

Application: NYC Charter School for the Arts

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

Entry 1 School Info and Cover Page

Completed Nov 2 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW YORK CITY CHARTER SCHOOL OF THE ARTS 310200861104

a1. Popular School Name

CSA

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 2 - MANHATTAN

d. DATE OF INITIAL CHARTER

10/2015

e. DATE FIRST OPENED FOR INSTRUCTION

8/2016

h. SCHOOL WEB ADDRESS (URL)

<http://www.cityschoolofthearts.org/>

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

306

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

265

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

Check all that apply

Grades Served

6, 7, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

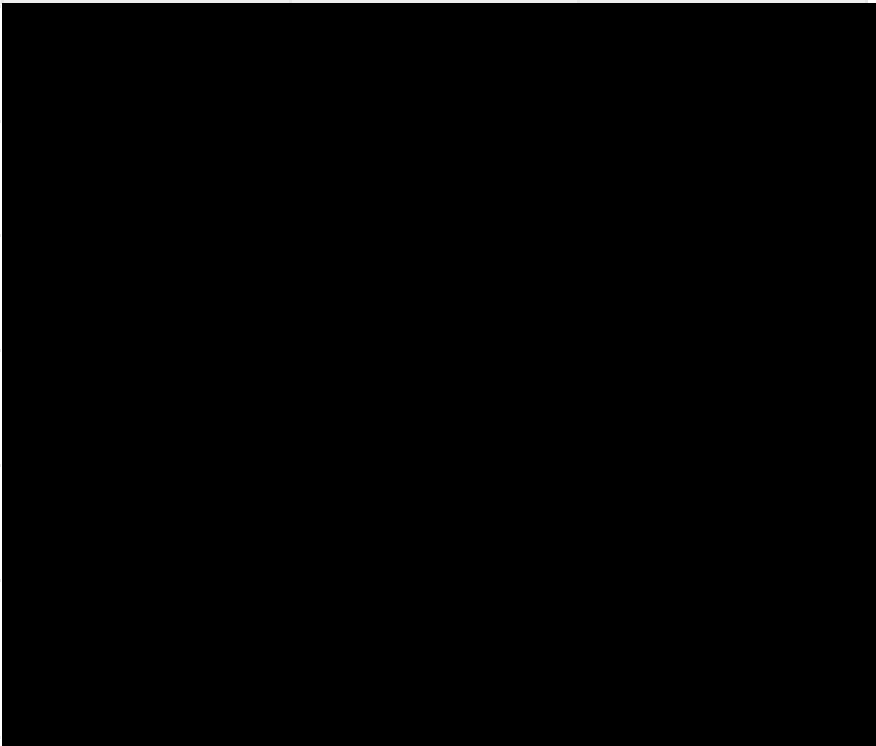
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	26 Broadway, 12th Floor, New York, NY 10004	646-793-6320	NYC CSD 2	6-8	6-8

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Elisa Murphy, Head of School			
Operational Leader	Nadir Romo			
Compliance Contact	Nadir Romo			
Complaint Contact	Elisa Murphy, Head of School			
DASA Coordinator	Donald Barnes, Dean of Students			
Phone Contact for After Hours Emergencies	Elisa Murphy, Head of School			

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[2019-10-20 Certificate of Occupancy \(COO or TCO\)\(WC2R\)\(NewYorkCityCharterSchoolArts\).pdf](#)

Filename: 2019-10-20 Certificate of Occupancy (COO or TCO)(WC2R)(NewYorkCityCharterSchoolArts).pdf

Size: 954.0 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Bylaws	Non-material updates to bylaws	May 13, 2020	February 24, 2021
2	Change in admissions/enrollment policy	non-material updates to admissions policy	May 13, 2020	February 24, 2021
3	Change in complaint policy	Non-material updates to complaint policy	May 13, 2020	February 24, 2021
4	Other	Removed one key design element; updated three	July 15, 2020	February 24, 2021
5	Change in schedule/calendar	Removed "camp" from calendar; adjusted arrival and dismissal time	July 15, 2020	February 24, 2021

More revisions to add?

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
6	Change in student/family handbook	Various non-material updates to family handbook	July 15, 2020	February 24, 2021
7	Change in personnel policy	Non-material updates to staff handbook	July 15, 2020	February 24, 2021
8				
9				
10				

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees



Date

Aug 2 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 2 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

[CSA 2019-20-APPR final](#)

Filename: CSA 2019 20 APPR final.docx Size: 207.1 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

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

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 2 2021

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

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

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

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

[CSA 2021-2022 Annual Budget](#)

Filename: CSA 2021 2022 Annual Budget.xlsx **Size:** 536.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest

Form

Completed Nov 2 2021

Required of ALL Charter Schools by August 2

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

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

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

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

[Full File NYCCSA BOT upload](#)

Filename: Full File NYCCSA BOT upload.pdf **Size:** 1.9 MB

Entry 7 BOT Membership Table

Completed Nov 2 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Randall Iserman		Chair	Executive, Program Oversight, Finance	Yes	2	10/14/2020	10/14/2023	12
2	Laura Blankfein		Vice Chair	Executive, Membership Recruitment	Yes	3	10/14/2020	10/14/2023	12
3	Adam Falkner		Trustee/Member	Executive, Program Oversight, Membership Recruitment	Yes	7	10/14/2020	10/14/2023	12
4	Matthias Ederer		Treasurer	Executive, Finance	Yes	3	10/14/2020	10/14/2023	9
5	Laurence Heilbronn		Trustee/Member	Executive, Membership Recruitment	Yes	2	10/14/2020	10/14/2023	9

6	Michele Murphy Gastell	[REDACTED]	Trustee/Member	ment Executive, Program Oversight	Yes	1	11/1/2019	10/31/2022	12
7	Max Osse	[REDACTED]	Trustee/Member	Executive, Family	Yes	1	2/6/2020	11/1/2022	10
8	Peter Sack	[REDACTED]	Trustee/Member	Finance	Yes	1	01/13/2021	1/13/2024	5 or less
9	Mark Hall	[REDACTED]	Trustee/Member	Program Oversight	Yes	1	10/1/2020	10/1/2023	7

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	6
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Nov 2 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	The Director of Student and Family Support leads outreach to elementary schools throughout CSD 2, Staten Island, the Bronx, and Northern Manhattan. CSA also participates in school fairs hosted by elementary schools throughout the city. Our outreach is designed to reach a diverse selection of schools with	Going forward, we will continue using the recruitment efforts

<p>Economically Disadvantaged</p>	<p>populations of ED, SWD, and ELLs. Our unique model is one of the primary recruitment tools for families who are ED, as CSA provides an arts-integrated program on par with specialized independent schools that ED families would not typically have access to. Further, our virtual program offers synchronous learning and engagement beyond what is offered by many families' public district school choices. We also offer a lottery weight for SWD, ELLs, and ED students to ensure that students in those groups have access to seats.</p>	<p>described to the left. CSA enrolls a significantly higher population of ED students than our district. We are especially focused on informing families of our programs that will support student learning in the classroom and address the impact of COVID-19 during the 2019-20 and 2020-21 school years.</p>
<p>English Language Learners</p>	<p>To ensure that families of ELLs students feel welcomed to our school, CSA produces student recruitment materials in Spanish. We use the New York City Charter School Online Common Application, which is offered in 10 languages, to reach the widest possible number of families. Our enrollment team makes families aware of the interpretation service available to NYC charter schools.</p>	<p>In 2021-22, we will continue to translate relevant materials in order to recruit ELLs. We are confident that these efforts as well as our lottery weight will ensure that ELLs have access to seats and are attracted to the offerings at CSA.</p>
<p>Students with Disabilities</p>	<p>To recruit SWD, we include information about our supports for special education and intervention programs in all promotional materials. All team members who attended information sessions are well versed on the school's supports for students with special needs so that prospective families can ask questions about how their students would be supported.</p>	<p>In 2020-2021, we exceeded the enrollment of SWD in our district by four percentage points. Going forward, we will use the strategies to the left to</p>

	<p>CSA has also conducted outreach to the Committee on Special Education and with elementary schools in our neighborhood that serve high numbers of SWD. These efforts resulted in CSA exceeding the enrollment of SWD in CSD 2 in 2017-18, 2018-19, and 2019-20.</p>	<p>continuously support the recruitment of SWD.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
<p>Economically Disadvantaged</p>	<p>To retain Economically Disadvantaged students, CSA covers the cost of program fees, such as field trip expenses and uniform fees, for any families who are unable to pay, therefore ensuring that all students are able to fully participate in the school community regardless of their family's economic status. We also partner with Manhattan Youth via the Department of Youth and Community Development to provide after school programming at no cost to families. CSA is committed to providing equitable access to our program. For example, during the COVID-19 pandemic, we ensured that all students had access to technology and purchased laptops and wifi hotspots for students in need. In addition, we provided information about how families could access food during the school closure period. We also prioritized remote participation in our arts program</p>	<p>We are continuing to use the supports listed on the left to promote retention of ED students in the 2021-22 school year. We will also use these strategies to ensure that students are engaged and academically successful after two years impacted by the COVID-19 pandemic.</p>

	for all students.	
English Language Learners	<p>The ELL Coordinator leads and administers all aspects of the ELL program. Besides the identification and instruction of ELL students, the ELL Coordinator is responsible for planning and implementing professional learning for instructional staff to expand their understanding of research-based effective instruction. The Coordinator ensures compliance with regulations related to ELLs. To build CSA’s ELL program, the Coordinator will also develop and lead the recruitment program to increase the number of ELLs in the community.</p> <p>All teaching staff, including arts teachers, receive training and support from the ELL Coordinator on implementing differentiated instructional strategies to support ELLs.</p> <p>As with the supports provided for SWD during remote learning, we leveraged technology tools to ensure access for ELLs in our virtual program.</p>	As CSA has a robust program for supporting ELLs, we will continue using the supports in place to ensure the success of ELLs at our school.
	<p>We established the role of Director of Special Education to begin in 2020-21.</p> <p>This position will be part of the leadership team, reporting to the Head of School. The Director of Special Education will lead efforts to ensure strong and consistent supports for SWD through teacher observation and coaching and by designing schoolwide initiatives in</p>	

Students with Disabilities

collaboration with other Directors and the Head of School. CSA provides instruction to SWD in the least restrictive environment, subject to the requirements included in each students' Individualized Education Plan (IEP). CSA has Integrated Co-Teaching (ICT) classrooms on each grade level, which are staffed with a general education teacher and a teacher certified in special education. In 2020-21, CSA will offer 1 ICT classroom in 6th grade, 2 ICT classrooms in both 7th and 8th grade. ICT classrooms will also be offered virtually during our synchronous Zoom classes, meaning that both teachers will be holding live instruction as they would in the physical classroom. We also leverage the use of one-on-one and small-group virtual meetings to support SWD during virtual instruction.

We are continuing to support the retention of SWD at CSA with support from our instructional staff and leadership team.

Entry 10 - Teacher and Administrator Attrition

Completed Nov 2 2021

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

A. TEACH System - Employee Clearance

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

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

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

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

Entry 13 School Calendar

Completed Nov 2 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

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

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

[YearLong2021-22CalendarFinal](#)

Filename: YearLong2021 22CalendarFinal.pdf **Size:** 43.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 2 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: NYC Charter School for the Arts

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://static1.squarespace.com/static/542d569de4b06c1d10178714/t/6103052b5a646860ff17ea34/1627587883833/201920+NYCCSA+AR+Complete_Redacted.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://www.cityschoolofthearts.org/board
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://www.cityschoolofthearts.org/archived-board-materials
3. Link to NYS School Report Card	http://www.cityschoolofthearts.org/governance
4. Lottery Notice announcing date of lottery	http://www.cityschoolofthearts.org/admissions
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	http://www.cityschoolofthearts.org/current-families
6. District-wide Safety Plan	http://www.cityschoolofthearts.org/current-families
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://www.cityschoolofthearts.org/current-families
7. Authorizer-Approved FOIL Policy	http://www.cityschoolofthearts.org/freedom-of-information-policy
8. Subject matter list of FOIL records	http://www.cityschoolofthearts.org/freedom-of-information-policy

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Elisa Murphy

26 Broadway, 12th floor
New York, NY 10004

646-793-6320

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Jen Pasek, Consultant, and Elisa Murphy, Head of School, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Randall Iserman	Chair	Executive, Program Oversight, Finance
Laura Blankfein	Vice Chair	Executive, Membership Recruitment
Matthias Ederer	Treasurer	Executive, Finance
Max Osse	Secretary	Executive, Family
Laurence Heilbronn	Trustee	Executive, Membership Recruitment
Michele Murphy Gastell	Trustee	Executive, Program Oversight
Adam Falkner	Trustee	Executive, Program Oversight , Membership Recruitment
Peter Sack	Trustee	Finance
Mark Hall	Trustee	Program Oversight

Elisa Murphy has served as the principal since July 1, 2019.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts-based middle school program, open to all learners. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2020-21, CSA’s BEDS day enrollment was 263 students. The demographic breakdown of this enrollment was:

- 55% economically disadvantaged;
- 25% students with disabilities (SWD);
- 5% English language learners (including former English language learners); and
- 8% homeless.

CSA’s five key design elements are grouped into three themes:

Create

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*

Learn

3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*

Thrive

5. *Focus on the Whole Child*

Our Create, Learn, Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child, but also applies to our Professional Learning Community and the support we provide our teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

School-wide Accomplishments in the 2020-21 School Year

Establishing and Developing Department Heads

For the first time, in 2020-21, all academic departments were led by a Department Head whose charge was to refine the vertical alignment of their respective discipline. In 2020-21, we focused on developing our four department heads through weekly sessions with a leadership coach from Relay. Topics covered during these sessions included:

- Goal Setting
- Observing for Growth
- Effective Feedback Meetings
- Difficult Conversations
- Accountability

Refining Horizontal and Vertical Alignment

Horizontal integration focused on writing continued amongst Math, Science, and Humanities teachers; all are familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.

Implementing Responsive Classroom

All staff were trained prior to the beginning of the 2020-21 school year in Responsive Classroom practices. Teachers used the approach in our new daily advisories, and all academic and artistic classes.

Supporting Students with IEPs

When school transitioned to a hybrid schedule in March 2021 students with IEPs who chose to come in came in for four days a week, while general education students came in for two days.

Formative

In the 2020-21 school year we introduced the software program Formative to support teachers' tracking of student progress toward mastery of standards. This tool allows teachers to customize, distribute, and analyze collaborative common assessments and track performance by assignment or by standard. In 2021-22 we will be using Formative in the Humanities and Science departments. The Math department will be utilizing the Envision tracking system to ascertain progress for standards, each individual student, and for each grade.

Ensuring Access to Arts During Remote Learning

Because art is at the crux of our school model, we continued to look for ways to ensure our students still had access to the arts, through our Create program, while learning remotely. To facilitate this, we sent materials home, including visual art supplies, MIDIs for digital music, strings, and pianos for all 6th graders and those in 7th and 8th grade piano ensembles.

In addition, students participated in three virtual performances: a [Piano recital](#) archived on Youtube, school musical *Why We Tell the Story!*, and a production of the Shakespeare play *The Tempest*.

Digital Portfolios

Digital portfolios are three-year compilations of work that teachers and students can use to assess the multiple-types of learning that take place at CSA and evaluate student growth over time. 2020-21 was the second year of our three-year digital portfolio rollout, in which all students will have digital portfolios that house artifacts and reflective statements from every trimester in every academic class, core-art class, and ensemble class. The digital portfolios are hosted online using Google Sites. In 2020-21, seventh-grade students added to the portfolios that they started in 2019-20, and new sixth graders began their portfolios.

Thrive: Social-Emotional Health

CSA is committed to addressing the social-emotional health of our students in our “Thrive” program. Cognizant of the unique developmental needs of our middle school population, we use a variety of resources to inform our approach to social-emotional learning. Our diverse population includes students who may experience trauma associated with poverty, as well as other challenges that can impact wellbeing and academic achievement. We work to understand our students’ backgrounds and provide support tailored to their needs. Informed by research-based resources such as Responsive Classroom, CSA provides structures like daily morning advisory meetings, to frame how we teach students socioemotional and academic competencies. The Panorama Social Emotional Learning Assessment is given three times a year and those results are reviewed to look at dips in student mindset. It categorizes questions into sections such as Teacher-Student Relationship, Valuing of School and Self-Management.

Remote Learning Model

During remote learning, for each academic class, students had 4 synchronous Zoom meetings and 1 asynchronous class/assignment weekly, with small group reading and math meetings held depending on students’ needs. Teachers used break-out rooms during Zoom meetings for activities, discussions, and small-group work. From our initial experience with a remote program in 2019-20, we learned that students and families value clear communication about weekly expectations. We have continued to communicate frequently and in detail with our families with weekly newsletters and drop-in office hours with the leadership team. Digital equity was essential to the success of our remote program, and all students were provided with a Chromebook, and if Internet access was needed, a hotspot.

High School Placement

We place importance on our students’ future education after they graduate from CSA. To that end we assist families with the high school placement process and track how our students’ acceptances and choices in high school. In 2020-21, 88% of graduates got to one of their first five choices for high school, an increase of 2 percentage points from 2019-20. In 2020-21, two students were accepted at specialized high schools (Brooklyn Technical and Laguardia High School), whereas only one student was accepted to a specialized high school in 2020. In addition, the number of CSA students receiving acceptance to a screened high school increased from 9 in 2019-20 to 15 in 2020-21.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2016-17	99			99
2017-18	64	100		164
2018-19	84	91	96	271
2019-20	97	102	81	281
2020-21	66	98	99	263

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students' creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the *Wit and Wisdom* curricula, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

The table below summarizes CSA's curricular resources for Humanities. Lessons, materials and units are designed using Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. After piloting *Wit and Wisdom* as our core humanities curricular resource in 2019-20, we extended the program to 8th grade in 2020-21. CSA also purchased *Wit and Wisdom* in a format called "*In Sync*" for 2020-21, which facilitated remote learning with digital workbooks and assessments, videos, and core-text read-alouds.

Humanities Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7:Wit and Wisdom Grade 8: Expeditionary New York/Teacher Created NewsELA CommonLit Guided Reading	Wit and Wisdom Pearson NewsELA CommonLit Teacher-Created Guided Reading	Grade 6-8: Wit and Wisdom NewsELA CommonLit Teacher-Created Guided Reading

METHOD

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

RESULTS AND EVALUATION

CSA achieved one of the four metrics based on the end of year Reading NWEA MAP assessment in 2020-21. However, the RIT score proficiency equivalent of all students (46%) and grade 7-8 students enrolled for at least two years (41%) are greater than the percent proficient (39%) demonstrated on the most recent 2018-19 NYS ELA exams. The NWEA proficiency numbers are based on the most recent linking study comparing NWEA Growth to New York State standards. Clearly, we cannot use the proficiency numbers interchangeably between the different testing programs, but it is informative to gauge how our students are performing on mastery of the NYS Content Standards that we teach.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

46% of all students 6-8 demonstrated proficiency on the spring NWEA MAP administration whereas 39% of 6-8 students did so on the NYS ELA exam in 2018-19. 41% of grade 7-8 students in at least their second year scored at proficiency, also greater than the last NYS test administration.

The school's median growth percentile of all 6th through 8th grade students was 42%, which fell short of the target of 50%.

The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration. Approximately half of our students fell into this category based on the fall results and that group's median growth percentile was 38%.

The median growth percentile of 6th through 8th grade students with disabilities was greater than that of the general education students at the school with the median growth percentile for SWD and general education students 61% and 40%, respectively.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	220	42%	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	108	38%	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	40%	50	61%	Yes
Measure 4: Each year, 75% of 7 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	157	41%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment

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

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	Number Tested
6	47.5%	61		
7	45.1%	91	43.2%	74
8	46.7%	90	39.8%	83
All	46.3%	242	41.4%	157

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
6	50.0%	56
7	46.0%	79
8	38.5%	86
All	44.0%	220

ADDITIONAL CONTEXT AND EVIDENCE

As discussed above, CSA uses multiple means to evaluate student progress in Humanities throughout the year. As this was the first test administration cycle of the NWEA MAP at CSA, students and teachers were new to the assessment and needed practice in taking and administering NWEA MAP. Notably, we had strong participation rates (especially considering the circumstances of remote/hybrid learning) in all three test administrations. With the exception of the 7th grade SWD having only 77% take the fall test, more than 90% of all grades participated in each test administration.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Having had experience using technology-infused programs in ELA prior to the COVID closure, CSA was able to pivot when virtual learning was necessary. Our Humanities department built on that base by adding the *in Sync Wit and Wisdom* product to instructional tools our teachers added for our students.

Although the spring NWEA MAP data did not meet all the targets, we are encouraged by the increase in proficiency levels of overall students as compared to the last NYS ELA exam. We have evaluated the areas where students need additional instruction and which skills require more practice. In addition, students with disabilities did achieve greater growth than the general education students in a learning environment where a good portion of SWD were receiving their

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

supports and modifications remotely for much of the time, but they could choose to attend in person four days a week.

Action Plan

Going forward in 2021-22, our goal is to support growth in reading, particularly for our most struggling readers. We will use the following strategies to address ELA in 2021-22:

- **Independent/Guided Reading Period:** To support ELA growth, we are introducing a 30-minute period for independent/guided reading groups into our schedule. This period will happen four times a week for 6th and 7th grade students and three times a week for 8th grade students. For the students who are at or above grade level in reading, the period will be a time to encourage a love of reading as those students will be able to read any text of their choice during the period.
- **More Minutes for ELA:** In addition, we are increasing instructional minutes for ELA: 6th and 7th grade will have 5 double blocks of ELA plus 2 additional single blocks (period blocks will be 45 minutes in 2021-22).
- **More Time for Data Review:** We are also adding a period to teachers' schedules dedicated to reviewing data for the week. This period is intended to expand teachers' planning for strategic re-teaching and acceleration, where necessary.

In addition to the ELA-specific strategies described above, we are also implementing strategies to address emotional health, described below.

Social-Emotional Support

We recognize that in order to be academically successful in 2021-22, students will need additional social-emotional support after students were impacted by the trauma of the COVID-19 pandemic. CSA's existing advisory curriculum—developed by an advisory committee composed of the Assistant Head of School, Assistant Dean, Guidance Counselor, grade team leads, and interested teachers—includes intentionally planned daily group conversations, activities, and art-integration experiences. As displayed in the CSA Advisory chart on the last page of this report, our advisory curriculum provides a strong foundation for building students' academic competencies, social-emotional competencies, social-emotional health, group identification, parent-advisor connection, and students' development of self confidence, purpose, and the ability to effect change.

In addition to our standard advisory program, we established several priorities in 2021-22, to ensure that our program is addressing increased needs for social-emotional support in our student body:

- In advisory, we will focus on group work and leveraging mutual aid (in which peers combine resources to support each other) among students.
- We are replacing a social worker with a guidance counselor. In 2021-22, we will have 1.5 social workers and 1 guidance counselor on staff. The social workers will be focused on increasing group work in addition to mandated IEP work, in an effort to reach more students. The guidance counselor will focus on creating individual intervention plans for academic and attendance issues.

- We have added a 45-minute period into each advisor's weekly schedule that will be dedicated to parent outreach. This tactic is intended to increase the parent-school connection in order to fully support students both at home and school.
- In addition to the weekly parent outreach period, we have introduced a monthly "student of concern" parent outreach block, which has been earmarked in our calendar for 2021-22.
- We codified our RTI model, adopting clear indicators and interventions, and establishing a tracking system, using the DeansList RTI tracking function (which allows schools to document issues, goals, interventions, and progress). In DeansList, we are tracking indicators in reading/writing, 8th grade science, attendance, grades, behavior, social-emotional metrics, and work completion.

Professional Development

In the 2021-22 school year, our professional development topics will be focused on the following:

- **Using Data:** Department meetings and weekly faculty meetings will devote time to analyzing department and grade-level data. In addition, time will be allocated for teacher-leader meetings to review student work, identify gaps, and monitor follow-up.
- **Co-Teaching:** To focus on refining our strategies for differentiated instruction, we will be providing professional development on effective co-teaching strategies in ICT classrooms, with an emphasis on productive coplanning with appropriate differentiation to maximize students' academic growth. A consultant from the Collaborative for Inclusive Education will be working with CSA to provide this professional development.
- **Anti-Racism and Culturally Responsive Teaching:** Our student population is racially and socioeconomically diverse and it is critical that we offer equitable access to our program to students from all cultures. In 2021-22, we will be expanding our use of culturally-responsive teaching as a strategy aligned with our school-wide commitment to anti-racist work. Culturally-responsive teaching acknowledges, responds to, and celebrates fundamental cultures⁴. We are working with an educational consultant who is scheduled to provide eight training sessions on anti-racism and culturally responsive teaching in the 2021-22 school year. This is a continuation of work that began in the 2020-21 school year to support our teachers' development of anti-racist pedagogy.

Advanced Planning for Periods of Remote Learning

Recognizing that rates of infection of COVID-19 may rise citywide, and/or that cases of COVID-19 may occur within our community, we are preparing in advance for quick, seamless transitions to short periods of remote learning if quarantines are needed for cohorts, grades, or the whole school. To facilitate these transitions, we have the following strategies in place:

- A 1:1 technology program ensures that all students will have access to our remote program;
- We have materials ready for students to take home to continue work in art / ensemble classes;

⁴ <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

- We are allocating substantial time for teacher, parent, and student training in what it will mean to transition to remote/hybrid learning.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

CSA uses a variety of curricular resources (see table below) to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

Our goal is for all 8th grade students to be successful on the Algebra Regents Exam.

In 2020-21, we added resources including Singapore Math and OpenUp Resources to enhance the use of a CPA (Concrete, Pictorial, and Abstract) progression.

Math Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Engage NY; Teacher Created; Grade 6 & 7: IXL	Engage NY; Teacher Created; IXL all grades; Khan Academy	Utilizing a CPA (Concrete, Pictorial, and Abstract) progression through curricula such as EngageNY, Singapore Math, Illustrative Mathematics, and OpenUp Resources IXL all grades; Khan Academy

METHOD

CSA assessed and evaluated student achievement in mathematics during the 2020-21 school year by using the following:

- Exit Tickets
- School-created Math Trimester Exams (based on state questions; utilize Illuminate for data analysis)
- End-of-Unit Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

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

RESULTS AND EVALUATION

CSA NWEA MAP yielded similar end-of-year results in terms of the metrics outlined in the table below.

In math, the 2020-21 RIT score proficiency equivalent of all students (33%) and grade 7-8 students enrolled for at least two years (34%) are greater than the percent proficient (31%) demonstrated on the most recent 2018-19 NYS Math exams.

33% of all students 6-8 demonstrated proficiency on the spring NWEA MAP administration whereas 31% of 6-8 students did so on the NYS math exam in 2018-19. 34% of grade 7-8 students in at least their second year scored at proficiency, also greater than the last NYS test administration.

The school's median growth percentile of all 6th through 8th grade students was 44%, which fell short of the target of 50%.

The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration. Approximately half of our students fell into this category based on the fall results and that group's median growth percentile was 38% matching the Reading MGP.

The median growth percentile of 6th through 8th grade SWD matched that of the general education students at the school with both groups scoring at 44%. Grades 6 and 7 SWDs demonstrated more growth than the Gen Ed group, while Grade 8's MGP was 27%.

NWEA

2020-21 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	220	44%	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	106	38%	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	Students with disabilities ⁵	44%	46	44%	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 meet or exceed the RIT score proficiency	2+ students	75%	160	34%	No

⁵ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶					
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End of Year Performance on 2020-21 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
6	30%	64		
7	31%	90	31%	74
8	38%	92	37%	86
All	33%	246	34%	160

End of Year Growth on 2020-21 NWEA MAP Math Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	50%	56
7	46%	79
8	39%	86
All	44%	220

ADDITIONAL CONTEXT AND EVIDENCE

Although the MAP math metrics were not achieved, we also gauged student growth in other ways. Even though it was not required, six Algebra 1 students came in and took the Regents exam as 8th graders and half passed with a score of at least 65. Given the circumstances of our remote program, it was difficult to cover all the material that would be on the Regents to a mastery level.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We continue to develop our math program with curriculum materials, professional development and data review processes to improve instruction and practice. In 2020-21 we were largely remote, so techniques, timing and coursework assignments were being implemented for the first time during the first 6 months of the school year.

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

Based on the MAP EOY test administration, students did make growth, but not at the levels we hoped to see. Proficiency levels in math were slightly higher than the last NYS math exam in 2018-19, which is encouraging given the restrictions of learning in a remote/hybrid setting.

ACTION PLAN

In 2021-22, we will continue to strengthen our math program through the following strategies:

- **More Math Minutes:** We are increasing instructional minutes for math: math will occur in four double blocks each week, which amounts to 380 minutes of math instruction per week.
- **Adopting enVision Math:** In past years we implemented a Concrete, Pictorial, and Abstract (CPA) progression in math using a combination of curricular resources, including EngageNY, Singapore Math, Illustrative Math, and OpenUp Resources. Going forward, we will continue the CPA approach, but will be adopting the enVision curriculum for all grades. To support teachers' implementation of enVision, we are providing professional development sessions in the program, with an emphasis on how to use enVision's assessments and resources for differentiation.
- **Math Summer Program:** We offered a math-centered summer school from August 2nd - August 20th, 2021, using the Savvas enVision Summer Impact program (aligned with our new enVision curriculum). 48 rising 7th and 8th graders are participated in the math summer program.
- **Introducing Saturday and Afterschool Math Tutoring:** In 2021-22, we will offer afterschool and Saturday school math tutoring, which will be mandated for struggling students. The math department head will lead the afterschool and Saturday math tutoring program.
- **Hiring Math Teachers:** For hiring in 2021-22, we were strategic in prioritizing teachers who had both special education and math backgrounds. Two new hires for 2021-22 in the Special Education department have math expertise.
- **More Time for Data Review:** We are also adding a period to teachers' schedules dedicated to reviewing data for the week. This period is intended to expand teachers' planning for strategic re-teaching and acceleration, where necessary.

In addition to the math-specific strategies described above, we are also implementing strategies to address emotional health, described in the ELA section of this document.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

METHOD

Science Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7: Teacher Created based on NGSS Standards Grade 8: Teacher Created based on NYS Regents All: Newsela	Grade 6 & 7: Amplify; NOAA data in the classroom; Teacher Created based on NGSS standards; IXL	Grade 6 & 7: Teacher Created based on NGSS Standards; Grade 8: Teacher Created based on NYS Regents; All: Newsela

Science Assessments
Exit Tickets School-created Science Trimester Exams (8th grade based on Living Environment Regents questions (utilize Formative for data analysis) End-of-Unit Assessments

RESULTS AND EVALUATION

The majority of 8th grade students sat for the Living Environment NYS Regents exam and 52% passed with greater than a 65.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Students were taught science content, following our curriculum for science, while remote. Due to the nature of remote learning, hands-on activities were not possible to the same extent as they would have been in person. However, during virtual learning, teachers used a variety of methods to demonstrate science concepts virtually.

ACTION PLAN

As stated in the ELA and math action plans, we are introducing a weekly data meeting that will ask teachers to continually reassess science data. Starting in 2021-22, we are integrating 1.5 weeks of review into the 2nd and 3rd trimesters for science. This means that the trimester 2 cumulative assessment will include concepts covered in trimester 1, and the trimester 3 cumulative assessment will cover concepts covered in all three trimesters. We anticipate that this will help support students’ preparation for the Regents exam in science in 2022.

In addition to the science-specific plan described above, please refer to the schoolwide plans for 2021-22 and beyond, listed in the ELA section.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

CSA continues to be in Good Standing based on the current accountability designations that are based on the 2018-19 results due to the ongoing COVID disruption to typical practices.

Accountability Status by Year

Year	Status
------	--------

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Emotional Health Overview

Through intentionally planned daily group conversations, activities, and art-integration experiences, the advisory program develops group and individual competencies which build students' abilities to thrive academically and socially.

Student develops academic competencies

Taught specific executive functioning skills: material organization, planning and prioritizing, and time management

Understands the importance of attendance, arriving engaged and prepared for class, and devoting focused time after school to complete assignments

Student develops social-emotional competencies

Development of self-control (recognizing and regulating thoughts, emotions, and behaviors in order to be successful)

Cultivation of empathy with frequent and scaffolded practice listening to and being open to other points of view

Student aligns and identifies as part of a group and consequently follows CSA values

Works cooperately to achieve common goals

Develops awareness of group as a whole and their individual responsibilities to the wellness of the group

Realizes that positive relationships with teachers and students are key to success

Student grows in self-confidence, purpose, and understanding of how he/she/they has the ability and voice to effect change

Affirmation of student's unique identity and crucial role he/she/they plays in the group

Uses the collective resourcefulness and mutual creativity of the group to learn from and empower each other

Taught how leaders and groups fostered change in their communities

Advisor cultivates a partnership with student's family

Frequent, regular two-way school-home communication

Clear guidelines and strategies are shared to help family best support student academically and socioemotionally

New York City Charter School of the Arts



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Elisa Murphy

26 Broadway, 12th floor
New York, NY 10004

646-793-6320

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Principal, Nora Clancy, Consultant, and Jen Pasek, Consultant prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Randall Iserman	Acting Chair, Executive , Program Oversight , Finance
Laura Blankfein	Vice Chair, Executive, Membership Recruitment
Matthias Ederer	Treasurer, Executive, Finance
Adam Falkner	Trustee, Executive, Program Oversight , Membership Recruitment
Laurence Heilbronn	Trustee, Executive, Membership Recruitment
Michele Murphy Gastell	Trustee, Executive, Program Oversight
Max Osse	Trustee, Executive, Family

Elisa Murphy has served as the principal since July 1, 2019.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts-based middle school program, open to all learners. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2019-20, CSA’s BEDS day enrollment was 281 students. The demographic breakdown of this enrollment was:

- 59% economically disadvantaged;
- 20% students with disabilities;
- 3% English language learners (including former English language learners); and
- 9% homeless.

CSA’s key design elements are:

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*
3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*
5. *Focus on the Whole Child*

Organizational Response to COVID-19

CSA transitioned to a fully remote program on March 18th, 2020. Prior to the shift to remote learning, CSA had an existing emphasis on technology as a tool for education. Students and teachers already used Google tools in a range of ways, prior to the shift to remote learning. This afforded our community a more seamless transition to remote learning. As a first step in our response to remote learning, we surveyed our families to determine technology needs. We provided students with 68 ChromeBooks and 1 iPad with Cellular & WiFi access for a student who lacked WiFi access. To ensure that all students had access to a well-rounded arts experience during remote learning, we sent art supply kits to all students’ homes. This practice will resume in 2020-21 as we continue our remote learning program (which will begin fully remote with a planned transition to a hybrid model in October).

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

During remote learning, for each academic class, students had 3 synchronous Zoom meetings and 2 asynchronous assignments weekly, with small group meetings held dependent on students' needs. Teachers used break-out rooms during Zoom meetings for activities, discussions, and small-group work. From our initial experience with a remote program, we learned that students and families value clear communication about weekly expectations. We have continued to communicate frequently and in detail with our families with weekly newsletters and drop-in office hours with the leadership team. On August 3, 2020, 120 families attended a "State of the School" Zoom meeting hosted by our Head of School and members of the leadership team. During this meeting we discussed our re-entry plan for 2020-21 and provided time for families to ask questions, which they could submit using Zoom's chat feature. We also held a similar event for our staff on August 11, 2020. These meetings offer an opportunity to reinforce our staff and families' confidence in our plans for continuing a rigorous and arts-integrated program in a remote or hybrid context that is, above all, safe.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2016-17	99			99
2017-18	64	100		164
2018-19	84	91	96	271
2019-20	97	102	81	281 ¹

¹ In addition to students in grades 6-8, we also had one ungraded student with disabilities.

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the Wit and Wisdom curricula, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

The table below summarizes CSA’s curricular resources for Humanities. Lessons, materials and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

Humanities Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7: Wit and Wisdom Grade 8: Expeditionary New York/Teacher Created based in UDL; NewsELA, CommonLit Guided Reading	Wit and Wisdom Pearson NewsELA CommonLit Teacher Created; Guided Reading	Grade 6-8: Wit and Wisdom NewsELA CommonLit Scholastic Next Steps (Small group, Reading intervention)

Humanities Assessments
2019-20 / 2020-21
Exit Tickets
End of Unit Assessments
End of Module Tasks
Wit & Wisdom trimester exams
MAP assessments (replacing Lexile assessment in 2020-21)
Mock ELA state exam (starting 2020-21)

METHOD

CSA assessed and evaluated student achievement in ELA during the 2019-20 school year using the Wit & Wisdom Trimester Exams.

RESULTS AND EVALUATION

In ELA, proficiency increased over the 2019-20 school year in 6th and 8th grade, with ending proficiency rates above 80%. Grade 7 showed a decrease in ELA proficiency over the course of the year. The 7th grade proficiency decrease may have been influenced by inconsistencies with the procedures in exam administration. Upon reviewing data, systems have been enacted to ensure teachers will follow policies in upcoming assessments so that they are uniformly implemented

CSA Humanities Trimester Exams 2019-20—Wit & Wisdom (*W&W started in 2019-20) End-of-Module tasks with rubric			
Grade	2019-20		
	Trimester 1	Trimester 2	Trimester 3
6th	63.3%	65.2%	80.3%
7th	67.8%	71.4%	62.9%
8th	63.4%	71.2%	81.8%

ADDITIONAL EVIDENCE

We introduced Wit & Wisdom in the 2019-20 school year, so a year-to-year comparison is not possible.

Despite shifting to a remote learning paradigm, we continued to increase our expectations for student work that were established in 2019-20, pre-closure. This is exemplified in our writing assignments, which in 2019-20 were more extensive and rigorous than ever before. Students were required to complete four-to-five-paragraph argumentative essays by the end of the year, which were graded on a standard rubric from Wit & Wisdom. We believe that our students' growth in writing in 2019-20 is notable because our expectations for writing increased substantially between 2018-19 and 2019-20.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

CSA made mixed progress toward our ELA goal, with proficiency increasing by 17 and 18 points in 6th and 8th grade, respectively and proficiency for 7th grade decreasing over the course of the year.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.
- **Extending Wit and Wisdom to 8th Grade:** After piloting Wit and Wisdom as our core humanities curricular resource in 2019-20, we are extending the program to 8th grade. CSA has also purchased Wit and Wisdom in a format called "in Sync" for 2020-21, which facilitates remote learning with digital workbooks and assessments, videos, and core-text read-alouds.
- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student's needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students' needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and determine student mastery of standards. CSA, for the first time, is utilizing MAP® Growth™ interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.

- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams, Wit and Wisdom end-of-module tasks, and end-of-unit tests to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of “learning through rigorous and purposeful work.” In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers.

- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

CSA uses a variety of curricular resources (see table below) to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

CSA eventually aims for all 8th grade students to be successful on the Algebra Regents Exam.

In 2020-21, we will add resources including Singapore Math and OpenUp Resources to enhance the use of a CPA (Concrete, Pictorial, and Abstract) progression.

Math Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Engage NY; Teacher Created; Grade 6 & 7: IXL	Engage NY; Teacher Created; IXL all grades; Khan Academy	In progress utilizing a CPA (Concrete, Pictorial, and Abstract) progression through curricula such as EngageNY, Singapore Math, Illustrative Mathematics, and OpenUp Resources IXL all grades; Khan Academy

Math Assessments
Exit Tickets School-created Math Trimester Exams (based on state questions; utilize Illuminate for data analysis) End-of-Unit Assessments MAP Assessments (starting 2020-21)

Organizational Response to COVID-19: see page 3

METHOD

To measure math proficiency, CSA used school-created Math Trimester Exams that were based on state questions and utilized Illuminate for data analysis.

RESULTS AND EVALUATION

CSA’s results on the 2019-20 Math Trimester exams showed that students in all grades increased their proficiency in math over the course of the year. The average increase between trimester 1 and trimester 3 was 15 points. Schoolwide, the average math proficiency was 53%.

CSA Math Trimester Exams 2018-19 and 2019-20—exam based on State math exams		
2019-20		
Trimester 1	Trimester 2	Trimester 3
40.3%	56.9%	57.1%
38.1%	50.1%	52.7%
36.6%	36.9%	50.2%

ADDITIONAL EVIDENCE

As shown in the tables below, all grades demonstrated higher trimester 3 math proficiency in 2020 than in 2019.

CSA Math Trimester Exams 2018-19 and 2019-20—exam based on State math exams						
Grade	2018-19			2019-20		
	Trimester 1	Trimester 2	Trimester 3	Trimester 1	Trimester 2	Trimester 3
6th	46.3%	44.3%	51.0%	40.3%	56.9%	57.1%
7th	39.4%	39.0%	39.3%	38.1%	50.1%	52.7%
8th	44.0%	43.1%	45.1%	36.6%	36.9%	50.2%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

CSA made progress toward our math goal.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.
- **Refining Math Curriculum:** CSA's new math department head is working to develop a coherent, vertically-integrated curriculum, which is focused on the core standards to make up for the lost instructional time in 2019-20.
- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student's needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students' needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and determine student mastery of standards. CSA, for the first time, is utilizing MAP® Growth™ interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.
- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams, and end-of-unit tests to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of “learning through rigorous and purposeful work.” In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers. We identified that our math department teachers had the highest needs for development and Relay will therefore have a particular focus on coaching the Math Department Head and math teachers.
- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

Science Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7: Teacher Created based on NGSS Standards Grade 8: Teacher Created based on NYS Regents All: Newsela	Grade 6 & 7: Amplify; NOAA data in the classroom; Teacher Created based on NGSS standards; IXL	Grade 6 & 7: Teacher Created based on NGSS Standards; Grade 8: Teacher Created based on NYS Regents; All: Newsela

Science Assessments
Exit Tickets School-created Science Trimester Exams (8th grade based on Living Environment Regents questions (utilize Illuminate for data analysis) End-of-Unit Assessments

Organizational Response to COVID-19: see page 3

METHOD

To measure science proficiency, CSA administered school-created Science Trimester Exams in 8th grade that were based on state questions and utilized Illuminate for data analysis. 6th and 7th grade demonstrated proficiency through end-of-year projects (Terraforming Project in 6th grade and Challenges of a Marine Ecosystem Project in 7th grade).

RESULTS AND EVALUATION

8th grade science proficiency, as measured by the Trimester Exams, decreased over the course of the year from 51.5% to 45.8%. This decrease was likely due to the lack of access to in-person laboratory work in the third trimester.

CSA Science Trimester Exams			
Grade	2019-20		
	Trimester 1	Trimester 2	Trimester 3
8th	51.5%	56.5%	45.8%

ADDITIONAL EVIDENCE

CSA’s prior year of 8th grade Science Trimester Exams had higher rates of proficiency than 2019-20.

CSA Science Trimester Exams 2018-19 and 2019-20—exams based on State math exams						
Grade	2018-19			2019-20		
	Trimester 1	Trimester 2	Trimester 3	Trimester 1	Trimester 2	Trimester 3
8th	53.1%	60.6%	68.0%	51.5%	56.5%	45.8%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We fell short of our science goal.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.
- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student's needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students' needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and determine student mastery of standards. CSA, for the first time, is utilizing MAP® Growth™ interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.
- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams and end-of-unit tests to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative

assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of “learning through rigorous and purposeful work.” In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers.

- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction. In particular, in 8th grade science, focus on student's ability to respond to Regents-like questions, in order to drive more consistent and improved test preparation.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the COVID-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school is in good standing under the State’s Accountability system

ADDITIONAL EVIDENCE

CSA has been in good standing for the past four years.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

Additional Evidence

Students’ Lexile data is shown in the table below. CSA administered the first Lexile exam in 2018-19. In the 2018-19 school year, all three cohorts showed growth between their baseline Lexile scores and their end-of-year Lexile scores. In the 2019-20 school year, the 2020 and 2021 cohorts increased their Lexile scores between the first and second administration of the exam (a third administration was not possible due to the COVID-19 closure). Due to timing, we were able to administer a third Lexile exam for the 2022 cohort. Between the baseline in 8/2019 and the final exam in 3/2020, the 2022 cohort’s Lexile score increased by 57.8 points to 940.3. The first Lexile administration for 2020-21 will be September 24 and 25, 2020.

Cohort Performance on the Lexile Exam
by Graduation Year

Lexile Exam Data: Averages by Graduation Year and Administration Date					
Graduation Year	8/18	6/19	8/19	12/19	3/20
2019	1053.44	1097.88	N/A	N/A	N/A
2020	950.1	966.6	938.5	959.6	COVID-19 closure
2021	847.1	926.6	939.4	951.6	COVID-19 closure
2022			882.5	895.8	940.3



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

1.) Name of School	<ul style="list-style-type: none"> >Select school name from list. >Enter contact information.
2.) Enrollment	<p>Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes:</p> <ul style="list-style-type: none"> >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	<p>Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes:</p> <ul style="list-style-type: none"> >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	<p>Enter Yearly Budget information. Includes:</p> <ul style="list-style-type: none"> >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	<p>Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab.</p> <ul style="list-style-type: none"> >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	<p>Enter Actual Quarterly Report information. Includes:</p> <ul style="list-style-type: none"> >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New York City Charter School of the Arts

SCHOOL

Name:	New York City Charter School of the Arts
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CONTACT INFORMATION

Contact Name:	Elisa Murphy
Contact Title:	Head of School
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

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

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT							85	85	85				
TOTAL ENROLLMENT = 255													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	255.0151	0	255.0151	0	255.0152	0	255.0152	0	0	0	0	0
<i>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</i>														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District NYC CHANCELLOR'S OFFICE		255.0151		255.0151		255.0152		255.0152					
2	SECONDARY District (Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management		1.0		1.0		1.0		1.0							(1) Head of School
Instructional Management		1.0		1.0		1.0		1.0							(1) Asst. Head of School
Deans, Directors & Coordinators		3.0		3.0		3.0		3.0							(2) Dean of Students, (1) HS Placement Dir
CFO / Director of Finance															
Operation / Business Manager		4.0		4.0		4.0		4.0							(1) DOO, (1) Finance Associate, (1) Logistics Manager,
Administrative Staff		1.5		1.5		1.5		1.5							(1) Data Systems Manage
TOTAL ADMINISTRATIVE STAFF	0.0	10.5	0.0	10.5	0.0	10.5	0.0	10.5	0.0	0.0	0.0	0.0	0.0		(1) Office Manager, (.5) Tech Coordinator
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular		17.5		17.5		17.5		17.5							(17) FT Teachers ,(5) PT Teacher
Teachers - SPED		8.0		8.0		8.0		8.0							(6) ICT, (1) SPED Coordinator, (1) ELL Director
Substitute Teachers															
Teaching Assistants															
Specialty Teachers		4.5		4.5		4.5		4.5							(2) FT Teaching Artist, (2.5) PT Teaching Artist
Aides															
Therapists & Counselors		2.0		2.0		2.0		2.0							(1) Social Worker, (1) Guidance Counselor
Other															Stipends, Bonus
TOTAL INSTRUCTIONAL	0.0	32.0	0.0	32.0	0.0	32.0	0.0	32.0	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse															
Librarian															
Custodian															
Security															
Other		0.5		0.5		0.5		0.5							(.5) PT Meal Service Coordinator
TOTAL NON-INSTRUCTIONAL	0.0	0.5	0.0	0.5	0.0	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	0.0	43.0	0.0	43.0	0.0	43.0	0.0	43.0	0.0	0.0	0.0	0.0	0.0		

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Budget / Operating Plan
2021-22

Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-	-
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-	-
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-	-
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-	-

Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of
Positions

Executive Management	1.00	39,784		-	39,784		-	39,784		-	39,784		-
Instructional Management	1.00	27,038		-	27,038		-	27,038		-	27,036		-
Deans, Directors & Coordinators	3.00	60,716		-	60,716		-	60,716		-	60,716		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	4.00	70,444		-	70,444		-	70,444		-	70,444		-
Administrative Staff	1.50	19,687		-	19,687		-	19,687		-	19,685		-
TOTAL ADMINISTRATIVE STAFF	10.50	217,669		-	217,669		-	217,669		-	217,665		-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	17.50	241,853		-	362,779		-	362,779		-	483,705		-
Teachers - SPED	8.00	100,977		-	151,465		-	151,465		-	201,955		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	-			-			-			-			-
Specialty Teachers	4.50	42,152		-	63,228		-	63,228		-	84,305		-
Aides	-			-			-			-			-
Therapists & Counselors	2.00	29,298		-	43,946		-	43,946		-	58,595		-
Other	-	20,000		-			-			-			-
TOTAL INSTRUCTIONAL	32.00	434,280		-	621,418		-	621,418		-	828,560		-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	0.50	3,000		-	4,500		-	4,500		-	6,000		-
TOTAL NON-INSTRUCTIONAL	0.50	3,000		-	4,500		-	4,500		-	6,000		-

SUBTOTAL PERSONNEL SERVICE COSTS

	43.00	654,949		-	843,587		-	843,587		-	1,052,225		-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		58,738		-	75,656		-	75,656		-	94,367		-
Fringe / Employee Benefits		85,891		-	85,891		-	85,891		-	85,891		-
Retirement / Pension		6,584		-	6,584		-	6,584		-	6,584		-
TOTAL PAYROLL TAXES AND BENEFITS		151,213		-	168,131		-	168,131		-	186,842		-

TOTAL PERSONNEL SERVICE COSTS

	43.00	806,162		-	1,011,718		-	1,011,718		-	1,239,067		-
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CONTRACTED SERVICES

Accounting / Audit		18,750		-	18,750		-	18,750		-	39,250		-
Legal		3,750		-	3,750		-	3,750		-	3,750		-
Management Company Fee				-			-			-			-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		15,450		-	15,450		-	15,450		-	15,450		-
Special Ed Services		450		-	1,350		-	1,350		-	1,350		-
Titlement Services (i.e. Title I)		2,750		-	2,750		-	2,750		-	2,750		-
Other Purchased / Professional / Consulting		38,500		-	56,500		-	56,500		-	56,500		-
TOTAL CONTRACTED SERVICES		79,650		-	98,550		-	98,550		-	119,050		-

NEW YORK CITY CHARTER SCHOOL OF THE ARTS													
Budget / Operating Plan													
2021-22													
Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-	-
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-	-
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-	-
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		5,650		-	16,950		-	16,950		-	16,950		-
Special Ed Supplies & Materials		300		-	900		-	900		-	900		-
Textbooks / Workbooks				-			-			-	21,698		-
Supplies & Materials other		4,000		-	12,000		-	12,000		-	12,000		-
Equipment / Furniture		8,750		-	8,750		-	8,750		-	8,750		-
Telephone		360		-	360		-	360		-	360		-
Technology		36,925		-	36,925		-	36,925		-	36,925		-
Student Testing & Assessment		1,321		-	3,964		-	3,964		-	3,964		-
Field Trips		400		-	1,200		-	1,200		-	1,200		-
Transportation (student)				-			-			-			-
Student Services - other		50		-	150		-	150		-	150		-
Office Expense		7,750		-	7,750		-	7,750		-	7,750		-
Staff Development		9,875		-	9,875		-	9,875		-	9,875		-
Staff Recruitment		5,000		-	5,000		-	5,000		-	5,000		-
Student Recruitment / Marketing		2,250		-	2,250		-	2,250		-	2,250		-
School Meals / Lunch		14,916		-	44,749		-	44,749		-	44,749		-
Travel (Staff)				-			-			-			-
Fundraising				-			-			-			-
Other		6,400		-	6,400		-	6,400		-	6,400		-
TOTAL SCHOOL OPERATIONS	-	103,947	-	-	157,222	-	-	157,222	-	-	178,920	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,136		-	11,136		-	11,136		-	11,136		-
Janitorial		15,929		-	15,929		-	15,929		-	15,929		-
Building and Land Rent / Lease / Facility Finance Interest		366,853.50		-	366,853.50		-	366,853.50		-	366,853.50		-
Repairs & Maintenance		13,750		-	13,750		-	13,750		-	13,750		-
Equipment / Furniture				-			-			-			-
Security		9,435		-	9,435		-	9,435		-	9,435		-
Utilities		24,000		-	24,000		-	24,000		-	24,000		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	441,103	-	-	441,103	-	-	441,103	-	-	441,103	-	-
DEPRECIATION & AMORTIZATION		51,000		-	51,000		-	51,000		-	51,000		-
COVID-19 / CONTINGENCY		21,478		-	21,478		-	21,478		-	21,478		-
DEFERRED RENT		19,772		-	19,772		-	19,772		-	19,772		-
TOTAL EXPENSES	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-	-
NET INCOME	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-	-

NEW YORK CITY CHARTER SCHOOL OF THE ARTS													
Budget / Operating Plan													
2021-22													
Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-	
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-	
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-	
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	255	-	-	255	-	-	255	-	-	255	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	255	-	-	255	-	-	255	-	-	255	-	-
REVENUE PER PUPIL	-	6,857	-	-	7,135	-	-	6,954	-	-	6,954	-	-
EXPENSES PER PUPIL	-	5,973	-	-	7,062	-	-	7,062	-	-	8,119	-	-

		NEW YORK CITY CHARTER SCHOOL OF THE ARTS						
		Budget / Operating Plan						
		2021-22						
Total Revenue		7,114,778	7,114,778	-	7,114,778	7,114,778		
Total Expenses		7,195,185	7,195,185	-	(7,195,185)	(7,195,185)		
Net Income		(80,407)	(80,407)	-	(80,407)	(80,407)		
Actual Student Enrollment								
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions						
Executive Management	1.00	159,136	159,136	-	(159,136)	(159,136)		
Instructional Management	1.00	108,150	108,150	-	(108,150)	(108,150)		
Deans, Directors & Coordinators	3.00	242,864	242,864	-	(242,864)	(242,864)		
CFO / Director of Finance	-	-	-	-	-	-		
Operation / Business Manager	4.00	281,776	281,776	-	(281,776)	(281,776)		
Administrative Staff	1.50	78,746	78,746	-	(78,746)	(78,746)		
TOTAL ADMINISTRATIVE STAFF	10.50	870,672	870,672	-	(870,672)	(870,672)		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	17.50	1,451,116	1,451,116	-	(1,451,116)	(1,451,116)		
Teachers - SPED	8.00	605,862	605,862	-	(605,862)	(605,862)		
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	-	-	-	-	-	-		
Specialty Teachers	4.50	252,913	252,913	-	(252,913)	(252,913)		
Aides	-	-	-	-	-	-		
Therapists & Counselors	2.00	175,785	175,785	-	(175,785)	(175,785)		
Other	-	20,000	20,000	-	(20,000)	(20,000)		
TOTAL INSTRUCTIONAL	32.00	2,505,676	2,505,676	-	(2,505,676)	(2,505,676)	Summer School \$20,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-		
Librarian	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other	0.50	18,000	18,000	-	(18,000)	(18,000)		
TOTAL NON-INSTRUCTIONAL	0.50	18,000	18,000	-	(18,000)	(18,000)		
SUBTOTAL PERSONNEL SERVICE COSTS	43.00	3,394,348	3,394,348	-	(3,394,348)	(3,394,348)		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		304,416	304,416	-	(304,416)	(304,416)		
Fringe / Employee Benefits		343,563	343,563	-	(343,563)	(343,563)		
Retirement / Pension		26,337	26,337	-	(26,337)	(26,337)		
TOTAL PAYROLL TAXES AND BENEFITS		674,316	674,316	-	(674,316)	(674,316)		
TOTAL PERSONNEL SERVICE COSTS	43.00	4,068,664	4,068,664	-	(4,068,664)	(4,068,664)		
CONTRACTED SERVICES								
Accounting / Audit		95,500	95,500	-	(95,500)	(95,500)		
Legal		15,000	15,000	-	(15,000)	(15,000)		
Management Company Fee		-	-	-	-	-		
Nurse Services		-	-	-	-	-		
Food Service / School Lunch		-	-	-	-	-		
Payroll Services		61,800	61,800	-	(61,800)	(61,800)		
Special Ed Services		4,500	4,500	-	(4,500)	(4,500)		
Titlment Services (i.e. Title I)		11,000	11,000	-	(11,000)	(11,000)		
Other Purchased / Professional / Consulting		208,000	208,000	-	(208,000)	(208,000)		
TOTAL CONTRACTED SERVICES		395,800	395,800	-	(395,800)	(395,800)		

NEW YORK CITY CHARTER SCHOOL OF THE ARTS						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	7,114,778	7,114,778	-	7,114,778	7,114,778	
Total Revenue	7,114,778	7,114,778	-	7,114,778	7,114,778	
Total Expenses	7,195,185	7,195,185	-	(7,195,185)	(7,195,185)	
Net Income	(80,407)	(80,407)	-	(80,407)	(80,407)	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	56,500	56,500	-	(56,500)	(56,500)	
Special Ed Supplies & Materials	3,000	3,000	-	(3,000)	(3,000)	
Textbooks / Workbooks	21,698	21,698	-	(21,698)	(21,698)	
Supplies & Materials other	40,000	40,000	-	(40,000)	(40,000)	
Equipment / Furniture	35,000	35,000	-	(35,000)	(35,000)	
Telephone	1,440	1,440	-	(1,440)	(1,440)	
Technology	147,700	147,700	-	(147,700)	(147,700)	
Student Testing & Assessment	13,213	13,213	-	(13,213)	(13,213)	
Field Trips	4,000	4,000	-	(4,000)	(4,000)	
Transportation (student)	-	-	-	-	-	
Student Services - other	500	500	-	(500)	(500)	
Office Expense	31,000	31,000	-	(31,000)	(31,000)	
Staff Development	39,500	39,500	-	(39,500)	(39,500)	
Staff Recruitment	20,000	20,000	-	(20,000)	(20,000)	
Student Recruitment / Marketing	9,000	9,000	-	(9,000)	(9,000)	
School Meals / Lunch	149,163	149,163	-	(149,163)	(149,163)	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	25,598	25,598	-	(25,598)	(25,598)	
TOTAL SCHOOL OPERATIONS	597,312	597,312	-	(597,312)	(597,312)	
FACILITY OPERATION & MAINTENANCE						
Insurance	44,544	44,544	-	(44,544)	(44,544)	
Janitorial	63,715	63,715	-	(63,715)	(63,715)	
Building and Land Rent / Lease / Facility Finance Interest	1,467,414	1,467,414	-	(1,467,414)	(1,467,414)	
Repairs & Maintenance	55,000	55,000	-	(55,000)	(55,000)	
Equipment / Furniture	-	-	-	-	-	
Security	37,740	37,740	-	(37,740)	(37,740)	
Utilities	96,000	96,000	-	(96,000)	(96,000)	
TOTAL FACILITY OPERATION & MAINTENANCE	1,764,413	1,764,413	-	(1,764,413)	(1,764,413)	
DEPRECIATION & AMORTIZATION	204,000	204,000	-	(204,000)	(204,000)	
COVID-19 / CONTINGENCY	85,910	85,910	-	(85,910)	(85,910)	
DEFERRED RENT	79,086	79,086	-	(79,086)	(79,086)	
TOTAL EXPENSES	7,195,185	7,195,185	-	(7,195,185)	(7,195,185)	
NET INCOME	(80,407)	(80,407)	-	(80,407)	(80,407)	

NYSSSL \$4,045, NYSLIB \$1,688, NYSTL \$15,965
Math Curricular \$9,000, Supplies & Materials Other \$31,000

NEW YORK CITY CHARTER SCHOOL OF THE ARTS														
Budget / Operating Plan														
2021-22														
	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-	-	7,114,778
Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-	-	7,114,778
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-	-	7,195,185
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-	-	(80,407)
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>														
Example - Subtract Property and Equipment Expenditures	-	33,000	-	-	33,000	-	-	33,000	-	-	33,000	-	-	132,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	33,000	-	-	33,000	-	-	33,000	-	-	33,000	-	-	132,000
FINANCING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	19,772	-	-	19,772	-	-	19,772	-	-	19,772	-	-	79,086
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	19,772	-	-	19,772	-	-	19,772	-	-	19,772	-	-	79,086
Total Cash Flow Adjustments	-	52,772	-	-	52,772	-	-	52,772	-	-	52,772	-	-	211,086
NET INCOME	-	278,406	-	-	71,340	-	-	25,240	-	-	(244,307)	-	-	130,679
Beginning Cash Balance	1,403,422	1,403,422	-	-	1,681,828	-	-	1,753,168	-	-	1,778,408	-	-	1,403,422
ENDING CASH BALANCE	1,403,422	1,681,828	-	-	1,753,168	-	-	1,778,408	-	-	1,534,101	-	-	1,534,101

NEW YORK CITY CHARTER SCHOOL OF THE ARTS					
Budget / Operating Plan					
2021-22					
	7,114,778	-	7,114,778	7,114,778	
Total Revenue					
Total Expenses	7,195,185	-	(7,195,185)	(7,195,185)	
Net Income	(80,407)	-	(80,407)	(80,407)	
Actual Student Enrollment					
Total Year		VARIANCE			
Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS	
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	132,000	-	132,000	132,000	
Other	-	-	-	-	
Total Investment Activities	132,000	-	132,000	132,000	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	79,086	-	79,086	79,086	
Other	-	-	-	-	
Total Financing Activities	79,086	-	79,086	79,086	
Total Cash Flow Adjustments	211,086	-	211,086	211,086	
NET INCOME	130,679	-	130,679	130,679	
Beginning Cash Balance	1,403,422	-	-	-	
ENDING CASH BALANCE	1,534,101	-	130,679	130,679	

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
BALANCE SHEET
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Budget / Operating Plan**

2021-22

Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	39,784	-	-	39,784	-	-	39,784	-	-	39,784	-	
Instructional Management	-	27,038	-	-	27,038	-	-	27,038	-	-	27,036	-	
Deans, Directors & Coordinators	-	60,716	-	-	60,716	-	-	60,716	-	-	60,716	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	70,444	-	-	70,444	-	-	70,444	-	-	70,444	-	
Administrative Staff	-	19,687	-	-	19,687	-	-	19,687	-	-	19,685	-	
TOTAL ADMINISTRATIVE STAFF	-	-	217,669	-	-	217,669	-	-	217,669	-	-	217,665	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	241,853	-	-	362,779	-	-	362,779	-	-	483,705	-	
Teachers - SPED	-	100,977	-	-	151,465	-	-	151,465	-	-	201,955	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	42,152	-	-	63,228	-	-	63,228	-	-	84,305	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	29,298	-	-	43,946	-	-	43,946	-	-	58,595	-	
Other	-	20,000	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	-	434,280	-	-	621,418	-	-	621,418	-	-	828,560	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	3,000	-	-	4,500	-	-	4,500	-	-	6,000	-	
TOTAL NON-INSTRUCTIONAL	-	-	3,000	-	-	4,500	-	-	4,500	-	-	6,000	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	654,949	-	-	843,587	-	-	843,587	-	-	1,052,225	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	58,738	-	-	75,656	-	-	75,656	-	-	94,367	-	
Fringe / Employee Benefits	-	85,891	-	-	85,891	-	-	85,891	-	-	85,891	-	
Retirement / Pension	-	6,584	-	-	6,584	-	-	6,584	-	-	6,584	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	-	151,213	-	-	168,131	-	-	168,131	-	-	186,842	-
TOTAL PERSONNEL SERVICE COSTS	-	-	806,162	-	-	1,011,718	-	-	1,011,718	-	-	1,239,067	-
CONTRACTED SERVICES													
Accounting / Audit	-	18,750	-	-	18,750	-	-	18,750	-	-	39,250	-	
Legal	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	15,450	-	-	15,450	-	-	15,450	-	-	15,450	-	
Special Ed Services	-	450	-	-	1,350	-	-	1,350	-	-	1,350	-	
Titlement Services (i.e. Title I)	-	2,750	-	-	2,750	-	-	2,750	-	-	2,750	-	
Other Purchased / Professional / Consulting	-	38,500	-	-	56,500	-	-	56,500	-	-	56,500	-	
TOTAL CONTRACTED SERVICES	-	-	79,650	-	-	98,550	-	-	98,550	-	-	119,050	-

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Budget / Operating Plan**

2021-22

Total Revenue	-	1,748,746	-	-	1,819,411	-	-	1,773,311	-	-	1,773,311	-
Total Expenses	-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389	-
Net Income	-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)	-
Actual Student Enrollment	-	255	-	-	255	-	-	255	-	-	255	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance
	Actual			Actual			Actual			Actual		

SCHOOL OPERATIONS												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		5,650	-		16,950	-		16,950	-		16,950	-
Special Ed Supplies & Materials		300	-		900	-		900	-		900	-
Textbooks / Workbooks		-	-		-	-		-	-		21,698	-
Supplies & Materials other		4,000	-		12,000	-		12,000	-		12,000	-
Equipment / Furniture		8,750	-		8,750	-		8,750	-		8,750	-
Telephone		360	-		360	-		360	-		360	-
Technology		36,925	-		36,925	-		36,925	-		36,925	-
Student Testing & Assessment		1,321	-		3,964	-		3,964	-		3,964	-
Field Trips		400	-		1,200	-		1,200	-		1,200	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		50	-		150	-		150	-		150	-
Office Expense		7,750	-		7,750	-		7,750	-		7,750	-
Staff Development		9,875	-		9,875	-		9,875	-		9,875	-
Staff Recruitment		5,000	-		5,000	-		5,000	-		5,000	-
Student Recruitment / Marketing		2,250	-		2,250	-		2,250	-		2,250	-
School Meals / Lunch		14,916	-		44,749	-		44,749	-		44,749	-
Travel (Staff)		-	-		-	-		-	-		-	-
Fundraising		-	-		-	-		-	-		-	-
Other		6,400	-		6,400	-		6,400	-		6,400	-
TOTAL SCHOOL OPERATIONS		-	103,947	-	-	157,222	-	-	157,222	-	-	178,920
FACILITY OPERATION & MAINTENANCE												
Insurance		11,136	-		11,136	-		11,136	-		11,136	-
Janitorial		15,929	-		15,929	-		15,929	-		15,929	-
Building and Land Rent / Lease / Facility Finance Interest		366,854	-		366,854	-		366,854	-		366,854	-
Repairs & Maintenance		13,750	-		13,750	-		13,750	-		13,750	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		9,435	-		9,435	-		9,435	-		9,435	-
Utilities		24,000	-		24,000	-		24,000	-		24,000	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	441,103	-	-	441,103	-	-	441,103	-	-	441,103
DEPRECIATION & AMORTIZATION		51,000	-		51,000	-		51,000	-		51,000	-
COVID-19 / CONTINGENCY		21,478	-		21,478	-		21,478	-		21,478	-
DEFERRED RENT		19,772	-		19,772	-		19,772	-		19,772	-
TOTAL EXPENSES		-	1,523,111	-	-	1,800,842	-	-	1,800,842	-	-	2,070,389
NET INCOME		-	225,634	-	-	18,568	-	-	(27,531)	-	-	(297,079)

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	7,114,778	(7,114,778)	-	-	7,114,778	(7,114,778)	-	-
Total Expenses	-	-	-	7,195,185	7,195,185	-	-	7,195,185	7,195,185	-	-
Net Income	-	-	-	(80,407)	80,407	-	-	(80,407)	80,407	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2021-22
Per Pupil Rate

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
NYC CHANCELLOR'S OFFICE	-	-	-	4,295,475	(4,295,475)	-	-	4,295,475	(4,295,475)	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	-	-	4,295,475	(4,295,475)	-	-	4,295,475	(4,295,475)	-	-
Special Education Revenue	-	-	-	893,447	(893,447)	-	-	893,447	(893,447)	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	1,288,643	(1,288,643)	-	-	1,288,643	(1,288,643)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	6,477,565	(6,477,565)	-	-	6,477,565	(6,477,565)	-	-
REVENUE FROM FEDERAL FUNDING	-	-	-	-	-	-	-	-	-	-	-
IDEA Special Needs	-	-	-	46,100	(46,100)	-	-	46,100	(46,100)	-	-
Title I	-	-	-	101,706	(101,706)	-	-	101,706	(101,706)	-	-
Title Funding - Other	-	-	-	28,434	(28,434)	-	-	28,434	(28,434)	-	-
School Food Service (Free Lunch)	-	-	-	122,824	(122,824)	-	-	122,824	(122,824)	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	288,879	(288,879)	-	-	288,879	(288,879)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	587,943	(587,943)	-	-	587,943	(587,943)	-	-
LOCAL and OTHER REVENUE	-	-	-	-	-	-	-	-	-	-	-
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	24,280	(24,280)	-	-	24,280	(24,280)	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	36	(36)	-	-	36	(36)	-	-
Food Service (Income from meals)	-	-	-	3,256	(3,256)	-	-	3,256	(3,256)	-	-
Text Book	-	-	-	21,698	(21,698)	-	-	21,698	(21,698)	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	49,270	(49,270)	-	-	49,270	(49,270)	-	-
TOTAL REVENUE	-	-	-	7,114,778	(7,114,778)	-	-	7,114,778	(7,114,778)	-	-

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	7,114,778	(7,114,778)	-	-	7,114,778	(7,114,778)	-	-
Total Expenses	-	-	-	7,195,185	7,195,185	-	-	7,195,185	7,195,185	-	-
Net Income	-	-	-	(80,407)	80,407	-	-	(80,407)	80,407	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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EXPENSES	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	159,136	159,136	-	-	159,136	159,136	-	-
Instructional Management	-	-	-	-	108,150	108,150	-	-	108,150	108,150	-	-
Deans, Directors & Coordinators	-	-	-	-	242,864	242,864	-	-	242,864	242,864	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	281,776	281,776	-	-	281,776	281,776	-	-
Administrative Staff	-	-	-	-	78,746	78,746	-	-	78,746	78,746	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	870,672	870,672	-	-	870,672	870,672	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	-	1,451,116	1,451,116	-	-	1,451,116	1,451,116	-	-
Teachers - SPED	-	-	-	-	605,862	605,862	-	-	605,862	605,862	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	252,913	252,913	-	-	252,913	252,913	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	175,785	175,785	-	-	175,785	175,785	-	-
Other	-	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	2,505,676	2,505,676	-	-	2,505,676	2,505,676	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,394,348	3,394,348	-	-	3,394,348	3,394,348	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	-	304,416	304,416	-	-	304,416	304,416	-	-
Fringe / Employee Benefits	-	-	-	-	343,563	343,563	-	-	343,563	343,563	-	-
Retirement / Pension	-	-	-	-	26,337	26,337	-	-	26,337	26,337	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	674,316	674,316	-	-	674,316	674,316	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	4,068,664	4,068,664	-	-	4,068,664	4,068,664	-	-
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	-	95,500	95,500	-	-	95,500	95,500	-	-
Legal	-	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	61,800	61,800	-	-	61,800	61,800	-	-
Special Ed Services	-	-	-	-	4,500	4,500	-	-	4,500	4,500	-	-
Titelment Services (i.e. Title I)	-	-	-	-	11,000	11,000	-	-	11,000	11,000	-	-
Other Purchased / Professional / Consulting	-	-	-	-	208,000	208,000	-	-	208,000	208,000	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	395,800	395,800	-	-	395,800	395,800	-	-

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	7,114,778	(7,114,778)	-	-	7,114,778	(7,114,778)	-	-
Total Expenses	-	-	-	7,195,185	7,195,185	-	-	7,195,185	7,195,185	-	-
Net Income	-	-	-	(80,407)	80,407	-	-	(80,407)	80,407	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	56,500	56,500	-	-	56,500	56,500	-	-
Special Ed Supplies & Materials	-	-	-	3,000	3,000	-	-	3,000	3,000	-	-
Textbooks / Workbooks	-	-	-	21,698	21,698	-	-	21,698	21,698	-	-
Supplies & Materials other	-	-	-	40,000	40,000	-	-	40,000	40,000	-	-
Equipment / Furniture	-	-	-	35,000	35,000	-	-	35,000	35,000	-	-
Telephone	-	-	-	1,440	1,440	-	-	1,440	1,440	-	-
Technology	-	-	-	147,700	147,700	-	-	147,700	147,700	-	-
Student Testing & Assessment	-	-	-	13,213	13,213	-	-	13,213	13,213	-	-
Field Trips	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	500	500	-	-	500	500	-	-
Office Expense	-	-	-	31,000	31,000	-	-	31,000	31,000	-	-
Staff Development	-	-	-	39,500	39,500	-	-	39,500	39,500	-	-
Staff Recruitment	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Student Recruitment / Marketing	-	-	-	9,000	9,000	-	-	9,000	9,000	-	-
School Meals / Lunch	-	-	-	149,163	149,163	-	-	149,163	149,163	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	25,598	25,598	-	-	25,598	25,598	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	597,312	597,312	-	-	597,312	597,312	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	44,544	44,544	-	-	44,544	44,544	-	-
Janitorial	-	-	-	63,715	63,715	-	-	63,715	63,715	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,467,414	1,467,414	-	-	1,467,414	1,467,414	-	-
Repairs & Maintenance	-	-	-	55,000	55,000	-	-	55,000	55,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	37,740	37,740	-	-	37,740	37,740	-	-
Utilities	-	-	-	96,000	96,000	-	-	96,000	96,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,764,413	1,764,413	-	-	1,764,413	1,764,413	-	-
DEPRECIATION & AMORTIZATION	-	-	-	204,000	204,000	-	-	204,000	204,000	-	-
COVID-19 / CONTINGENCY	-	-	-	85,910	85,910	-	-	85,910	85,910	-	-
DEFERRED RENT	-	-	-	79,086	79,086	-	-	79,086	79,086	-	-
TOTAL EXPENSES	-	-	-	7,195,185	7,195,185	-	-	7,195,185	7,195,185	-	-
NET INCOME	-	-	-	(80,407)	80,407	-	-	(80,407)	80,407	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW YORK CITY CHARTER SCHOOL OF THE ARTS
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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



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

Charter School Name:	New York City Charter School of the Arts
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Elisa Murphy
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,244,540	\$ -	\$ 4,244,540	\$ 4,442,514
Students with disabilities	958,076	-	958,076	773,601
Grants and Contracts				
State and local	21,351	-	21,351	24,145
Federal - Title and IDEA	271,934	-	271,934	188,099
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	1,170,863	-	1,170,863	1,137,925
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,666,764	-	6,666,764	6,566,284
EXPENSES				
Program Services				
Regular Education	\$ 3,960,554	\$ -	\$ 3,960,554	\$ 3,771,039
Special Education	1,884,869	-	1,884,869	1,539,490
Other Programs	-	-	-	-
Total Program Services	5,845,423	-	5,845,423	5,310,529
Management and general	439,216	-	439,216	683,354
Fundraising	44,372	-	44,372	7,600
TOTAL OPERATING EXPENSES	6,329,011	-	6,329,011	6,001,483
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	337,753	-	337,753	564,801
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	69,355	-	69,355	120,627
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	39	-	39	65
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	69,394	-	69,394	120,692
CHANGE IN NET ASSETS	407,147	-	407,147	685,493
NET ASSETS BEGINNING OF YEAR	1,030,496	-	1,030,496	345,003
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,437,643	\$ -	\$ 1,437,643	\$ 1,030,496

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 407,147	\$ 685,493
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	201,072	190,979
Grants Receivable	(51,769)	(27,704)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(95,901)	(44,281)
Accounts Payable	(9,341)	(420,941)
Accrued Expenses	74,312	(59,408)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	52,693	3,149
Interest payments	-	-
Other	116,440	131,870
Other	(96,560)	(296,500)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 598,093	\$ 162,657
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(30,235)	(83,500)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (30,235)	\$ (83,500)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	131,000	131,000
Other	-	698,263
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ 131,000	\$ 829,263
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 698,858	\$ 908,420
Cash at beginning of year	1,091,860	183,440
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,790,718	\$ 1,091,860

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20		
		Program Services				Supporting Services					
No. of Positions		Regular Education		Other Education	Total	Management and		Total	Total		
		Education	Special Education			Fund-raising	General				
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	Administrative Staff Personnel	10.00	577,363	84,553	-	661,916	17,950	120,242	138,192	800,108	756,660
	Instructional Personnel	29.00	1,381,216	872,995	-	2,254,211	-	-	-	2,254,211	2,066,013
	Non-Instructional Personnel	1.00	18,222	6,074	-	24,296	-	36,444	36,444	60,740	76,612
	Total Salaries and Staff	40.00	1,976,801	963,622	-	2,940,423	17,950	156,686	174,636	3,115,059	2,899,285
	Fringe Benefits & Payroll Taxes		375,111	182,854	-	557,965	3,406	29,732	33,138	591,103	517,963
	Retirement		-	-	-	-	-	-	-	-	-
	Management Company Fees		-	-	-	-	-	-	-	-	-
	Legal Service		5,424	2,644	-	8,068	49	431	480	8,548	12,452
	Accounting / Audit Services		-	-	-	-	-	106,473	106,473	106,473	81,924
	Other Purchased / Professional / Consulting Services		216,807	94,940	-	311,747	11,640	48,332	59,972	371,719	329,363
	Building and Land Rent / Lease / Facility Finance Interest		871,526	424,367	-	1,295,893	8,083	69,252	77,335	1,373,228	1,365,305
	Repairs & Maintenance		32,848	16,012	-	48,860	298	2,605	2,903	51,763	106,669
	Insurance		28,635	13,959	-	42,594	260	2,270	2,530	45,124	35,375
	Utilities		53,530	26,094	-	79,624	486	4,243	4,729	84,353	100,339
	Supplies / Materials		68,873	19,676	-	88,549	-	-	-	88,549	85,929
	Equipment / Furnishings		-	-	-	-	-	-	-	-	-
	Staff Development		55,431	14,140	-	69,571	-	-	-	69,571	19,282
	Marketing / Recruitment		30,878	13,369	-	44,247	215	1,874	2,089	46,336	20,394
	Technology		29,133	14,201	-	43,334	265	2,309	2,574	45,908	29,750
	Food Service		15,311	3,906	-	19,217	-	-	-	19,217	105,431
	Student Services		10,875	2,774	-	13,649	-	-	-	13,649	16,410
	Office Expense		34,612	16,872	-	51,484	314	2,743	3,057	54,541	62,255
	Depreciation		127,599	62,200	-	189,799	1,159	10,114	11,273	201,072	190,979
	OTHER		27,160	13,239	-	40,399	247	2,152	2,399	42,798	22,378
	Total Expenses		\$ 3,960,554	\$ 1,884,869	\$ -	\$ 5,845,423	\$ 44,372	\$ 439,216	\$ 483,588	\$ 6,329,011	\$ 6,001,483

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	NYC Charter School of the Arts
Name of trustee (print):	Randall Iserman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair
Email Address:	[REDACTED]

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

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Randall Iserman (self)	NYC Charter School Center	Employee	Administrative Consulting, Support, Advocacy	\$25,000	No involvement in school leadership decision to use Charter Center services	Ongoing

Trustee Signature

Signature:

Randall Iserman
Randall Iserman (Jun 17, 2021 13:49 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of the Arts
Name of trustee (print):	Laura Blankfein
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

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

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Laura Blankfein
laura Blankfein (Jul 29, 2021 19:12 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of the Arts
Name of trustee (print):	Matthias Ederer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

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

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Matthias Ederer
Matthias Ederer (Jul 29, 2021 17:34 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	NYC Charter School of the Arts
Name of trustee (print):	Adam Falkner
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Program Committee Member
Email Address:	[REDACTED]

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

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Adam Falkner
Adam Falkner (Jun 21, 2021 09:51 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of the Arts
Name of trustee (print):	Michele Murphy Gastel
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Michele Murphy Gastel
Michele Murphy Gastel (Jul 23, 2021 23:29 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of th Arts
Name of trustee (print):	Mark Hall
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Program Committee member
Email Address:	[REDACTED]

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

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:


Mark Hall (Jul 7, 2021 08:59 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City School of the Arts
Name of trustee (print):	Laurence Heilbronn
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

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

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Laurence Heilbronn
laurence Heilbronn (Jun 20, 2021 15:40 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of the Arts
Name of trustee (print):	Max Osse
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	trustee
Email Address:	[REDACTED]

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

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Max Osse
Max Osse (Jun 24, 2021 16:56 EDT)

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York City Charter School of the Arts
Name of trustee (print):	Peter Sharp Sack
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

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

Trustee Signature

Signature:

Peter Sharp Sack
Peter Sharp Sack (Jun 17, 2021 14:09 EDT)

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

Certificate of Occupancy

CO Number: 122170765T014

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: Manhattan	Block Number: 00022	Certificate Type: Temporary
	Address: 26 BROADWAY	Lot Number(s): 13	Effective Date: 11/07/2019
	Building Identification Number (BIN): 1000811		Expiration Date: 02/05/2020
	Building Type: Altered		
This building is subject to this Building Code: 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: E	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 32	Height in feet: 320	No. 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		
Outstanding requirements for obtaining Final Certificate of Occupancy:			
There are 16 outstanding requirements. Please refer to BISWeb for further detail.			
Borough Comments: None			



Borough Commissioner



Commissioner

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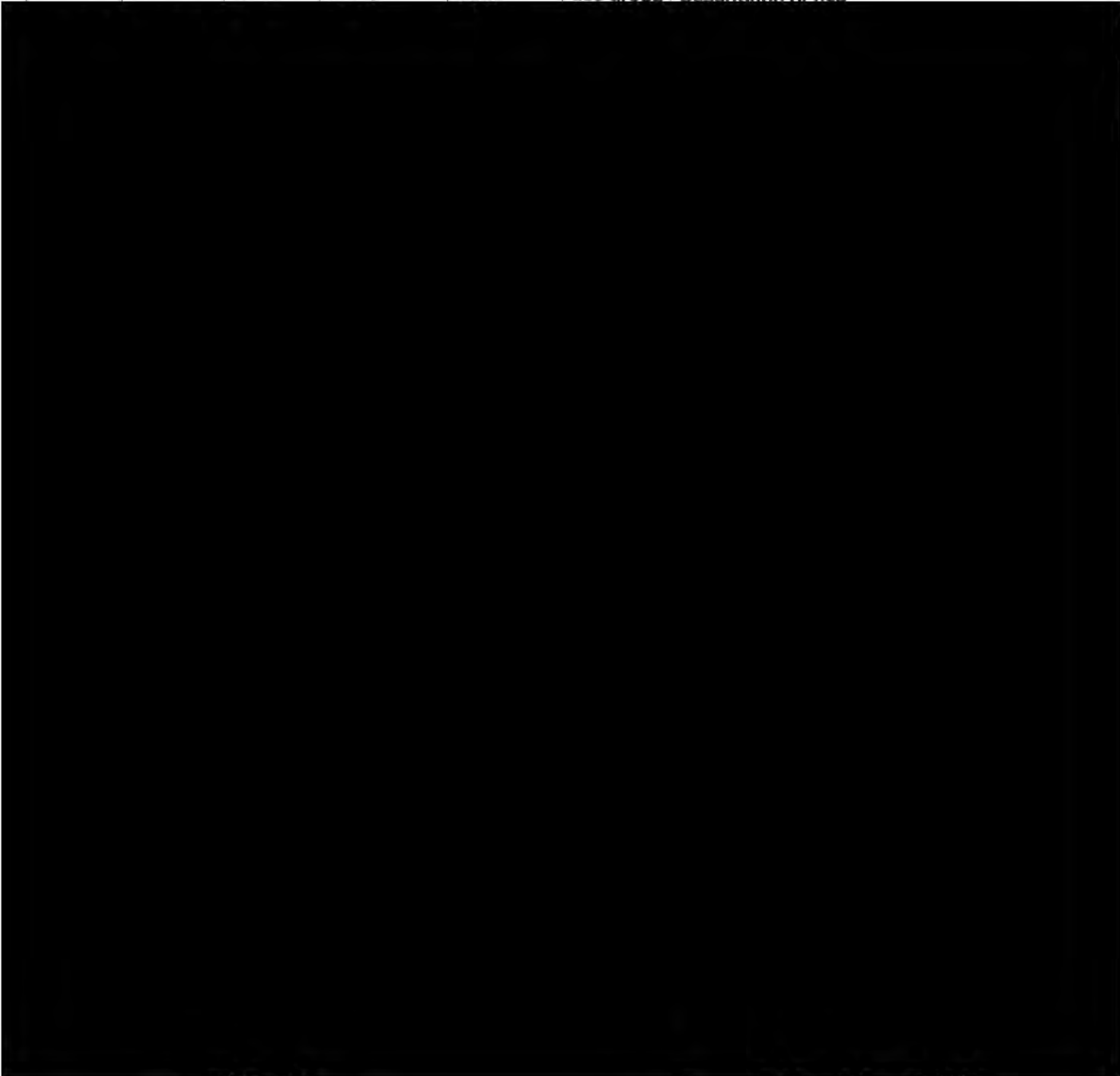
Certificate of Occupancy

CO Number: 122170765T014

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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

Commissioner

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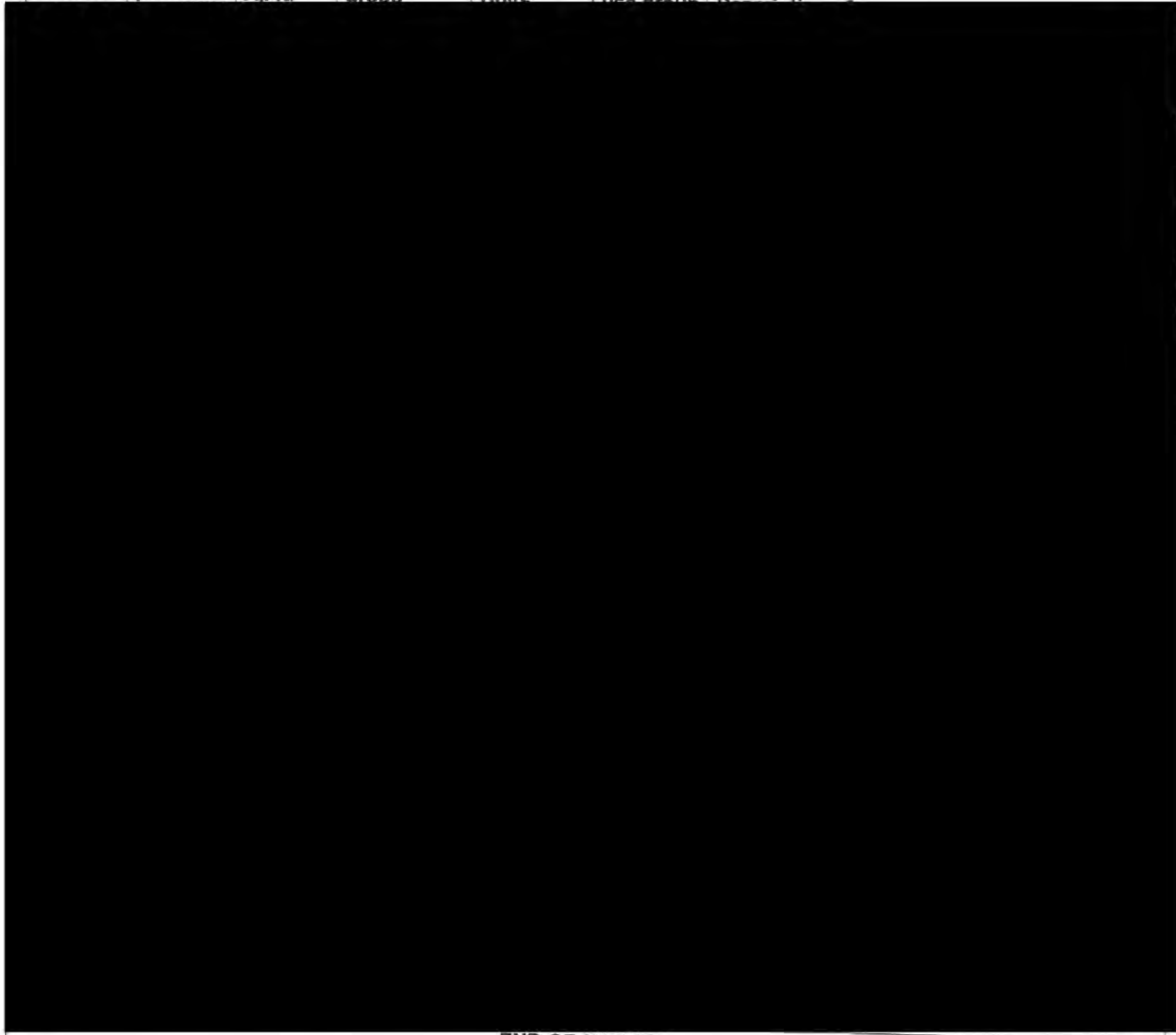
Certificate of Occupancy

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Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Designation
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END OF SECTION

Borough Commissioner

Commissioner

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2021 - 2022 CSA Calendar

While school will be in session, students who observe the following days with their families will be excused in observance.

August				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Dates	Notes
8/2-8/20	Summer School (you will be notified if your student is required to attend)
9/3	First Day of School 6th Grade Orientation (Half Day)
9/6	Labor Day
9/7	Rosh Hashanah
9/8	First Day of School 7th & 8th Grade
9/16	Yom Kippur
10/11	Indigenous Peoples Day
11/2	Election Day Remote Day for Students; Professional Day for Teachers
11/24	Half-Day
11/25 - 11/26	Thanksgiving Holiday Break
12/24 - 12/31	Winter Break
1/17	Martin Luther King Jr. Day
2/21 - 2/25	February Break
3/29 - 3/31	ELA State Tests
4/15 - 4/22	Spring Break
4/26 - 4/28	Math State Tests
5/30	Memorial Day
6/20	Juneteenth
6/29	Last Day of School Students and Staff
Dates to be determined	Shakespeare Play
Dates to be determined	Winter and Spring Showcases
Dates to be determined	Musical
Dates to be determined	Piano Recitals
Dates to be determined	Four Saturday Academies Preparation for State Math Exams
Dates to be determined	NYSMMA
Dates to be determined	Piano Jury
Dates to be determined	Visual Art Portfolio Jury
Dates to be determined	Regents
Dates to be determined	Graduation

11/11	Veterans' Day
2/1	Lunar New Year
5/2	Eid al-Fitr

October				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	