate Type: Temporary Date Issued: 04/22/2024
This building is subject to this Building Code: 1968			
This Certificate of Occupancy is associated with job# B00707383-I1			
B.	Construction Classification: I-C 2-Hour Protected (Non-Combustible) Building Occupancy Group classification: E-Educational Multiple Dwelling Law Classification: Not Applicable		
	No.of stories: 5	Height in feet: 85	No.of dwelling units: 0
C	Parking Spaces and Loading Berths: Open Parking Spaces: 9 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
D	This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: 2022000213828, 2022000213827 BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments: Fireguards are required in all occupied spaces.			

Borough Commissioner

Commissioner



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Cellar	F-2	8	OG	3b		B00707383	Temporary	07/21/2024
Description of Use: Mechanical and/or electrical equipment rooms MECHANICAL ROOMS: FIRE PUMP, FIRE ALARM, SPRINKLER, METER ROOMS, MECHANICAL EQUIPMENT, EMERGENCY GENERATOR						Exceptions:		
Cellar	E	178	OG	3a		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools (6) CLASSROOMS (GRADES 6-9)						Exceptions:		
Floor 1	E	N/A	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools ACCESSORY LOBBY						Exceptions:		
Floor 1	A-3	294	100	3b		B00707383	Temporary	07/21/2024
Description of Use: School Auditorium - EDU Multipurpose room Auditorium/Gymnasium.						Exceptions:		
Floor 1	B	4	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Business and Service (2) ASSOCIATED OFFICES						Exceptions:		
Floor 1	E	N/A	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools ELEVATOR LOBBY						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Mezzanine - 1	A-3	53	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Recreation STUDENT LOUNGE						Exceptions:		
Mezzanine - 1	E	35	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools (1) CLASSROOM (GRADES 9-12)						Exceptions:		
Mezzanine - 1	B	15	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Educational (4) ACCESSORY OFFICES						Exceptions:		
Floor 2	B	7	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Educational (3) ACCESSORY OFFICES						Exceptions:		
Floor 2	E	201	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools (7) CLASSROOMS AND (1) ARTS CLASSROOM (GRADES 9-12)						Exceptions:		
Floor 3	E	117	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools (4) CLASSROOMS (GRADES 9-12)						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 3	B	11	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Educational (4) OFFICES, (1) EXAM ROOM & (1) WAITING ROOM						Exceptions:		
Floor 3	F-2	70	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Low-Hazard: Processing (2) BIOLOGY LABS (GRADES 9-12)						Exceptions:		
Floor 4	E	119	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Academies and schools (5) CLASSROOMS (GRADES 9-12)						Exceptions:		
Floor 4	B	4	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Educational (2) ACCESSORY OFFICES						Exceptions:		
Floor 4	F-2	35	100	3a		B00707383	Temporary	07/21/2024
Description of Use: Low-Hazard: Processing (1) CHEMISTRY LAB (GRADES 9-12)						Exceptions:		
Floor 5	A-3	29	75	3b		B00707383	Temporary	07/21/2024
Description of Use: Cafeteria - school up to grade 12 EDU (1) FACULTY LOUNGE						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 5	A-3	152	75	3B		B00707383	Temporary	07/21/2024
Description of Use: Cafeteria - school up to grade 12 EDU MULTIPURPOSE ROOM: CAFETERIA AND AUDITORIUM						Exceptions:		
Floor 5	F-2	3	100	3b		B00707383	Temporary	07/21/2024
Description of Use: Low-Hazard: Processing WARMING KITCHEN						Exceptions:		

CofO Comments: These premises have been declared to be subject to the provisions of section 12-10, of the New York City zoning resolution, as to zoning lot ownership. Land Doc. # 2022000213828 Land Doc. # 2022000213827 5 Story plus Cellar and Mezzanine masonry educational building. Fire Department approval letter, dated April 16 1986 (Partial Interior Fire Alarm and Sprinkler System) 9 off-street parking spaces. Public Assembly space on 5th floor, 152 Persons.

Borough Commissioner

Commissioner



Certificate of Occupancy

Page 1 of 2

CO Number: 300264247F

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

A.	Borough: Brooklyn	Block Number: 02268	Certificate Type: Final
	Address: 11 BARTLETT STREET	Lot Number(s): 1	Effective Date: 11/23/2001
	Building Identification Number (BIN): 3335470	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-A	Number of stories: 4	
	Building Occupancy Group classification: G	Height in feet: 52	
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0	
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			

Borough Commissioner

Commissioner



Certificate of Occupancy

CO Number: 300264247F

Permissible Use and Occupancy							
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
001	20	75		G		3	PUBLIC SCHOOL
001	189	75		F-3		3	MULTIPURPOSE CLASSRM
001	10	75		D-3		3	MECHANICAL
001		75		B-2		3	ACCESSORY STORAGE
002	155	75		G		3	PUBLIC SCHOOL
002	24	75		E		3	SCHOOL OFFICES
003	216	75		G		3	PUBLIC SCHOOL
003		75		B-2		3	ACCESSORY STORAGE
004	227	75		G		3	PUBLIC SCHOOL, PUBLIC SCH. LIBRARY
PEN	2	75		D-2		3	MECHANICAL
END OF SECTION							

Borough Commissioner

Commissioner