

**THE SUNY CHARTER SCHOOLS  
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
CHILDREN'S AID COLLEGE PREP  
CHARTER SCHOOL*

**Report Date: March 9, 2022**

**Review Date: October 27 – 28, 2021**

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**Charter Schools Institute**  
The State University of New York

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## CHARTER SCHOOL BACKGROUND

# CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

1232 Southern Boulevard, Bronx, New York | Grades: K-5 | Community School District 12  
1919 Prospect Avenue, Bronx, New York | Grades: 6-8 | Community School District 12

### “ MISSION

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

### CURRENT CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
648

Charter Expiration:  
July 31, 2022

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
670

Charter Expiration:  
July 31, 2027

### KEY DESIGN ELEMENTS

Instructional rigor and a robust academic program;



Expanded learning opportunities;



Frequent and purposeful assessment;



Talented and committed professional teachers and leaders; and,



Comprehensive community school services.



## CHARTER SCHOOL BACKGROUND

### EDUCATION CORPORATION OVERVIEW

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Children’s Aid College Prep Charter School (“Children’s Aid”) on June 15, 2011. The charter opened in fall 2012, serving 120 students in Kindergarten and 1<sup>st</sup> grade. The Children Aid Society (“CAS”), a New York not-for-profit corporation dating back to 1853, has been the school’s institutional partner since its inception, spearheading Children Aid’s original charter application. CAS provides programmatic and administrative services to support Children Aid on both a fee and in-kind basis. CAS also provides a range of wrap-around programs and services including: an early childhood program in the elementary school building that serves 2-4 year olds; afterschool and summer programs; health and wellness services including mental health counseling and social-emotional skill-building; and, family support services.



### NOTEWORTHY

As a community oriented charter, Children’s Aid partners with CAS to provide counseling or medical services to families through CAS’s Health and Wellness Division. Additionally, the charter provides numerous supports for its students and families including employing five full-time social workers, called “life coaches,” and a life coach director. The life coaches and life coach director work side-by-side with charter leadership and staff to connect students and their families to resources, including mental health supports. Life coaches and teachers co-lead weekly life skills classes for Kindergarten – 3<sup>rd</sup> grade students and Power Group classes for 4<sup>th</sup> – 8<sup>th</sup> grade students. Life coaches also provide individual or small group

counseling to approximately 80-100 students each year.

### SUMMARY OF COVID-19 RESPONSE

Children’s Aid supported students and staff during the remote and hybrid learning periods through its community oriented approach. The charter distributed 480 tablet devices and 9 wifi hotspots beginning in March 2020 at the start of the statewide facility closure related to the COVID-19 pandemic. For the 2020-21 school year, Children’s Aid offered students a fully remote option, a hybrid option involving weekly in-person rotations of student cohorts, and a daily in-person Learning Lab for select high-needs students beginning in November 2020. As part of the charter’s community school approach, Children’s Aid regularly solicited family involvement through the Parent Advisory Committee (“PAC”) and success mentors who learned that 21% of families did not have computers at home for remote or hybrid learning. As a result, Children’s Aid distributed 150 additional laptops and 9 Wi-Fi hotspots to families without reliable Wi-Fi access; expanded food distribution services for families; and increased mental health referrals to the CAS health and wellness division. Children’s Aid also offered more frequent PAC Zoom meetings to support parents during remote learning. These weekly meetings consisted of virtual workshops with 20 to 60 parents to support them with remote learning platforms, preview asynchronous lesson modules, and question and answer sessions with charter leadership.

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

*The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Children’s Aid College Prep Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 670 students. The Institute makes this recommendation based on Children’s Aid College Prep Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During its five year charter term, Children’s Aid is an academic success having met or come close to meeting its key Accountability Plan goals. The summary below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

### FINDINGS & INFORMATION

#### ***Is the charter an academic success?***

Children’s Aid is an academic success. While overall proficiency in both english language arts (“ELA”) and mathematics declined from 2016-17 through 2018-19, the charter continues to demonstrate success during the COVID-19 pandemic with high academic growth and progress on nationally normed assessments for ELA and mathematics whole school proficiency. Additionally, Children’s Aid has outperformed New York City Community School District (“CSD”) 12 on both the New York State ELA and mathematics exams in all years of the current charter term, and has also consistently outperformed CSD 12 in the percentage of students with disabilities (“SWDs”) and English language learners (“ELLs”) reaching ELA and mathematics proficiency.

#### ***Is the charter an effective, viable organization?***

Children’s Aid is an effective, viable organization. The board effectively governs the charter and oversees the leadership team to ensure the smooth delivery of the instructional program. The board recognized the charter’s academic challenges and identified the factors influencing the charter’s academic performance through 2018-19. The board took measures to systematically strengthen those factors, which led to improvement in performance in the 2020-21 school year. The board also closely monitors the academic growth and progress of SWDs, ELLs, economically disadvantaged students, and students at risk of academic failure. Furthermore, the board closely monitors the charter’s enrollment and supports strategies to improve the effectiveness of student recruitment and retention efforts.

#### ***Is the charter fiscally sound?***

Children’s Aid is fiscally sound based on the fiscal evidence collected through the renewal review. The education corporation has met or come close to meeting its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term.

#### ***If the SUNY Trustees renew the education corporation’s authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?***

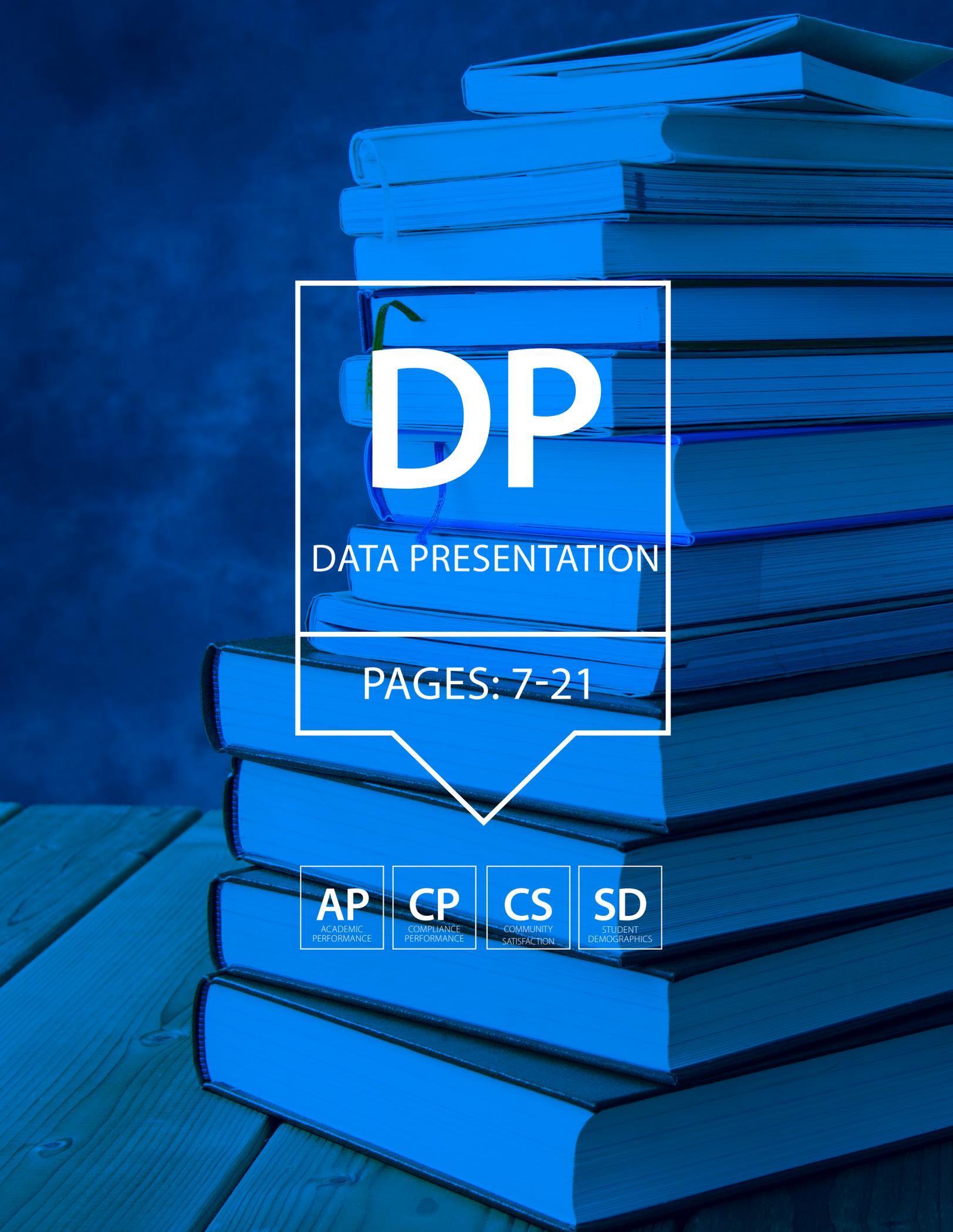
Children’s Aid’s plans for the charter are reasonable, feasible, and achievable. The charter will continue to deliver the core elements of its established and effective academic program, if renewed, by continuing to strengthen its internal teacher development practices; offering systematic and focused training and coaching to teachers and

## EXECUTIVE SUMMARY

leaders; implementing a robust set of standards based ELA and mathematics assessment and data review protocols; and, continuing to improve its assessment systems and instructional tools that led to improvements in proficiency results in 2020-21. The board plans to expand through a diverse recruitment of additional members and implement a tool to evaluate its performance.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Children's Aid College Prep Charter School a Full Term renewal of five years.



# DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

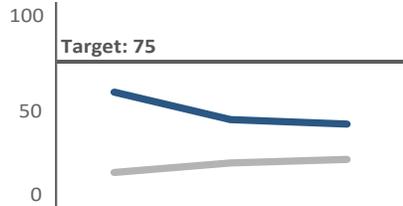
STUDENT  
DEMOGRAPHICS

# ACADEMIC PERFORMANCE

## CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

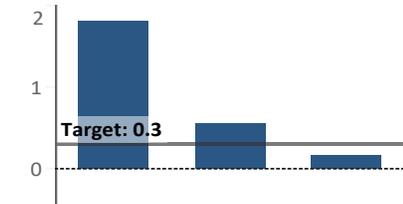
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



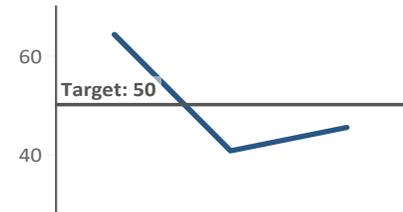
Test Year	Comp Grades	District %	Charter %
2017	3-5	18	59
2018	3-6	23	45
2019	3-7	25	43

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	1.81
2018	3-6	0.54
2019	3-7	0.17

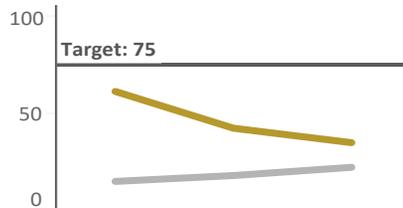
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	64.3
2018	40.9
2019	45.6

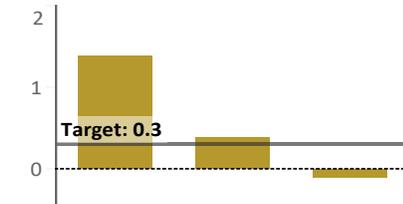
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



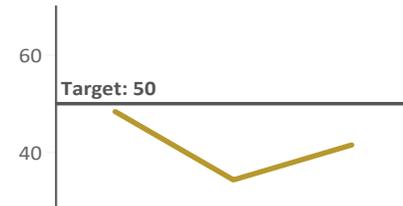
Test Year	Comp Grades	District %	Charter %
2017	3-5	16	62
2018	3-6	19	43
2019	3-7	23	36

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	1.39
2018	3-6	0.38
2019	3-7	-0.10

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2017	48.6
2018	34.6
2019	41.8



# ACADEMIC PERFORMANCE

## CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL



### BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - ANET\*

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	2+ students	18%	324	37%	19%
Equity 1	Gap closing	10	129	16	6
Equity 2	Students with disabilities	10	79	8	-2
Absolute	2+ students	75%	324	37%	-38%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	2+ students	26%	334	32%	6%
Equity 1	Gap closing	2	126	11	9
Equity 2	Students with disabilities	2	78	5	3
Absolute	2+ students	75%	334	32%	-43%

### SPECIAL POPULATIONS PERFORMANCE\*\*

	2017	2018	2019
Students with Disabilities Enrollment	85	106	130
Tested on State Exam	46	59	79
Charter Percent Proficient on ELA Exam	34.8	18.6	10.1
District Percent Proficient	5.6	7.3	7.2
ELL Enrollment	19	39	57
Tested on NYSESLAT Exam	13	39	57
Charter Percent 'Commanding' or Making Progress	0.0	7.7	17.5

\* For description of internal assessments, see section 1A.  
\*\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

## ACADEMIC PERFORMANCE



### HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year subsequent charter term, Children’s Aid came close to meeting its key academic Accountability Plan goals in ELA, mathematics, and science over the majority of the term with available data. Although the charter’s achievement declined from 2016-17 to 2018-19, the school continued to outperform the district in every year. In the absence of state exam data suitable for analysis in 2020-21, the charter administered the Achievement Network (“ANET”) assessment to measure student growth and achievement. Children’s Aid remained in good standing according to the state’s accountability system over the term.

During 2016-17, the first year of the charter’s Accountability Period, Children’s Aid’s students enrolled in at least their second year posted proficiency rates of 59% in ELA and 62% in mathematics. The charter outperformed the district by 41 percentage points and 46 percentage points, respectively. That year, the charter performed higher than expected to a large degree in comparison public schools across the state enrolling similar percentages of economically disadvantaged students. In 2017-18, the charter continued to outperform the district in both subjects and perform higher than expected compared to demographically similar schools. In 2018-19, the most recent year with available state data, Children’s Aid continued to outperform the district but did not meet the target for its effect size measure in ELA or mathematics. In alignment with the school’s decline in absolute achievement, the charter posted mean growth percentiles under the target of 50. The charter has an action plan in place to improve student learning that includes adjustments to its curricular materials, external consultant support, and a data analysis system that supports teachers in adjusting instruction.

In the absence of state exam data suitable for analysis in 2020-21, Children’s Aid administered the ANET assessment to demonstrate success on its ELA and mathematics goals. The charter generated growth and achievement results aligned to the four measures established by the Institute. That year, Children’s Aid students enrolled in at least their second year in 3<sup>rd</sup> – 8<sup>th</sup> grade met the equivalent of New York State proficiency at rates of 37% and 32% in ELA and mathematics, respectively. Although this level of achievement was lower than the target of 75%, the charter posted growth outcomes from fall to spring assessment administrations that demonstrate progress towards proficiency for all students in both subjects. Notably, Children’s Aid also exceeded its targets for ELA and mathematics growth among those students who began 2020-21 scoring the farthest below grade level expectations.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Children’s Aid uses a combination of valid and reliable norm referenced assessments and internally developed formative assessments to monitor attainment of standards and progress toward achievement goals within classrooms, across grade levels, and across the charter. At the start of each year, teachers rely on data from Fountas and Pinnell (“F&P”) to measure reading levels and Achievement Network (“ANET”) exams to gauge literacy and mathematical reasoning skill. The charter has data structures and systems that allow teachers to identify student learning needs, adjust instruction, and regroup students by achievement level as the school year progresses. Teachers and leaders use these data to develop specific learning goals for students, classrooms, and grade levels. Teachers use daily, quick check exit tickets and weekly exit tickets to closely monitor student progress toward meeting their specific goals. This system for closely monitoring student progress is a key part of the Children’s Aid education program: the nuanced and targeted goals and close monitoring resulted last year in the school meeting its growth goals for students in math and ELA and has the likelihood to continue to do so. The school’s overall culture embeds a focus on academic and social emotional data to support decision making continually and effectively.

#### CURRICULUM

Children’s Aid has a detailed set of curricular documents and materials that support teachers in knowing what to teach and when to teach it. During this charter term, the charter systematically reviewed the effectiveness of its curricula in ELA and math and made continuous improvements to increase the quality of teaching and improve student learning in response to the decline in academic achievement from 2016-17 to 2018-19. To support the shifts to new materials in both content areas, the charter engaged external consultants to coach teachers on instructional delivery and leaders on developing stronger routines and processes for coaching teachers through their intellectual preparation before delivering lessons. As a result of those changes and improvements, teachers and leaders monitor assessment data closely to inform curricular shifts to address specific concepts and key skills that students may have missed during the facility shutdown related to the COVID-19 pandemic.

#### PEDAGOGY

Children’s Aid teachers deliver high quality instruction across most classrooms. Institute team members observed 15 lessons using the Institute’s observation protocols during the renewal visit. Students were well versed in routines and procedures and participated in activities that developed depth of understanding, higher-order thinking, and problem-solving skills in most lessons. In most classrooms observed, teachers demonstrated effective time management and pacing to allow students to stay engaged while mastering new skills and learning new concepts. Purposeful and aligned instruction with rich, meaningful objectives was evident across classrooms and grades. Teachers consistently checked for understanding during lessons and adjusted instruction to foster students’ depth of understanding in most classrooms observed.

## ACADEMIC PERFORMANCE

### INSTRUCTIONAL LEADERSHIP

Children’s Aid has strong instructional leadership characterized by systems and routines that support teachers’ development. Leaders maintain high expectations for all teaching staff and provide effective supports to reach those expectations. Instructional supports include routine observations and feedback cycles, grade and content team meetings, intellectual prep meetings where teachers rehearse lesson delivery to prepare to respond to student questions and misconceptions, professional development workshops aligned to leaders’ priorities of purposeful and standards aligned instruction, strong student voice and engagement, and scaffolded supports in real time to close learning gaps. Teachers have frequent opportunities to collaborate, share best practices, and improve instructional effectiveness. Leaders hold teachers accountable for quality instruction and student achievement. While the charter has systems and structures in place to support teacher development, leaders have the opportunity to ensure that teachers implement priority strategies for instructional improvement consistently across all classrooms.

### AT RISK PROGRAM

Children’s Aid has clear systems for identifying SWDs, ELLs, and students who generally struggle academically. The charter closely and frequently monitors student academic achievement data and designs strategies to support student learning, mainly in the general education classroom. As teachers collect data from student work, formative exit tickets, and ANET assessments, they work with instructional leaders to analyze the data and identify trends in misconceptions across grade levels. Where individual students continuously struggle with the same concepts and skills, the charter gradually intensifies its learning supports. If students make little or no progress, the charter works with the district committee on special education (“CSE”) on the evaluation process for special education supports and services. Co-teachers effectively plan lessons together to ensure they build in targeted supports for all students who need them. The supports are effective based on the charter’s gap closing results on the ANET exam: the charter exceeded its target for closing the gap between students who started the year two or more grade levels behind and students who are on grade level in 2020-21. The charter appropriately uses the home language survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify ELLs and effectively supports their English language acquisition needs. Co-teaching pairs plan specific teacher moves and student membership in small groups to effectively support student learning and fill in perceived learning gaps. Leaders assign ELLs to classrooms where an English to speakers of other languages certified teacher supports as the co-teacher. However, the charter is currently facing the same staffing shortages found in schools throughout New York City following the COVID-19 pandemic, especially in those positions that support the most vulnerable learners. The charter is working to fill those positions as quickly as possible.

## ACADEMIC PERFORMANCE

### ORGANIZATIONAL CAPACITY

Children’s Aid has established an administrative structure with staff, operational systems, and policies and procedures that allow the charter to carry out its academic program. The principals, academic deans, and coaches play interlocking roles in providing supervision and support to teachers and staff toward the fulfillment of the charter’s instructional goals. Instructional and non-instructional staff report that they are continuously being challenged and are learning new skills during their tenures at the charter. Staff satisfaction is evidenced by the retention rate of over 90%. A strong relationship exists between operations and instructional teams. Across both campuses, the charter equips teachers with supplies and resources needed to carry out instruction. On a weekly basis, each teacher is given a new supply basket that preemptively replenishes regularly used instructional tools. The charter has a clear, consistently applied student discipline system in place that reports all the way up to the administrative level. The discipline policy aligns across the elementary and middle school programs with modifications in place to be responsive to the developmental needs of students, offer incentives instead of consequences, and allow for reasonable flexibility for teachers and grade levels. The charter’s life coaches and success mentors play pivotal roles in helping students and their families navigate unique circumstances that might impact a student’s performance or engagement in school. Both the elementary and middle school programs have disparate rituals, routines, activities, and events that routinely celebrate students and staff for their various accomplishments and work to foster a welcoming, supportive environment throughout the campuses. The partnership with CAS provides the schools with infrastructure support and has been invaluable in supporting families with access to resources needed to respond to the inequities exacerbated by the pandemic.

### BOARD OVERSIGHT & GOVERNANCE

Board members possess adequate skills and have established structures and procedures with which to govern the charter and oversee management of day-to-day operations to ensure the charter’s future as an academically successful, financially healthy, and legally compliant organization. The eight board members are engaged and versed in all key issues related to the charter. To address the charter’s academic challenges, the board approved a restructuring plan during the 2017-18 school year to provide additional support to improvements of whole charter proficiency in ELA and mathematics. The board’s restructuring plan to approve both a head of school and a middle school principal position for the 2018-2019 school year provided an additional layer of administrative support allowing the principals to focus on curriculum and pedagogy while the HoS focused on operations and administrative management. Furthermore, to better recruit and retain high-quality instructors, the board approved a new salary structure in 2017-18 that included higher compensation for instructional staff. On a regular basis, board members request and receive data and reports from the head of school that keep them abreast of key matters related to the management of the charter. The head of school strategizes with the board in response to the needs presented by students, families, and staff members. Board members also receive detailed information from committees regarding the academics, finances, and larger needs of stakeholders. During the shift to remote learning, board members arranged for a variety of resources to be funneled to the school community to ensure that student learning interruptions were minimal, social-

## ACADEMIC PERFORMANCE

emotional supports were provided, and tangible supplies and services were made available to families. The board demonstrates its commitment to helping the charter achieve the charter’s accountability plan goals by analyzing “Connection to Purpose” strategic issues on a monthly basis, actively participating in committees, routinely meeting directly with teachers and participating in professional development sessions that explain shifts in curriculum, instruction, and assessment. Key priorities for the board include the diverse recruitment of additional members and considering the implementation of a tool to evaluate the performance of the board.

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the charter. The board demonstrates a clear understanding of its role in holding the charter leadership accountable for academic results, fiscal soundness, and the programming and services central to the charter’s mission. The board functions in a committee structure receiving regular monthly reports from the standing student, learning and achievement; finance; and executive committees. The board’s ad hoc development committee works with the board under a robust and successful development and fundraising plan. The board manages conflicts of interest in a transparent manner in accordance with applicable laws. The board holds meetings in accordance with the Open Meetings Law and meeting minutes clearly reflect charter business. Detailed minutes reflect the board regularly reviews and updates charter policies. The board is thoughtful as to membership and development. The nominating clearly reflects on the areas of expertise needed to ensure a well rounded board.

## COMPLIANCE REPORTING



### HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

##### **Annual Reports**

The charter submitted its annual reports to the Institute and New York State Education Department ("NYSED") on time and posted portions of the annual reports on the charter's website in accordance with the charter and the Act. However, the charter has not posted the accountability plan progress reports which are a part of the annual report. The Institute will ensure compliance prior to the start of the next charter term.

##### **Bylaws**

At the time of the renewal submission, the education corporation's bylaws impermissibly provided for the school leader to be an elected officer of the board. The Institute will work with the education corporation to update the bylaws accordingly.

##### **Code of Ethics/Conflict of Interest Policy**

At the time of the renewal submission, the education corporation did not have an appropriate code of ethics and conflicts of interest policy. The Institute will work with the education corporation to ensure an appropriate and comprehensive policy is put in place.

##### **Complaints**

The Institute received one formal complaint regarding the imposition of student discipline. The Institute found the charter had not violated the law or its charter agreement.

##### **FOIL**

The charter has an appropriate Freedom of Information Law ("FOIL") policy. However, the charter's website does not link to the site for the New York State Committee on Open Government as required and does not provide a FOIL subject matter list. The Institute will follow up with the charter to update the website prior to the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

## COMPLIANCE REPORTING

Children's Aid employs 19 uncertified teachers more than allowed by the Act. The Institute is working with the charter to finalize its plans for coming into compliance. The charter provides each teacher a certification action plan and reserves the right to terminate employment if a teacher does not make sufficient progress toward certification.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
32%	96%	95%	96%	97%

#### *Parent Survey Data*

The Institute compiled data from the charter’s 2020-21 family satisfaction survey. In 2020-21, 32% of families who received the survey responded. Of the families who responded, 96% expressed satisfaction with the school’s program. The Institute recognizes that the charter’s response rate is lower than previous years due to difficulties in distributing and collecting responses due to COVID-19 during the 2020-21 school year.

#### *Parent Focus Group*

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The six families in attendance at the focus group indicated strong appreciation for the charter’s effective communication during the transition to remote and hybrid learning. Parents also appreciated the school’s community-oriented approach such as life coaches and events which reinforce academic learning and enhance school culture.

#### *Public Comments*

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The New York City Department of Education (“NYCDOE”) held its required hearing on Children’s Aid College Prep Charter School’s renewal application on October 19, 2021 by videoconference. Six people spoke in support of the application. The head of school spoke of the 600 students currently served by a rigorous core instructional program and supported by expanded learning opportunities like after school programs and summer camps. The head of school stated a comprehensive set of services, including food assistance, mental health services, and financial assistance, supports the students. While the head of school admitted to growing pains, she believes the school is on a path of success as evidenced by gains in student proficiency. Staff spoke to the holistic and supportive educational program and the structure and supports for coaching and

## COMMUNITY SATISFACTION

developing teachers. Staff also spoke to the uniqueness of the program in balancing academic achievement and equity with engagement of community and partnership for families. One student spoke to the respect he receives as member of the lesbian, gay, bisexual, and transgender (LGBT) community and how the charter fosters academic potential and positive socialization, a sentiment echoed by other students. No one spoke in opposition.

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 91% of Children's Aid students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*

# STUDENT DEMOGRAPHICS

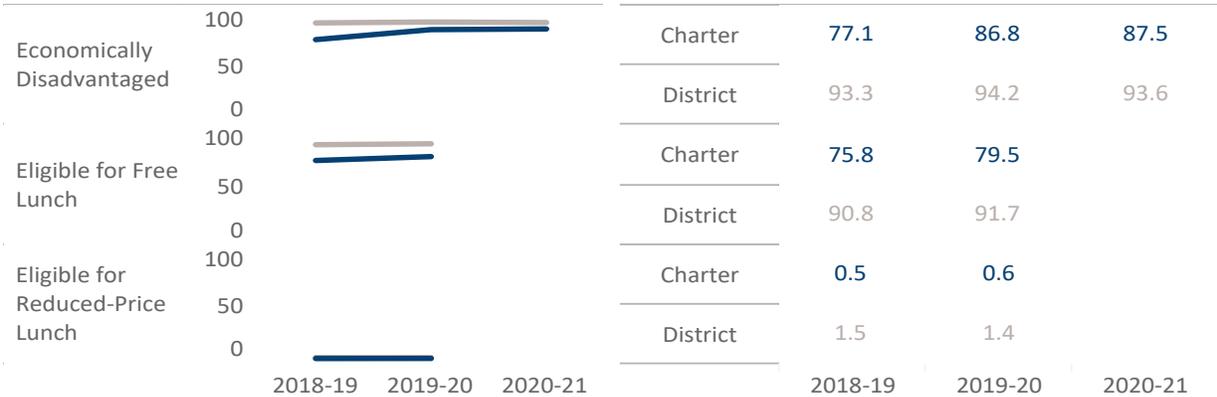
Children's Aid College Prep Charter School

Bronx CSD 12

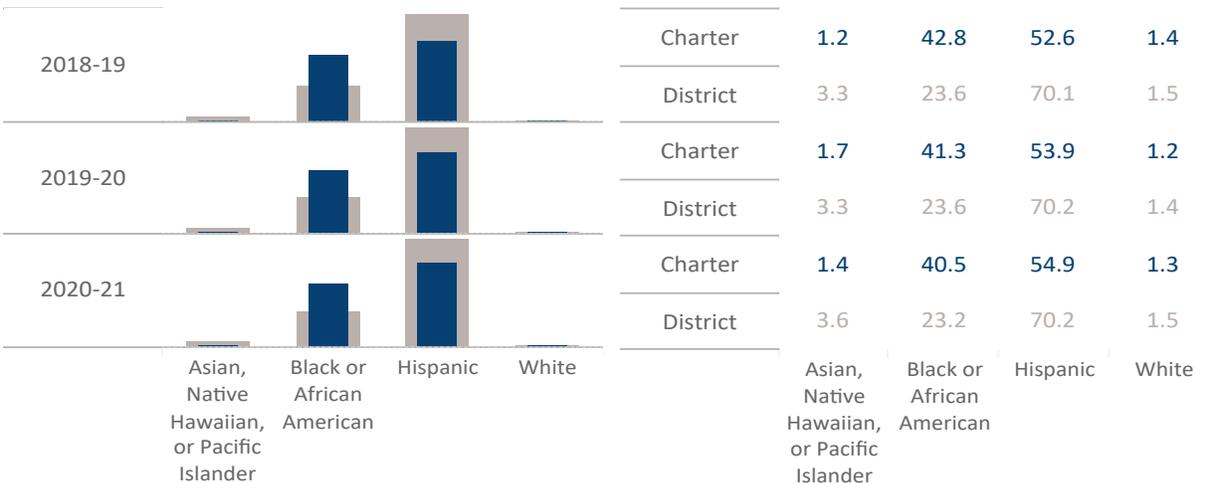
## Student Demographics: Special Populations



## Student Demographics: Free/Reduced Lunch



## Student Demographics: Race/Ethnicity

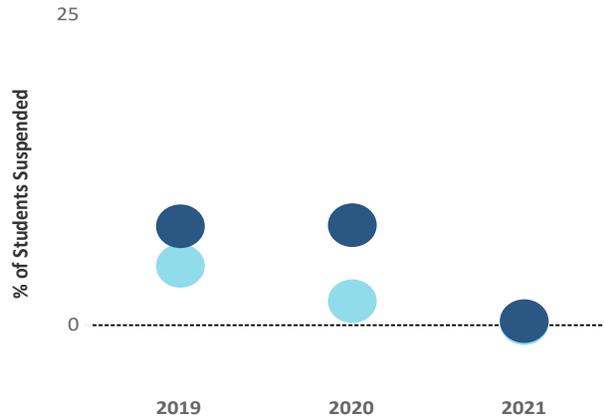


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# STUDENT DEMOGRAPHICS

## Children's Aid College Prep Charter School



## Bronx CSD 12

	ISS Rate	OSS Rate
2019	4.6	7.7
2020	1.9	7.8
2021	0.2	0.3

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

	2019	2020	2021
2018-19	89.0		
2019-20	86.3	0	0
2020-21	91.5		

## Children's Aid College Prep Charter School's Enrollment and Retention Status: 2020-21

	Target	Charter School
enrollment	economically disadvantaged	94.6
	English language learners	18.4
	students with disabilities	20.3
retention	economically disadvantaged	90.5
	English language learners	91.3
	students with disabilities	90.9

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for SWDs, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each charter’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Children’s Aid makes good faith efforts to meet its enrollment and retention targets. Leaders are well aware of the targets and adjust recruiting methods, as necessary. The charter will conduct the following recruitment strategies in a future charter term, if renewed:

- continue outreach to CAS Bronx-based programs and increase outreach at community events hosted by other community partners;
- increase outreach to Bronx-based communities of recent immigrants or non-English speaking families through trusted community partners and community-based organizations that serve them;
- formalize strong partnerships with high schools of interest to Children’s Aid students and their parents to lessen parent anxiety over the transition from middle school to high school;
- increase investment in translation services to ensure timely translation of all recruitment materials into Spanish, Arabic, and French, which are three of the most dominant languages for elementary and middle school students in CSD 12;
- increase investment in a multilingual, year-round marketing and communication strategy focused specifically on recruiting ELL families;
- increase investment in multilingual, year-round marketing materials and ads pushed out across the Bronx via ads on public transportation and in publications valued by the local community;
- increase social media presence throughout the year across all major social media platforms with a focus on telling the stories of the experiences of ELL students at Children’s Aid year-round;
- host ELL parent focus groups with translation services to continue to learn more about how to adjust and refine recruitment and retention strategies for this population of students;
- host focus groups with parents and caregivers of SWDs to learn more about how to adjust and refine recruitment and retention strategies for this population of students;
- use both in-person and virtual formats to increase contact with parents throughout the recruitment and enrollment process. Once students are enrolled, use technology to increase parent and caregivers’ access to school staff;

## STUDENT DEMOGRAPHICS

- continue meaningful improvements to academic supports for ELLs and SWDs and host parent workshops in support of those changes to academic supports;
- continue prioritizing hiring linguistically diverse staff;
- improve supports for students in transition from elementary to middle school;
- improve the middle school campus experience through stronger collaboration with co-located schools; and,
- focus on maintaining and growing an inclusive school culture that encourages greater connectivity and student retention.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Children’s Aid is fiscally sound based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup>*



CAS, a not-for-profit organization, and the charter are related through certain board commonality. CAS provides administrative support services for a 7.5% fee plus other enrichment programs and wrap-around services to the charter under an agreement between the two entities. The total fees paid to CAS for 2020-21 were approximately 14% of the total revenues.

CAS routinely receives contributions from private donors that are earmarked for the charter. Children’s Aid records these contributions as contribution income passed through from CAS to the education corporation. CAS also makes pledges to the charter and has committed to \$500,000 per year over the next charter term.



### DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

***Children’s Aid operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter leadership management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+

<sup>3</sup>. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

### DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation's Financial Policies and Procedures manual is reviewed and updated on a regular basis.	<b>JULY 2021</b>



## FISCAL ANALYSIS

### DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*Children’s Aid has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

### DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*Children’s Aid maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	N/A

Children's Aid has reported both operating surpluses and deficits in the current charter term. All deficits have been offset by the surpluses as the charter has accumulated net assets of \$3.3 million as of June 30, 2021. The charter is fiscally strong with 4.9 months of cash on hand to pay liabilities due shortly for the same time period. The charter has funded and maintained the required \$75,000 in a separate escrow account in case of dissolution.

## FISCAL ANALYSIS

### CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

#### CHARTER INFORMATION

##### BALANCE SHEET

Opened 2012-13

##### Assets

##### Current Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	3,038,709	4,602,160	4,761,725	6,602,963	6,051,869
Grants and Contracts Receivable	144,974	262,527	67,689	560,315	561,578
Accounts Receivable	100,000	-	-	-	-
Prepaid Expenses	2,947	2,794	2,617	12,893	111,739
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>3,286,630</b>	<b>4,867,481</b>	<b>4,832,031</b>	<b>7,176,171</b>	<b>6,725,186</b>
Property, Building and Equipment, net	80,214	246,946	443,992	354,407	254,776
Other Assets	-	-	75,000	75,000	-
<b>Total Assets - GRAPH 1</b>	<b>3,366,844</b>	<b>5,114,427</b>	<b>5,351,023</b>	<b>7,605,578</b>	<b>6,979,962</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	96,077	132,560	150,690	264,266	490,480
Accrued Payroll and Benefits	875,635	1,174,182	1,185,170	1,644,320	1,370,505
Deferred Revenue	5,056	5,056	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	1,400,000	1,400,000
Other	617,966	1,377,388	659,387	1,072,070	382,541
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,594,734</b>	<b>2,689,186</b>	<b>1,995,247</b>	<b>4,380,656</b>	<b>3,643,526</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>1,594,734</b>	<b>2,689,186</b>	<b>1,995,247</b>	<b>4,380,656</b>	<b>3,643,526</b>

##### Net Assets

Without Donor Restrictions	1,572,110	1,975,189	2,619,185	2,912,029	3,202,698
With Donor Restrictions	200,000	450,052	736,591	312,893	133,738
<b>Total Net Assets</b>	<b>1,772,110</b>	<b>2,425,241</b>	<b>3,355,776</b>	<b>3,224,922</b>	<b>3,336,436</b>
<b>Total Liabilities and Net Assets</b>	<b>3,366,844</b>	<b>5,114,427</b>	<b>5,351,023</b>	<b>7,605,578</b>	<b>6,979,962</b>

##### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	5,970,943	7,180,114	9,098,435	10,347,983	10,134,497
Students with Disabilities	523,933	1,350,956	1,708,150	1,691,320	1,723,116
<b>Grants and Contracts</b>					
State and local	65,613	175,855	178,311	270,321	125,277
Federal - Title and IDEA	221,869	399,577	438,811	455,668	648,903
Federal - Other	800,000	-	-	-	-
Other	22,060	1,665,605	1,450,665	5,409	360,000
NYC DoE Rental Assistance	-	-	-	-	1,086,610
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>7,604,418</b>	<b>10,772,107</b>	<b>12,874,372</b>	<b>12,770,701</b>	<b>14,078,403</b>

##### Expenses

Regular Education	6,497,742	9,176,002	10,946,980	12,147,192	12,681,489
SPED	564,578	851,793	952,116	1,180,916	1,153,601
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>7,062,320</b>	<b>10,027,795</b>	<b>11,899,096</b>	<b>13,328,108</b>	<b>13,835,090</b>
Management and General	491,859	613,679	750,578	1,085,939	885,006
Fundraising	11,276	11,227	17,352	21,310	290
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,565,455</b>	<b>10,652,701</b>	<b>12,667,026</b>	<b>14,435,357</b>	<b>14,720,386</b>

##### Surplus / (Deficit) From School Operations

	38,963	119,406	207,346	(1,664,656)	(641,983)
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##### Support and Other Revenue

Contributions	204,237	533,725	623,189	143,502	585,769
Fundraising	-	-	-	-	166,136
Miscellaneous Income	-	-	-	1,390,300	1,592
Net assets released from restriction	-	-	100,000	-	-
<b>Total Support and Other Revenue</b>	<b>204,237</b>	<b>533,725</b>	<b>723,189</b>	<b>1,533,802</b>	<b>753,497</b>

Total Unrestricted Revenue	7,858,655	11,055,780	13,311,022	14,728,201	15,011,055
Total Temporally Restricted Revenue	(50,000)	250,052	286,539	(423,698)	(179,155)
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>7,808,655</b>	<b>11,305,832</b>	<b>13,597,561</b>	<b>14,304,503</b>	<b>14,831,900</b>

##### Change in Net Assets

<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,528,910</b>	<b>1,772,110</b>	<b>2,425,241</b>	<b>3,355,776</b>	<b>3,224,922</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>1,772,110</b>	<b>2,425,241</b>	<b>3,355,776</b>	<b>3,224,922</b>	<b>3,336,436</b>

# FISCAL ANALYSIS

## CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	1,388,552	1,141,248	436,264	1,262,291	1,545,400
Instructional Personnel	1,970,662	3,123,140	4,845,281	5,750,281	5,484,534
Non-Instructional Personnel	201,577	283,920	559,437	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,560,791</b>	<b>4,548,308</b>	<b>5,840,983</b>	<b>7,012,572</b>	<b>7,029,934</b>
Fringe Benefits & Payroll Taxes	960,105	1,094,301	1,134,053	1,284,074	1,410,893
Retirement	34,184	45,208	76,202	89,324	77,986
Management Company Fees	1,066,865	1,427,911	1,617,747	1,789,420	2,012,661
Building and Land Rent / Lease / Facility Financing	1,000,004	2,077,800	1,990,300	600,000	2,000,000
Staff Development	89,416	168,678	191,266	216,397	323,997
Professional Fees, Consultant & Purchased Services	162,683	271,844	275,071	414,561	175,743
Marketing / Recruitment	9,349	14,820	14,160	23,210	31,889
Student Supplies, Materials & Services	290,511	297,018	427,031	409,027	394,719
Depreciation	48,648	62,874	89,695	103,165	99,631
Other	342,899	643,939	1,010,518	2,493,607	1,162,932
<b>Total Expenses</b>	<b>7,565,455</b>	<b>10,652,701</b>	<b>12,667,026</b>	<b>14,435,357</b>	<b>14,720,385</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	304	504	576	648	648
Final Chartered Enrollment (includes any revisions)	432	504	576	648	648
Actual Enrollment - <b>GRAPH 4</b>	430	498	589	639	626
Chartered Grades	K-5	K-6	K-7	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	17,685	21,631	21,858	19,985	22,489
Other Revenue and Support	475	1,072	1,228	2,400	1,204
<b>TOTAL - GRAPH 3</b>	<b>18,160</b>	<b>22,702</b>	<b>23,086</b>	<b>22,386</b>	<b>23,693</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	16,424	20,136	20,202	20,858	22,101
Management and General, Fundraising	1,170	1,255	1,304	1,733	1,414
<b>TOTAL - GRAPH 3</b>	<b>17,594</b>	<b>21,391</b>	<b>21,506</b>	<b>22,591</b>	<b>23,515</b>
% of Program Services	93.3%	94.1%	93.9%	92.3%	94.0%
% of Management and Other	6.7%	5.9%	6.1%	7.7%	6.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>3.2%</b>	<b>6.1%</b>	<b>7.3%</b>	<b>-0.9%</b>	<b>0.8%</b>
<b>% of Revenue Expended on Facilities</b>	<b>13.2%</b>	<b>19.3%</b>	<b>15.5%</b>	<b>4.7%</b>	<b>14.2%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
9.1	7.2	8.8	6.5	7.0

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
3.1	4.6	11.2	7.1	6.0

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.7	2.5	2.7	2.3	2.5
	Fiscally Strong				

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
	1,691,896	2,178,295	2,836,784	2,795,515	3,081,660
As % of Unrestricted Revenue	21.5%	19.7%	21.3%	19.0%	20.5%
Working Capital (Current) Ratio Score	2.1	1.8	2.4	1.6	1.8
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Good

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	2.1	1.8	2.4	1.6	1.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Good	Good

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	0.5	0.5	0.4	0.6	0.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	LOW	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Excellent	Good	Good

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	4.8	5.2	4.5	5.5	4.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

*Children’s Aid’s plans for the future are reasonable, feasible, and achievable. The charter continues to demonstrate academic growth. The charter organization evolves as the charter grows, and leaders have clear plans for continuing its growth.*

#### CHILDREN’S AID COLLEGE PREP CHARTER SCHOOL

**Plans for the Charter’s Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Children’s Aid will continue to implement the core elements of its academic program, which have demonstrated academic success and allowed the charter to meet or come close to meeting its key Accountability Plan goals over the current charter term.

**Plans for Board Oversight & Governance.** The board is planning to expand its membership and is actively recruiting new members. If renewed, the board plans to continue developing strategies to expand economically disadvantaged student enrollment; capture accurate data on economically disadvantaged youth; and meet the enrollment target for this population.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Children’s Aid presents a reasonable and appropriate fiscal plan for the next charter term including charter budgets that are feasible and achievable.

Children’s Aid plans to remain in its current facilities during the next charter term. The elementary school is currently located in a newly constructed private facility while the middle school is currently located in NYCDOE co-located space. Both facilities provide the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	648	670
<b>Grade Span</b>	K-8	K-8
<b>Teaching Staff</b>	72	77
<b>Days of Instruction</b>	184	184

Children's Aid

# Ax

APPENDICES

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OVERVIEW

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REPORT  
INFORMATION

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**CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL BOARD OF TRUSTEES**

CHAIR	TRUSTEES
Michelle DeLong	Phoebe Boyer
VICE CHAIR	Maribel Mercado
Beth Leventhal	Sandra Escamilla
TREASURER	Michelle Rumph
Nina Bershadker	
SECRETARY	
Jane Goldman	

**CHARTER SCHOOL LEADERS**

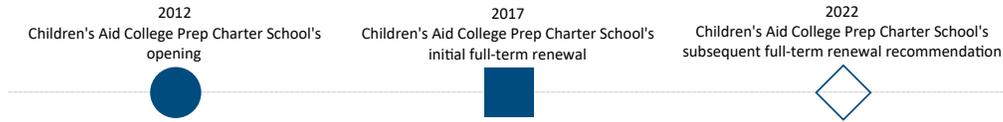
PRINCIPAL
<i>Drema Brown, Head of School (August 2011-Present)</i>
<i>Casey Vier, Elementary School Principal (October 2015-Present)</i>
<i>Robin Fleshman, Middle School Principal (September 2018-Present)</i>

**CHARTER CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	504	498	99%	K-6
2018-19	576	589	102%	K-7
2019-20	648	639	99%	K-8
2020-21	648	626	97%	K-8
2021-22	648	581	90%	K-8



**TIMELINE OF CHARTER RENEWAL**



**CHARTER VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
<b>2012-13</b>	First Year Visit	April 11, 2013
<b>2014-15</b>	Evaluation Visit	May 7, 2015
<b>2016-17</b>	Initial Renewal Visit	October 18-19, 2016
<b>2020-21</b>	Evaluation Visit	26-May-21
<b>2021-22</b>	Subsequent Renewal Review	October 27-28, 2021

**CONDUCT OF THE RENEWAL REVIEW**

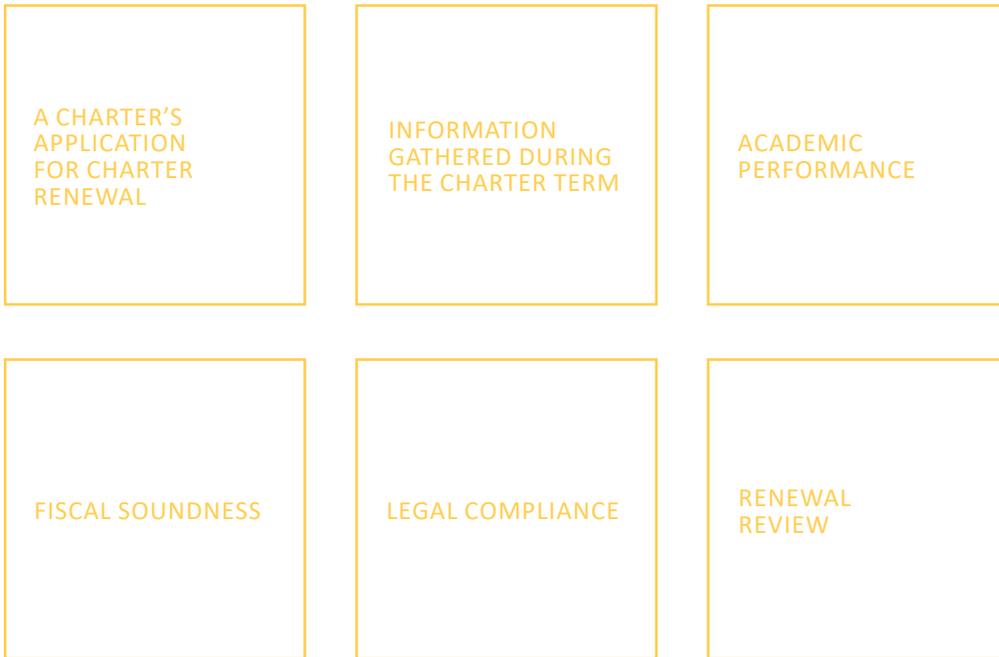
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
<b>October 27-28, 2021</b>	Vickie Masséus	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Carl Anthony Watson	External Consultant

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute’s website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



*Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).*

*2. Version 5.0, May 2012, are available on the [Institute’s website](#).*



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performances on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York